

Carrick Primary School



“The welfare of the child must be the paramount consideration”

Child Protection Order 1995

Safeguarding/Child Protection Policy

September 2018

Carrick Primary School

Vision Statement

Forward Together: Ar aghaidh le chéile.

Mission Statement

In Carrick Primary School we aim to provide a safe, caring and stimulating environment, in order to realise and celebrate the academic and non-academic potential of all our pupils. We expect our pupils to work hard and parents to assist us in helping children to learn and to become lifelong learners.

School Aims

We aim to:

- develop and strengthen each pupil's understanding and love of Catholic values by promoting the Catholic ethos throughout the school;
- create a safe, enjoyable learning environment, in which effective learning is facilitated and quality teaching is provided;
- implement all aspects of the Northern Ireland Curriculum;
- help our pupils to develop a positive attitude towards life and a love of learning;
- value, respect and nurture every child in our care;
- encourage pupils to respect themselves and others and to support and care for one another;
- equip our children with the necessary life skills to enable them to participate in a fast changing society;
- Endorse the United Nations' Convention on the Rights of the Child and work towards the implementation of policies and practices which reflect the Convention; and
- involve the parents, Board of Governors and wider community in the life of the school and in the holistic development of the children in our care.

1. Introduction

We, in Carrick Primary School, have a responsibility for the Pastoral Care, general welfare and safety of the children in our care. We will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential.

We also aim to empower our pupils to help them deal with any situation in which their own welfare/safety, or the safety/welfare of any other child, may be compromised.

All staff, teaching and non-teaching and all volunteers should be alert to the signs of possible abuse and should know the procedures to be followed. This policy sets out guidance on the action, which is required, where abuse or neglect of a child is suspected and outlines the referral procedures within our school.

We, the staff of Carrick Primary School, endorse the Convention on the Rights of the Child and will continue to work towards the implementation of policies and practices which reflect the Convention.

Article 19 You have the right to be protected from being hurt or badly treated.

Article 34 You have the right to be protected from sexual abuse.

Article 39 You have the right to help if you have been hurt, neglected or badly treated.

2. Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance “Safeguarding and Child Protection in Schools” (DENI Circular 2017/04) and the SBNI Core Child Protection Policy and Procedures (2017).

The following principles form the basis of our Child Protection Policy:

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

3. Other Relevant Policies and Documents

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other school policies including the:

- Positive Behaviour Policy;
- Anti-Bullying Policy;
- Safe Handling Policy;

- Special Educational Needs Policy;
- Drugs and Alcohol Education Policy;
- Educational Visits Policy;
- Health and Safety Policy;
- First Aid and Supporting Pupils with Medical Needs Policy;
- Relationships and Sexuality in Education Policy;
- ESafety Policy;
- ICT Policy;
- Intimate Care Policy;
- Care and Welfare Policy;
- Code of Conduct; and
- Rights Respecting Schools Policy.

These policies are available to parents and any parent requiring a copy should contact the school Principal or visit the school's website at www.carrickprimaryschool.com

4. Carrick Primary School's Safeguarding Team

The following are members of the school's Safeguarding Team

- Designated Teacher: Mrs Claire Kelly
- Deputy Designated Teacher: Mrs Patricia McPolin and Mr David Keenan
- Principal: Mrs Anne Cassidy
- Designated Governors for Child Protection: Mrs Pauline Sheehan and Mr Michael Keenan
- Chair of the Board of Governors: Mr Michael Keenan

5. Roles and Responsibilities

The Designated Teacher and Deputy Designated Teachers

The Designated Teacher and Deputy Designated Teachers must:

- Avail of training so that they are aware of their duties, responsibilities and role;
- Organise training for all staff (whole school training);
- Lead in the development of the school's Child Protection Policy and Procedures;
- Act as a point of contact for staff, parents and pupils;
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents and pupils;
- Make referrals to Social Services Gateway team or PSNI's Central Referral Unit, where appropriate;
- Liaise with the Education Authority's (EA) Designated Officers for Child Protection;
- Maintain records of all Child Protection concerns and issues;
- Keep the school Principal informed; and
- Provide a written Annual Report to the Board of Governors regarding Safeguarding/Child Protection.

The Designated Teacher (Mrs Claire Kelly) can be contacted on extension number 305 or on a personal mobile number 07871279661. Deputy Designated Teachers can be contacted on extension number 301 (Mrs McPolin) and extension number 312 (Mr David Keenan). The Principal (Mrs Anne Cassidy) can be contacted on extension number 203 or on a personal mobile number 07801399181.

The Principal

The Principal must ensure that:

- DENI 2017/04 guidance is implemented within the school;
- She attends training on managing Safeguarding and Child Protection;
- A Designated Teacher and Deputy Designated Teachers are appointed;
- All staff and volunteers receive Safeguarding/Child Protection training;
- All necessary referrals are taken forward in the appropriate manner;
- The Chair of the Board of Governors is kept informed;
- Child Protection activities feature on the agenda of the Board of Governors' meetings. Termly updates and an annual report are also provided for Governors;
- The school's Safeguarding/Child Protection Policy is reviewed annually and that parents and pupils receive a copy of this policy at least once every 2 years;
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis; and
- All unsupervised volunteers, coaches, students and tutors are vetted prior to beginning their work with the children.

The Designated Governors for Safeguarding/Child Protection

The Designated Governors should avail of Safeguarding/Child Protection awareness training delivered by the Child Protection Support Services for Schools (CPSSS) and will take the lead in Child Protection issues in order to advise the Governors on:

- The role of the Designated Teacher and the role of the Deputy Designated Teachers;
- The content of Safeguarding/Child Protection policies;
- The content of the Code of Conduct for adults within the school;
- The content of the termly updates and Annual Child Protection Report; and
- Recruitment, selection and vetting of staff.

The Chair of the Board of Governors

The Chair of the Board of Governors should:

- Ensure that she has received appropriate Education Authority training;
- Ensure that a safeguarding ethos is maintained within the school environment;
- Ensure that the school has a Safeguarding/Child Protection Policy in place and that staff implement the policy;
- Ensure that Governors undertake appropriate Child Protection and Recruitment and Selection training, provided by the Child Protection Support Service for Schools (CPSSS) and the Governor Support and Human Resource departments;
- Ensure that a Designated Governor and Deputy Designated Governors for Child Protection are appointed;
- Assume lead responsibility for managing any complaint/allegation against the school Principal; and
- Ensure that the Board of Governors receives termly updates and a full written annual report in relation to Safeguarding/Child Protection.

Other Members of School Staff, Volunteers, Coaches, Students and Tutors

Staff in school see children over prolonged periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse. They should remember the 5 Rs: *Receive, Reassure, Respond, Record* and *Refer*.

The member of staff and volunteers must:

- refer concerns to the Designated Teacher/Deputy Designated Teachers or to the Principal;
- listen to what is being said without displaying shock or disbelief and support the child;
- act promptly;
- make a concise written record of a child's disclosure using the actual words of the child (**Appendix 1**: Child Protection Incident Report Form);
- Avail of whole school training and other relevant training in relation to safeguarding children;
- **Not** give children a guarantee of total confidentiality regarding their disclosures;
- **Not** investigate; and
- **Not** ask leading questions.

In addition, staff members should:

- Keep the Designated Teacher informed about 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 conditions including disclosures of domestic violence.

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts.

The Designated/Deputy Designated Teachers will immediately follow the school's Safeguarding/Child Protection procedures.

At no time will the school be involved in investigating abuse. The role of the school is to inform the relevant outside agencies of its suspicions.

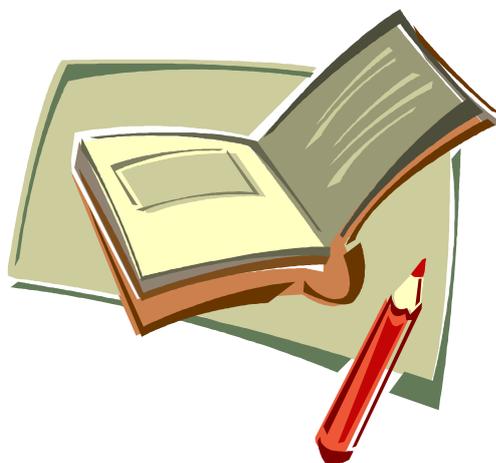
The purpose of these procedures is to protect vulnerable children by ensuring that all members of staff have guidance on the action to be taken and the inter-agency management of situations where abuse or neglect is evident or suspected.

These guidelines define child abuse and outline the action to be taken when it is known or suspected that a child is at risk, or has been subjected to abuse.

Often teachers or other members of staff may feel that reporting alleged abuse may be disloyal to the child. They may also be concerned that it may damage their relationship with the child's parents. There can also be concern that, should the referral turn out to be unfounded, this may lead to the child's parents or others seeking legal redress.

In spite of this, it must be remembered that a staff member's first and foremost obligation is to the child. Reporting facts in accordance with agreed procedures will not put any member of staff at risk.

REMEMBER: IF IN DOUBT – REPORT!



Parents

Parents should play their part in safeguarding by:

- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so that the school is kept well informed as to the child's situation;
- informing the school whenever anyone, other than themselves, intends to pick up the child after school;
- letting the school know in advance if their child is going home to an address other than their own home;
- familiarising themselves with the Carrick Primary School's Care and Welfare, Safe Handling, Anti Bullying, Positive Behaviour, Child Protection, Special Educational Needs, Drugs and Alcohol Education, First Aid and Supporting Pupils with Medication Needs, Health and Safety, Relationships and Sexuality in Education, ICT, ESafety and Intimate Care Policies;
- reporting to the office when they visit the school; and
- raising any concerns, they may have in relation to their child's welfare or the welfare of any other child within the school.

The Board of Governors

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

- having a Safeguarding/Child Protection Policy which is reviewed annually;
- having a staff Code of Conduct for all adults working in the school;
- attendance at relevant training by Governors and maintaining up-to-date training records; and
- the vetting of all staff, volunteers, coaches, tutors and students.

6. What Is Child Abuse?

The following definitions of child abuse are taken from the SBNI Core Child Protection Policy and Procedures (2017).

Definition of Abuse

Child abuse is any form of physical, sexual or emotional mistreatment, neglect or lack of care that leads to injury or an abuse of power or breach of trust.

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other person with a duty of care towards a child.

Types of Abuse

Physical Abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, biting, pinching, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Emotional Abuse is the persistent emotional mal-treatment of a child/young person, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he/she is worthless or unloved, inadequate, or valued only insofar as he/she meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying-including online bullying through social networks, online games or mobile phones-by a child's peers. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs and is likely to result in the significant impairment of a child's health and development. It may involve a parent or carer failing to provide adequate food, shelter, hygiene and/or clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of

stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth). Children who are neglected often suffer from other forms of abuse.

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

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

Specific Types of Abuse:

Child Sexual Exploitation is a form of sexual abuse in which a person(s) exploits, coerces and/or manipulates a child or young person into engaging in some form of sexual activity in return for something the child needs or desires and/or for the gain of the person(s) perpetrating or facilitating the abuse.

Children Who Display Sexually Harmful Behaviour

When abuse of a child is alleged to have been carried out by another child, the procedures outlined in this policy will be followed. It is important in such situations to distinguish between behaviours which are experimental in nature and those which are exploitative and harmful. Advice and support will be sought in such circumstances from the Education Authority's Designated Officer for Child Protection and where appropriate, a referral made to the statutory agencies. In all such cases a risk assessment will be undertaken and an individual support and safety plan identified. Appropriate services will also be provided for the children involved. The above guidance follows DE Circular 2016/05, Children Who Display Harmful Sexualized Behaviour.

Female Genital Mutilation (FGM)

FGM is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve the 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 criminal offence in Northern Ireland. Where there is a concern that a child or young person may be at immediate risk of FGM, a report should be made to the PSNI without delay and a referral should be made to the relevant HSCT Gateway Services.

Domestic Violence

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 or over who are or have been intimate partners or family members, regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological;
- Physical;
- Sexual;
- Financial; and
- Emotional.

Symptoms which young people may display and which are indicators only include:

- Nervousness
- Low self-worth
- Disturbed sleep patterns
- Nightmares/flashbacks
- Physiological – stress/nerves/anxiety
- Stomach pain
- Bed wetting
- Immature/needy behaviour
- Temper tantrums
- Aggression
- Internalising distress or withdrawal
- Truancy
- Alcohol and drugs
- Bullying

These symptoms can lead to a child/young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive. If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person, this must be passed to the Designated Teacher or Deputy Designated Teachers who have an obligation to share the information with Social Services.

A child may suffer from or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

Physical Indicators	Behavioural Indicators
<p>Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions, untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday.</p>	<p>self-destructive tendencies; self-harm; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; running away; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; and/or violent themes in art work or stories.</p>

Emotional Abuse

Physical Indicators	Behavioural Indicators
<p>Well below average in height and weight; “failing to thrive”; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).</p>	<p>Apathy and dejection; inappropriate emotional responses to painful situations; self-harm; rocking/head banging; inability to play; indifference to separation from family; indiscriminate attachment; reluctance for parental liaison; fear of new situations; running away; attention seeking/needing behaviour; and/or poor peer relationships.</p>

Neglect

Physical Indicators	Behavioural Indicators
<p>Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.</p>	<p>Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; and/or exposure to violence including unsuitable videos/materials.</p>

Sexual Abuse

Physical Indicators	Behavioural Indicators
<p>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.</p>	<p>What the child tells you; withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self-esteem; self-devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material; and/or self-harm.</p>

The following are guidelines for use by staff should a child disclose concerns of a Child Protection nature.

Do:	Do not:
<ul style="list-style-type: none"> ❖ Listen to what the child says ❖ Assure the child they are not at fault ❖ Explain to the child that you cannot keep it a secret ❖ Document exactly what the child says using his/her exact words ❖ Remember not to promise the child confidentiality ❖ Stay calm ❖ Listen ❖ Accept ❖ Reassure ❖ Explain what you are going to do ❖ Record accurately ❖ Seek support for yourself 	<ul style="list-style-type: none"> ❖ Ask leading questions. ❖ Put words into the child's mouth. ❖ Ignore the child's behaviour. ❖ Remove any clothing. ❖ Panic ❖ Promise to keep secrets ❖ Ask leading questions ❖ Make the child repeat the story unnecessarily ❖ Delay ❖ Start to investigate ❖ Do Nothing

7. Procedures for making complaints in relation to child abuse

How a Parent can make a Complaint

We aim to work closely with parents/guardians 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 they can talk to the class teacher or any member of the school's safeguarding team: the Principal, the Designated Teacher or Deputy Designated Teachers for Safeguarding/Child Protection. If they are still concerned they may talk to the Chair of the Board of Governors or the NI Public Services Ombudsman. At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in the flowchart in **Appendix 2**.

Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers

Where staff become aware of concerns or are approached by a child, they should not investigate as this is the responsibility of Social Services and/or PSNI. Staff should report these concerns immediately to the Designated Teacher/Designated Deputy Teachers and full notes should be made. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated Teacher/Deputy Designated Teachers immediately. The person who reports the incident must treat the matter in absolute confidence and on a need to know basis.

The Designated/Deputy Designated Teachers will decide whether, in the best interest of the child, the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

The Designated/Deputy Designated Teachers may consult with members of the school's Safeguarding Team, the Education Authority's Designated Officer for Child Protection and/or Social Services Gateway Team before a referral is made. During consultation with the Education Authority's Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and/or appropriate advice. The safety of the child is our top priority.

Where there are concerns about possible abuse and a referral needs to be made, the Designated/Deputy Designated Teachers will telephone Social Services Gateway Team. He/she will also notify the EA's Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and a copy will be forwarded to the Gateway Team. A copy will also be kept in the school's Safeguarding/Child Protection file.

If the Principal has concerns that a child may be at immediate risk from a volunteer/coach/tutor the services of the volunteer/coach/tutor will be terminated immediately.

This procedure, with names and contact numbers, is shown in **Appendix 3**.

Where a complaint has been made about possible abuse by a member of the school's staff

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated/Deputy Designated Teachers if the Principal is not available) **must be informed immediately**. The above procedures will apply (unless the complaint is about the Principal/Designated/Deputy Designated Teachers)

If a complaint is made against the Principal, the Designated/Deputy Designated Teachers will inform the Chairperson of the Board of Governors, who will ensure that necessary action is taken.

Where the matter is referred to Social Services, the member of staff may be removed from duties involving direct contact with pupils or may be suspended from duty as a

precautionary measure, pending investigation by the appropriate authorities. The Chair of the Board of Governors will be informed immediately.

Child Protection procedures, as outlined in **Appendix 4**, will be followed in keeping with current Department of Education guidance.

This procedure, with names and contact numbers, is shown in **Appendix 4**

8. Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher/Deputy Designated Teachers or Principal may be invited to attend an initial and review Child Protection Case Conferences and/or core group meetings, as convened by the Health & Social Care Trust. They will provide a written report, which will be compiled following consultation with relevant staff members. Feedback will be given to staff under the ‘need to know’ principle, on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with the Child Protection plan.

9. Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held “in confidence”. 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. 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 strictly on a ‘need to know’ basis.

Should a child transfer to another school, whilst there are current Child Protection concerns, Carrick Primary School’s Designated Teacher or Principal will share these concerns with the Designated Teacher in the receiving school.

10. Record Keeping

All Safeguarding/Child Protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person and are only accessible by members of the Safeguarding Team. (Mrs Kelly, Mrs McPolin, Mr Keenan and Mrs Cassidy).

11. Vetting Procedures

All staff, coaches, tutors, students and volunteers, paid or unpaid, who are appointed to positions in Carrick Primary School are vetted or supervised in accordance with relevant legislation and Departmental guidance.

12. Code of Conduct for all Staff, Coaches, Tutors, Students and Volunteers (Paid or Unpaid)

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff, coaches, tutors, students and volunteers must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge, must be above reproach.

The school’s Code of Conduct is available upon request from the Principal.

13. Staff Training

Carrick Primary School is committed to in-service training for its entire staff. While each member of staff will receive general training on policies and procedures, some members of staff will receive more specialist training in line with their roles and responsibilities. All staff will receive basic Safeguarding/Child Protection awareness

training and refresher training every two years. The Principal/Designated Teacher/Deputy Designated Teachers, Chair of the Board of Governors and Designated Governors for Child Protection will also attend relevant Child Protection training courses provided by the Child Protection Support Service for Schools.

When new staff, coaches, tutors, students or volunteers join Carrick Primary School, they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies. They also attend Child Protection awareness induction training.

14. The Preventative Curriculum

Throughout the school year, Safeguarding/Child Protection issues are addressed through class activities, assemblies and meetings. There is a permanent Child Protection area within the parents' notice boards in the school's three resource areas. These areas provide advice for parents, pupils and others and display child helpline numbers. Flow diagrams are also on display in relation to how parents can make a complaint and in relation to others reporting Child Protection concerns. A flow diagram, is also on display in the staffroom, in relation to teacher allegations.

15. Monitoring and Evaluation

The Safeguarding Team in Carrick Primary School will monitor and review this Policy and Procedures, annually or sooner in the light of any further guidance and legislation.

The Board of Governors will also monitor all Child Protection activity and the implementation of the Safeguarding and Child Protection Policy on a regular basis, through the provision of Child Protection updates at each Board of Governors' meeting and through the Annual Child Protection Report for Governors.

Signed:

Mrs Claire Kelly (Designated Teacher)

Mrs Patricia McPolin (Deputy Designated Teacher)

Mr David Keenan (Deputy Designated Teacher)

Mr Michael Keenan, Mrs Pauline Sheehan and Mrs Anne Cassidy (Designated Governors for Child Protection)

Mr Michael Keenan (Chair of Board of Governors)

Mrs Anne Cassidy (Principal)

Date: September 2018

Review Date: September 2019

Appendix 1:

Carrick Primary School

Child Protection Incident Report

(To be completed and forwarded to the Designated Teacher or Deputy Designated Teacher immediately)

Child's Name: _____ **DOB** _____ **Class** _____

Details of Incident/Disclosure:

(Please record the actual words used by the child/young person)

Name of Person completing the report: _____

Designation: _____

Signature of person completing the report: _____

Date: _____

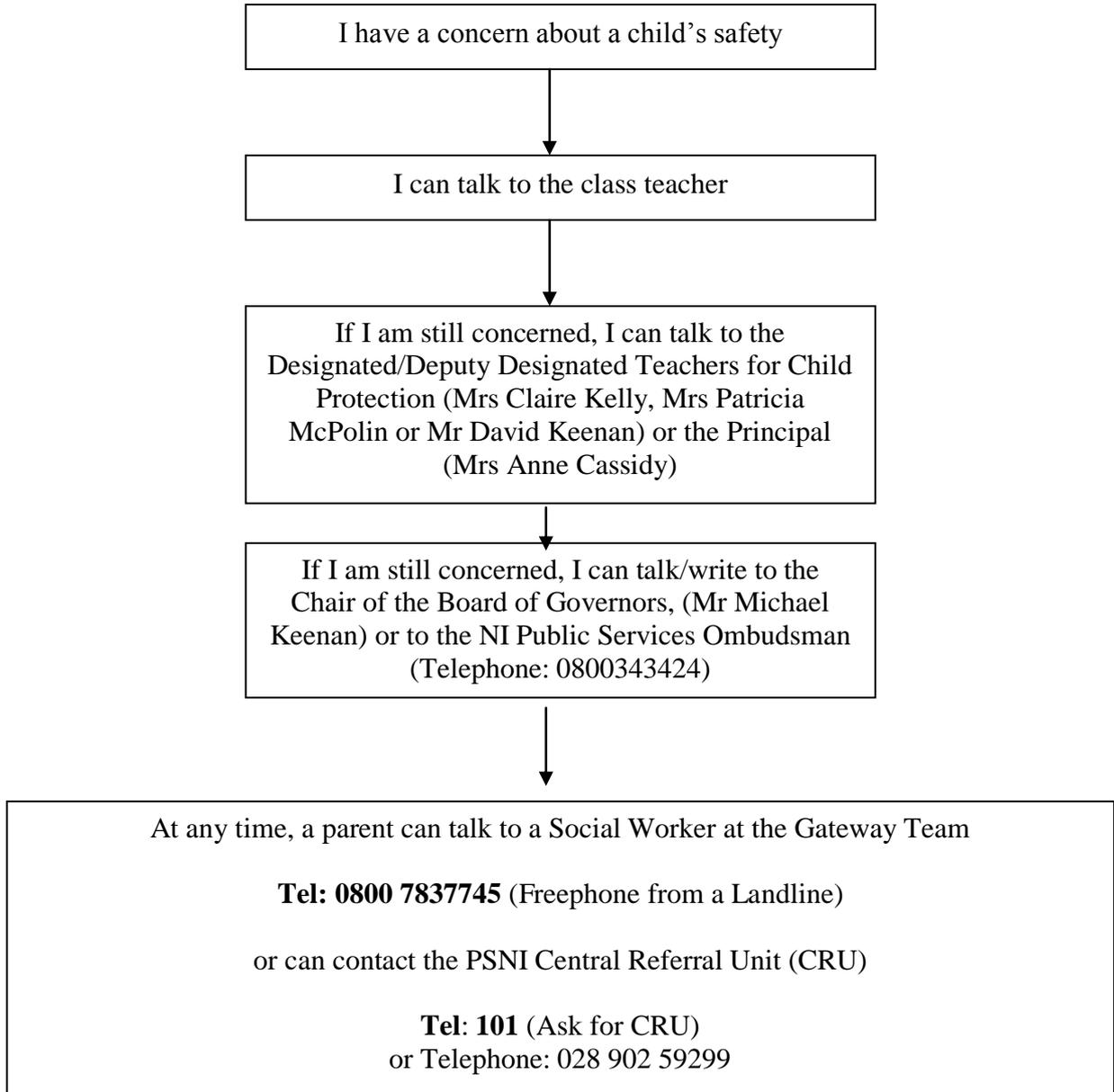
Received by DT/DDT on: _____ (Date) at _____ (Time)

Signed by DT/DDT: _____

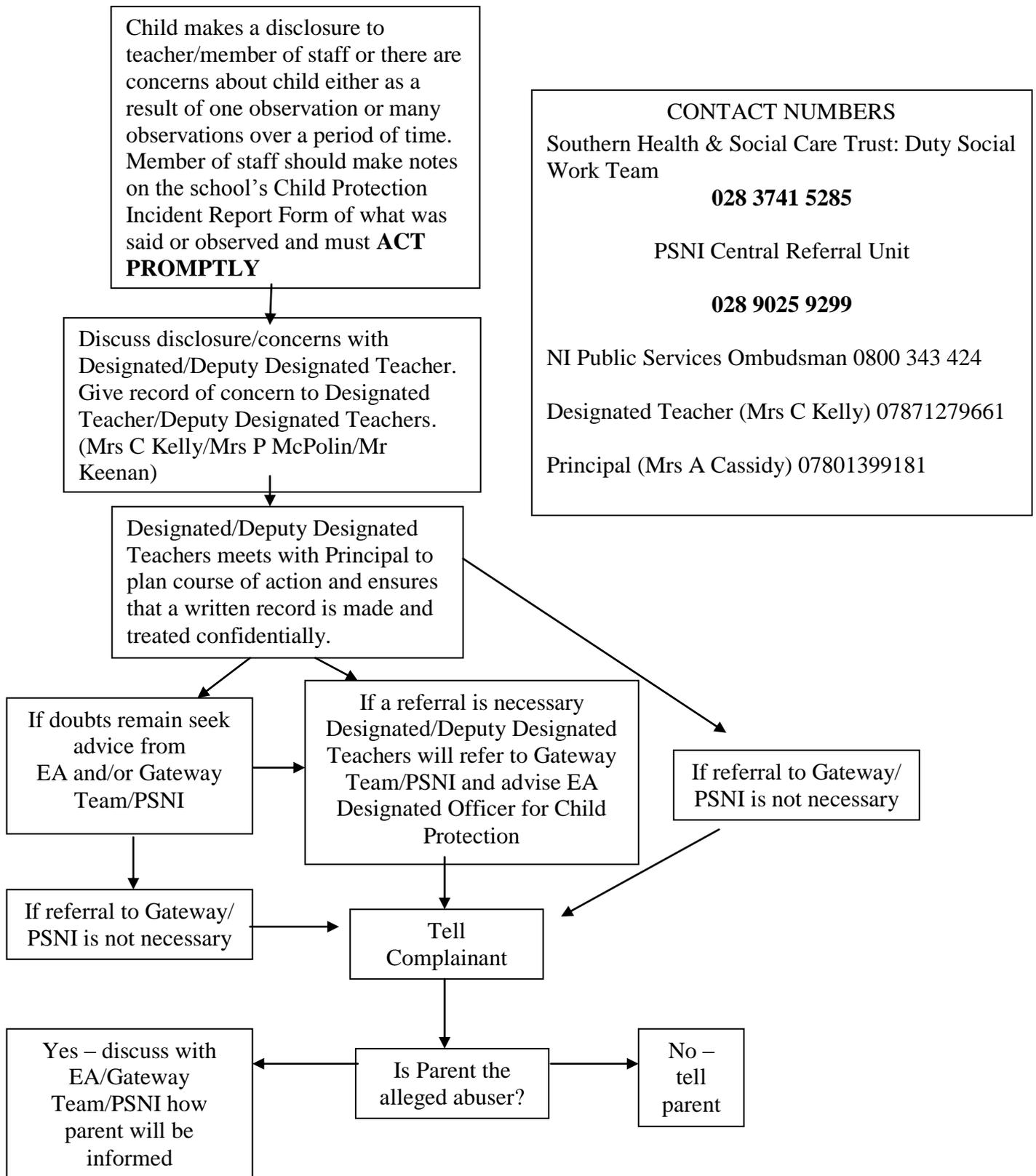
Appendix 2:

Carrick Primary School
Safeguarding/Child Protection Producers

How a Parent can make a Complaint?



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



Appendix 4:

Carrick Primary School

Dealing with Allegations of Abuse against a Member of Staff/Volunteer/Coach/Tutor/Student

