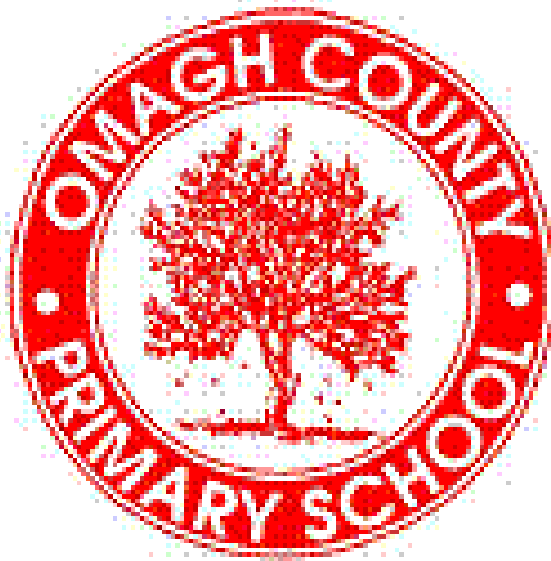


OMAGH COUNTY P.S. and NURSERY

Safeguarding and Child Protection Policy



Reviewed September 2021

Signed

A handwritten signature in black ink, appearing to read 'M. A. Hunter'.

Campsie Road
Omagh
BT79 0AJ

Child Protection Ethos

We in Omagh County PS. And Nursery have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and 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.

All staff, teaching and non-teaching 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 referral procedures within our school.

The Staff at Omagh County PS has adopted a Code of Conduct (Appendix 1) and visitors are required to follow the Visitors Code of Conduct (Appendix 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 "Pastoral Care in Schools- Child Protection"(DENI Circular 99/10) and the Area Child Protection Committees' Regional Policy and Procedures(2005).

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 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.
- 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.

Aims to be addressed through this policy document ~

- To introduce procedures in school to deal with suspected cases of child abuse as directed by DENI and EA Circulars.
- To make staff aware of the referral procedure within school.

- To make parents aware of the procedures set up school to deal with suspected cases of child abuse

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:

- Attendance Policy
- Pastoral Care Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy
- Relationships and Sexuality Policy
- Intimate Care
- Use of Mobile Phones/Cameras
- ICT and E Safety

These policies are available to parents and any parent requiring a copy should contact the School Principal or visit the school website at www.omaghcountrysps.co.uk

School Safeguarding Team

The following are members of the schools Safeguarding Team

- Designated Teacher ([Mrs A Dempsey](#))
- Designated Teacher for Nursery ([Mrs E Daley](#))
- Deputy Designated Teacher ([Mrs E Alcorn](#))
- Principal ([Miss J Funston](#))
- Designated Governor for Child Protection ([Mr J Caldwell](#))
- Chair of the Board of Governors ([Mr M Winters](#))

The main role of the team is to:

- Monitor and periodically audit the safeguarding arrangements in the school.
- Identify any actions required to address audit findings or external inspection of its safeguarding/child protection arrangements.

- Provide support for the Principal, Designated and Deputy Designated Teachers in the exercise of their child protection responsibilities.

Roles And Responsibilities

The Designated Teacher and Deputy Designated Teacher

The designated teacher and deputy designated teacher must:

- Avail of training so that they are aware of duties, responsibilities and role
- Organise training for all staff (whole school training)
- Lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate
- Liaise with the Education Authority Western Region Designated Officers for Child Protection
- Maintain records of all child protection concerns
- Keep the School Principal informed
- Provide written annual report to the Board of Governors regarding child protection

The Principal

The Principal must ensure that:-

- DENI 1999 / 10 guidance is implemented within the school
- He/she attends training on Managing Safeguarding and Child Protection
- A designated teacher and deputy designated teacher are appointed
- All staff receive child protection training
- All necessary referrals are taken forward in the appropriate manner
- The Chair of the Board of Governors is kept informed
- Child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- The school's child protection policy is reviewed annually and that parents and pupils receive a copy/summary of this policy at least once every 2 years
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

The Designated Governor for Child Protection

The Designated Governor will take the lead in child protection issues in order to advise the Governors on:

- The role of the Designated Teachers
- The content of child protection policies
- The content of a code of conduct for adults within the school
- The content of the termly updates and full Annual Designated Teachers Report
- Recruitment, selection and vetting of staff

The Designated Governor for Child Protection should avail of child protection awareness training delivered by CPSSS.

The Chair of the Board of Governors

The Chair of the Board of Governors should:

- Ensure that he/ she has received appropriate ELB training
- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the SELB Child Protection Support Service for Schools, the SELB Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Principal
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to child protection activity

Members of School Staff

Staff in school see children over long 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 must:

- refer concerns to the Designated/Deputy Teacher for Child Protection/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 12**)
- Avail of whole school training and relevant other training regarding safeguarding children
- **Not** give children a guarantee of total confidentiality regarding their disclosures
- **Not** investigate
- **Not** ask leading questions

In addition the Class Teacher 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, concerns about home conditions including disclosures of domestic violence.

Parents

Parents should play their part in safeguarding by:

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

The Board of Governors

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

- ensuring that safeguarding /child protection is a standard item on the agenda of Board of Governors meeting;
- approving the school's Safeguarding and Child Protection Policy at least once every two years;
- ensuring that there is a timetabled review (every 2/3 years) of all other safeguarding policies and that they are presented to the BOG for approval;
- receiving annual child protection reports;
- having a staff code of conduct for all adults working in the school;
- attendance at relevant training by governors and that up-to-date training records are maintained;
- the vetting of all staff and volunteers.

What Is Harm?

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 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 (Co-operating to Safeguard Children and Young People in Northern Ireland 2016)

Harm can be caused by:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect; and
- Exploitation

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 with a duty of care towards a child. The main types of abuse as well as their physical and behavioural indicators are included in **Appendix 13**.

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/Deputy Designated Teacher who has an obligation to share the information to Social Services

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 teacher will immediately follow the school's child protection procedures.

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

Dealing with Disclosures of Abuse

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

Receive - listen to what the child says, without displaying shock or disbelief. Accept what is said, making brief cursory notes. These notes should be retained.

Reassure -ensure the child is reassured that he/she will be safe and his/her interests will come first. No promise of confidentiality can or should be made to a child or anyone else giving information about possible abuse.

Respond - respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter. Use open questions e.g. anything else to tell me? Do not interrogate or ask leading questions- this may invalidate your evidence and the child's in any later court proceedings. Do not criticise the perpetrator- the child may love this person and reconciliation may be possible. Explain what you have to do next and to whom you have to talk.

Record- make notes at the time and write these up as soon as possible afterwards. Note the time, date, place, people present as well as what is seen and said. Record key phrases/words used, noticeable non-verbal behaviour and any physical injuries. Under no circumstances should a child be photographed or a child's clothing removed. Do not destroy original notes.

Report- refer the matter to the Designated Teacher. Respect confidentiality i.e. the matter should only be discussed on a 'need to know basis'.

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 or Deputy Designated Teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 3**.

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.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly. **He/she should not investigate-** this is a matter for Social Services- but should report these concerns immediately to the Designated Teacher, discuss the matter with her, and make full notes.

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/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

The Designated/Deputy Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. He/she will discuss the

matter with the Principal and may also seek advice or clarification from the Education Authority Designated Officer for Child Protection or from Social Services (Gateway Team). Where it is evident that a young person has been or is at risk of being abused and/or a criminal offence may have been committed then the school must make a referral.

Referrals to Social Services will be made by telephone in the first instance and within 24 hours will be followed by the completion of a UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form. If a referral is made a copy of the UNOCINI referral form should be sent to the Education Authority Designated Officer for Child Protection. A copy of the UNOCINI form will be placed in the school's child protection file. This procedure with names and contact numbers is shown in **Appendix 4** - procedure where the school has concerns, or has been given information about possible abuse by someone other than a member of staff. Where a complaint has been made about possible abuse by a member of staff.

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

When a complaint about possible child abuse is made against a member of staff the Principal (or the Designated Teacher if the Principal is not available) must be informed immediately. If the complaint is against the Principal, then the Designated Teacher should be informed and he/she will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the employing authority.

The procedure as outlined in **Appendix 5** - procedure where a complaint has been made about possible abuse by a member of the school's staff will be followed in keeping with current Department of Education guidance (DE Circular 2015/13).

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

Allegations:

Allegation against a member of staff

If a complaint about possible child abuse is made against a member of staff, Ms Funston (Principal) and Mrs Dempsey (DT) must be informed immediately. Parents can also seek advice from the School's Designated Child Protection Governor, Mr J Caldwell. The

above procedures will apply (unless the complaint has been made about the Principal or DT/Vice Principal).

Allegation against the Principal

If the complaint is made against the Principal, Mrs Dempsey must be informed immediately. Mrs Dempsey will inform the Chairperson (Mr M Winters) and together they will ensure that the necessary action is taken.

Suspension from Duty

Where the matter has been referred to the Social Services and or PSNI, the member of staff will be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Governors will be informed immediately.

Attendance at Child Protection Case Conferences and Other Social Services Meetings

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

Consent from Pupils and Parents

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/carers 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.

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. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis. Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

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

- a) Ms J Funston, Principal/ Deputy Designated Teacher
- b) Mrs A Dempsey, Designated Teacher
- c) Mr M Winters, Chair of the Board of Governors
- d) Mr J Caldwell, Designated Governor for Child Protection

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

Record Keeping

All child protection records, information and confidential notes are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with DE policy on the disposal of child protection records these records will be stored from child's date of birth plus 30 years as per (DE Circular 2016/20 Child Protection: Record Keeping in Schools).

Staff will make notes at the time of the disclosure on the school pro-forma (**Appendix 12**) as soon as possible. The date, time, place, any noticeable non-verbal behaviour and the words used by the child will be recorded. If the child uses sexual 'pet' words, the actual words used will be recorded rather than translating them into 'proper' words.

Any injuries or bruises noticed will be recorded on a diagram ('Body Map') showing position and extent. **Under no circumstances will a child's clothing be removed.** Staff will be made aware that their note of the discussion might need to be used in any subsequent court proceedings

All records, information and confidential notes will be kept in separate files in the locked Safeguarding File Box. These will only identify the child by their initials and date of birth. These records are kept separate from the child's individual report. Where an

allegation is made against a member of staff and is pursued either as a formal referral or under the school's disciplinary procedures, a summary is entered on a Record of Abuse Complaints Notebook. This entry, which will contain details 10 of the complaint, is stored in the locked Safeguarding Drawer, and will be made available to the Board of Governors at least annually and signed by the Chair and Principal if appropriate.

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

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

For this reason, the school will request parental consent on:

- All out of school activities (See Appendix 6);
- Photographic Consent Form (GDPR) (Appendix 7);
- Access to the internet (See Appendices 8 and 9);
- Administration of medication (See Appendix 10);
- Changing procedures (See Appendix 11).

Safeguarding in the Curriculum

The school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's personal development programme and is also addressed where it arises within the context of other subjects. Furthermore, school posters/displays include information directing a pupil on how to seek help, advice and support within the school and from external agencies and professionals.

Vetting Procedures

All staff paid or unpaid who are appointed to positions in Omagh County Primary School and Nursery are vetted / supervised in accordance with relevant legislation and Departmental guidance. Staff such as teaching and non-teaching, including parent volunteers, students on work experience, external coaches and music tutors, will be subject to vetting procedures through Access NI before permission is granted to work in the school, either on a paid or voluntary basis. Copies of Access NI Certificates will be kept in the Secretary's Office.

Code of Conduct for all Staff Paid or Unpaid

All actions concerning children and young people must uphold the best interests of the young person 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 and young people in their charge must be above reproach. All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers which is included as **Appendix 1** to this policy.

Staff Training

All staff will receive basic child protection awareness training and regular refresher training. Each member of staff will receive the general training on this policy and the procedures once every two years. This will be led by the Principal or Designated Teacher for Child Protection. The Designated Teacher and deputy Designated Teacher will also avail of courses offered by the EA and other multi-disciplinary agencies. When new staff or 11 volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies.

The Principal, Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend child protection training courses specific to their roles which is provided by the Education Authority's Child Protection Support Service for Schools.

The Preventative Curriculum

Throughout the school year child protection issues are addressed through class assemblies and there is a permanent child protection notice board in the main corridor and relevant information in each resource area, which provides advice and displays child helpline numbers.

Other initiatives which address child protection and safety issues:

- PATHS Lessons
- Action Cancer Health Action Week
- Circle Time
- Whole school Assemblies
- Child Protection Noticeboard - which provides advice and displays child helpline numbers.

- Outside agencies regularly visits the school and provides information on a range of child protection issues through Assemblies, talks, role-plays, puppet shows and resources. Eg Action Cancer, Dairy Council etc
- The Northern Ireland Fire and Rescue Service talks on Fire Safety, and the PSNI give talks on Internet Safety etc
- Women's Aid Helping Hands Programme.
- Anti-Bulling Week

Monitoring and Evaluation

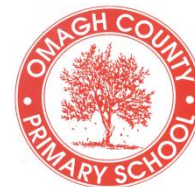
The Safeguarding Team will discuss all current Child Protection issues on a termly basis or if and when required. The Board of Governors (who have reviewed and approved this policy) will also be advised of relevant Child protection issues at regular intervals during the course of the school year. Specific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

The policy will be implemented through the school's staff induction and training programme and as part of day to day practice. Compliance with the policy will be monitored on an on-going basis by the Designated Teacher for Child Protection and periodically by the Schools Safeguarding Team.

Date of Next Review: September 2023

USEFUL CONTACT NUMBERS

EA Child Protection Officers: Marion McBride Martin McQuaid	028 82411289
Western Health and Social Care Trust Gateway Team	028 71314090
PSNI Public Protection Unit	0845 600 8000
Childline	0800 1111
NSPCC	0800 800 5000



Appendix 1

CODE OF CONDUCT FOR ALL STAFF

This Code of Conduct is for employees within the education sector whose work brings them into contact with children/young people.

The 'Code' is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct. It is built on the premise that staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach.

This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector.

Private Meetings with Pupils

- a. Staff should be aware of the possible misconceptions or potential risks which may arise from private interviews with individual pupils. It is recognised that in the normal course of school life there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- b. Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. While it may be appropriate to use a sign indicating that the room is in use it is not advisable to use signs prohibiting entry to the room.
- c. If a member of staff has concerns that a private interview with a pupil may be misinterpreted or may give rise to concern he or she should ensure that another adult (or if this is not possible another pupil) is present or nearby.
- d. Staff should be mindful of the potential risks involved in the use of social networking sites accessed by pupils.

Physical Contact with Pupils

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

- a. As a general principle, all staff are advised not to make unnecessary physical contact with their pupils.
- b. It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- c. Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- d. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- e. Staff who need to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. However, no member of staff

should hesitate to provide first-aid in an emergency simply because another person is not present.

f. Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.

g. Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the Principal and Vice-Principal (Designated Teacher).

h. Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

Restraint

Staff should only use reasonable force when absolutely necessary:

a. To prevent injury to the child, other children, themselves or another member of staff.

b. To prevent damage to school property.

c. To prevent the commission of an offence.

d. The rights of a member of staff to use reasonable force to restrain a pupil applies on the premises of the school or elsewhere at a time when he/she has lawful control or charge of the pupil concerned.

e. Staff should inform the Principal after any incident where reasonable force has been used and record the incident on the appropriate form (RF1) – see Use of Reasonable Force Policy.

f. There should be a written account made of the incident in order to prevent any misunderstanding or misinterpretation. The account should include the names of those involved, when and where the incident took place, names of witnesses, a brief account of the steps taken to defuse the situation and the outcome of the incident.

Choice and Use of Materials

a. Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.

b. When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised.

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

Relationships and Attitudes

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

Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

Handling Conversations of a Sensitive Nature

a. Listen and accept information.

- b. Take notes, explaining to the child why you are doing so.
- c. Reassure the child.
- d. Do not make promises about the future.
- e. Refer the conversation to the Safeguarding Team ref. 'Note of Concern Report'.

Photographic Images

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

E-Safety & Internet Use

- a. Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' ESafety and ICT Acceptable Use Policy at all times.
- b. Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.
- c. Staff should 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.
- d. Contact with students should only made via the use of school email accounts or telephone equipment when appropriate.
- e. Photographs/stills or video footage of students should 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. The resultant files from such recording or taking of photographs must be stored in accordance with the school's procedures.
- f. Teachers should supervise access to Internet resources (where reasonable) through the school's fixed and mobile internet technology.
- g. Teachers will preview any recommended sites before use.
- h. Raw image searches are discouraged when working with pupils.
- i. If Internet research is set for homework, specific sites will be suggested that have previously been checked by the teacher. It is advised that parents re-check these sites and supervise this work. Parents will be advised to supervise any further research.

Personal Mobile Devices – see also Mobile Phone policy

The school allows staff to bring in personal mobile phones and devices for their own use. Calls or messages should only be responded to during breaks or in exceptional circumstances pre-arranged with Principal.

Under no circumstances does the school allow a member of staff to contact a pupil or parent/ carer using their personal device.

- a. The sending of inappropriate messages between any member of the staff is not allowed.

- b. Permission must be sought before any image or sound recordings are made on these devices of any member of staff.
- c. Staff bringing personal devices into school must ensure there is no inappropriate or illegal content on the device.

Intimate Care and S.E.N. – see also Intimate Care Policy

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

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

Intimate Care & other Pupils

It may be necessary for staff to do things of a personal nature for younger children and indeed older children in their care.

Children may be upset and need reassurance after a toileting accident and need to have their clothes changed. To fail to do these things for any child would be negligent.

In order to safeguard the child and protect staff, the following procedures will be adhered to at all times:

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

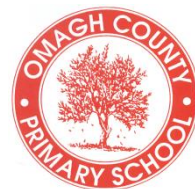
Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur. It is therefore important that staff exercise judgement and seek advice if unsure about a situation.

If employees have any doubts about the guidance outlined in this booklet, or how they should act in particular circumstances, they should consult with the Principal or a representative of their professional association.

From time to time, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions.

In all circumstances teachers' professional judgement will be exercised and for the vast majority of teachers this Code of Conduct confirms what has always been best practice



Appendix 2

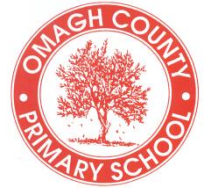
CODE OF CONDUCT (VISITORS)

All visitors must:

1. Report immediately to the office
2. Read the Code of Conduct and sign the Visitors' book.
3. Wait until you can be escorted to a work area or the person to be visited.
4. Knock the door before entering an office/classroom and explain the reason for your visit.
5. Never be alone with a child.
6. Never initiate a conversation with a child.
7. Never have physical contact with a child.
8. Never swear on the premises.
9. Never smoke on the premises.
10. Never bring nuts or foods containing nuts of any kind onto the premises.
11. Take precautions to ensure that any equipment you may have with you is safely and securely stored so pupils do not have access.
12. Report any incidents immediately to:

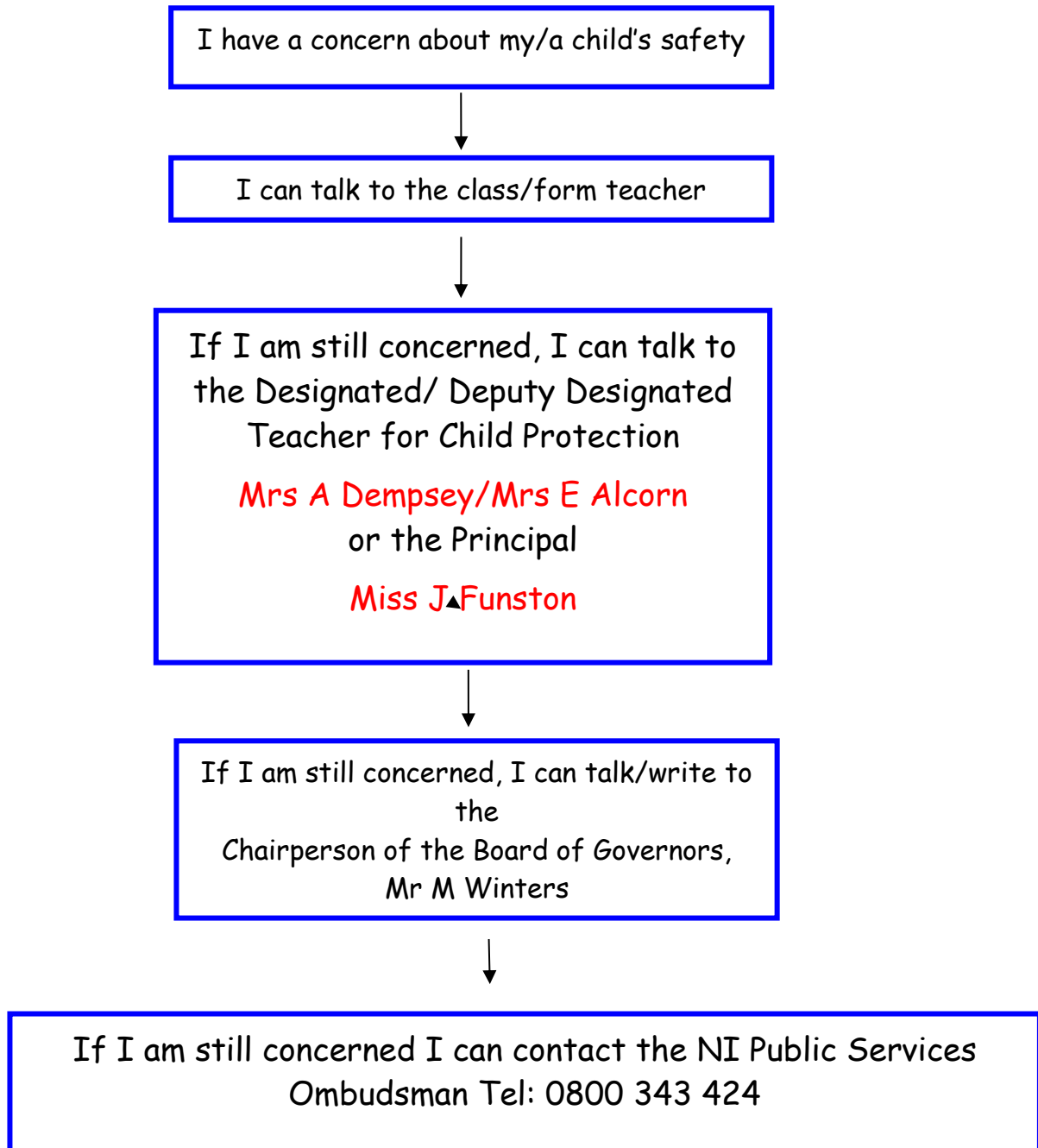
Vice Principal - Mrs Dempsey (Designated Teacher for Child Protection)

Principal - Ms Funston (Deputy Designated Teacher for Child Protection)



Appendix 3

Procedure for Parents who wish to raise a Child Protection Concern



At any time a parent can talk to a social worker at the Gateway Team (Western Trust) Tel: 028 71314 090
or the
PSNI at Central Referral Unit
Tel: 999 (Emergency) or 101 (Non-Urgent)

Appendix 4

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

Member of staff completes the Note of Concern on what has been observed or shared and must ACT PROMPTLY.

Source of concern is notified that the school will follow up appropriately on the issues raised.



Staff member discusses concerns with the Designated Teacher or Deputy Designated Teacher in his/her absence and provides note of concern.



Designated Teacher should consult with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required advice may be sought from a CPSS officer.



Child Protection referral is required

Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephones the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours

Designated Teacher clarifies/discusses concern with child/parent/carers and decides if a child protection referral is or is not required.

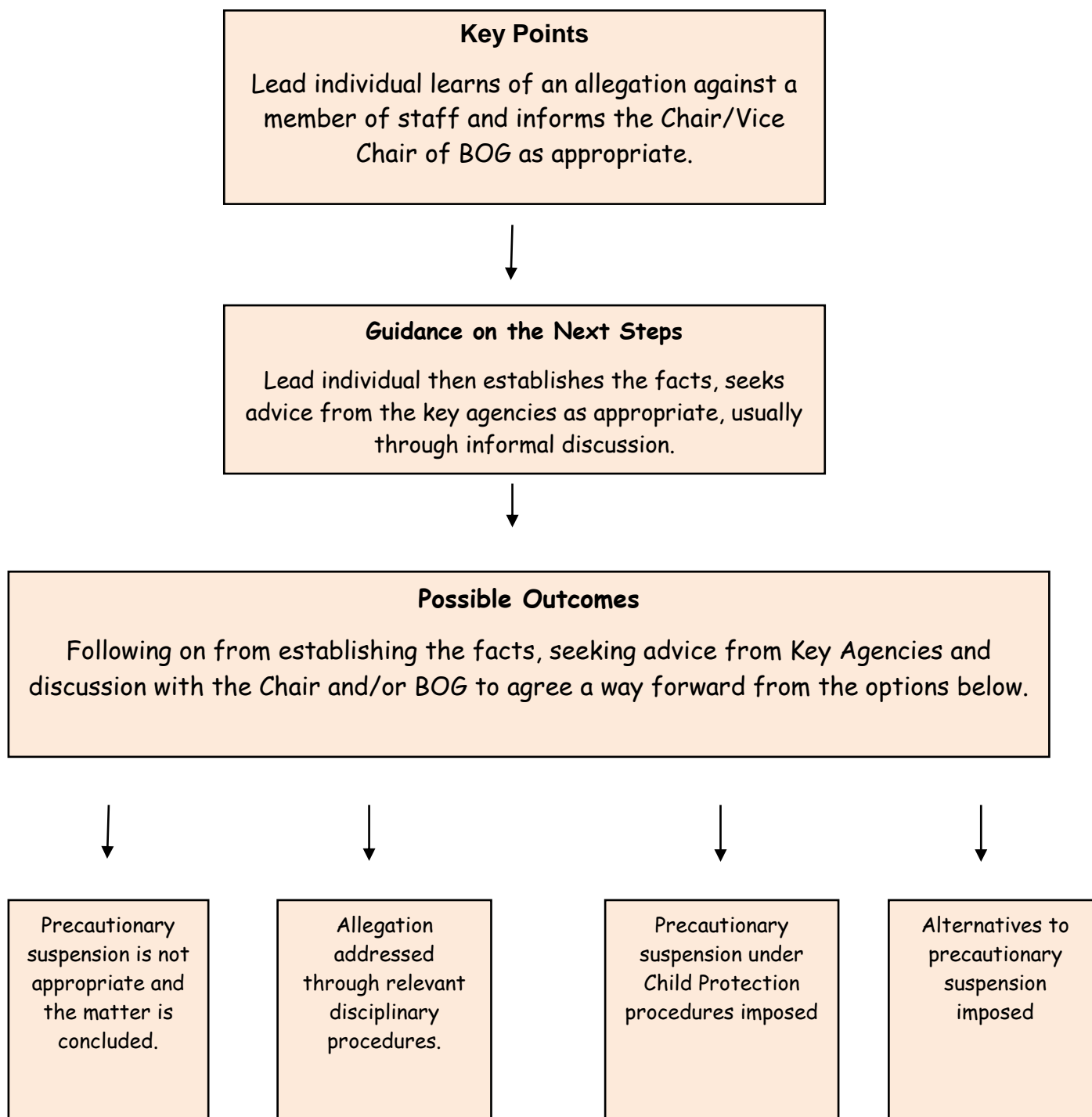
Child Protection referral is not required

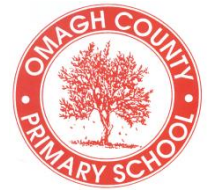
School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).

Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

Appendix 5

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





Appendix 6

Consent Form

School Name: Omagh County Primary School

Date:

I consent to my son/daughter _____ (Name in full) taking part in the educational visit to be held on _____.

I can confirm to the best of my knowledge that he/she is medically fit to participate.

Please give details of:

1. Any current medical condition

2. Post Medical Condition (e.g. following a medical procedure or illness)

3. Any medication being taken

4. Any other relevant information which may affect his/her participation in the visit (including allergy or dietary requirements)

5. Emergency contact numbers:

i)	Name (parent)	_____	Work:	_____
			Mobile:	_____
ii)	Name (parent)	_____	Work:	_____
			Mobile:	_____
iii)	Name (next of kin)	_____	Work:	_____
			Mobile:	_____

I accept the established code of conduct for the educational visit and agree to the arrangements relating to my son/daughter returning home from the visit due to unforeseen circumstances.

I agree to my son/daughter receiving emergency medical treatment, including anesthetic/blood transfusion, as considered necessary, by the medical authorities present. I understand the extent and limitations of the insurance cover provided.

Signed _____ (Parent/Guardian) Date _____

The information on this form is requested for the purpose of organising an educational visit. The information is covered by the provisions of the Data Protection Act, 1998. Your signature to the form is deemed to be an authorisation

by you to allow the school to process and retain the information for the purpose(s) stated.

Appendix 7



General Data Protection Book of Consents 2021/2022

Please list all of your children who attend Omagh County
Nursery and Primary School:

Consent Form for: _____ Primary _____

Consent Form for: _____ Primary _____

Consent Form for: _____ Primary _____

Consent Form for: _____ Primary _____

Consent can be withdrawn at any time.

I have read the statement on the use of children's photographs /images / videos/
sound recordings/taking of temperatures and give my consent.

I give consent for my child's personal information to be entered into the School Web
Design Private Messaging system and stored.

Parent/Guardian Signature: _____

Date: September 2021

Photographs and footage:

Photographs and recordings of pupils for School, family and press are a source of pride to both the pupils and their families/legal guardians. Taking, keeping and publishing photographs and video footage involves processing personal data under data protection laws.

To enable us to comply with our obligations under the General Data Protection Regulation, we are required to obtain express consent to the use of a pupil's image for example in school displays, performances, newsletters, prospectus, our website and mobile app.

In all instances below the image or footage may be of an individual, small group, class or classes. Where pupils are named, we will use first names only unless we have sought prior permission from you to publish full names. We will only use photographs and footage where pupils are appropriately dressed to reduce the risk of inappropriate use of the images or footage.

Parents/ legal guardians of pupils of pupils under the age of 13 should complete this form on behalf of the pupils.

This consent form is valid for the academic year 2020/2021. It will be updated on an annual basis. consent will also be refreshed where any changes to circumstances occur- this can include, but is not limited to, the following:

- New requirements for consent, e.g. an additional form of media to use with pupils/parents/legal guardians.
- Changes to school circumstances, e.g. if a new Principal reviews how the school markets itself.

I give permission for photographs, voice recordings or videos of my children to be taken and used within school, for example: displays in school foyer.

I give permission for photographs of my children to be used in the printed school newsletter. I understand that my children may be named in the caption or article associated with the image in the school newsletter.

I give permission for photographs, voice recordings or videos of my children to be used on the School's website.

I give permission for my children's work to be used on the school website. I understand that my children may be named in the caption or article associated with the work.

My children's image, voice or work may be used in school promotional materials, for example; prospectus, other publications that we produce for promotional purposes.

I give permission for visiting media organisations to take photographs or video footage of my children and use them in local or national publications, on websites and on radio or television programmes. I understand that my children may be named in association with this material.

My children may feature in footage recorded for the purposes of teacher training which is shared with other teachers in the school or externally to help raise teacher standards.

The following boxes relate to our Shared Education work with Holy Family Primary School.

I give permission for photographs, voice recordings or videos of my children to be taken and used within Holy Family Primary School, for example: displays in school foyer.

I give permission for photographs of my children to be used in the printed school newsletters of Holy Family Primary School. I understand that my children may be named in the caption or article associated with the image in the school newsletter.

I give permission for photographs, voice recordings or videos of my children to be used on the website of Holy Family Primary School.

I give permission for my children's work to be used on the school website of Holy Family Primary School. I understand that my children may be named in the caption or article associated with the work.

My children's image, voice or work may be used in school promotional materials for Holy Family Primary School, for example; prospectus, other publications that we produce for promotional purposes.

I give permission for visiting media organisations to take photographs or video footage of my children and use them in local or national publications, on websites and on radio or television programmes. I understand that my children may be named in association with this material.

As part of our own work and our shared education programme we will be supported by Omagh Academy and Omagh High School who may wish to use photographs of the events on their social media sites and news sheets and displays. Please indicate below whether you give permission for them to do so.

I give permission for photographs, voice recordings or videos of my children to be used by Omagh High School or Omagh Academy in their printed newsletters, promotional materials, website and social media.

- Please be aware that websites and social media can be viewed throughout the world and not just in the United Kingdom where UK law applies. Our current social media accounts are: **website** and the associated school PTFA Facebook page.
- We may continue to use your children's image or footage after they have left school in promotional materials or on our website.

- We will not include personal e-mail or postal addressed, telephone or fax numbers on video, on our website or in any printed materials.
- We may include a pupil's written work, projects and artwork including portraits or other pupils on our website and in promotional materials.

Taking of Temperatures:

To ensure the health and well-being of all pupils and staff, during this current COVID-19 pandemic we would like to take the temperatures of those displaying possible symptoms, using a non-contact infrared thermometer.

I give permission for my child's temperature to be taken if they look unwell e.g. feverish, claim to feel unwell or if there is COVID 19 cluster or outbreak within the local or school community.

School Web Design Private Messaging:

We would like to send you messages via the School Web Design Private Messaging App service. In order to receive the messages from your school via the App, we will send you an SMS text message with a link to download the App and verify your access for private messages.

To be entered into the School Web Design Private Messaging a small amount of information will be added to our database. This is limited to your child's:

- Firstname
- Surname
- Class
- Parent's/Carer's Phone Numbers
- Parent's/Carer's Email Addresses

These details will be used in the system reporting and will not be publicly accessible in the App or school website. After the initial setup, if you no longer wish to be in the system please contact the school to have your details removed.

After each school year, your child's details will be removed. If you have verified a phone number this will be kept on record until it is deemed no longer necessary, then it will be removed from the system automatically.

School Web Design does not share any personal information and our full privacy policy can be accessed at <https://www.schoolwebdesign.net/policies/privatemessaging/> including details of your rights with respect to your child's personal data.

I give consent for my child's personal information as outlined above to be entered into the School Web Design Private Messaging system and stored.

Third Party Providers:

In providing learning opportunities for the children attending the school we may have to share pupil data with third parties, including third party service providers and other bodies such as Educational software providers.

Currently we use the Studyladder programme. We also use PTE and PTM online assessment in Literacy and Numeracy.

In the case of these Educational Software Providers we need to provide them with registrant information on behalf of the pupil (name, date of birth and class).

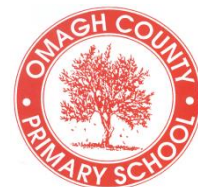
Information about how the children are progressing in activities is collected whenever they interact with the programs.

The privacy policy regarding StudyLadder can be found on the Studyladder site www.studyladder.co.uk. The privacy policy for our PTE and PTM assessments can be found at www.gl-assessment.co.uk

I consent to my child/children using **Studyladder** offered by the school. I understand that in order for my child/children to use this program the school needs to share personal data with the third party Educational Software.

I consent to my child/children using PTE and PTM online assessment provided by GL Assessment. I understand that in order for my child/children to use this assessment the school needs to share personal data with the third party Educational Software.

Date: September 2021



Appendix 8

Acceptable Use of ICT Policy Agreement

ICT and the related technologies such as email, the internet and mobile devices are an expected part of our daily working life in school. This policy is designed to ensure that all members of staff are aware of their professional responsibilities when using any form of ICT. All members of staff are expected to sign this policy and adhere at all times to its contents. Any concerns or clarification should be discussed with Miss L Beattie, school UICT/ eSafety Co-ordinator.

STAFF MEMBER: _____

In line with Omagh County Primary School's e-safety policy I understand:

- ❖ I must not engage in any on-line activity that may compromise my professional responsibilities or bring the name of the school into disrepute;
- ❖ the school has the right to monitor my use of the school's ICT systems, email and other digital communications;
- ❖ I will not search for, access, upload, download any materials which are inappropriate/illegal such as child sexual abuse images pornography, racist, sectarian or offensive material is forbidden;
- ❖ I must immediately report any illegal, inappropriate or harmful material or incident I become aware of, to the Principal or the school's e-Safety co-ordinator;
- ❖ the use of school ICT systems for personal financial gain, gambling, political purposes or advertising is forbidden;
- ❖ I must not disclose my C2K username or password to anyone else, nor will I try to use anyone else's C2K username and password;
- ❖ I will not use the school systems to access social media sites and I will not make friend requests to pupils or accept friend requests from pupils;
- ❖ I will ensure that when I take and/or publish images of others I will do so with their permission and in accordance with the school's policy on the use of photographs/digital images;
- ❖ I must not access, copy, remove or otherwise alter any other user's files, without their express permission; any activity that threatens the integrity of the school ICT systems, or activity that attacks or corrupts other systems, is forbidden;

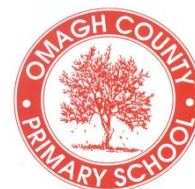
- ❖ when communicating electronically with others I should be professional, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions;
- ❖ posting anonymous messages and forwarding chain letters is forbidden;
- ❖ the need to be cautious when opening attachments to emails, due to the risk of the attachment containing viruses or other harmful programmes;
- ❖ copyright of materials must be respected;
- ❖ that this Acceptable Use of the Internet Agreement applies not only to my work and use of school ICT equipment in school, but also applies to my use of school ICT systems and equipment out of school and my use of personal equipment in school or in situations related to my employment by the school;
- ❖ the school ICT systems are primarily intended for educational use and that I will only use the systems for personal or recreational use within the context of the school's e-Safety policy;
- ❖ I will only use my personal mobile ICT devices as agreed in the school's 'e-Safety Policy' and the school's 'Use of Mobile Phones and Related Technologies Policy';
- ❖ I should immediately report any damage or faults involving equipment or software, however this may have happened;
- ❖ that if I have been granted enhanced Internet access to certain websites using the C2K system I must ensure that at all times no pupil has access to a computer on which I am logged on (unless under my supervision).
- ❖ when using the C2K system there is a log of my Internet searching history.

I understand that if I fail to comply with this Acceptable Internet Use Policy Agreement. I could be subject to disciplinary action, referred to the P.S.N.I. for further investigation and/or the procedures followed in line with the school's Child Protection/Safeguarding Children Policy.

I have read and understand the above and agree to use the school ICT systems (both in and out of school) within these guidelines.

Signed: _____

Date: _____



Appendix 9

Foundation / KS1

Pupil Acceptable Use Policy Agreement

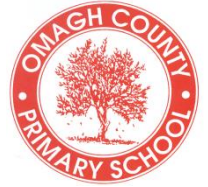
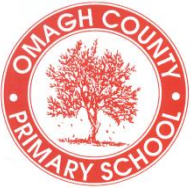
This is how we stay safe when we use computers:

- I will ask a teacher or suitable adult if I want to use the computers / tablets
- I will only use activities that a teacher or suitable adult has told or allowed me to use
- I will take care of the computer and other equipment
- I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something wrong
- I will tell a teacher or suitable adult if I see something that upsets me on the screen
- I know that if I break the rules, I might not be allowed to use a computer / tablet

Signed (child): _____

Signed (parent/guardian): _____

Date: _____



Key Stage 2

Pupil Acceptable Use Policy Agreement

I promise that I will use the Internet sensibly and will not use it for the following purposes

1. Searching, viewing and/or retrieving materials that are not related to my work in school.
2. Playing computer games or using interactive chat sites, unless the teacher has asked me to do so.
3. Publishing, sharing or giving out personal information about a user (such as home address, e mail address, phone number, etc)
4. Any activity that breaks a school rule.
5. Using another user's password.
6. Use of obscene, racist or offensive language.
7. Insulting or bullying other people
8. Subscribing to any services or ordering any goods.

I know that my teachers can look at the sites I have visited and messages sent or received and if I don't use it properly my internet privileges will be suspended.

I know that if something inappropriate happens while I'm using the internet such as someone that I don't know asking me for my name and address I need to tell an adult immediately.

Pupil's Name: _____

Signature: _____

Parent: _____



ACCESS TO THE INTERNET (PUPILS)

Parents' Internet Information Letter

Dear Parent/ Carer,

I.C.T. including the internet, email and mobile technologies, etc has become an important part of learning in our school. We expect all children to be safe and responsible when using any I.C.T.

Please read and discuss these e-Safety rules (Pupil Agreement) with your child and complete the slip at the bottom of this page and return it to school promptly. If you have any concerns or would like some explanation please contact the ICT/e-Safety Co-Ordinator, Miss L Beattie or the Principal (028-82242642).

I would also ask you to read the Internet Policy of Omagh County Primary School and the advice that has been given. You will realise that he/she will be able to access telecommunications networks throughout the world using the Internet. You will understand that this access is designed and intended as an educational tool to enhance learning and teaching and that he/she will receive instruction in the appropriate use of this resource.

Please realise that the internet contains material that is sometimes inappropriate for school purposes and by signing the agreement you support Omagh County Primary School, in explaining to your child that they are responsible for not intentionally accessing such material. Please acknowledge that unacceptable use of the Internet may result in the temporary suspension or withdrawal of privileges and that you will not hold Drumahoe Primary School accountable for unsuitable materials acquired by him/her through Internet usage at school.

Yours sincerely

J. Funston
Principal

Omagh County Primary School Acceptable Use Agreement: Pupils/Parent/Carer

We have discussed this and(child's name) agrees to follow the e-Safety rules and to support the safe use of ICT at Omagh County Primary School.

Parent/CarerSignature.....

Child's Signature..... Class Date

Appendix 10



Please complete and forward this form in the event of your child requiring prescribed medication (eg asthma inhalers, antibiotics, cough mixture etc) during the school day.

NAME OF CHILD _____ NAME OF GP _____

DATE OF BIRTH _____ ADDRESS _____

ADDRESS _____

HOME TEL NO _____ TEL NO _____

NAME OF DRUG/S	DOSAGE	INTERVALS FOR ADMINISTRATION

Please arrange for _____ to receive the above medication until further notice.

Signed: _____ (Parent / Guardian)

Date: _____

Daytime Tel No: _____

IN THE EVENT OF ANY CHANGE/S TO THE ABOVE PERSCRIPTION/S THE PARENT MUST ADVISE THE PRINCIPAL IN WRITING IMMEDIATELY OR AS SOON AS PRACTICABLE.

Further copies of this form are available from the school office



Appendix 11



Omagh County Nursery and Primary School

Parental Permission for Intimate Care

(In line with Omagh County P.S. Intimate Care Policy)

Child Protection Permission Slip 2021

Omagh County Primary School and Nursery Unit is a caring school, therefore the adults who work in school carry out a range of intimate roles in the course of the year. Therefore we ask that you sign the permission slip below and sign each point on the table or consult with us if you require clarification about any or all of the role set out in the table.

Intimate Role <i>(Due to the COVID-19 outbreak PPE may be worn by staff)</i>	Signature
Deal with toilet accidents sensitively	
Help to change clothing when required	
Apply plasters	
Apply sun protection (you should apply sun protection before school and then if you feel we need to top up, provide cream for the school)	

I/We give permission that the staff of Omagh County Primary School and Nursery Unit may carry out all of the above which are signed.

Child's Name: _____

Parent/Guardian: _____

Signed: _____ Date: _____

Appendix 12

**Omagh County P.S. and Nursery
Child Protection Incident Report**



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

Details of Incident/Disclosure*

Name of Person completing the report: _____

Designation: _____

Signature: _____

Date: _____

*** Record actual words used by the child/young person**

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

Appendix 13

Types of Abuse and Physical/Behavioural Indicators

Neglect

Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse. (Co- operating To Safeguard Children and Young People in Northern Ireland 2016)

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
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.	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; exposure to violence including unsuitable videos.

Physical Abuse

Physical Abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. (Co- operating To Safeguard Children and Young People in Northern Ireland 2016)

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
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	Self-destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; 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; violent themes in art work or stories

Emotional Abuse

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including on-line bullying through social networks, on-line games or mobile phones - by a child's peers. (Co- operating To Safeguard Children and Young People in Northern Ireland 2016)

Physical Indicators	Behavioural Indicators
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).	Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.

Sexual Abuse

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children. (Co- operating To Safeguard Children and Young People in Northern Ireland 2016)

Physical Indicators	Behavioural Indicators
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;	What the child tells you; withdrawn; chronic depression; excessive sexual precociousness; seductiveness;

<p>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>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.</p>
---	---

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.

Although '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. (Co- operating To Safeguard Children and Young People in Northern Ireland 2016)

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

Child Abuse in Other Specific Circumstances

Bullying

Bullying is not defined as a category of abuse within the Area Child Protection Committees' Regional Policy and Procedures (2005). The policy does however state that the damage inflicted by bullying behaviour can frequently be underestimated. It can cause considerable distress to children and at the extreme cause them significant harm (including self-harm).

The procedure for referral and investigation of abuse may therefore be implemented in certain circumstances such as when anti-bullying procedures have failed to be effective; the bullying behaviour is persistent and severe resulting in the target of the bullying suffering/likely to suffer significant harm; there are concerns that the bullying behaviour is indicative of the child exhibiting this behaviour suffering/likely to suffer significant harm or where concerns exist in relation to the parents/carer's capacity to meet the needs of the child (either the target or the child exhibiting this behaviour).

Children Who Sexually Abuse Others or Display Sexually Harmful Behaviour

When abuse of a child is alleged to have been carried out by another child, the procedures outlined in the section on **Procedures for Reporting Suspected or Disclosed Child Abuse** of this policy will be followed. It is important in such situations to distinguish between behaviours which are experimental in nature and those that 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 subject Children Who Display Harmful Sexualized Behaviour.

Child Sexual Exploitation

'Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given,

even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.'

(Co- operating to Safeguard Children and Young People in Northern Ireland 2016)

The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange - the fact that someone coerces or manipulates a child into engaging in sexual activity in return for something they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible 'rewards' or 'benefits' such as perceived affection, protection or a sense of value or belonging.

Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis.

The potential indicators of CSE can include, but are not limited to:

- Acquisition of money, clothes, mobile phone etc. without plausible explanation;
- Leaving home/care without permission;
- Persistently going missing or returning late;
- Receiving lots of texts/phone calls prior to leaving;
- Agitated/stressed prior to leaving home/care;
- Returning distraught/ dishevelled or under the influence of substances;
- Requesting the morning after pill upon return;
- Truancing from school;
- Inappropriate sexualised behaviour for age;
- Physical symptoms or infections e.g. bruising, bite marks, sexually transmitted infections;
- Concerning use of the internet;
- Entering or leaving cars driven by unknown adults or by 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 misuse.

Whilst these indicators can be usefully used to identify potential risk, it is important to note that their presence does not necessarily mean that CSE is occurring. More importantly, nor does their absence, mean that it is not.

Indecent Photographs

The offence of taking indecent pictures of children under 18 years can apply in a situation where a pupil has taken an indecent picture using a mobile phone of others under 18 years of age. It is also an offence to distribute, possess with intent to distribute or show such photographs to others. In such circumstances the PSNI and Social Services will be contacted. The school also has an e-safety/ mobile phone and electronic devices (or similarly named policies) which has/have been circulated to parents and pupils and which is available from the school.

Young Person whose Behaviour places him/her at Risk of Significant Harm

A child whose own behaviours e.g. self-harming behaviour, leaving school without permission etc. places him/her at risk of significant harm, may not necessarily constitute abuse as defined in Area Child Protection Committees' Regional Policy and Procedures (2005). The decision to initiate child protection procedures is a matter for professional judgement and each case will be considered individually with advice sought from the Education Authority's Designated Officer for Child Protection. The criminal aspects of such cases will be dealt with by the PSNI.

Domestic Violence and Abuse

Domestic Violence and Abuse is defined as 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.'

(Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016)

Sexual Violence and Abuse

Sexual Violence and Abuse is defined as '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).' Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual's incapacity to give informed consent. (Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016) A child may live in a family where there is domestic abuse or a young person may be in a relationship where they become the subject of domestic abuse. In high risk cases involving domestic abuse Social Services and/or the Education Authority's Designated Officer for Child Protection will contact the school in order to help assess the child/young person's needs and to ensure that he/she is receives appropriate support.

KEY CONTACT NUMBERS

CHILD PROTECTION SUPPORT SERVICE

Tel: 028-95985590

EDUCATION AUTHORITY WESTERN REGION

Designated Officer for Child Protection

1 Hospital Road Omagh

Tel: 028 82411480

WESTERN HEALTH & SOCIAL CARE TRUST

Gateway Team,

Whitehill, 106 Irish Street,

Londonderry Tel: 028-71314090

PSNI

Central Referral Unit (CRU) – for child sexual & physical abuse allegations. Tel: 028- 90259299