



LISLAGAN

PRIMARY SCHOOL

making learning a life-long habit

Child Protection & Safeguarding Policy



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Updated August 2023

Review Date August 2025

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Section 1: Introduction

The Board of Governors, Principal and staff of Lislagan 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. 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 that is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

Key Principles of Safeguarding & Child protection

The United Nations Convention on Human Rights of the child states that ***‘children have the right to be protected from all forms of violence; they must be kept safe from harm; and they must be given proper care by those looking after them’*** (Article 19) Moreover, Article 3 provides ***that ‘when adults or organisations make decisions which affect children, they must always think first about what is best for the child’***. The Children and Young People’s Strategy 2020-2030 states that ***‘it is a requirement of the Children’s Services Co-operation Act (NI) 2015. It is the overarching strategic framework for government to improve health and wellbeing of all children in Northern Ireland.’***

Parts V and V1 of the Children (Northern Ireland) Order 1995 place duties on a number of agencies, including the Education Authority, acting on behalf of children in need or enquiring into allegations of child abuse. The central thrust of the Children Order is that the welfare of the child must be the paramount consideration and it is this essential principle, which underpins our school policy.

Therefore, we recognise that the children in our charge have a fundamental right to be protected from harm. The area of child protection is one of the most sensitive areas of a school’s policy. The overriding aim of protecting the child must be tempered by the need to be even handed and professional in the school’s approach to everyone concerned. We will endeavour to do whatever

is reasonable, in all circumstances of the case, to safeguard and promote the pupil's welfare and safety.

Principles

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.
- Actions taken to protect a child should not generate unnecessary anxiety or add to any distress already suffered.
- Intervention should be inclusive for all concerned.
- All agencies involved with the protection of children must work concurrently on an inter-agency basis to promote the best interests of children and their families.
- All actions and decisions must be evidence based and all outcomes relevant to the individual child.

Safeguarding Ethos

Lislagan Primary School promotes an ethos where children will feel secure, valued and listened to. As the promotion of Emotional Intelligence throughout the school is an integral element within the planning process, children will have the opportunity to acquire the appropriate language necessary to discuss feelings and emotions. It is embedded within the school routine that children know and feel confident to talk freely to members of staff about concerns or

worries. Through regular training and induction sessions in how to recognise concerns or changes in a child's behaviour, all staff will know how to manage a disclosure made by a child. Those adults involved in a disclosure will be responsible for following the 'Child Protection' protocol to ensure that the child is aware that secrets will not be kept! It is the responsibility of the adult to keep the child informed of what will happen next.

Safeguarding is multi-layered and includes not only matters pertaining to the protection of children from: -

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Child Exploitation

However, this also includes:

- anti-bullying
- homophobia
- racism, gender
- intimate care
- female genital mutilation
- grooming
- internet safety

It is also paramount in the procedures relating to the recruitment and training of new and existing staff. The staff must be fully coherent in all the school policies pertaining to these areas and be present at relevant training sessions.

*EA has published guidance on how schools can support transgender young people.

www.eani.or.uk/school-management/policies-and-guidance/supporting-transgender-young-people

Additional safeguarding matters will be addressed in activities and opportunities in PDMU and use of visits to the RADAR Centre, Streetwise Activities and talks from PSNI in school.

Section 2: Other Related Policies

The school is morally and ethically bound to ensure that safeguarding permeates all activities and functions. This policy facilitates and underpins a suite of other policies including:

- Pastoral Care
- Positive Behaviour Policy
- Anti-Bullying
- Use of reasonable force/Safe Handling
- Special Educational Needs
- Relationships and Sexuality Education
- ICT and E-Safety
- Intimate Care
- Health and Safety
- First Aid and Administration of Medicines.
- Educational Visits
- Code of Conduct for Staff and Volunteers
- Complaints
- Drugs
- Attendance
- Use of Mobile Phones and Digital Devices
- Whistleblowing
- Operation Encompass

These policies are available to parents/guardians and any parent/guardian wishing to have a copy should contact the school office.

Section 3: The School's Safeguarding Team

- Designated Teacher – Mrs Louise Creelman
- Deputy Designated Teacher – Miss Melissa Dodwell
- Principal – Mrs Louise Creelman
- Designated Governor for Child Protection – Mrs S Phoenix
- Chair of Board of Governors – Mrs C Finney

The above-named team is responsible for ensuring effective co-ordination and co-operation between the key individuals responsible for safeguarding throughout the school.

Roles and Responsibilities

Designated Teacher for Child Protection (DT)

The designated teacher must:

- Update training to ensure awareness of duties, responsibilities and roles
- Organise training for all staff within Lislagan Primary School
- Lead in the development of Child Protection
- Make referrals to Social Services Gateway Team or PSNI Public Protection Unit where necessary
- Liaise with the EA Designated Officers for Child Protection
- Maintain records of all child protection concerns
- Promote the safeguarding and child protection ethos throughout the school
- Ensure that the Policy is maintained
- Ensure that children whose first language is not English/Newcomer will have the opportunity to express themselves appropriately where there are concerns that abuse may have occurred.
- Report to the Board of Governors regarding Child Protection

Deputy Designated Teacher (DDT)

The DDT must:

- Co-operate with the DT in fulfilling responsibilities
- Develop sufficient knowledge and experience to undertake duties of DT if and when is necessary
- Attend specialist training

The Principal must ensure: -

- Ensuring that all relevant DENI guidance in relation to Child Protection and Safeguarding in particular ‘Safeguarding and Child Protection in Schools. A Guide for Schools’ -DE 2019 is implemented within the school
- That a designated teacher and deputy designated teacher are appointed
- That staff receive child protection training
- That referrals are taken forward in the appropriate manner
- That the Chair of the Board of Governors is kept informed
- That child protection is integrated into the agenda of Board meetings
- That confidentiality is paramount and should only be passed to the staff and Board of Governors on a need to know basis.
- That parents and pupils receive a copy, or summary of the Child Protection Policy at intake and every two years thereafter.

The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on the Board of Governors to: ***‘safeguard and promote the welfare of registered pupils.’*** Therefore, the role of the designated Governor is paramount in the following.

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

- The role of the designated teachers
- The content of Safeguarding & Child Protection policies
- The content of the Code of Conduct for adults within the school

- Recruitment, selection and vetting of staff
- Updating of training
- The content of the Annual Designated Teacher's Report

The Chair of the Board of Governors

The chair of the Board of Governors should: -

- Ensure that a safeguarding ethos is maintained within the school
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaints/allegations against staff
- Ensure that the Board of Governors receive updates in relation to Child Protection matters within Lislagan
- Ensure that child protection records are kept
- Signing and dating the Record of Child Abuse Complaints annually even if there have been no complaints against staff members

School Staff

The staff of Lislagan Primary School are dedicated to ensuring all children in the school community are kept free from harm. The teachers and classroom assistants are competent at understanding the children and noticing changes and key indicators when something is troubling them. In all cases where symptoms displayed by the child give rise to concerns about possible abuse, or about the welfare of the child, staff will report these concerns to the designated teacher by following the safeguarding guidelines: -

- Refer concerns to the Designated/Deputy Teacher for Child Protection
- Listen to what is being said without displaying shock, aggression or disbelief. Support for the child is crucial!
- Act promptly

- Make a factual written record of the child's disclosure using the words of the child
- Confidentiality cannot be promised
- Refer to the Guidelines for asking and interpreting children's responses in **Appendix 3**

In addition, the Class Teacher should keep the Designated Teacher informed by filling in a Note of Concern about: -

- Poor attendance and punctuality
- Poor presentation
- Changed or unusual behaviour
- Deterioration in academic progress
- Discussions with parents relating to their child
- Concerns about home conditions including disclosures about domestic violence.

School Trips

All staff will be involved in Risk Assessments regarding school day trips or residential trips and follow the guidelines outlined in www.eani.org.uk/school-management/educational-visits.

Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including abuse and sexual exploitation. The DT will monitor unauthorised absence and take appropriate action including notifying Educational Welfare, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Parents

Parents should play their part in child protection by

- Informing the school about absences either by telephoning school or sending a note on the child's return to school
- Informing the school if there are changes to pick-up arrangements
- Ensuring all data regarding telephone numbers are up-dated when necessary
- Raising any concerns, they have about their child.

A parent or other carer may also give information to a member of staff of the school which gives rise to concern about possible child abuse by someone outside the school, or by a person working in the school in a volunteer capacity. The person making the complaint should be advised of the responsibility to refer to the local Health and Social Care Trust Gateway Team.

If the parent or carer does not feel they can approach the school, then the following information will allow direct contact with the Gateway Team.

Point of entry Gateway Team – 028 94424459

Northern Gateway – 028 70325462

Out of hours Duty Social Worker 029 95049999

Child Protection Support Service Helpline – 028 95985590

Please Note:

The Public Services Ombudsman Act (NI) 2016 gives a power to investigate and report on complaints of maladministration in all grant-aided schools in Northern Ireland. If having escalated a safeguarding and or child protection concern and are not satisfied with how your concerns have been addressed, you may revert to the school's complaints policy.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Disabled or have special education needs
- Young carers
- Affected by parent substance misuse, domestic violence or parental mental health needs
- Living in unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.

This list provides examples of additionally vulnerable groups and is not exhaustive.

Child Protection in Context

- The NSPCC reported in 2013 '***Fewer children are suffering violent deaths in Northern Ireland but the level of child abuse remains disturbing and often "hidden".***'
- Children are abused not only by strangers but also more often by people they know, or members of their own family.
- Child abuse happens in all social classes and cultural groupings.
- Children of all ages, from babies to teenagers, suffer from abuse.
- Abuse can have long lasting traumatic effects, which damage children's physical and psychological development.
- Child abuse occurs when a child is neglected, harmed or not provided with proper care.
- Children may suffer more than one type of abuse.

Section 4: Child Protection Definitions

- PHYSICAL ABUSE
- NEGLECT
- SEXUAL ABUSE
- EMOTIONAL ABUSE
- CHILD SEXUAL EXPLOITATION
- DOMESTIC VIOLENCE

**The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. **

Physical Abuse

Physical abuse is the deliberate physical injury to a child or the neglect or failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or giving of drugs to control behaviour. **Refer to Appendix 1.**

Neglect

Neglect is the persistent failure to meet a child's physical, emotional or psychological needs. It may involve a parent or carer failing to provide adequate, food, shelter and clothing, failing to ensure appropriate medical care or treatment, lack of stimulation or lack of supervision. **Refer to Appendix 1.**

Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or

unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone. **(Refer to Appendix 1)**

Sexual Abuse

Sexual abuse is the involvement of a dependent, immature child or adolescent in activities to which they are unable to give informed consent of that violate the social taboos of family roles. The activities may involve physical contact, including penetrative or non-penetrative acts. They may involve children in looking at or in the production of pornographic materials or watching sexual activities or encouraging children to behave in sexually inappropriate ways. **(Refer to Appendix 1)**

Child Sexual Exploitation

Child sexual exploitation is another form of sexual abuse in which a child or young person is exploited, or manipulated in some form of sexual activity in return for something they need or want or for the gain of a third party. **(Refer to Appendix 1)**

Domestic Violence

Through the work of Woman's Aid and other relevant organisations it is now recognised that children who live in an environment of domestic abuse may be at risk. Domestic violence or abuse between parents/carers regardless of gender or sexuality may have a detrimental effect on a child's holistic development. **(Refer to Appendix 1)**. There are currently three staff trained through Helping Hands Programme hosted by Woman's Aid.

Section 5: Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them. Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse. As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns. This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Section 6: Responding to Safeguarding & Child Protection Concerns

Identifying Abuse

- It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. When considering their day-to-day contact with individual children, school staff are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning patterns of development. Such symptoms may be due to a variety of causes, but they may be due to child abuse. (Refer to Appendix 1)
- Pupils who are the victims of abuse often display emotional or behavioural difficulties. If we feel a child has long-term behavioural problems, we will seek advice from support services. We will also monitor and review the child's needs, having regard to the Special Needs Code of Practice.
- Where a member of staff is concerned that abuse may have occurred, he/she must report this immediately to the Principal or designated teacher.
- We have a professional responsibility to share relevant information regarding the protection of children with other professionals, particularly investigative agencies. Therefore, to protect children from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate actions, by involving others, in the child's best interests. No promise of confidentiality can or should ever be given where abuse is alleged.
- Where teachers recognise signs, which cause concern, they should, as a first step, seek some clarification from the child using tact and understanding.
- Where a classroom assistant or another member of the ancillary or auxiliary staff sees such signs, he/she should immediately bring them to the attention of the class teacher or the designated teacher, and it may be appropriate for the necessary clarification to be carried out by a teacher.
- Care must be taken in asking, and interpreting children's responses to questions about indications of abuse. The same considerations must

apply when a child makes and allegations of abuse. We must be aware that the way in which we talk to a child can have an effect on the evidence, which is put forward if there are subsequent criminal proceedings. **(Refer to Appendix 2)**

- While discreet preliminary clarification from the child or his/her parent/carer will often help to confirm or allay concerns, it is not the responsibility of teachers to carry out investigations into cases of suspected abuse, or to make extensive enquiries of members of the child's family or carers.
- We will attempt to make pupils aware of local and national help lines provided by social services.

Referral and the Role of the Designated Teacher

- The Principal/Designated teacher (Mrs L Creelman) has the responsibility for liaising with Social Services and other agencies over cases of abuse
- In all cases where abuse is suspected, or where a pupil or a third party has intimated that abuse has taken place, or where serious concerns exist about the welfare of a child, teachers and other members of staff should report the information to the designated teacher.
- The designated teacher will refer these cases to, or consult with, social services, or, where physical abuse is suspected or alleged refer the case to the PSNI. The designated officer of the EA will also be notified.
- Where the Principal is suspected, or an allegation is made against her, the matter should be reported to the deputy designated teacher, who should report the matter immediately to the Chairperson of the Board of Governors and the EA designated officer.
- When making a referral of a case of suspected or alleged abuse, the designated teacher should make sure that she is informed of the timing of the strategy discussion between the statutory agencies which will decide whether or how to investigate. The designated teacher or the member of staff who knows the child best, should be prepared to contribute to the strategy discussions about the school's knowledge of the child. The designated teacher should clarify with the investigating

agencies when, how and by whom the parents and the child will know that a referral has been made.

Sources of Advice

Whether or not to make a referral, which could activate a child protection investigation, is a serious commitment. When we feel it appropriate we will seek advice from:

- Social Services
- NSPCC
- Clinical Medical Officer
- School Nurse
- EA Designated Officer
- Education Welfare Officer
- Educational Psychologist

Links with other Agencies and Support Services

Schools can best contribute to a co-ordinated approach to child protection by developing effective liaison with other agencies and support services.

Through the designated teacher we will attempt to establish a good working relationship with colleagues from other agencies, especially: -

- Social Services
- Educational Psychologist
- Educational Welfare Officer
- School Nurse
- PSNI

Section 7: Consent and Handling Information

Confidentiality

We have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies, and, where physical or sexual abuse is suspected, a legal duty to report this. If a child confides in a member of staff and requests that the information be kept secret, it is essential that the member of staff should inform the child, sensitively, that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. The child should, however be assured that the matter will only be disclosed to people who need to know about it. Staff who receive information about children and their families in the course of their work should share the information only within the appropriate professional contexts.

Record-Keeping and Data Protection

Lislagan Primary School has a responsibility to maintain its records and record keeping systems. The Board of Governors will ensure that the arrangements operated by the school for the retention, management and release of public records comply with statutory requirements. Handling and storing personal information will be based on the following principles:

- Processed lawfully, fairly and in a transparent manner
- Collected for specified, explicit and legitimate purposes
- Adequate, relevant, and limited to what is necessary
- Accurate and where necessary kept up to date
- Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which those data are processed
- Processed in a manner that ensures appropriate security of personal data

Reports for Child Protection Conferences

Reports prepared for child protection conferences will focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and adults within the school and, where appropriate, the child's appearance.

- **Reports will be objective and based on evidence**
- **Reports will contain only fact, observations, and reasons for concern.**

All reports will be checked and signed by the designated teacher.

Section 8: Safe Recruitment Procedures

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults through the education system and at Lislagan we ensure that all persons on school property are vetted, inducted and supervised as appropriate. All staff paid or unpaid who are appointed to positions in Lislagan Primary School are vetted/supervised in accordance with relevant legislation and Departmental guidance.

Section 9: Code of Conduct for Staff and Volunteers

Appropriate behaviour

We must safeguard and promote the welfare of the children in our charges. This duty rests with all members of staff and implicit in it is the assumption that the conduct of school staff towards pupils must be above reproach. It is the responsibility of the Board of Governors to ensure that all staff are clear about the standards of behaviour expected of them.

As well as the more obvious physical or sexual abuse, members of staff must be alert to the risk of emotional abuse, such as persistent sarcasm, verbal bullying, or severe and persistent negative comments or actions.

The following guidelines constitute school policy and will be followed by all members of staff: -

- Members of staff will never arrange to meet a pupil alone in a totally private room or place. The environment should be kept semi-public, by leaving the door ajar or informing a colleague that the meeting is taking place.
- Staff are careful not to give undue time or attention to any one young person.
- In extra-curricular activities, staff become involved with groups rather than exclusively with individuals
- Staff are respectful of the privacy of pupils
- Body searching will not take place as it is legally considered to constitute an assault.
- Staff are aware that in the administration of first-aid, care is taken to avoid anything that might be misconstrued as inappropriate behaviour.
- The Code of Conduct for staff and volunteers will be reviewed, read and signed by all those in Lislagan Primary School

Physical Contact with Pupils

It is unrealistic to suggest that teachers should touch pupils only in emergencies. Particularly with younger pupils, touching them is inevitable and can give

welcome reassurance to the child. However, we must bear in mind that even perfectly innocent actions can sometimes be misconstrued. Children may find being touched uncomfortable for a variety of reasons. It is important for teachers to be sensitive to a child's reaction to physical contact and to act appropriately. It is also important not to touch pupils, however casually, in ways that might be considered indecent.

In extreme cases a teacher might have to restrain a pupil physically to prevent him/her causing injury to him/herself or others. In such instances the minimum necessary force will be used and will be in line with the ***Use of Reasonable Force and Safe Handling policy for Lislagan Primary School.***

Allegations Against Staff

In the light of the school's duty of care, it is the responsibility of the school Principal (or where the complaint is against the Principal), the responsibility of the Chairperson of the Board of Governors to ensure that any complaint concerning a member of staff having abused a pupil is thoroughly investigated, by the instigation of normal child protection procedures.

Where the school carries out preliminary enquiries, these should have regard to:

- The welfare of the child concerned and that of other pupils at the school.
- The efficient functioning of the school.
- The rights of the individual against whom the complaint has been made, especially his/her right to be presumed innocent until proven guilty.

In every case where a complaint is made against a member of staff, the Principal, or Chairperson of the Board of Governors, as appropriate, should inform the complainant of the investigations which have been, or are being made and the outcome.

GUIDELINES FOR STAFF PROTECTION CAN BE FOUND IN APPENDIX 4.

Section 10: The Preventative Curriculum

We can play a part in the prevention of child abuse through the curriculum. Through personal and social education and the whole school policy for Circle Time, we can help pupils develop consideration, respect and care for self and others.

Through the curriculum children can also be taught about the risks of different kinds of abuse and can be equipped with skills they need to them stay safe, by recognising unwelcome approaches and developing the confidence to resist them as far as possible.

Children will be given opportunities, through the curriculum, to formulate ideas on self-preservation and how to get help, if they have a problem. This will include: -

- Strangers
- Inappropriate touching (PANTS)
- Bullying
- Talks by Childline and NSPCC
- Cyber safety and Cyber bullying and online safety

Teaching children possible ways to prevent or tell about abuse must be done carefully so as not to cause anxiety or upset normal, stable relationships between adults and children.

Vetting of Volunteers

Parents and other volunteers may from time-to-time be involved in the supervision of pupils. We require adults deployed in school to have their application vetted through police records to ensure that there is no evidence of offences involving children or abuse. We must ensure that volunteers, e.g., Coaches, music teachers, school photographers etc., who are employed by others, have necessary clearances in place and a record of these should be maintained by the Principal. We will strive to ensure that when parents and volunteers are supervising pupils they will do so in the company of a teacher.

Visitors

All visitors to the school will be required to complete sign-in registration and be given a visitor's lanyard. Visitors will not be left with individual children or groups of individual children at any time.

Staff In-Service

The school is committed to on-going in-service for all staff. All staff have received general training on Child Protection and the Designated Teacher, Deputy Designated Teacher and Principal have attended relevant courses. This training will be updated on a two-year cycle. All staff will be required to wear identification lanyards whilst on school premises.

Section 11: Monitoring and Evaluating

The school will update this Policy and Procedure in the light of any further guidance and legislation as necessary and review it annually. This policy will be presented for examination for all new intake pupils and copies will be distributed to all families on a two-yearly cycle.

Approval of Safeguarding & Child Protection Policy

Approved by Board of Governors

Chairperson: _____ **Date:** _____

Principal: _____ **Date:** _____

Date of Next Review: September 2025

Reviewed by Staff

Date: _____



LISLAGAN PRIMARY SCHOOL

Note of Concern

CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

Name of Pupil	
Class	
Date, Time of incident / disclosure	
Circumstance of incident / disclosure	
Nature and Description of Concern	
Parties involved, including any witnesses to an event and what was said or done and by whom:	
Action taken at the time:	

Details of any advice sought, from whom and when:	
Any further action taken:	
Written report passed to Designated Teacher:	
Yes:	<input type="checkbox"/>
No:	<input type="checkbox"/>
If 'No' state reason:	
Date and time of report to the Designated Teacher:	
Written note from staff member placed on pupil's Child Protection file	
YES	NO
If 'No' state reason:	

Name of staff member making the report: _____

Signature of Staff Member: _____

Date: _____

Signature of Designated Teacher: _____

Date: _____

APPENDIX 2 - Types of Abuse (including specific types of Abuse), Signs & Symptoms

Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury or suffering to a child have been defined on Pages 9-12.

Symptoms:

- Unexplained Bruises – in various stages of healing
- Broken bones
- Cuts and grazes
- Frequent unexplained injuries
- Finger marks
- Cigarette burns
- Bruising in unusual area
- Untreated burns/injuries

Behavioural Indicators:

- Behaviour changes/bed wetting/withdrawal/regression
- Fear of physical contact
- Violent behaviour during role play
- Unwillingness to change clothes or go swimming
- Aggressive language and use of threats
- Cowering
- Changing explanation for injury
- Not wanting to go home with parent /carer
- Violent themes in artwork or stories
- Inappropriate clothing to weather – to hide parts of the body

Neglect

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger as outlined on Pages 9-12.

Symptoms:

- Poor hygiene - Dirty
- Lack of appropriate clothing
- Hunger – complaining of – lack of energy
- Cold – complaining of
- Body sores
- Urine smells
- Unkempt hair
- Untreated medical problems
- Constant tiredness
- Inappropriate dress
- Repeated accidents – especially burns

Behavioural Indicators:

- Lack of parental interest
- Unwillingness to communicate
- Behavioural problems
- Attention seeking
- Lack of respect
- Bullying
- Use of bad language
- Jealousy
- Lacking in concentration
- Tired or listless
- Steals food – begging from class
- Attendance issues
- Exposure to violence through unsuitable online games, DVD's etc
- Misses school medicals

Sexual Abuse

Actual or risk of sexual exploitation of a child as outlined on pages 9-12.

Symptoms

- Physical evidence – marks, bruising, bites or other injuries
- Pain going to toilet or strong smell of urine
- Frequent urinary infections
- Bruising/Marks in genital area
- Bruises or bleeding in genital or anal areas
- Chronic ailments such as recurrent abdominal pain or headaches
- Difficulty in walking or sitting
- Avoiding P.E., games or swimming
- Eating disorders

Behavioural Indicators:

- Withdrawn
- Change of behaviour
- Rejecting physical contact or demanding attention
- Relationships with other adults or children – being suggestive/ forward
- Lack of involvement
- Deterioration in schoolwork or behaviour
- Inordinate number of new gifts outside normal Birthday and Christmas presents
- Inappropriate sex play
- Lack of emotional control
- Massive change in weight
- Having knowledge beyond their usual frame of reference – can be demonstrated through play
- Rocking
- Repeated attempts to run away from home
- Exposure to pornographic material

Exploitation

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

The key factor that distinguishes cases of child sexual exploitation 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 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 child sexual exploitation. The abuse 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.
- Truancy 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 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.

Possible Forms:

- child labour
- slavery
- servitude
- engagement in criminal activity
- begging
- benefit or other financial fraud
- child trafficking
- sexual exploitation.

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

Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child as outlined in pages 9-12.

Symptoms:

- Failure to thrive – well below average in height and weight
- Poor hair and skin
- Sudden speech disorders
- Signs of self-mutilation
- Extremes of physical, mental, and emotional development

Behavioural Indicators:

- Rocking /head banging
- Withdrawn/isolating from peers
- Indiscriminate attachment
- Reluctance for parental liaison
- Fear of new situations
- Attention seeking/needy behaviour
- Apathy and dejection
- Inappropriate responses to painful situations

Domestic Violence

- All of the above
- Overanxious about belongings
- Overanxious about time
- Not wanting to go home
- Unwilling to talk about family life

(Mrs Creelman, Miss Dodwell and Mr Allen have been trained in the 'Helping Hands' programme through Women's Aid)

Grooming

Grooming of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim, in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case. Grooming is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

Adults may misuse online settings e.g. chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children and young people or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared. Those working or volunteering with children or young people should be alert to signs that may indicate grooming and take early action in line with their child protection and safeguarding policies and procedures to enable preventative action to be taken, if possible, before harm occurs. Practitioners should be aware that those involved in grooming may themselves be children or young people and be acting under the coercion or influence of adults. Such young people must be considered victims of those holding power over them. Careful consideration should always be given to any punitive approach or 'criminalising' young people who may, themselves, still be victims and/or acting under duress, control, threat, the fear of, or actual violence. In consultation with the PSNI and where necessary the PPS, HSC professionals must consider whether children used to groom others should be considered a child in need or requiring protection from significant harm

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

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017).

Any child under the age of eighteen, male or female, can be a victim of CSE. Although younger children can experience CSE, the average age at which concerns are first identified is 12-15 years of age. Sixteen and seventeen year olds, although legally able to consent to sexual activity can also be sexually exploited.

CSE can be perpetrated by adults or by young people's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males. While children in care are known to experience disproportionate risk of CSE, **the majority of CSE victims are living at home.**

Statutory Responsibilities

CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring will follow the school's child protection policy and procedures, including reporting to the appropriate agencies.

Domestic and Sexual Violence and Abuse

The Stopping Domestic and Sexual Violence and Abuse in Northern Ireland: A Seven Year Strategy (2016) defines domestic and sexual violence and abuse as follows: -

Domestic Violence and Abuse:

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

Sexual Violence and Abuse

'any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).' Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual's incapacity to give informed consent.

If it comes to the attention of school staff that Domestic Abuse, is or may be, affecting a child this will be passed on to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services Gateway Team.

Female Genital Mutilation (FGM)

FGM is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in our school policy. Where there is a concern that a child or young person may be at immediate risk of FGM this should be reported to the PSNI without delay. Contact can be made directly to the Sexual Referral Unit (based within the Public Protection Unit) at 028 9025 9299. Where there is a concern that a child or young person may be at risk of FGM, referral should be made to the relevant HSCT Gateway Team.

Forced Marriage

A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is a criminal offence in Northern Ireland and if in Lislagan Primary School we have knowledge or suspicion of a forced marriage in relation to a child or young person we will contact the PSNI immediately.

Children Who Display Harmful Sexualised Behaviour

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. As a school we support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the

responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.

It must also be borne in mind that sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the school's positive behaviour policy but it is important to always apply principles that remain child centred.

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'. Healthy sexual behaviour will normally have no need for intervention, however consideration may be required as to appropriateness within a school setting. Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required. The CPSS will advise if additional advice from PSNI or Social Services is required. We will also take guidance from DE Circular 2016/05 to address concerns about harmful sexualised behaviour displayed by children and young people.

What is Harmful Sexualised Behaviour?

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or
- The perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim

Harmful sexualised behaviour can include:

- Using age inappropriate sexually explicit words and phrases.

- Inappropriate touching.
- Using sexual violence or threats.

Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the school's positive behaviour policy but it is important to always apply principles that remain child-centred.

Harmful sexualised behaviour will always require intervention and we will follow the procedures in the child protection policy and seek support from the EA CPSS.

E Safety/Internet Abuse

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern.

In January 2014, the SBNI published its report 'An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland' which identified the associated risks around online safety under four categories:

Content Risks: the child or young person is exposed to harmful material.

Contact risks: the child or young person participates in adult initiated online activity.

Conduct Risks: the child or young person is a perpetrator or victim in peer-to-peer exchange.

Commercial Risks: the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

We at Lislagan Primary School have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and will be energetic in teaching pupils how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues and, individually, be able to demonstrate what a positive digital footprint might look like.

The school's actions and governance of online safety are reflected clearly in our safeguarding arrangements. Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

Sexting

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobile or over the internet. There are two aspects to Sexting:

1: Sexting between Individuals in a Relationship

Pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship) and in these cases we will contact local police on 101 for advice and guidance. We may also seek advice from the EA Child Protection Support Service.

Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and

considering all of the circumstances and it is not necessarily the case that they will end up with a criminal record. It is important that particular care is taken in dealing with any such cases. Adopting scare tactics may discourage a young person from seeking help if they feel entrapped by the misuse of a sexual image.

2: Sharing an Inappropriate Image with an Intent to Cause Distress

If a pupil has been affected by inappropriate images or links on the internet it is important that it is **not forwarded to anyone else**. Schools are not required to investigate incidents. It is an offence under the Criminal Justice and Courts Act 2015 to share an inappropriate image of another person without the individual's consent. For further information see:

www.legislation.gov.uk/ukpga/2015/2/section/33/enacted

If a young person has shared an inappropriate image of themselves that is now being shared further, whether or not it is intended to cause distress, the child protection procedures of the school will be followed.

GUIDELINES FOR ASKING AND INTERPRETING CHILDREN'S RESPONSES

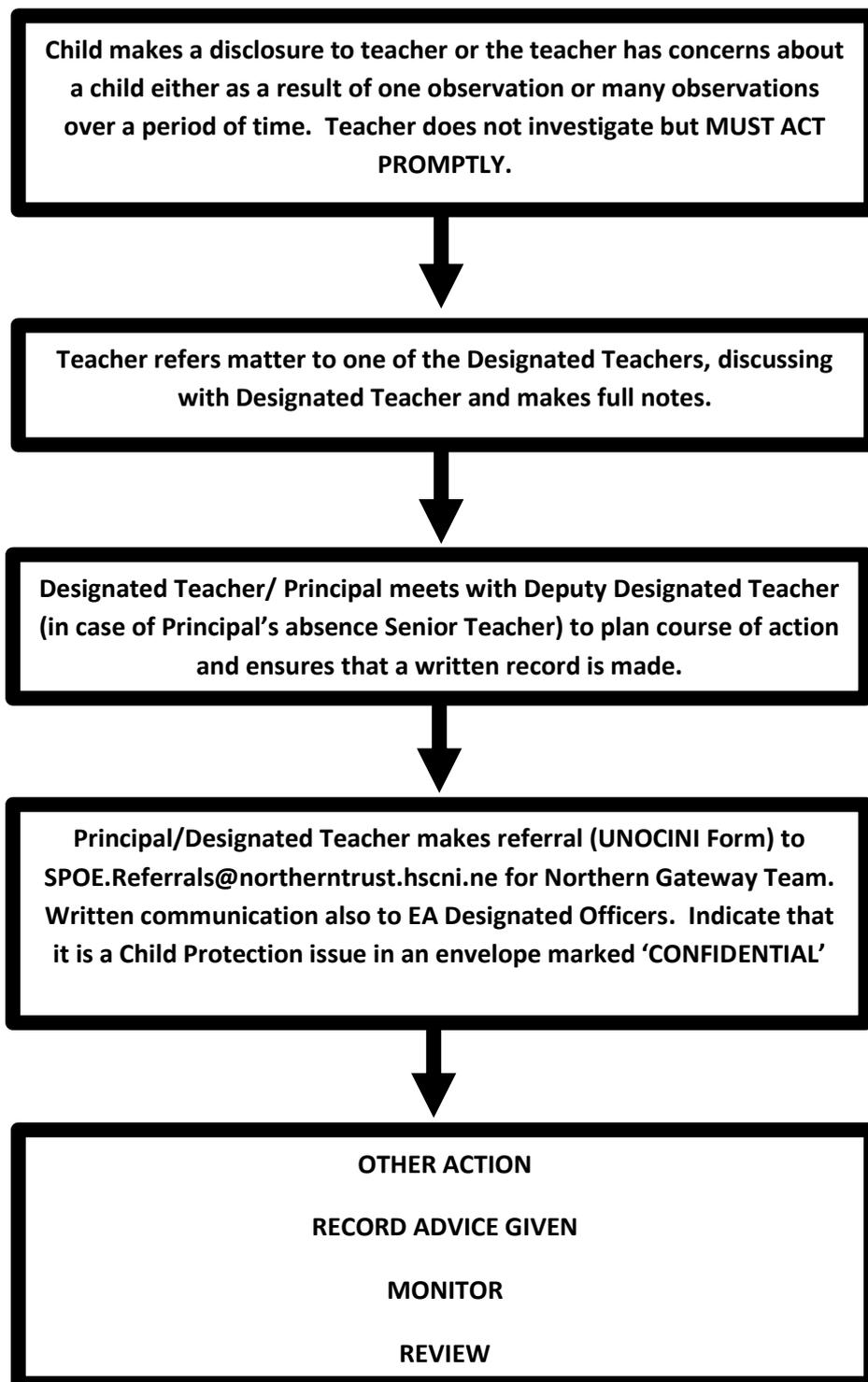
- We should never ask the child leading questions, as this can be interpreted as putting ideas into the child's head.
- We should not ask questions which encourage the child to change his/her version of events in any way or which impose the adult's own assumptions. For example – "Tell me what happened", rather than, "Did they do X to you?"
- The chief task at this stage is to listen to the child, and not to interrupt if he/she is freely recalling significant events, and to make a note of the discussion to pass on to the designated teacher.
- The note should record the time, date and place and people who were present, as well as what was said. Signs of physical injury observed should be described in detail or sketched. Under no circumstances should a child's clothing be removed.
- Any comment by the child, subsequently by a parent or carer or other adult, about how an injury occurred should be written down as soon as possible afterwards, preferably quoting words used.
- Undertaking of confidentiality should not be given to the child, although he/she can be reassured that the information will only be disclosed to professionals who need to know.
- The child should be made aware that notes of the discussion may need to be used in any subsequent court proceedings

GUIDELINES FOR STAFF PROTECTION

- In the event of injury to a child, ensure that it is recorded and witnessed by another adult.
- Keep records of any allegations a child makes against you. Keep a record of dates and times. If possible, get another adult to witness the allegation.
- If a child touches you or talks to you in a sexually inappropriate way, record what happened and tell another adult. As it could be totally innocent, do not make the child feel like a 'criminal', however ignoring it or allowing it to go on may place you in a difficult situation.
- Neither is it a good idea for the child to go on doing this as the next person might take advantage and say it was instigated by the child.
- If pupils are taken on journeys there should always be at least two members of staff and responsible adults. If it is an overnight stay, rooms should always be checked in pairs.
- Do not spend excessive amounts of time alone with one child away from other people. If it is one-to-one, make sure the door of the room is open.
- Tell another member of staff if you are going to see a child on your own.
- Do not stand or sit between the child and the door –place the child nearer the door.
- If you are in a holiday or residential setting never, under any circumstances, take a child into your bedroom.
- Never do something of a personal nature for children that they can do for themselves.
- Do not enter into a toilet along with children if possible.
- Be mindful of how and where you touch children.
- Be careful of kisses or extended hugs from children.
- When taking children on an outing, think of how you appear to the public – they may misunderstand your actions.
- All members of staff should carry identification when journeying with children.
- If you must physically restrain a child for any reason, be aware that it could be misinterpreted as assault.

- Do not make sexually suggestive comments about a child, even in jest.
- Never keep to yourself suspicions of abuse of inappropriate behaviour by a colleague. If there is an attempted cover-up, you could be implicated by your silence.

**PROCEDURES FOR REPORTING AN INCIDENT OF CHILD ABUSE
IN LISLAGAN PRIMARY SCHOOL**

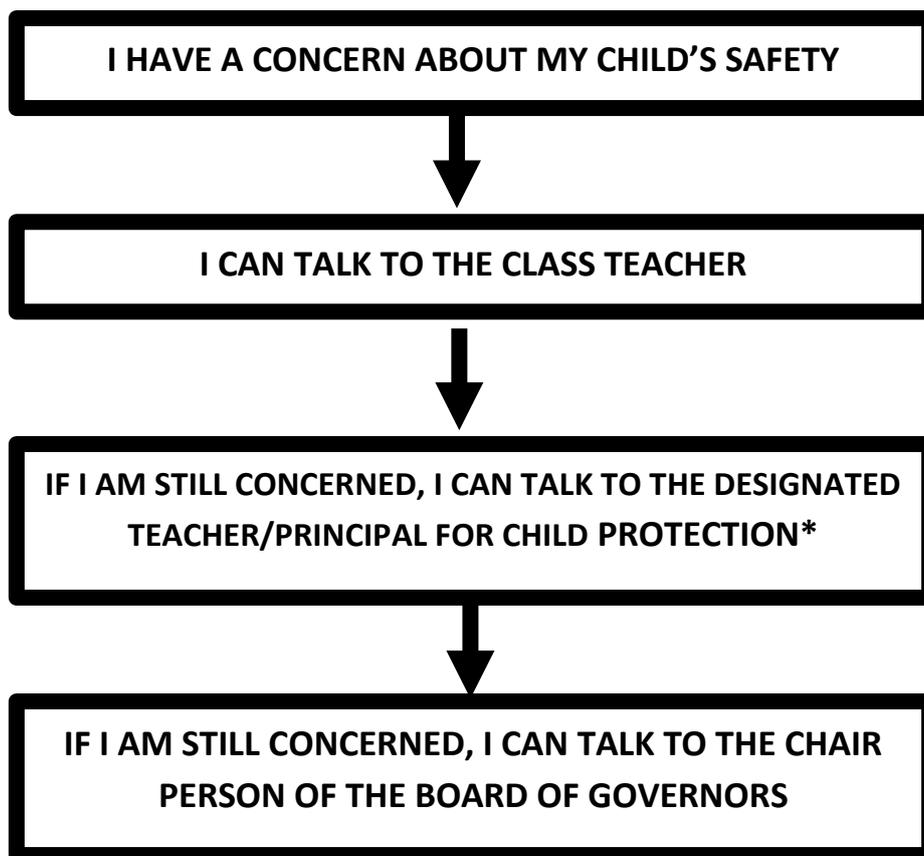


The above procedures are those specified in 'Pastoral Care in School' CHILD PROTECTION (DENI1997/4)

Appendix 6

ADVICE FOR PARENTS

HOW TO RAISE A CONCERN?



***CHILD PROTECTION DESIGNATED TEACHER: Mrs L Creelman**

***DEPUTY DESIGNATED TEACHER: Miss M Dodwell**

Procedures Where A COMPLAINT HAS BEEN MADE AGAINST A MEMBER OF STAFF

Tell the Principal/Designated Teacher

(If complaint is about Principal, tell Chairperson of the Board of Governors)

(If complaint is about Deputy Designated Teacher, tell Principal)

Seek advice from EA/Social Services

