



Child Protection Policy

Signature of the Chair of Board of Governors: _____

Signature of the Principal: _____

Date: _____ March'16 _____

Review Date: _____ Mar'17 _____

Child Protection Ethos

We in Holy Trinity 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 should be alert to the signs of possible abuse and should be familiar with Holy Trinity School Child Protection Policy and EA Guidelines, including procedures for reporting concerns to the Principal, Vice-principal or Nursery coordinator - Designated Safeguarding Team members who immediately act on it in accordance with Holy Trinity Procedures for reporting child abuse. All incidents are to be reported to the designated teacher for child protection and principal immediately or as soon as possible, unless he/she is indicated as being involved. 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.

Inclusion and Diversity

Inclusion and diversity are key principles in our school as it is made up of pupils from many different backgrounds, nationalities and experiences, each who have a wide range of skills, abilities, and interests. Individuality and difference is recognised and indeed celebrated in the school particularly through 'individual improvement'.

'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school'.

(Removing Barriers to Achievement 2004)

It is key in this policy that all in Holy Trinity feel special for whom they are and that they feel free from any form of injustice or prejudice. It is essential that all pupils feel cared for and safe as equal members of the school community. All pupils have the right to full entitlement and access to high quality education within a broad, balanced, relevant and differentiated curriculum. Each pupil no matter how they differ from others should feel valued and are offered curricular, pastoral and extra-curricular

opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, success and self-confidence.

Principles

Holy Trinity Board of Governors and staff take account of the Requirements of Children (NI) Order 1995, the Department of Education NI guidance 'Pastoral Care in schools- Child Protection' (DENI Circular 99/10 and the Area Child Protection Committees' Regional Policy and Procedures 2005).

- 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.
- The welfare of the child is paramount.
- 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.

Other Relevant Policies

Pastoral Care, Behaviour Policy, Anti Bullying, Reasonable Force/Safe Handling Special Education Needs, First Aid/Admin of Medicines, Health and Safety, Intimate Care, E-Safety, Use of Mobile Phone/Cameras.

School Safeguarding Team

Chair of the Board of Governors/Designated Governor Child Protection
Monsignor Peter O'Reilly

Deputy Designated Governor Mrs Martha Smyth

Principal Mr. Brian Treacy

Designated Teacher Mr. John Reihill

Deputy Designated Teachers Mrs. Majella Jones, Mr. Brian Treacy

Roles and Responsibilities

The roles of the safeguarding team are summarized in **Appendix1**

Parents

Parents can play their part in safeguarding by:

- Telephoning the school about any absences so the school is reassured as to the well-being of the child
- Informing school when anyone other than themselves are collecting the child after school
- Familiarize themselves with the schools safeguarding policies particular to the 3 leaflets sent home
- Reporting to school office when visiting school
- Sharing any concerns that they may have in relation to their child.

School Staff

Teachers, classroom assistants and other Support staff in school see children on a daily basis over long periods and can notice physical, behavioral and emotional indicators and a child may choose to disclose to them allegations of abuse.

Members of staff ***must*** refer concerns or disclosures to the Designated /Deputy Teacher for CP. In addition, class teachers and year heads should also keep the DT informed in writing about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse.

If a member of staff does not feel their concerns are not being taken seriously or action to safeguard is not being taken by professionals and the child is considered to be at risk of continuing harm then they should speak to the DTCP, Principal, Education Authority Child Protection Support Service for Schools or to Western Health and Social Care Trust.

What is Child Abuse?

'Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them.' Area Child Protection Committees' Regional Child Protection Policy and Procedures 2005).

The procedures outlined in this policy are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with duty of care.

Definitions

Neglect: the persistent or severe neglect of a child by exposure to any kind of danger or persistent failure to carry out important aspects of care which results in impairment to the child's health or development.

Physical Abuse: physical injury deliberately inflicted or knowingly not prevented. Including hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement, or inappropriately giving drugs to control behaviour.

Sexual Abuse: the involvement of children in sexual activities, which violate the social taboos of family roles and/or are for another person's sexual gratification (adult or another young person). Exposure to pornography is included.

Emotional Abuse: persistent, emotional ill-treatment or rejection which has an adverse effect on the behaviour and emotional development of the child.

Signs and Symptoms Appendix 2

IMPORTANT - Procedures for Parents reporting suspected/disclosed child abuse. Appendix3

A Parent wishing to make a complaint will be taken seriously and dealt within a professional manner. A parent can talk to class teacher or Principal/ Designated Teacher. They can also talk to the Chair of the Board of Governors.

If there are concerns that the pupil may be at risk, the school is obliged to make a referral.

The designated team member may seek clarification or advice by consulting with the Education Authority or the Senior Social Worker, before a referral is made. A decision to refer a case to Western Health and Social Care Trust (Gateway team) will be made with thoughtful consideration and on appropriate advice. **The safety of the pupil is our first priority.**

Where there are concerns about possible abuse, the Principal will inform:

- The Gateway Team Western Health and Social Care Trust .
- EA Designated Officer for Child Protection

(This will be done by enclosing a written referral in an envelope marked: **CONFIDENTIAL - CHILD PROTECTION**)

Procedures where the school has concerns, or has been given information, about possible abuse by someone other than staff Appendix4

Teachers/staff must be alert and vigilant to signs, which may or may not indicate abuse. If there are concerns/or a pupil makes a disclosure, the member of staff must act promptly.

Child protection is everybody's business - information must be shared in the interest of child's welfare - the right to confidentiality must be respected and information passed through the proper channels.

In dealing with disclosures the following guidelines should be followed by staff;

Receive - listen to what the child says without shock or disbelief. Accept what is being said and take notes.

Reassure - remember reassure but don't promise confidentiality

Respond - respond to the child by reassuring and only ask opened ended question like, Is there anything else? Do not interrogate.

Record - Make notes, date, times, names, and place. Record key phrases/words used, note nonverbal behaviour and any physical injuries. No photographs to be taken.

Report - report to the designated teacher. Do not contact parents initially. Designated teacher will do that as appropriate.

If concerns arise the staff member should speak to the Designated/Deputy Designated Teacher for Child Protection - who immediately act on it.

The matter will be brought to the attention of the Principal if appropriate as a matter of urgency. A course of action will be begun.

A **record of factual information** available must be kept by the adult concerned:

Do's	Don'ts
<p>Do listen to what the child says</p> <p>Do assure the child they are not at fault</p> <p>Do explain to the child that you cannot keep it a secret</p> <p>Do document exactly what the child says, using his/her exact words</p> <p>Do remember not to promise the child confidentiality</p>	<p>Don't ask leading questions</p> <p>Don't put words in their mouth</p> <p>Don't ignore the child's behaviour</p> <p>Don't remove any clothing</p>

(It is not the responsibility of the school to undertake investigations or enquiries - this is the job of Social Services/Police)

REMINDER

The Teacher or adult supervisor/helper should inform a member or members of the designated team for child protection when abuse is suspected from within or outside the school.

RESPONSIBILITY FOR REFERRAL

The Principal (or member of the designated team for child protection) when appropriate, must assume responsibility and must report it to Western Health and Social Care Trust Gateway, Derry, immediately. This can be done by telephone and followed up by a UNOCINI.

DEALING WITH SUSPECTED OR POTENTIAL ABUSE

- During the traumatic time for the child he/she should be treated as normally as is possible.
- Tactfully and sympathetically, he/she should be told that he/she could speak to a trusted adult within the school.
- Opportunities should be sought to allow the child to speak if he/she so wishes (after class, with the principal or trusted person)

Procedure for complaint made about possible abuse by a member of the school's staff. Appendix5

If a complaint about possible child abuse is made against a member of staff, the Designated Teacher and Principal must be informed immediately. Where appropriate the Chairman of the Board of Governors will be informed and the matter will be referred to Western Health and Social Care Trust . An urgent meeting will be held to determine how the situation should be dealt with pending an investigation of the complaint.

Complaints about the Designated Teacher should be referred to the Principal. If a complaint is made against the Principal, the Designated Teacher - Mr Reihill, should be informed and he will inform the Chairman of the Board of Governors, Monsignor Peter O'Reilly. The Chairman may be contacted directly by the individual making the complaint.

Staff Development

All staff are made aware of Policy and Procedures in the school and get training from the Designated Teacher Mr John Reihill on a bi-annual basis. This training looks at forms of abuse, signs and

symptoms, procedures, explanation what then occurs, effects of abuse for learning and stressing the paramountcy of the child.

Evaluation/Monitoring

The Designated teacher and Safe-guarding Team will review policy and procedures regularly. The Designated teacher will report to the Board of Governors annually. Policy to be reviewed/signed off annually by the Board of Governors .

Attendance at CP Case Conferences and Core Group Meetings

The Designated/Deputy Designated teacher or Principal may be invited to attend initial and review Child Protection case conferences convened by and where possible should attend. A written report will be provided for these meetings and will be compiled after discussion with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case by case basis.

Consent from Pupils and Parents

Prior to making a referral to Western Health and Social Care Trust the consent of the parent/carers 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 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 consent is 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 is in the best interests of the child/young person to do so.

Confidentiality and Information Sharing

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 and where physical or sexual abuse is suspected, a legal duty to report this. However, only those who need to know will be told.

Record Keeping

All children protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held for the child.

If a complaint about child abuse is received by the school and is not referred to Western Health and Social Care Trust or is and they do not place the child's name on the register- a record on the child's file will be maintained and a confidential copy sent to the child's next school.

When the child's name is removed from the Child Protection Register then all Western Health and Social Care Trust records should be destroyed and only the school records retained for permanent preservation. Should a child transfer schools we will inform the receiving school. All Western Health and Social Care Trust reports should then be destroyed. The schools own child

protection records in relation to the child will be held securely. Please refer to Appendices 6a and b.

Safeguarding Curriculum

The school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through the 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 subjects. The PATHS/PDMU curriculum helps in this area. Also we have outside bodies like NSPCC/PSNI who take assemblies/workshops to portray important messages in safeguarding.

Vetting Procedures

All staff paid or unpaid who are appointed to positions in the school are vetted.

Staff Training

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these. All staff will receive basic Child Protection Awareness Training and regular refresher training. The Principal, DT, DDT, Chair of the Board of Governors and Designated Governor will also attend child protection training courses specific to their roles provided by Education authority Child Protection Support Service for Schools.

Holy Trinity Code of Conduct for Staff and Volunteers

Appendix 7

This outlines how staff should behave with and towards children.

Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all circumstances in which staff interrelate with pupils, or where opportunities for their conduct to be misconstrued might occur. In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice. If employees have any doubts about how they should act in particular circumstances, they should consult their line manager or a representative of their professional association.

From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with pupils and their manner and approach to individual pupils, to ensure that they give no grounds for doubt, about their intentions, in the minds of colleagues, of pupils or of their parents/guardians.

The School Safeguarding Team

Roles & Responsibilities

1. Chair of the Board of Governors

The Chair of the Board of Governors is responsible for:

- Ensuring that a Child Protection policy is in place and that a safeguarding ethos is maintained in the school
- Ensuring that a Designated Governor for Child Protection is appointed
- Ensuring that Governors receive relevant training in Child Protection and recruitment and selection
- Assuming lead responsibility in the management of a complaint/allegation against the School/Principal
- Ensure that the Board of Governors receive regular updates in relation to child protection activity including a full written report.

2. Designated Governor for Child Protection

The Designated Governor is responsible for advising the governors on the matters related to child protection including the child protection policy, reports to Governors, the recruitment, selection and vetting of staff and the role of the Designated Teacher.

3. Principal

The Principal is responsible for:

- Ensuring that all relevant DENI guidance in relation to child protection and safeguarding in particular “Pastoral Care in Schools – Child Protection” (1999) is implemented within the school
- Enabling the Board of Governors to fulfil their Child Protection duties by keeping the informed of any changes to guidance, procedures or legislation relating to child protection and ensuring the inclusion of child protection activities on their agenda
- The appointment of suitable staff posts (teaching and non-teaching) within the school and the appointment of suitable teaching staff to the roles of Designated and Deputy Teacher for Child Protection
- Ensuring that parents and pupils receive a copy of the Child Protection Policy and Complaints Procedure every 2 years
- Managing child protection concerns relating to staff.
-

4. Designated and Deputy Designated Teacher for Child Protection

Every school is required to appoint a Designated Teacher with responsibility for Child

Protection. They must also appoint a Deputy Designated Teacher who as a member of the Safeguarding team will support the Designated Teacher in carrying out their roles including undertaking key duties in their absence. The role of the Designated Teacher includes:

- Providing child protection training for all teaching and non-teaching staff (whole school training) to be delivered a minimum of once every two years
- Taking lead responsibility for the development and annual review of the school's child protection policy
- Promoting a child protection ethos in the school
- Acting as a point of contact for staff (and parent) in relation to child abuse concerns
- Liaison with the principal and EA-Western Region Designated Officers for child protection cases of suspected Child Abuse
- Making referrals to other agencies, with Principals knowledge
- Maintaining and securely storing appropriate child protection records
- Attending child protection case conferences and other relevant case planning meetings where appropriate and practicable
- Providing an annual report to the Governors on child protect activity The Deputy Designated Teacher will deputise for them in their absence.

Signs and Symptoms of Abuse – Possible Indicators

Physical Abuse

Physical Indicators	Behavioral Indicators
<p>Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions</p> <p>Untreated injuries;</p> <p>Bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday</p>	<p>Self-destructive tendencies;</p> <p>Aggressive to other children;</p> <p>Behavioral extremes (withdrawn or aggressive);</p> <p>Appears frightened or cowed in presence of adults;</p> <p>Improbable excuses to explain injuries;</p> <p>Chronic runaway;</p> <p>Uncomfortable with physical contact;</p> <p>Come to school early or stays late as if afraid to be at home;</p> <p>Clothing inappropriate to weather – to hide part of body; violent themes in art work or stories.</p>

Neglect

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

Emotional Abuse

Physical Indicators	Behavioral Indicators
<p>Well below average in height and weight; “failing to thrive”;</p> <p>Poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhea, wetting and soiling; sudden speech disorder; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).</p>	<p>Apathy and dejection; inappropriate emotional responses to painful situations; 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.</p>

Sexual Abuse

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

Procedure where a Parent/Guardian has Concerns

I have a concern about my/another child's safety. ↓

I can talk to the class teacher ↓

If I am still concerned, I can talk to the Designed Teacher for Child Protection – Mr. Reihill.
Assistant Designated Teachers
- Mrs. M Jones Nursery
- Mr. Treacy Principal ↓

If I am still concerned, I can talk to the Principal, Mr. Treacy ↓

If I am still concerned, I can talk/write to the Chairman of the Board of Governors
Monsignor
Peter O'Reilly ↓

At any time, I can talk to the Gateway Team 02871314090 or the PSNI
101 Non- Emergency
999 Emergency

**PROCEDURE FOR REPORTING AN INCIDENT OF CHILD ABUSE
IN HOLY TRINITY PRIMARY & NURSERY**

Child makes a disclosure to teacher /supervisor/classroom assistant or they have concerns about child either as a result of one observation or many observations over a period of time. Staff do not investigate.
**MUST ACT PROMPTLY
REPORTING TO ONE OF THE
DESIGNATED TEAM**



**Designated teacher: Mr.Reihill
Deputy Designated Teachers
Mrs. Majella Jones / Mr.Brian Treacy**



Two of the above team (those readily available) will meet to agree a course of action and ensure that a written record is made. Check that a course of action is being undertaken.



**Contact Numbers
EA-Western Region
02882411289

WH SCT Gateway
02871314090

PSNI Emergency 999
non-emergency 111**



Designated teacher makes referral to:

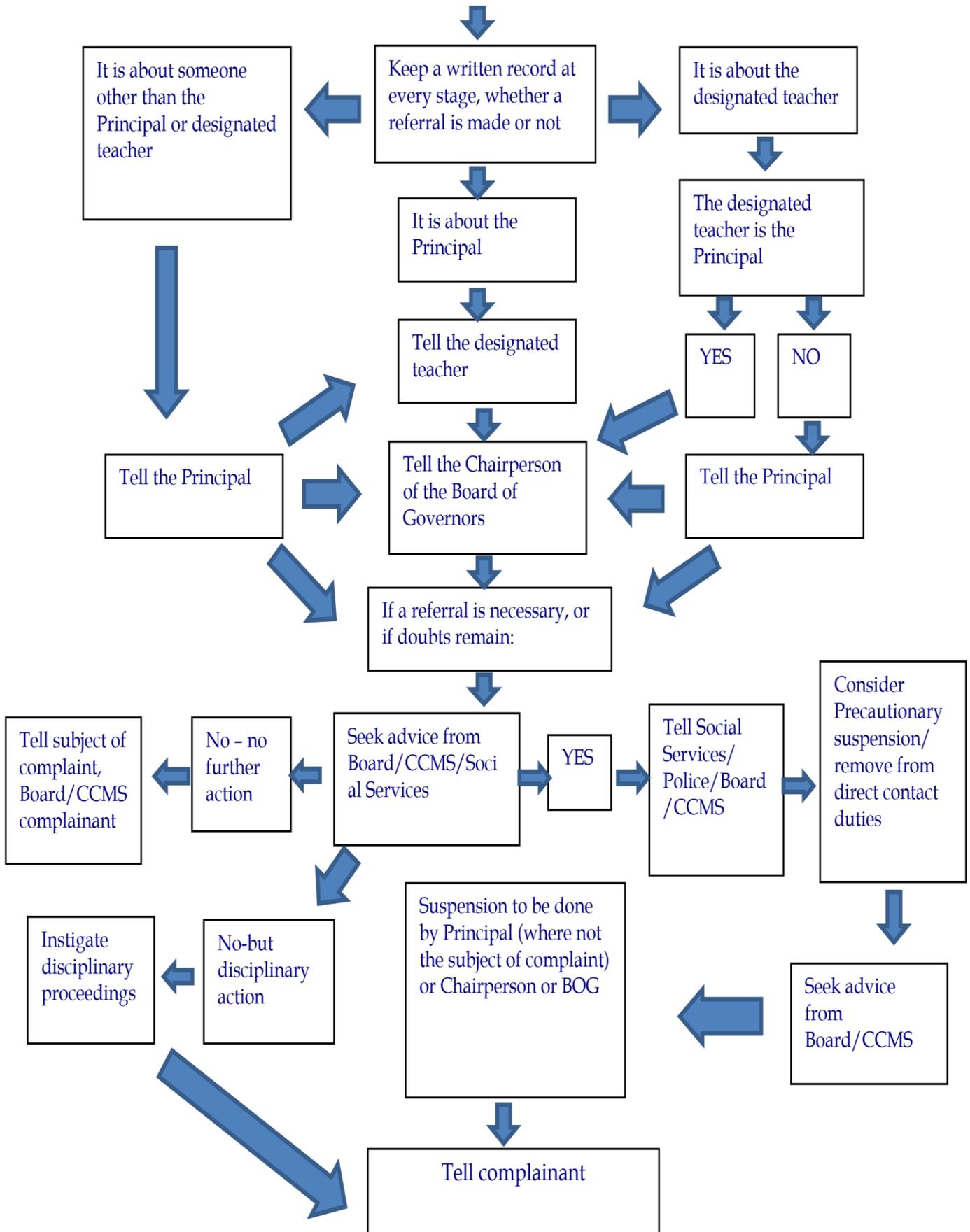
- Social Services
- EA-Western Region
Designated Officer

Indicate that it is a Child Protection issue in an envelope marked "CONFIDENTIAL" Complete form of notification of suspected/admitted/known abuse of a child for inclusion in school Child Protection File.

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

Appendix 5

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



Primary School

CHILD PROTECTION INCIDENT REPORT – FORM B

Child's Initial _____ DOB _____ Class _____

Details of Incident

Person complete the report _____

Relationship to school _____

Address (if person making the report is not known) Signature

_____ Date _____

CODE OF CONDUCT

Private Meetings with Pupils

- Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that 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.
- Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but is not advisable to use signs prohibiting entry to the room.
- Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measure to facilitate this.

Physical Contact with Pupils

- As a general principal, staff are advised not to make unnecessary physical contact with their pupils.
- It is unrealistic and unnecessary, however, to suggest 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.
- Staff should never touch a child who has clearly indicated that he/she, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- Staff who administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or other adult. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.
- Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- 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 his/her line manager.
- Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of schools activities, where more informal relationships tend to be used and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

Choice and Use of Teaching Materials

- Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- When using teaching materials of a sensitive nature a teacher should be aware of their danger of their application, either by pupil or teacher, might after the event be criticised. Schools have already received advice on the value of consulting parents and Governors when proposing to use material such as in sex education programmes.

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

Relationships and Attitudes

Within the Pastoral Care Policies of the school and the employing authority, 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, demeanor and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

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.

From time to time it will be 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 the minds of colleagues, of children/young people or of their parents/guardians.