

CAMPHILL PRIMARY SCHOOL

CHILD PROTECTION POLICY

1. SCHOOL ETHOS

At Camphill Primary School we are committed to developing an ethos where a safe, secure, happy and stimulating learning environment is provided. We seek to promote Christian values as guiding principles for life and living. It is our desire to develop an ethos where each member of the school community is sensitive to and caring towards the needs of others. We aim to foster the development of tolerance, responsibility and respect and to provide equal opportunities for all. All our teachers are competent and committed to meeting the needs of the pupils. We encourage children to maximise their potential and achieve success. 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.

2. PRINCIPLES

The principles, which underpin our work, are those set out in the 'UN Convention on the Rights of the Child' (UK Agreement in 1991) and enshrined in the Children (NI) Order 1995, the Department of Education (Northern Ireland) guidance, DENI Circular 1999/10 and the Child Protection Committees' Regional Policy and Procedures (2005).

In particular the principle we support is that every child has the fundamental right to be safe from harm and each is entitled to proper care by those looking after them, taking into account their physical, emotional and spiritual well being.

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

- The child's welfare must always be paramount; this over-rides all other considerations. Where a child has special needs or is disabled these must be taken into consideration.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is a conflict, the child's interests must always come first.
- Children have a right to be heard, to be listened to and to be taken seriously. Taking account of their age and understanding they should be consulted and involved in all matters and decisions which may affect their lives. Where a child has a disability, appropriate assistance should be sought to achieve this.
- Parents/carers have a right to respect and should be consulted and involved in matters which affect their family.
- Actions taken to protect the child (including investigation) should not themselves be abusive by causing the child unnecessary distress or further harm.
- Intervention should not deal with the child in isolation; the child's needs should be considered in the context of the family.

Agencies' actions must be considered and well informed so that they are sensitive to and take account of the child's gender, age, stage of development, religion, culture and race, and any special needs.

- Where it is necessary to protect the child from further abuse, alternatives which do not involve moving the child and which minimise disruption of the family should be explored.

3. OTHER RELEVANT POLICIES

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

- Pastoral Care
- Positive Behaviour
- Anti-Bullying
- Special Educational Needs
- Acceptable use of Mobile Phones and Related Technologies
- Acceptable use of the Internet and Digital Technologies
- E-Safety
- Attendance
- Induction
- Drug Education
- Health and Safety
- Intimate Care
- Parental Access to Schools
- DE "Whistleblowing" (adopted)
- Relationships and Sexuality Education
- Educational Visits

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

4. SCHOOL SAFEGUARDING TEAM

The following are members of the school's Safeguarding Team:

- Designated Teacher - Mrs Angeline Woods
- Deputy Designated Teacher - Mrs Anna McLaughlin
- Principal - Mrs Karen McMaster
- Designated Governor for Child Protection - Mr Alastair McNeill
- Chair of Board of Governors - Mr Henderson Ballentine

5. ROLES AND RESPONSIBILITIES

a. The Designated Teacher and Deputy Designated Teacher

The Designated Teacher and Deputy Designated Teacher must:

- Avail of training so that they are aware of their role, duties and responsibilities

- Organise training for all staff
- Lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff, pupils and parents
- Draft and issue the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway Team or the PSNI Public Protection Unit (PPU) where appropriate
- Liaise with the Education Authority's (EA) Designated Officers for Child Protection
- Maintain records of all Child Protection concerns
- Keep each other informed regularly
- Provide Termly updates and an End of Year Report to the Board of Governors regarding Child Protection.

b. The Principal

The Principal must ensure that:

- DENI 1999/10 is implemented within the school
- She attends training on the "The Safeguarding Role of School Principals"
- A Designated Teacher and a 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 features on the Board of Governors Meetings and that Termly updates and an End of Year Report are provided
- The school's Child Protection Policy is reviewed annually and that parents/pupils receive a copy/summary of this policy at least once every 2 years
- Confidentiality is paramount in dealing with Child Protection matters

c. The Designated Governor for Child Protection

The Designated Governor for Child Protection should attend Child Protection Awareness Training delivered by the Education Authority in order to advise the Governors on:

- The role of the Designated and Deputy Designated Teachers
- The content of the Child Protection Policy
- The content of the Code of Conduct for adults within the school
- The content of the Termly and End of Year reports
- Recruitment, selection and vetting of staff

d. The Chair of the Board of Governors

The Chair of the Board of Governors should ensure:

- That he has received appropriate EA Training
- That a Safeguarding ethos is maintained within the school environment

- That the school has a Child Protection Policy in place and that staff implement it
- That Governors undertake appropriate Child Protection and Recruitment and Selection Training provided by the Child Protection Support Service for Schools (CPSSS) and the Governor Support and Human Resources Department
- That a Designated Governor for Child Protection is appointed
- He assumes lead responsibility for managing any complaint/allegation against the School Principal
- That the Board of Governors receive Termly and End of Year Reports in relation to Child Protection

e. The Board of Governors

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

- Having a Safeguarding and Child Protection Policy which is reviewed annually
- Having a Code of Conduct for all adults working in the school
- Attendance at EA Child Protection Training for Governors and that the keeping of up to date training records are maintained

f. Other Members of School Staff

School staff observe children over long periods of time and can notice physical, behavioural and emotional indicators and hear allegations of abuse.

They should remember the **5 R's: Receive, Reassure, Respond, Record and Refer**

The member of staff must:

- Listen to what is being said without displaying shock or disbelief and support the child
- Act promptly
- **NOT** give a child a guarantee of total confidentiality regarding their disclosures
- **NOT** investigate
- **NOT** ask leading questions
- Make a concise written record of a child's disclosure using the actual words of the child - **Appendix 1**
- Refer concerns to the Designated/Deputy Designated Teacher for Child Protection
- Avail of whole school training and relevant other training regarding Safeguarding Children

In addition the **School Staff** 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
- Disclosures of domestic violence

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or expressed suicidal thoughts. The **Designated or Deputy Designated Teacher** will immediately follow the school's Child Protection Procedures.

g. Parents

Parents should play their part in safeguarding by:

- Telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so that the school is reassured as to the child's health/circumstances
- Informing the school whenever anyone, other than themselves, intend to pick up their child after school
- Familiarising themselves with the School's Pastoral Care, Anti-Bullying, Positive Behaviour, E Safety and Child Protection Policies
- Informing the Taxi Firm transporting their child to/from school that the driver must park the taxi in the Main Car Park. The driver must then collect the child from the School Office and show an appropriate form of identity

6. CCTV RECORDING

CCTV cameras are located both in and outside the school. Within the school and grounds of Camphill Primary School we have security cameras monitoring the communal areas and all entrance and exit doors. Cameras are used to monitor activities within the school and its grounds to identify criminal activity actually occurring, anticipated, or perceived, and for the purpose of securing the safety and well-being of the pupils, staff and school, together with its visitors. Signage is evident around the school, explaining that 24 hour CCTV monitoring is taking place.

Objectives of the CCTV system

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

- To assist in managing the school

7. WHAT IS CHILD ABUSE?

The following definitions of Child Abuse are taken from the Area Child Protection Committees' Regional Policy and Procedures (2005).

a. Definition of 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.

b. Types of Abuse

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent/carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, lack of stimulation or lack of supervision. It may also include not ensuring access to appropriate medical care or treatment, which could lead to failure to thrive.

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

Emotional Abuse is the persistent or significant emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the emotional, physical and/or behavioural development of a child. It may involve conveying to a child that he/she is worthless or unloved, inadequate, or valued only in so far as he/she meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the corruption or exploitation of a child. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone. Domestic Violence, adult Mental Health problems and parental Substance Misuse may expose a child to Emotional Abuse.

Sexual Abuse is the sexual exploitation of a child or young person for an adult's or other young person's own sexual gratification. It may involve forcing or enticing children or young people into sexual activities, involving physical contact, penetrative or non-penetrative acts. They may include non-contact activities, such as involving a child in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging a child to behave in sexually inappropriate ways. A child is unable understand or give informed consent to such activities.

c. Child Sexual Exploitation

This is a form of Sexual Abuse in which a person (persons) exploit(s), coerce(s) and/or manipulate(s) a child into engaging in some form of sexual activity in return for something the child needs or desires and /or for the gain of the person/persons perpetrating or facilitating the abuse.

d. Domestic Violence

It is now recognised that children who live in an atmosphere of Domestic Violence may be at risk. Domestic Violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 years or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Symptoms which children may display, and which are indicators only, include:

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

These symptoms can lead to a child being misdiagnosed as having an illness, a learning difficulty or merely being badly behaved or disruptive.

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

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.

8. PROCEDURES FOR MAKING COMPLAINTS IN RELATION TO CHILD ABUSE:

a. How a parent can make a complaint

We aim to work closely with parents/carers in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional and timely manner. If a parent has a concern, they can talk to the class teacher, The Designated Teacher or the Deputy Designated Teacher for Child Protection. If they continue to be concerned they may talk to a Social Worker in the local Gateway Team or to the PSNI, Public Protection Unit (PPU).

Details of who to contact are shown in [Appendix 2](#)

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

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

The Designated Teacher or Deputy Designated Teacher will decide whether it is in the child's best interest to refer the matter to the Social Services Gateway Team. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent/carer may be the possible abuser, the parent/carer will be informed immediately.

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

Where there are concerns about possible abuse and a referral needs to be made, the Designated Teacher or Deputy Designated Teacher will telephone the Social Services Gateway Team. She will also notify the EA's Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in

Northern Ireland) Referral Form will be completed and forwarded to the Gateway Team with a copy sent to the EA's Designated Officer for Child Protection. A further copy will be kept in the School's Child Protection File,

This Procedure with names and contact numbers is shown in [Appendix 3](#)

9. WHERE A COMPLAINT HAS BEEN MADE ABOUT POSSIBLE ABUSE BY A MEMBER OF THE SCHOOL'S STAFF

If a complaint about possible child abuse is made against a member of staff, the Principal or Designated Teacher, if the Principal is not available, **MUST BE INFORMED IMMEDIATELY**. The above procedures will apply (unless the complaint is about the Principal or the Designated Teacher).

If a complaint is made against the Principal, the Designated Teacher will inform the Chair of the Board of Governors who will ensure that necessary action is taken.

Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils or may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities. The Chair of the Board of Governors will be informed immediately.

This procedure with names and contact numbers is shown in [Appendix 4](#)

10. ATTENDANCE AT CHILD PROTECTION CASE CONFERENCES, CORE GROUP MEETINGS

The Designated Teacher, Deputy Designated Teacher or the Principal may be invited to attend Initial and Review Child Protection Case Conferences and /or Core Group Meetings convened by the Health & Social Care Trust. They will provide a report following consultation with relevant staff. Feedback will be given to staff on a "need to know" basis. Children whose names are on the Child Protection Register will be monitored and supported in accordance with the Child Protection Plan.

11. CONFIDENTIALITY AND INFORMATION SHARING

Information given to members of staff about possible abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the Protection of Children with other professionals, particularly the investigative agencies. Where abuse is suspected, schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a "need to know" basis.

Should a child transfer to another school whilst there are current Child Protection concerns we will share these with the Designated Teacher in the receiving school.

12. RECORD KEEPING

All Child Protection records, information and confidential notes are kept in separate files in a locked, fireproof safe. These records are kept separate from any other file that is held on the child. Only the Principal, the Designated Teacher and the Deputy Designated Teacher for Child Protection are key holders to this safe.

13. VETTING PROCEDURES

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

14. CODE OF CONDUCT FOR ALL STAFF, PAID OR UNPAID

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

The Code of Conduct document is available from the School Principal or can be viewed on the school's website www.camphillps.co.uk

15. STAFF TRAINING

Camphill Primary School is committed to in-service training for its entire staff. When new members of staff, students and Extended School leaders/coaches start at the school they will be briefed on the School's Child Protection Policy and Procedures and our Code of Conduct. They will be given copies of these in their Induction Pack.

16. THE PREVENTATIVE CURRICULUM

Throughout the year Child Protection issues are addressed through whole school, class, small group and individual work. Staff activities are supported and enhanced by our Jigsaw Family Worker (Barnardo's). Where necessary we seek the support of Outside Agencies.

egs:

- PDMU
- Circle Time
- Assemblies
- Pyramid Club (P4 & P7)
- Body Image (P7)
- Confidence Building (selected P5/6 pupils)
- Helping Hands Programme - Woman's Aid
- Bully Busting - Woman's Aid
- Internet Safety Event for Parents
- Sexual Health Event for Parents

- Individual Counselling
- Strengthening Families Programme
- Nurturing Programme
- Incredible Years Programme
- Attachment Training for all Teaching Staff and Classroom Assistants

17. 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.

The Board of Governors will also monitor Child Protection activity and the implementation of the Safeguarding and Child Protection Policy on a regular basis through the provision of Termly and End of Year Reports from the Designated Teacher.

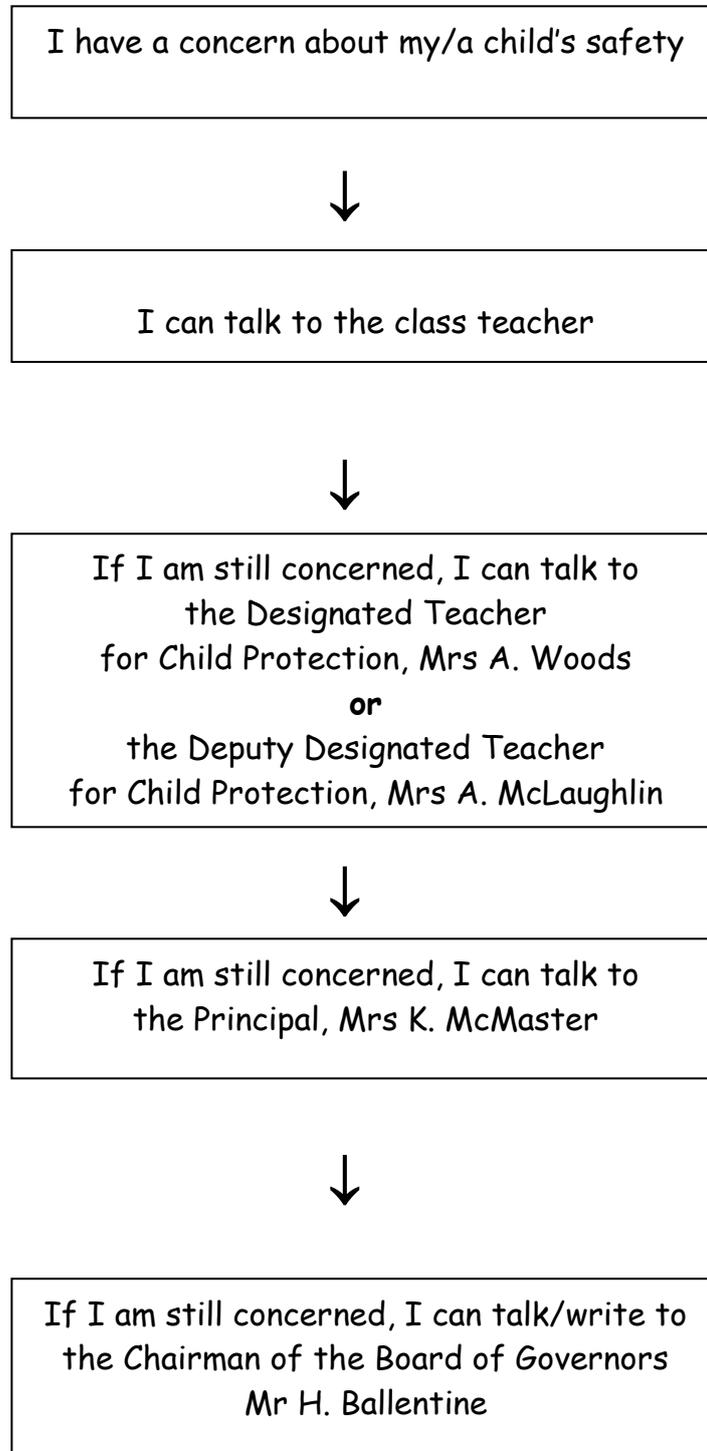
On-going evaluation will ensure the effectiveness of the Policy.

Policy Reviewed October, 2016

Appendix 2

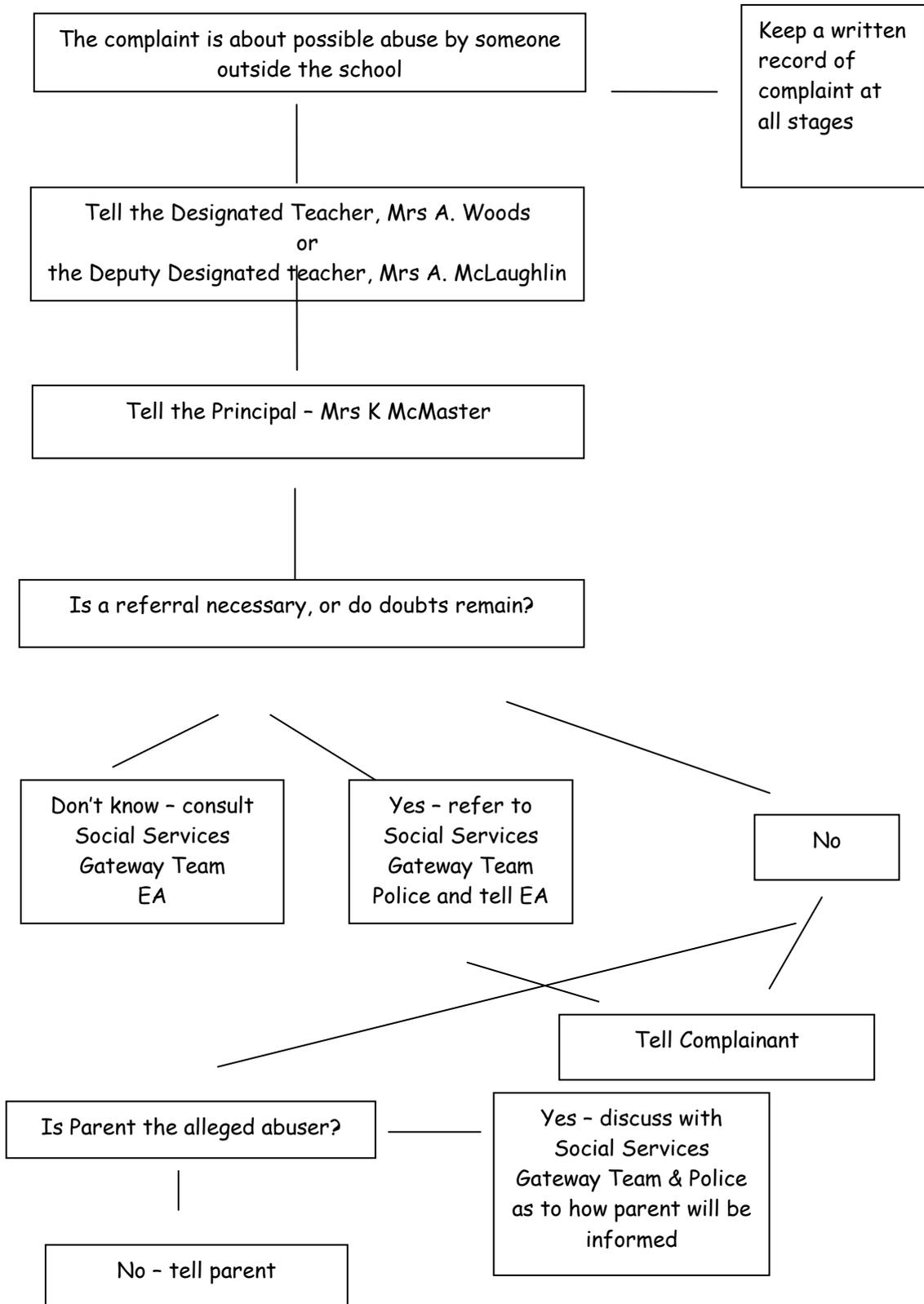
CHILD PROTECTION SAFEGUARDING CHILDREN

How a parent can make a complaint



Appendix 3

PROCEDURE WHERE THE SCHOOL HAS CONCERNS, OR HAS BEEN GIVEN INFORMATION, ABOUT POSSIBLE ABUSE BY SOMEONE OTHER THAN A MEMBER OF THE SCHOOL'S STAFF



Contact Details:

Social Services Gateway Team, Toome - 028 79651020

PSNI Public Protection Unit (PPU) - 101 for general advice

- 999 in an emergency

EA Child Protection Support Service for Schools (CPSSS) - 028 94482223

October 2016



CAMPBILL PRIMARY SCHOOL

Information on the Role of the School in Child Protection

The following information explains what staff at Camphill Primary School need to do if they are concerned about possible abuse or neglect of any child in the school.

Everyone has a duty to protect children from abuse and neglect. Abuse may be physical, emotional or sexual.

If a teacher or anyone working in the school -

- is told by a child that they are being harmed or abused,
- notices any unusual marks or bruises on a child,
- is aware of inappropriate sexual language or behaviour from a child or
- observes signs of serious neglect of a child

The teacher or adult will listen and write down what they are told and then pass the information to:

The Designated Teacher, Mrs A. Woods or
The Deputy Designated Teacher, Mrs A. McLaughlin.

Staff have a legal duty to tell the School's Designated Teacher, who is **Mrs A. Woods** or if she is unavailable **Mrs A. McLaughlin**. If there are more serious difficulties the school will need to pass its concerns on to Social Services who have a duty to investigate.

The Designated Teacher should usually let parents know this is happening, but if there is concern that in telling the parents the child is put at greater risk, then parents will not be notified until the matter is investigated by Social Services.

When a Child Protection referral is made, Social Services must contact the Police to decide whether Social Services or the Police will investigate.

A Social Worker will talk to the parents and the child involved and will consult with the school and other agencies so that they can get a full picture of what has happened.

Two flow-diagrams attached explain the School's and the Parent's role in dealing with Child Protection matters.

If you have any queries about this information, or want more information or advice, please speak to either **Mrs K. McMaster (Principal)** or the **School's Designated Teacher, Mrs A. Woods**.