



Saint Mary's Primary School Killyleagh

Child Protection & Safeguarding Policy

Policy reviewed and updated by staff—October 2017

Policy reviewed and ratified by Governors-

Signature of Chair _____

Introduction

We in St Mary's Primary school fully recognise our responsibilities for Child Protection. We are committed to ensuring every child can enjoy the right to live his/her life from harm or abuse, or potential harm or abuse; by providing a caring, supportive and safe environment, which values individuals for their unique talents and abilities, in which all our children can learn and develop to their full potential.

Our policy applies to all staff, governors and volunteers working in the school. The purpose of the procedures set out in this policy is to safeguard and protect our pupils by ensuring that every adult who works in our school -teachers, non-teaching staff and volunteers- has clear guidance on the action which is required where abuse or neglect of a child is suspected. The issue of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

Safeguarding is defined by

Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection. Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer significant harm.

(DoH 'Co-operating to Safeguard Children & Young People' 2016)

Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Education and Libraries (Northern Ireland) Order 2003, the Sexual Offences (Northern Ireland) Order 2008, the Safeguarding Vulnerable Groups (Northern Ireland) Order 2007, the Safeguarding Board (Northern Ireland) Act 2011, the Public Service Ombudsman Act (NI) 2016, the Addressing Bullying in Schools Act (NI) 2016, Co-operating to Safeguard Children and Young People in Northern Ireland (March 2016), Domestic and Sexual Violence and Abuse Strategy 2013-2020 and subsequent action plans, the Adult Safeguarding: Prevention and Prevention in Partnership and the

Department of Education (Northern Ireland) guidance Safeguarding and Child Protection in Schools (DENI Circular 2017/04 and the Area Child Protection Committees' Regional Policy and Procedures (2005)

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

- The child or young person's welfare is paramount.
- The voice of the child or young person should be heard.
- Parents are supported to exercise parental responsibility and families helped to stay together.
- Partnership
- Prevention
- Responses should be proportionate to the circumstances
- Protection
- Evidence-based and informed decision making.

Other Relevant Policies

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

- Attendance Policy
- Behaviour Management and Discipline Policy
- Pastoral Care
- Anti-Bullying Policy
- Safe Handling
- Special Educational Needs
- First Aid and Administration of Medicines
- Health and Safety Policy
- Relationships and Sexuality Education
- Intimate Care
- E-Safety Policy
- Educational Visits

These policies are available to parents and any parent wishing a copy should contact the School Principal or visit the school website at www.stmarysps.killyleaagh.com

Managing Safeguarding and Child Protection in Schools

Everyone in education plays a part in keeping children and young people safe from harm and abuse. All staff in a school, both teaching and non-teaching, have a responsibility to ensure the protection and welfare of children is paramount. This also extends to any volunteers accepted to work in the school during hours when pupils are on the premises.

Roles and Responsibilities

The Board of Governors

The Board of Governors must ensure that:

- A Designated Governor for Child Protection is appointed.
- A Designated and Deputy Designated Teacher are appointed in their school.
- They have a full understanding of the roles of the Designated and Deputy Designated teachers for Child Protection.
- Safeguarding and child protection training is given to all staff and governors including refresher training.
- The school has a Child Protection Policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedures every two years.
- The school has an Anti-Bullying policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying.
- The school ensures that other safe guarding policies are reviewed at least every three years, or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school.
- All school staff (Extended Schools staff) and volunteers are recruited and vetted, in line with DE Circular 2012/19
- They receive a full annual report on all child protection matters. This report should include details of the preventative curriculum and any other initiatives undertaken within the school, including training for staff.
- The school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2016/20 Child Protection: Record Keeping in Schools:
 - Safeguarding and child protection concerns.

- Disclosures of abuse.
- Complaints against staff.
- Staff induction and training

School Safeguarding Team

As best practice, in the best interest of the children as a support for the designated teacher we at Saint Mary's have established a Safeguarding Team.

The following are members of the school safeguarding team

- Chair of the Board of Governors & Designated Governor for Child Protection (Mrs C. Clark)
- Principal/Deputy Designated Teacher (Mrs D. Miller)
- Designated Teacher (Mrs O. Hagan)

This safeguarding team is a vehicle for ensuring effective co-ordination and co-operation between the key individuals responsible for safeguarding throughout the school.

The responsibilities of the team will include:

- The monitoring and periodic review of safeguarding and child protection arrangements in the school.
- Support for the Designated Teacher in the exercise of their child protection responsibilities, including recognition of the administrative and emotional demands of the post.
- Ensuring attendance of Governors and staff at relevant training- including refresher training- in keeping with legislative and best practice requirements.
- Review child protection/safeguarding practices annually using the Education and Training Inspectorate (ETI) pro-forma entitled 'Guidance for the evaluation of child protection/safeguarding.'

The Chair of the Board of Governors

Chair of the Board of Governors & Designated Governor for Child Protection must:

- Ensure that a safeguarding ethos is maintained within the school environment.
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy;

- Ensure that *Governors* undertake appropriate child protection and recruitment & selection training provided by the EA Child Protection Support Service for Schools, the EA Governor Support and Human Resources.
- Assume lead responsibility for managing any complaint/allegation against the School Principal
- Ensure that the Board of *Governors* receive termly updates and a full written annual report in relation to child protection activity.
- Assumes responsibility for ensuring child protection records are kept and for signing and dating the Record of Child Abuse Complaints annually, even if there have been no entries.

Designated Governor for Child Protection

- Advise the *Governors* on the role of the designated teacher.
- Advise the *Governors* on the content of child protection policies
- Advise the *Governors* on the content of a code of conduct for adults within the school
- Advise the *Governors* on the content of the termly updates and the full Annual Designated Teacher's Report
- Advise the *Governors* on recruitment, selection, vetting and induction of staff.

The Principal

The Principal as the Secretary to the Board of *Governors* will assist the Board of *Governors* to fulfil its safeguarding and child protection duties by

- Informing the *Governors* of any changes to guidance, procedures or legislation relating to safeguarding and child protection, ensuring that any circulars and guidance from Department of Education is shared promptly.
- That child protection activities feature on the agenda of the Board of *Governors* meetings (termly updates & annual report)
- Assuming the lead in managing child protection concerns relating to staff.

The Principal has delegated responsibility for:-

- Establishing and managing the safeguarding and child protection systems within the school.
- The appointment and management of suitable staff to the key roles of Designated and Deputy Designated Teachers posts.

- Ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction process.
- Ensuring that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

The Designated Teacher

Every school is required to have a Designated and Deputy Designated Teacher with responsibility for child protection. The role involves:

- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs.
- Make referrals to social services or PSNI where appropriate.
- Liaison with the EA Designated Officers for Child Protection.
- Keeping the school Principal informed.
- Lead responsibility for the development of the school's child protection policy.
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the Board of Governors regarding child protection.

The Deputy Designated Teacher

The role of the Deputy Designated Teacher is to work co-operatively with the Designated Teacher in fulfilling her responsibilities.

It is important that the Deputy Designated Teacher works in partnership with the Designated Teacher so that she may develop sufficient knowledge and experience to undertake the duties of the Designated Teacher when required.

The Class Teacher, Classroom Assistant and Other Supportive Staff

All staff have a responsibility to safeguard and protect children. Teachers, Classroom Assistants and other Support Staff see children on a daily basis over long periods and can notice physical, behavioural and emotional indicators and a child may choose to disclose to them allegations of abuse.

All staff must:

- Refer concerns to the Designated/ Deputy teacher for Child Protection;
- listen to what is being said and support the child
- act promptly
- Keep the Designated Teacher informed through the written "Record of Concern" proforma (Appendix 1A) or verbally about poor attendance and punctuality, poor presentation, changed or unusual behaviour, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions
- Avail of whole school training and relevant training safeguarding children

The Parents/Carers

Parents/Carers should play their part in Child Protection/Safeguarding by:

- Informing the school if their child has a medical condition or educational need.
- If there are any Court Orders relating to the safety and wellbeing of a parent or a child.
- If there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility.
- Informing the school of any changes to arrangements about who brings their child to and from school.
- Familiarising themselves with the Attendance Policy, Behaviour Management and Discipline Policy, Pastoral Care, Anti-Bullying Policy, Safe Handling, Special Educational Needs, First Aid and Administration of Medicines, Health and Safety Policy, Relationships and Sexuality Education, Intimate Care, E-Safety Policy and Educational visits.
- Parents should contact the school if their child is absent and send in a note on the child's return to school.
- Reporting to the office when they visit the school
- Raising concerns, they have in relation to their child with the school.
- Ensuring that the school has up to date contact details for the parent/carer.

A parent or other carer may also give information to a member of staff of the school which give rise to concern about possible abuse by someone outside the school, or by a person working in the school in a volunteer capacity. The person making the complaint will be advised by the staff of St

Mary's of their responsibility to refer to the local Health and Social Care Trust Gateway Team. The staff member will also inform the designated teacher responsible for child protection matters in the school. In order to form a view on whether a child or children may indeed be being abused, or at risk of possible abuse, the Principal/DT/DDT may need to seek discreet preliminary clarification from the person making the complaint or giving the information, or from others who may have relevant information. While such clarification will often help to confirm or allay concerns, it is not the responsibility of teachers and other staff to carry out investigations. The Designated Teacher will refer, if necessary the information given to the appropriate statutory authorities.

What is child abuse?

The following definitions for categories of child abuse are taken from *Co-operating to Safeguard Children and Young People in Northern Ireland (2016)*

(A child is a person under the age of 18 years as defined in the Children Order). Child Abuse occurs in families from all social classes and cultures and in communities, agencies and organisations.

Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse. Those working with children and young people must have an awareness and understanding of the nature and prevalence of different manifestations within their practise area.

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Through their day-to-day contact with individual children staff at St Mary's are particularly well placed to observe outward symptoms, change in appearance, behaviour, learning pattern or development.

A child in need of protection is a child who is at risk of, or likely to suffer significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm. '**Harm**' means ill treatment or the impairment of health or development, and the question of whether harm is significant is determined in accordance with Article 50(3) of the Children (NI) Order 1995.

Staff at St Mary's should be alert to all types of abuse and to their legal obligations including reporting of offences - Section 5 of the **Criminal Law Act (NI) 1967** makes it an offence to fail to disclose an arrestable offence. This includes crimes against children.

Observations of signs and symptoms of possible abuse can do no more than give rise to concern-they are not in themselves proof that abuse has occurred. It must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms of possible abuse. However, teachers and other staff should be aware of the possible implications of, and alert to, all such signs, particularly if they appear in combination or are repeated regularly.

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

Categories of Abuse

Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often suffer from other types of abuse.

Physical Abuse is deliberately physically hurting a child. It might take a variety of forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

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

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

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.

These types of abuse apply equally to children with disabilities but the abuse may take slightly different forms, for example, lack of supervision, or the use of physical restraints such as being confined to a wheelchair or bed.

Child Abuse in Other Specific Circumstances

The following definitions of abuse are taken from the DoH publication 'Co-operating to Safeguard Children and Young People in Northern Ireland' (March 2016).

Grooming of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining 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 chats rooms, social and gaming environments and other form 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.

Staff in St Mary's 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.

Child Sexual Exploitation CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent humiliating and degrading sexual assaults. In some cases young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Staff in St Mary's should be alert to signs that may indicate child sexual exploitation, and take action in line with their child protection and safeguarding policies and procedures, including reporting to the appropriate agencies.

Domestic and Sexual Violence and Abuse

The Stopping Domestic and Sexual Violence and Abuse 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).'

Domestic violence can include violence inflicted on, or witnessed by, children. The wide adverse effects of living with domestic violence for children must be recognised as a Child Protection issue. The effects are linked to poor educational achievement, social exclusion and to juvenile crime, substance misuse, mental health problems and homelessness as a result of running away.

If there are concerns of the presence of domestic abuse, the school is obliged to make a referral even if the incident occurs when children are not in the home. (Women's Aid)

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.

Female Genital Mutilation (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 practise 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, staff at St Mary's have a statutory duty to report cases, including suspicion, to the appropriate agencies through agreed and established school procedures.

Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced marriage is a criminal offence in Northern Ireland, and if the staff of St Mary's has knowledge or suspicion of a forced marriage in relation to a child or young person, the Child Protection Support Services (CPSS) will be contacted immediately.

Child Protection in Other Specific Circumstances

Bullying (See Anti-Bullying Policy)

Bullying is a highly distressing and damaging form of abuse and is not tolerated in St Mary's Primary School. Cyber-bullying is considered within the schools overall Anti-Bullying Policy. Our Anti-Bullying Policy is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Children Who Sexually Abuse Others or Display Sexually Harmful Behaviour

When abuse of a child is alleged to have been carried out by another child, the procedures outlined in this policy will be followed. It is important in such situations to distinguish between behaviours which are experimental in nature and those that are exploitative and harmful. Advice and support will be sought in such circumstances from a E.A. Designated Officer for Child Protection and where appropriate a referral made to the statutory agencies. In all such cases a risk assessment will be undertaken and a risk management plan identified. Appropriate services will also be provided for the children involved.

E-Safety/Internet Abuse

Online safety means acting and staying safe when using digital technologies. Whilst in St Mary's children search the internet using a filtered internet service provided by C2K and a Wi-Fi filtered service for apple devices provided by iTeach. Pupils are taught to follow SMART Tips produced by Northern Ireland Area Child Protection Committee and participate in Safer Internet Day annually. The school audits their current online safety provision using the 360 degree safe website as recommended in DE Circular 2016/27 Online Safety. All teaching and non-teaching staff can recognise and are aware of online safety risks. Online safety messages are integrated across the curriculum for pupils in all Key Stages. All pupils and their parents are asked to agree to an

acceptable usage of internet policy and a digital and video images of pupils' agreement prior to any internet use or images be taken. The school hosts a parent internet safety workshop biannually for parents run by the PSNI.

Indecent Photographs

The offence of taking indecent pictures of children under 18 years can apply in a situation where a pupil using a mobile phone or other electronic device has taken a rude picture of other children. It is also an offence to distribute, possess with intent to distribute or show such photographs to others. In such circumstances the PSNI will be contacted.

(Signs of abuse are outlined in Appendix 2)

Procedures for Making Complaints in relation to Child Abuse

How a parent can make a complaint

At St Mary's Primary School we aim to work closely with the parents/guardians in supporting all aspects of the child's development and wellbeing. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher, the Designated teacher (Mrs O. Hagan), or the Principal (Mrs D. Miller). If they are still concerned they may talk to the Chair of the Board of Governors (Mrs C. Clarke). At any time a parent can talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit.

(Details of who to contact are shown in Flowchart 1) Appendix 3

Procedures for Reporting Suspected (or Disclosed) Child Abuse by Someone Other than a member of the School's Staff.

(Refer to Flowchart 2) Appendix 4

Where teachers see signs which cause them concern, they should as a first step, seek some clarification from the child with tact and understanding. Where a classroom assistant or another member of the school's non-teaching staff see such signs, he/she should immediately bring them to the attention of the either the class teacher or the Designated Teacher, and it may be appropriate for the necessary clarification to be carried out by the teacher.

Such clarification may reassure teachers that abuse has not occurred; but signs and symptoms which cause concern, while perhaps not a result of abuse, may nevertheless indicate that the child or his/her family are in need of intervention by statutory, voluntary or community based services through a 'child in need' referral (with parental consent).

Care must be taken in asking, and interpreting children's responses to, questions about indications of abuse. The same considerations apply when a child makes an allegation of abuse, or volunteers information which amounts to that. In some circumstances talking to the child will quickly clarify initial concerns into a suspicion that abuse has occurred, and point to the need for an immediate referral. Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings, and the extent of questioning should, therefore be kept to a minimum.*

- Staff should not ask the child leading questions, as this can later be interpreted as putting ideas into the child's mind.
- Staff should not therefore, 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 staff should say, "Tell me what has happened", rather than, "Did they do X to you?".
- The priority at this stage is to actively listen to the child and not to interrupt or try to interrupt if he/she is freely recalling significant events, and as soon as possible afterwards to make a record of the discussion to pass on to the Designated Teacher, using the template Note of Concern APPENDIX 1A. The note should record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed should be described in detail.
- Any comment by the child, or subsequently by a parent or carer or other adult, about how an injury occurred should be written down as soon as possible afterwards, quoting words actually used.
- Staff should not give the child or young person undertakings of confidentiality, although they can and should of course, reassure that information will be disclosed only to those professionals who need to know.
- Staff should also be aware that their note of the discussion may need to be used in any subsequent court proceedings.
- Staff should not ask the child to write an account of their disclosure for the record.

The DT may talk further with the child in an attempt to reassure him or her and simply to clarify and record what has happened (This will not involve detailed investigation or interpretation and no promise of confidentiality will be given).

If there are concerns that the child may be at risk of significant harm, the school is obliged to make a referral to Social Services and/or the PSNI. A parent will always be informed about a referral to Social services, unless doing so places the child at greater risk of harm.

The DT may seek clarification or advice and consult with the CPSS-Designated Officer for Child Protection at the EA, or a senior social worker before a referral is made. No decision to refer a child to social services will be made without full consideration and on appropriate advice. **The safety of the child is our first priority.**

When there are concerns about possible abuse, the DT may inform:

- Social Services
- EA - Colum Boal
Alison Casey
- CCMS - Mary Cunningham
Susan Sullivan
- A referral may be made using the Understanding the Needs of Children in Northern Ireland (UNOCINI) referral form and forwarded to Referral Gateway in Northern Ireland and Social Services Trust.

This will be done in an envelope marked 'CONFIDENTIAL - CHILD PROTECTION'

Any abuse that is ultimately confirmed will be followed up with support for the victim and an appropriate combination of discipline and support as advised by the confirming outside agency and agreed by the school safeguarding team.

(Guidelines for use by staff should a child disclose concerns of child protection are outlined in **Appendix 6.**)

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

Refer to Flow Chart 3 (Appendix 5)

If a complaint about possible child abuse is made against a member of staff, the Principal, or Vice Principal, must be informed immediately.

If a complaint is made against the Principal, Mrs Hagan Designated teacher must be informed immediately. She will inform the Chairperson of The Board of Governors and she will ensure that necessary action is taken.

Where an allegation is made against a member of staff and is pursued either as a formal referral or under the agreed disciplinary procedures for teachers, a detailed record of the complaint, signed by the Principal, it shall be retained on the child's file and the file of the member of staff concerned. An entry will also be made in the school's Record of Child Abuse Complaints.

The school's record of Child Abuse complaints will be made available to the Board of Governors at least annually.

Where the matter is referred to Social Services, the member of staff may be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigation by the Social Services. The Chairperson of the Board of Governors **Mrs C. Clark** will be informed immediately.

Where a complaint has been made about possible abuse by a Volunteer

Any complaint about the conduct of a person working in the school in a voluntary capacity should be treated in the same manner as complaints against a person who is not on the school's staff, and the above procedures followed.

(Refer to Flowchart 2) Appendix 4

Attendance at Child Protection and Care Planning Meetings (Case Conferences)

The Principal or Designated Teacher may be invited to attend an initial and review child protection Case Conferences or core group meeting convened by the local health trust and where possible a school representative will be in attendance. A written report will be provided for these meetings and will be compiled after discussion with relevant staff. Feedback will be given back to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection Register will be monitored in line with what has been agreed in each child's protection plan.

Confidentiality & Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, all 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 child protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person.

If a complaint about possible child abuse is received by the school and is not referred to Social Services - or if it is referred and Social Services do not place the child's name on the Child Protection register - a record on the child's file will be permanently preserved and a confidential copy will be sent to any school to which the child subsequently transfers.

If the Social Services inform the school that child's name has been placed on the Child Protection register, a record of this fact and associated documentation from the Social Services will be maintained on the child's file while he or she continues to attend our school.

When the child's name is removed from the child protection register then all Social Services records will be destroyed and only the school records retained for permanent preservation. Should a child transfer to another school whilst their name is on the child protection register then we will inform the receiving school that his/her name is on the register and the name of the child's social worker. All Social Services records held by St Mary's in relation to the child will then be destroyed. The school's own child protection records in relation to the child will be held in secure and confidential storage for permanent preservation.

Please refer to appendix 1 for recording pro-formas used to record concerns.

Vetting Procedures

The selection and appointment process is the starting point for ensuring that only those who are suitable are employed to work in close proximity with children, in either a paid or unpaid capacity on our school.

In order for all reasonable steps to be taken to employ and engage suitable staff to work with the children in our care, we follow the guidance provided by the Department of Education on pre-employment checking and safe recruitment practices. Saint Mary's has adopted the new

arrangements for the vetting and checking of staff prior to appointment or volunteering within the school.

All staff whether paid or unpaid are inducted in our Safeguarding Children/Child Protection Policy.

All circulars consulted are outlined in Appendix 8

Code of conduct for all staff

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the child and young people in their charge must be above reproach. The school has a code of conduct for staff which is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct. It is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the educator sector. Rather it is intended to assist staff by drawing attention to the areas of risk for staff and by offering them guidance on conduct. The Code cannot address every possible circumstances in which staff might find themselves, however it is intended that staff will be mindful of the Code which will raise awareness of issues and situations which can potentially arise. 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 safe practice.

The school code of conduct is included in Appendix 7

Staff training

St Marys Primary School is committed to in-service training for its entire staff. Each member of staff will receive general training on policy and procedure with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection/safeguarding training and annual refresher training. The Principal/Deputy Designated Teacher, Designated Teacher; Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses. Child Protection training for school governors has three specific strands-

- Initial Child Protection Awareness Training as part of the induction programme for all new governors.

- Child Protection Training from the CPSS for Chairperson and Designated Governor for Child Protection in order that they can assist the full Board of Governors with their child protection governance. This is completed during each term in office (every four years).
- Training on recruitment, selection and vetting which incorporates child protection legislation and DE guidance for all governors who will be sitting on interview or teacher appointment panels

Guidance for Volunteers

When new staff or volunteers start at the school they are briefed on the School Child Protection Policy and code of conduct and given a copy of the policy which includes what to do if you are worried that a child is being abused. Volunteers/pupils on long term placements who work unsupervised are required to have an Enhanced Disclosure Certificate (EDC) from Access NI. Criminal record checks are carried out by Access NI in line with the DE Circular 2013/01. Volunteers/ pupils on short term work experience who work under supervision are not required to obtain an EDC due to the nature of the supervision meeting the statutory standard as set out in the DE Circular 2012/19.

Guidance for Visitors

Visitors to St Mary's, such as parents (members of the PTA), suppliers of goods and services to carry out maintenance etc. do not routinely need to be vetted before being allowed onto school premises. However, such visitors will be managed by the staff of St Mary's and their access to areas and movement within the school will be restricted as needs required.

- Visitors will be met/directed by school staff/representatives.
- Signed in and out of the school by school staff.
- If appropriate, be given restricted access to only specific areas of the school.
- Where possible, escorted by a member of staff/representative.
- Clearly identified with visitor/contractor passes.
- Access to pupils restricted to the purpose of their visit.
- If delivering goods or carrying out building/maintenance or repair tasks their work should be cordoned off from pupils for health and safety reasons.

The Preventative Curriculum

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communications with trusted adults, supportive friends and an ethos of protection. An awareness of "stranger danger"; an understanding of how to respond to perceived threats; care in regards to e-safety; and the development of standards of behaviour that are appropriate for primary school children are all reinforced through the school's work on PDMU within the Northern Ireland Curriculum. They are also the focus of assemblies, visits from outside professionals and on-going guidance opportunities as they arise.

In the classroom, regular Circle Time sessions are used as a means of encouraging children to raise social and emotional concerns in a safe environment and to build self-confidence, respect and sensitivity among classmates.

Throughout the school year child protection issues are addressed through class assemblies and there is a permanent child protection notice board in the entrance hall and relevant information in each classroom, which provides advice and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display. An enlarged flow diagram for a teacher allegation is in the staff room.

Other initiatives which address child protection and safety issues:

- The NSPCC regularly visits the school and provided information on a range of child protection issues through Assemblies, talks, role - plays, puppets shows and resources.
- The 'Bee Safe Initiative' for Year 7
- Primary Five pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety.
- Circle Time in all classes
- The PDMU Curriculum
- The whole school participates in Safer Internet Day
- Internet Safety Workshop for parents and children (PSNI)
- The RSE Curriculum
- The whole school participates in "Anti -Bullying Week" activities (NIABF)
- The whole school participates in Action Cancer for schools programme
- The whole school participates in the Daily Mile programme (Local Health Trust)
- The whole school participates in the 'Sustrans' programme.

The school community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to
- Ensure that all children know there are adults in the school with whom they can approach if they are worried or in difficulty
- Include in the curriculum opportunities for Personal and Social Development which equip children with the skills they need to stay safe from harm and to whom they should turn for help if the need arises.

Physical Restraints

Our policy on physical restraint by staff is set out in a separate policy, "Use of Reasonable Force and Safe Handling", in accordance with guidelines from EA and CCMS.

Health and Safety

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

E- Safety

Our policy on E-Safety and digital technologies is set out in a separate document and is informed by DE guidance. It acknowledges the opportunities for learning as well as the risks attached to the internet and digital technologies. Specifically, it addresses safeguarding issues that may arise in the use of the internet and digital technologies.

Photography and Images of Children

All parents are asked at the start of the academic year to consent to their child's photographs being taken and displayed within the school, occasionally in newspapers, on the school website or social media pages.

All staff are informed of children who **MAY NOT** have photographs taken or displayed.

Educational Trips and Visits

Saint Mary's Primary School has a separate policy on Fieldwork and Educational Trips, as in accordance with Educational Visit, Best Practice (2009)

EMERGENCY NUMBERS

Should any adult in the school find themselves in the rare position of being the only adult in the school and in need of immediate safeguarding advice, they should use the contacts below (in the given order) to seek help.

Out of Hours Duty Social Worker	0300 1000 300
Childline:	08001111
Child Sexual Exploitation Helpline NSPCC:	08003891701
PSNI:	08456008000
24 Hour Domestic & Sexual Violence Helpline:	08088021414
NSPCC Adult Helpline:	08088005000 Text: 88858

Useful websites:

<p>www.familysupportni.gov.uk</p> <p>www.nspcc.org</p> <p>www.addictionni.com</p> <p>https://www.getsafeonline.org</p> <p>www.deni.gov.uk/index/pupils-and-parents/pupils.htm</p> <p>www.legislation.gov.uk/niu/2016/4/schedule/1/paragraph5</p>
--

Monitoring and Evaluation

The Child Protection Policy will be reviewed annually by St Mary's Primary School's safeguarding team.

The policy's effectiveness will be evaluated in the event of a change of legislation, training or following an incident

Last Reviewed	September 2016	
Reviewed	October 2017	<p>Updated to :</p> <p>Acknowledge The Public Service Ombudsman Act (NI) 2016</p> <p>Acknowledge the revised edition of CPSS School Governors Handbook Safeguarding & Child Protection (Revised March 2017)</p> <p>Reference the circulars consulted in developing the policy.</p> <ul style="list-style-type: none"> • DE Circular 2016/05 Children who display harmful sexualised behaviour • DE Circular 2016/20 Record Keeping in schools • DE Circular 2016/26 Effective educational uses of mobile digital devices • DE Circular 2016/27 Online Safety • DE Circular 2017/04 Child protection/pastoral care • DE Circular 2017/15 Safeguarding and Child Protection- A guide for schools
Date Ratified by BOG:	November 2017	
Date of next review:	September 2018	

Appendix 1A

CONFIDENTIAL

Note of Concern

CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances 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: No:
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
If 'No' state reason:

Name of staff member making the report: _____

Signature of Staff Member: _____

Date: _____

Signature of Designated Teacher: _____

Date: _____

Appendix 1B



St Mary's Primary School

CHILD PROTECTION UPDATED RECORD (Form C)

Child's Name _____ DOB _____ Year Group _____

Parents/Guardians _____

Address _____

Attendance in current school years _____ days out of possible _____ days

ATTAINMENT LEVELS/EDUCATIONAL PERFORMANCE

INTELLECTUAL ABILITY (e.g. below average/average/above average)

PERFORMANCE IN RELATION TO INTELLECTUAL ABILITY

PRESENTATION OF WORK, INCLUDING HOMEWORK

PARTICIPATION IN TEACHING/LEARNING ACTIVITIES

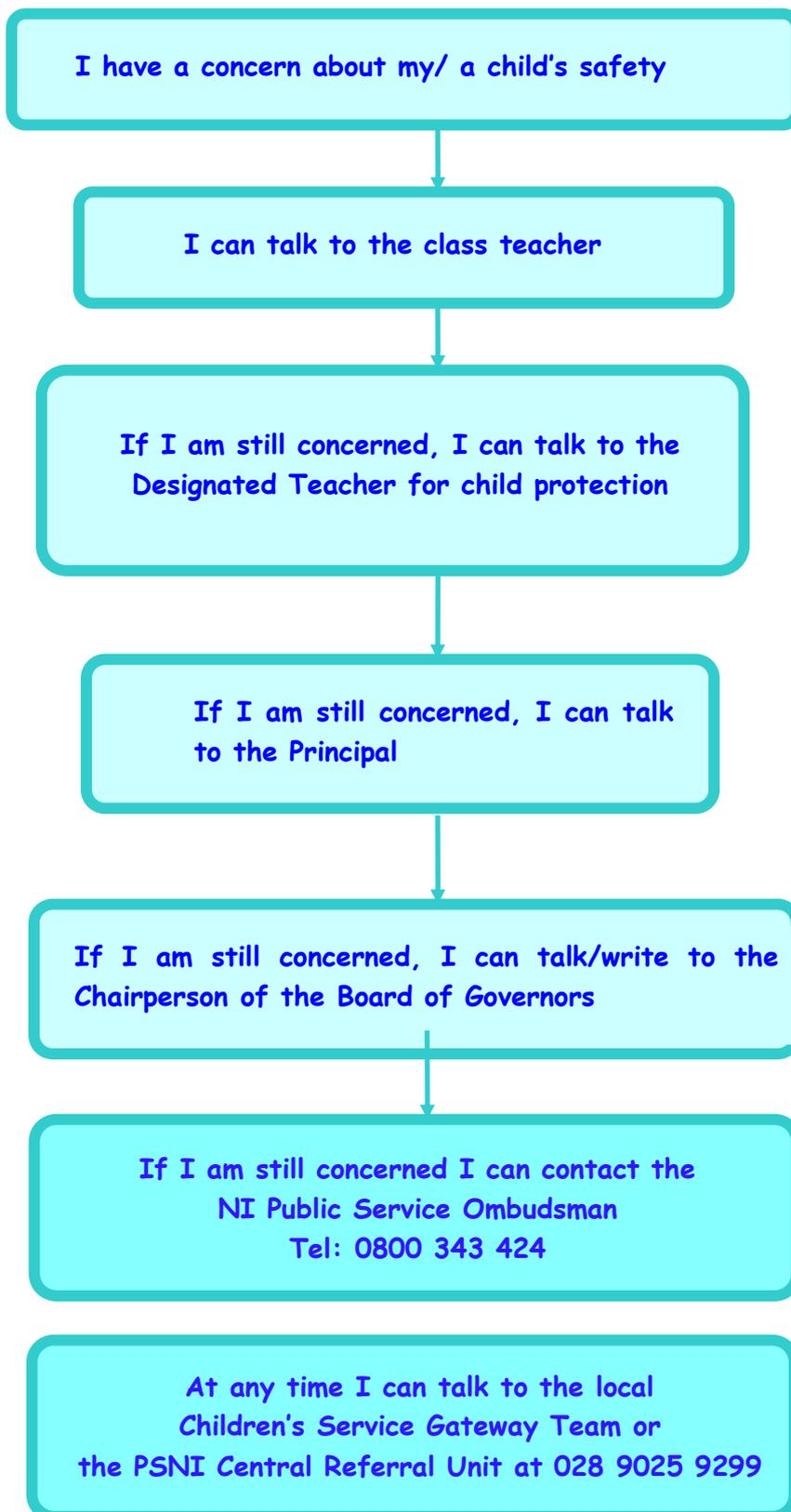
Appendix 2

<p>Possible signs or symptoms of neglect include:</p>	<p>Possible signs or symptoms of emotional abuse include:</p>
<ul style="list-style-type: none"> • Poor hygiene • Constant hunger/cramming food/storing food • Inadequate/inappropriate clothing • Constant tiredness • Exposed to danger/ lack of adequate supervision • Untreated illness • Lack of peer relationships • Compulsive stealing/begging • Chronic poor attendance (without valid cause) • Inappropriate attachment/clinginess 	<ul style="list-style-type: none"> • Bullying of others • Change in personality from outgoing to withdrawn • Difficulty in forming/maintain relationships with others • Depression • Signs of mutilation/self-harm • Attention seeking • Chronic runaway/frequent absconding • Wetting and soiling • Sudden speech disorders • Low self-esteem
<p>Possible signs or symptoms of physical abuse include:</p>	<p>Possible signs or symptoms of domestic abuse include:</p>
<ul style="list-style-type: none"> • Unexplained bruise in places difficult to see/mark e.g. behind ears, groin • Human bite marks, welts or bald spots • Unexplained lacerations, fractions or abrasions • Untreated injuries • Self-destructive tendencies • Chronic runaway/frequent absconding • Fear of going home 	<ul style="list-style-type: none"> • They may become anxious or depressed. • They may have difficulty sleeping. • They may have nightmares or flashbacks. • They may complain of physical symptoms such as tummy aches. • They may start to wet their bed. • They may have temper tantrums. • They may behave as though they are much younger than they are. • They may have problems at school, or may start truanting. • They may become aggressive. • They may internalise their distress and withdraw from other people. • They may have a lowered sense of self-worth. • Older children may start to use alcohol or drugs. • They may begin to self-harm by taking overdoses or cutting themselves. • They may develop an eating disorder.
<p>Possible signs or symptoms of sexual abuse include:</p>	
<ul style="list-style-type: none"> • Bruised or sore genitals • Genital infection • Difficulty in walking or sitting • Inappropriate sexualised language or behaviour • Low self-esteem • Chronic Depression • Substance abuse • Personality changes • Fear of going home/absconding • Acquiring money or belongings without explanation • 	

Possible signs or symptoms of CSE	Warning signs within the school environment for Forced Marriage
<ul style="list-style-type: none"> • Acquisition of money, clothes, mobile phones etc without plausible explanation • Truancing/leaving school without permission • Persistently going missing or returning late. • Receiving lots of texts/phone calls prior to leaving. • Change in mood-agitated/stressed • Appearing distraught/dishevelled or under the influence of substances • Inappropriate sexualised behaviour for age. • Physical symptoms e.g bruising; bite marks • Collected from schools by unknown adults or taxis. • New peer groups • Significant 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 abuse. 	<ul style="list-style-type: none"> • Absence and persistent absence. • Request for extended leave or absence/ failure to return from visits to country of origin. • Surveillance by siblings or cousins. • Decline in behaviour, engagement, performance or punctuality. • Poor exam results • Being withdrawn from school by those with parental responsibility and not being provided with suitable education at home. • Not allowed to attend extracurricular activities. • Sudden announcement of engagement to a stranger. • Prevented from going on to further/higher education.

Appendix 3

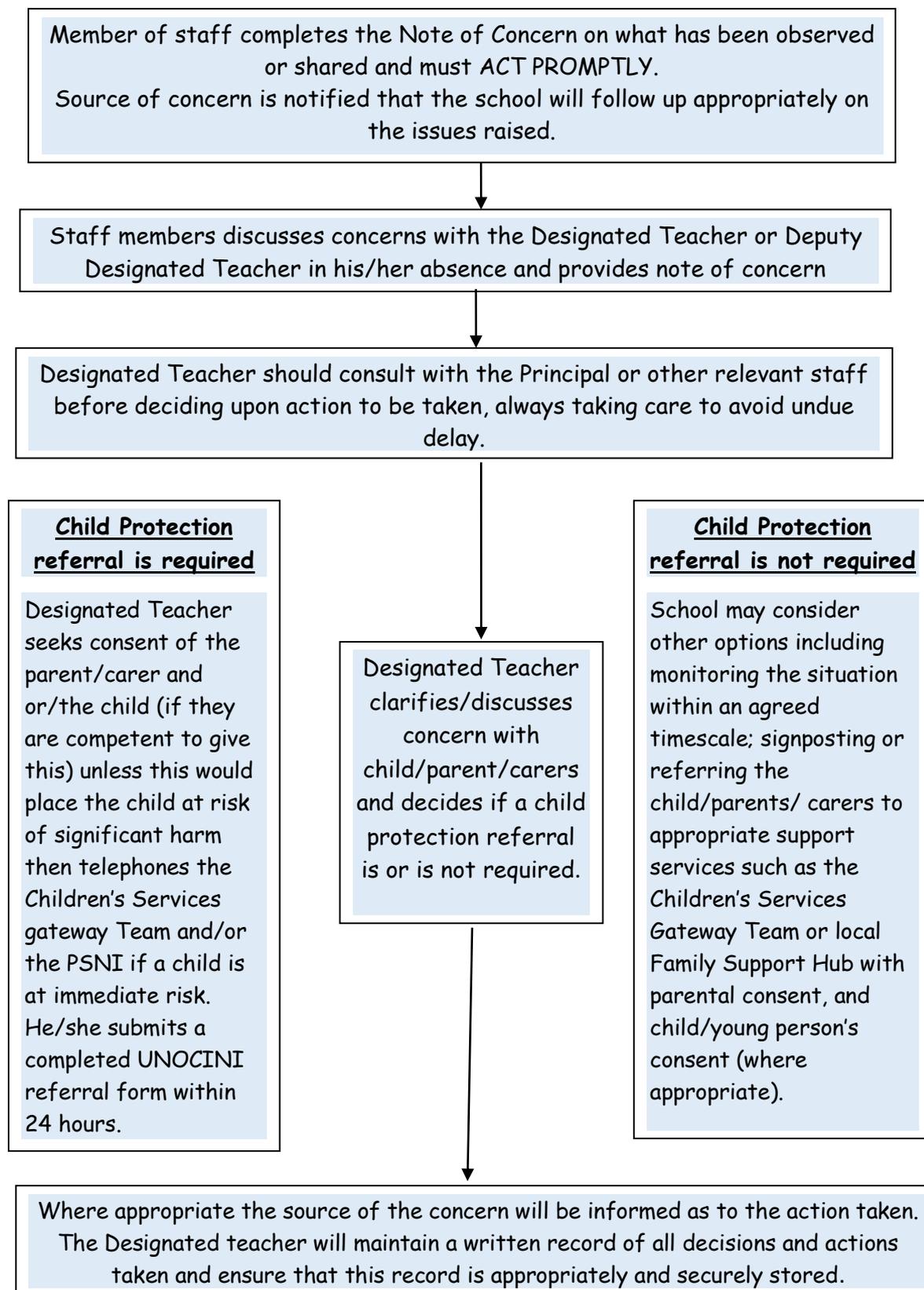
Flow Chart 1: How a Parent Makes a Complaint



Appendix 4

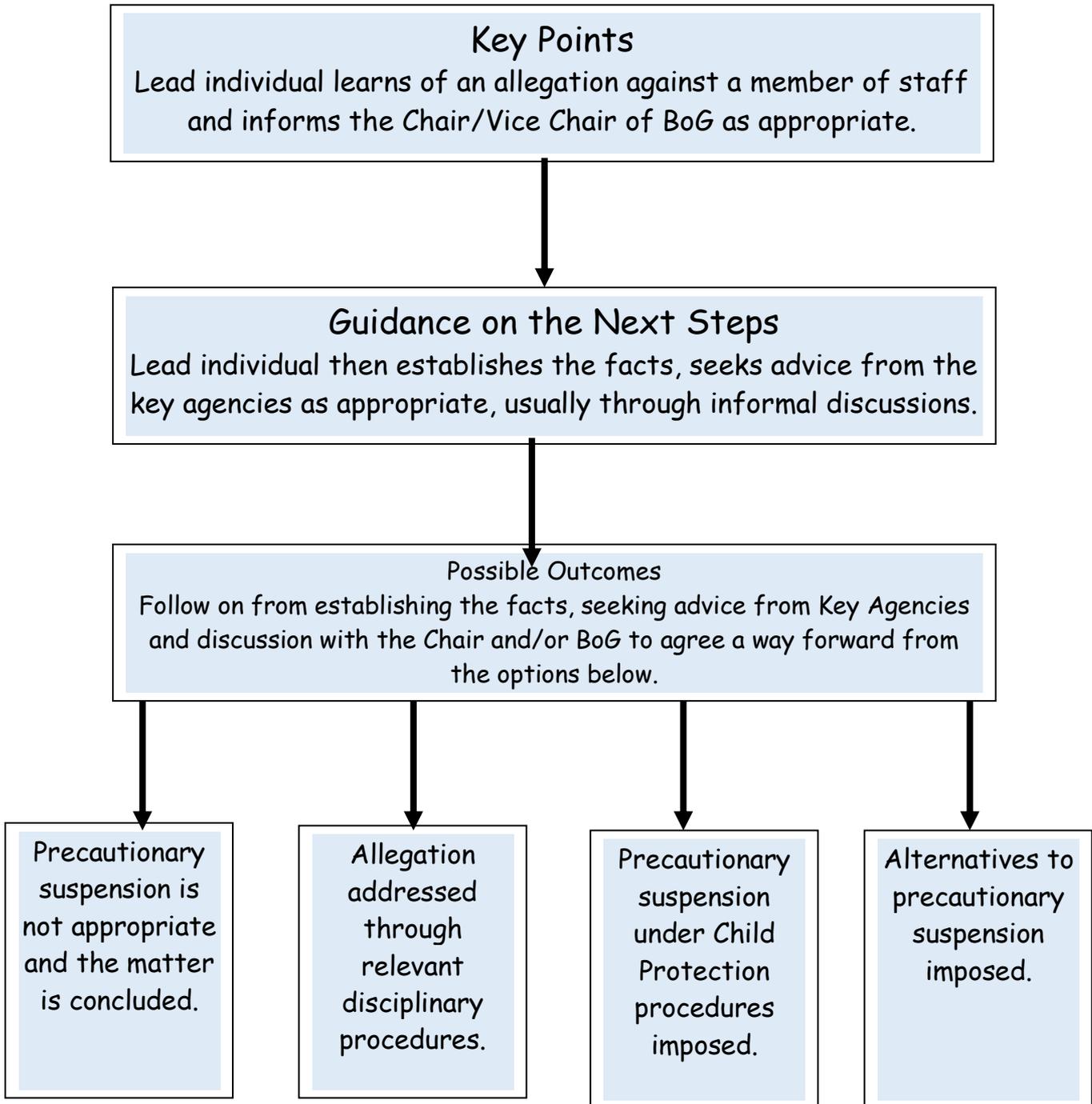
Flowchart 2

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



APPENDIX 5

Dealing with Allegations of Abuse against a Member of Staff



Appendix 6

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

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

Appendix 7

Code of Conduct for Staff and Volunteers in Schools



Objective, Scope and Principles

This Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff and volunteers are expected to observe. School staff and volunteers are role models and are in a unique position of influence and trust and must adhere to behaviour that sets a good example to all the pupils/students within the school. As a member of St Mary's, each person has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This Code of Conduct applies to all staff and volunteers of the school.

This Code of Conduct does not form part of any employees' contract of employment.

1. Setting an Example

1.1 All staff and volunteers who work in St Mary's set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times.

1.2 All staff and volunteers must, therefore demonstrate high standards of conduct in order to encourage our pupils/students to do the same.

1.3 All staff and volunteers must also avoid putting themselves at risks of abusive or unprofessional conduct.

1.4 This code helps all staff and volunteers to understand what behaviour is and is not acceptable and regard should also be given to the disciplinary rules set out by the employing authority.

1.5 All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.

2. Safeguarding Pupils/Students

2.1 All staff and volunteers have a duty to safeguard pupils/students from physical abuse, sexual abuse, neglect and exploitation.

2.2 The duty to safeguarding pupils/students includes the duty to report concerns about a pupil/student or colleague to a member of the school's Safeguarding team (Designated Teacher (DT)/Deputy Designated Teacher (DDT) for Child Protection or the Principal).

2.3 The school's DT is Mrs Orla Hagan and the DDT is Mrs Dolores Miller.

2.4 All staff and volunteers are provided with personal copies of the school's Child Protection Policy and Whistleblowing Policy and must be familiar with these documents and other relevant policies e.g. e-Safety and Acceptable Use Policy.

2.5 All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.

2.6 All staff and volunteers should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.

2.7 All staff and volunteers must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare. Staff should also complete risk assessments where appropriate in accordance with school policies.

3. Relationships with Students

3.1 All staff and volunteers must declare any relationships that they may have with pupils/students outside of school; this may include mutual memberships of social groups, tutoring or family connections. Staff and volunteers should not assume that the school are aware of any such connections. A declaration form found in appendix form must be completed.

3.2 Relationships with students must be professional at all times, sexual relationships with students are not permitted and may lead to an abuse of trust or criminal conviction.

4. Pupil/Student Development

4.1 All staff and volunteers must comply with school policies and procedures that support the well-being and development of pupils/students.

4.2 All staff and volunteers must co-operate and collaborate with colleagues and external agencies where necessary to support the development of pupils/students.

5. Honesty and Integrity

5.1 All staff and volunteers must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

5.2 Gifts from suppliers or associates of the school must be declared to the Principal with the exception of "one off" token gifts from students or parents. Personal gifts from individual members of staff or volunteers to students are inappropriate and could be misinterpreted and may lead to disciplinary action. A record will be kept of all gifts received.

6. Conduct Outside of Work

6.1 All staff and volunteers must not engage in conduct outside of work which could seriously damage the reputation and standing of the school or the staff/volunteers own reputation or the reputation of other members of the school community.

6.2 In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.

6.3 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school. It should not contravene the working time regulations or affect an individual's work performance in the school. Staff should seek advice from the Principal when considering work outside the school.

7. E-Safety and Internet Use

7.1 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work.

7.2 Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have.

7.3 Staff should exercise caution in their use of all social media or any other web based presence they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.

7.4 Contact with students must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students.

If contacted by a student in an inappropriate route, staff should report the contact to the Principal immediately.

7.5 Photographs/stills or video footage of students should only be taken using school equipment for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be retained and destroyed in accordance with the schools Record Management Policy and Disposal Schedules.

8. Confidentiality

8.1 Members of staff and volunteers may have access to confidential information about students in order to undertake their everyday responsibilities. In some circumstances staff may be given

additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.

8.2 Confidential information about students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.

8.3 There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.

8.4 If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.

8.5 Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.

8.6 Additionally concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

9. Dress and Appearance

9.1 All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.

9.2 Staff and volunteers should dress in a manner that is not offensive, revealing or sexually provocative.

9.3 Staff and volunteers should dress in a manner that is absent from political or other contentious slogans.

10. Disciplinary Action

Staff and volunteers should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including but not limited to dismissal.

11. Compliance

All staff and volunteers must complete the form in Appendix 2 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

Confirmation of Compliance

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct

Name _____

Position/Post Held _____

Signed _____ Date _____

Once completed, signed and dated, please return this form to the Principal.

APPENDIX 8

Relationships with Students Outside of Work Declaration

It is recognised that there may be circumstances whereby staff and volunteers of the school are known to students outside of work. Examples include memberships of sports clubs, family connections or private tutoring.

Staff must declare any relationship outside of school that they may have with students.

Employee Name	Student Name	Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student outside of school I am aware that the following must be adhered to:

- I do not, at any point teach the child in question as part of my daily timetable-this is a stipulation of such tutoring.
- I emphasise to parents that this is done completely independently of the school.
- No monies come through the school at any point, informally (eg via the child) or formally.
- No private tutoring is to take place on the school premises.

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed _____ Date _____

Once completed, signed and dated, please return this form to the Principal.

Appendix 9

DENI Circulars

- DE Circular 2003/13

Child Protection Statutory

- DE Circular 2004/09

Drugs Statutory

- DE Circular 2006/06:

Child Protection: Recruitment of People to Work with Children and Young People in Educational Settings

- DE Circular 2006/07:

Child Protection: Employment of Substitute Teachers

- DE Circular 2006/08:

Child Protection: Training Requirements for School Governors on Staff Recruitment and Selection Panels

- DE Circular 2006/09:

Child Protection: Criminal Background Checking of staff in Schools- programme to extend coverage

- DE Circular 2006/25:

Child Protection Vetting of School Governors

- DE Circular 2007/01:

Acceptable use of the internet and digital technologies in school

- DE Circular 2008/03:

Pre- Employment Checking of Persons to Work in Schools- New Arrangements

- DE Circular 2008/10:

Employment of Substitute Teachers

- DE Circular 2010/01

RSE guidance

- DE Circular 2010/07

Learner Attendance: Absence Recording by Schools

- DE Circular 2010/18:

The governor's role set out in DE Governor's Handbook

- DE Circular 2011/22:

Internet use

- DE Circular 2012/19:

Pre-employment checks

- DE Circular 2013/01:

Disclosure and Barring Arrangements

- DE Circular 2013/16:

RSE policy

- DE Circular 2013/25:

E-safety guidance

- DE Circular 2014/14:

Learner participation

- DE Circular 2014/24

Education Other Than At School pupils

- DE Circular 2014/27

Managing persons who pose a risk

- DE Circular 2015/13

Allegations of abuse

- DE Circular 2015/22

RSE guidance

- DE Circular 2015/23

Drugs Statutory

- DE Circular 2016/05

Harmful Sexual Behaviour

- DE Circular 2016/20

Record Keeping in schools

- DE Circular 2016/26

Effective educational uses of mobile digital devices

- DE Circular 2016/27

Online Safety

- DE Circular 2017/04

Child protection/pastoral care

Copies of these circulars are available on the DE website. Click on 'Circulars'

www.deni.gov.uk