

Saint Macartan's Primary School



Child Protection Policy

Sept 2019

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School Mission Statement

We strive to provide inspiring teaching within a supportive learning environment which empowers children to achieve. Our mission is not only to educate our children to a high standard but to create a safe, secure and caring environment in which all children are accepted, respected, appreciated and valued. Whilst Catholic, we aim to create a school community which is fully inclusive. We will work in partnership with the child, their parents and the wider community, living, working and growing together as part of God's family.

Child Protection Ethos

We in Saint Macartan's PS have a responsibility for the safeguarding and child protection of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or harm to a child is suspected and outlines referral procedures within our school

Key Principles of Safeguarding and Child Protection

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, "Co-Operating to Safeguard Children and Young People in Northern Ireland" (DOH, 2017), the Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection in Schools" (DENI Circular 2017/04) and the Safeguarding Board for NI Core Child Protection Policy and Procedures (2017).

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 stay together;
- partnership;
- prevention;
- responses should be proportionate to the circumstances;
- protection; and
- evidence based and informed decision making.

Other Related Policies

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

- Addressing Bullying Policy
- Attendance Policy
- Positive Behaviour Policy
- Code of Conduct
- Complaints policy
- Data protection Policy
- Educational Visits
- E-Safety Policy
- First Aid and Administration of Medicines
- Health and Safety Policy
- Intimate Care
- GDPR
- Records Management policy
- Relationships and Sexuality Education
- Special Educational Needs
- Use of Mobile Phones/Cameras
- Use of Reasonable Force/Safe Handling
- Whistleblowing Policy
- Health and Wellbeing Policy
- Misuse of Drugs Policy
- Critical Incidents Policy

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

Roles and Responsibilities

School Safeguarding Team

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

- Chair of the Board of Governors- Canon Noel Mc Gahan
- Designated Governor for Child Protection-Mrs Roisin Bogue
- Principal-Mrs Karen Mc Ginn
- Designated Teacher-Mrs Karen Mc Ginn
- Deputy Designated Teacher-Mrs Alisa Mc Guinness

The main role of the team is to:

- Monitor and periodically audit the safeguarding and child protection arrangements in school,
- Identify any actions required to address audit findings or ETI inspection of its safeguarding/child protection arrangements,
- Provide support for the designated and deputy designated teachers in the exercise of their child protection responsibilities.

Designated Teacher/ Deputy Designated Teacher

Every school is required to appoint a Designated Teacher (Mrs Karen Mc Ginn) with responsibility for Child Protection. They must also appoint a Deputy Designated Teacher (Mrs Alisa Mc Guinness) who as a member of the Safeguarding team will actively support the Designated Teacher in carrying out the following duties:

- 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;
- making 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; and
- compiling written reports to the Board of Governors regarding child protection.

Principal

- ensure the Board of Governors are kept fully informed of all developments relating to safeguarding including changes to legislation, policy, procedures, DE circulars, inclusion of child protection on the termly meeting agenda;
- to manage allegations / complaints against school staff;
- to establish and manage the operational systems for safeguarding and child protection;

- to appoint and manage designated teacher/deputy designated teachers who are enabled to fulfil their safeguarding responsibilities;
- to ensure safe and effective recruitment and selection including awareness of safeguarding and child protection for new staff and volunteers;
- ensure that parents and pupils receive a copy or summary of the child protection policy at intake and at a minimum every 2 years;
- to maintain the schools record of child abuse complaints,
- maintain an up to date contact details for the parent/carer.

Board of Governors

- a designated governor for child protection is appointed (Mrs Roisin Bogue)
- a designated and deputy designated teacher are appointed in their schools;
- 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 procedure 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. See the Addressing Bullying in Schools Act (NI) 2016;
- there is a code of conduct for all adults working in the school;
- all school 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 initiatives or awareness raising undertaken within the school, including training for staff; and
- 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.

- *Chair of Board of Governors*

The Chair of the Board of Governors (Canon Noel Mc Gahan):

- has a pivotal role in creating and maintaining a safeguarding ethos;
- receives training from CPSS and HR;
- assumes lead responsibility in the event of a CP complaint or concern about the principal; and
- ensures compliance with legislation, Child Protection record keeping and policies.

Designated Governor for Child Protection

Advises the board of governors on: -

- the role of the designated teachers;
- the content of child protection policies;
- the content of a code of conduct for adults within the school;
- the content of the termly updates and full annual designated teachers report; and
- recruitment, selection, vetting and induction of staff.

Other members of school staff

- members of staff **must** refer concerns or disclosures initially to the designated teacher for child protection or to the deputy designated teacher if he/she is not available;
- class teachers should complete the **note of concern (Appendix 6)** if there are safeguarding concerns such as: poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse;
- **staff should not** give children a guarantee of total confidentiality regarding their disclosures, should not investigate nor should they ask leading questions.

Support Staff

- if any member of the support staff has concerns about a child or staff member, they should report these concerns to the designated teacher or deputy designated teacher if

he/she is not available. A detailed written record of the concerns will be made and any further necessary action will be taken.

Notes must be made as soon as possible after the incident to maintain accuracy. For some children, a one-off serious incident or concern may occur and staff will have no doubt that this is to be recorded and reported. More often however, it is the accumulation of a number of small incidents, events or observations that can provide the evidence of harm being caused to a child.

The note of concern and any other details discussed, or actions taken should be placed in the pupil's **Child Protection File** and should be signed and dated by both parties to confirm the information is accurate.

If a member of staff does not feel that their concerns are being taken seriously or action to safe guard the child is not being taken by professionals and the child is considered at risk of continued harm, they should speak to the Designated/Deputy Designated Teacher for Child Protection, Principal, EA Designated Officer for Child Protection or Social Services.

Parents

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child.

Parents can play their part in safeguarding by informing the school:

- if the child has a medical condition or educational need;
- if there are any Court Orders relating to the safety or wellbeing of a parent or 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;
- if there are any changes to arrangements about who brings their child to and from school;
- if their child is absent and should send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence. More information on parental responsibility can be found on the EA website at: www.eani.org.uk/schools/safeguarding-and-child-protection

As a school, we ensure the maintenance of up to date contact details for all parents/carers.

Child Protection Definitions

Definition of Harm

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals.

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm.

Harm can be caused by:

Sexual abuse

Emotional abuse

Physical abuse

Neglect

Exploitation

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

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.

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

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

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, and engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse

Signs and symptoms of abuse

Symptoms which young people 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 drugs
- Bullying

These symptoms can lead to a child/ young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive.

If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person this must be passed to the Designated/Deputy Designated Teacher who has an obligation to share the information to Social Services.

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts.

The Designated/Deputy Designated teacher will immediately follow the school’s child protection procedures

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

Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

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

<u><i>Physical Indicators</i></u>	<u><i>Behavioural Indicators</i></u>
Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday	Self destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories

Emotional Abuse

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child’s emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or ‘making fun’ of what they say or how they

communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child’s peers. (Cooperating to Safeguard Children and Young People in Northern Ireland 2016)

<i>Physical Indicators</i>	<i>Behavioural Indicators</i>
<p>Well below average in height and weight; “failing to thrive”;</p> <p>poor hair and skin; alopecia;</p> <p>swollen extremities i.e. icy cold and swollen hands and feet;</p> <p>recurrent diarrhoea, wetting and soiling; sudden speech disorders;</p> <p>signs of self mutilation;</p> <p>signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness);</p> <p>extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).</p>	<p>Apathy and dejection;</p> <p>inappropriate emotional responses to painful situations;</p> <p>rocking/head banging;</p> <p>inability to play;</p> <p>indifference to separation from family</p> <p>indiscriminate attachment;</p> <p>reluctance for parental liaison;</p> <p>fear of new situation;</p> <p>chronic runaway;</p> <p>attention seeking/needing behaviour;</p> <p>poor peer relationships.</p>

Neglect

Neglect is the failure to provide for a child’s basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child’s health or development. Children who are neglected often also suffer from other types of abuse. (Co- operating to Safeguard Children and Young People in Northern Ireland 2015)

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

repeated accidents, especially burns.	persistent non-attendance at school; exposure to violence including unsuitable videos.
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Sexual Abuse

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

<i>Physical Indicators</i>	<i>Behavioural Indicators</i>
Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.	What the child tells you; Withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self-esteem; self devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control;

	<p>sudden school difficulties e.g. deterioration in school work or behaviour;</p> <p>inappropriate sex play;</p> <p>repeated attempts to run away from home; unusual or bizarre sexual themes in children’s art work or stories;</p> <p>vulnerability to sexual and emotional exploitation; promiscuity;</p> <p>exposure to pornographic material.</p>
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Exploitation

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature. Although ‘exploitation’ is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse (Co- operating To Safeguard Children and Young People in Northern Ireland 2016) A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

Specific types of Abuse

In addition to the types of abuse described above there are also some specific types of abuse that we in Saint Macartan's PS are aware of and have therefore included them in our policy. Please see these in **Appendix 1.**

Children with Increased Vulnerabilities

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English and sexual orientation. We have included information about children with increased vulnerabilities in our policy. Please see these in **Appendix 2**

Responding to Safeguarding and Child Protection Concerns

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 harm¹.

School to customise the following two sections to reflect their procedures and staff involved but the process should be very similar to this:

How a Parent Can Raise a Concern

In Saint Macartan's PS we aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner.

If a parent has a concern, they can talk to the Class Teacher, the Designated or Deputy Designated Teacher for Child Protection or the Principal.

If they are still concerned, they may talk to the chair of the board of governors. If after this a parent still has concerns they can contact the NI Public Services Ombudsman.

At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in the flowchart in **Appendix 3**.

Where School has concerns or has been given information about possible abuse by someone other than a member of staff

In Saint Macartan's PS if a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff will complete a Note of Concern (see **Appendix 6**) and act promptly. **They will not investigate** - this is a matter for Social Services - but will discuss these concerns with the designated teacher or with the deputy designated teacher if he/she is not available.

¹ Co-Operating to Safeguard Children and Young People in Northern Ireland (August 2017)
<https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland>

The designated teacher will consult with the Principal or other relevant staff always taking care to avoid due delay. If principal is not available, staff should speak with Mrs Mc Guinness. If required, advice may be sought from an Education Authority Child Protection Officer. The designated teacher may also seek clarification from the child or young person, their parent/carer.

If a child protection referral is not required the school may consider other options including monitoring, signposting or referring to other support agencies e.g. Family Support Hub with parental consent and, where appropriate, with the child/young person's consent.

If a child protection referral is required the designated teacher will seek consent from the parent/carer and/or the child {if they are competent to give this} unless this would place the child at risk of significant harm.

The designated teacher will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI referral form. Where appropriate the source of the concern will be informed of the action taken.

For further detail please see **Appendix 4.**

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

When a complaint about possible child abuse is made against a member of staff the Principal (or the designated teacher if the principal is not available) must be informed immediately. If the complaint is against the principal then the designated teacher should be informed and he/she will inform the Chairperson of the board of governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in **Appendix 5** will be followed.

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

<i>Do:</i>	<i>Do not:</i>
<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 	<ul style="list-style-type: none"> ❖ Ask leading questions. ❖ Put words into the child's mouth. ❖ Ignore the child's behaviour. ❖ Remove any clothing.

<ul style="list-style-type: none"> ❖ 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"> ❖ Panic ❖ Promise to keep secrets ❖ Ask leading questions ❖ Make the child repeat the story unnecessarily ❖ Delay ❖ Start to investigate ❖ Do Nothing
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Receive

- Listen to what a child says but do not ask leading questions
- Accept what is said

Reassure

- Ensure the child is reassured that he/she will be safe and their interests come first

React

- React to the child only to ensure that he/she is safe and secure
- Explain what you have to do next and to whom you have to talk

Record

- Make notes at the time or as soon as possible
- Record the date, time, any noticeable behaviour and the words used by the child.
- Record statements and observable things – not your interpretations

Refer

- Report to the Designated or Deputy Designated Teacher

Consent

Concerns about the safety or welfare of a child/young person, should, where practicable, be discussed with the parent and consent sought for a referral to children's social services in the local HSC Trust, unless seeking agreement is likely to place the child/young person at further risk through delay or undermine any criminal investigative process (for example in circumstances where there are concerns or suspicions that a crime has taken place); or there is concern raised about the parent's actions or reactions. The communication/language needs of the parents/carers should be established for example in relation to disability/ethnicity and the parent's/carer's capacity to understand should be ascertained. These should be addressed through the provision of appropriate communication methods, including, where necessary, translators, signers, intermediaries or advocacy services.

Effective protection for children/young people may, on occasions, require the sharing of information without prior parental/carer consent in advance of that information being shared.

Where staff decide not to seek parental consent before making a referral to children's social services in the local Health and Social Care Trust or the police, the reason for this decision must be clearly noted in the child/young person's records and included within the verbal and written/UNOCINI referral.

When a referral is deemed to be necessary in the interests of the child/young person, and the parents/carers have been consulted and do not consent, the following action should be taken:

- the reason for proceeding without parental consent must be recorded;
- the withholding of permission by the parent/carer must be included in the verbal and written referral to children's social services;
- the parent/carer should be contacted to inform them that, after considering their wishes, a referral has been made.

Staff making a referral may ask for their anonymity to be protected as far as possible because of a genuine threat to self/family. In such instances this anonymity should be protected with an explanation to the staff member that absolute confidentiality cannot be guaranteed as information may become the subject of court processes.

Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the

investigative agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

Where there have been, or are current, child protection concerns about a pupil who transfers to another school we will consider what information should be shared with the Designated Teacher in the receiving school.

Where it is necessary to safeguard children information will be shared with other statutory agencies in accordance with the requirements of this policy, the school data protection policy and the General Data Protection Regulations (GDPR).

Record Keeping

In accordance with DE guidance we must consider and develop clear guidelines for the recording, storage, retention and destruction of both manual and electronic records where they relate to child protection concerns.

In order to meet these requirements all child protection records, information and confidential notes concerning pupils in our School Name are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with DE guidance on the disposal of child protection records these records will be stored from child's date of birth plus 30 years. If information is held electronically, whether on a laptop or on a portable memory device, all must be encrypted and appropriately password protected.

These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

Safe Recruitment Procedures

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

Code of Conduct For all Staff – Paid or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach. All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers which has been approved by the Board of Governors.

(See Appendix 7)

The Preventative Curriculum

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours. (2017/04)

The school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum, particularly through the 'Preventative Curriculum'.

The safeguarding of children is an important focus in the school's preventative curriculum and is also addressed where it arises within the context of subjects. Through the preventative curriculum we aim to build the confidence, self-esteem and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations. Children cannot be protected by good recognition and response alone. We have to offer supportive environments to children who are being abused, have been abused and may in the future be abused. All children are vulnerable.

St Macartan's PS aims to develop and provide a "child protection ethos" (DENI Circular 1997/4 page 6) and a preventative curriculum. We aim to offer children an alternative model to violent or abusive behaviour and alternative methods of responding. We aim to involve the whole school in creating a "Listening school." The school offers protection on two levels:

- Immediate protection: creating a listening environment that makes it easier for our pupils to share their concerns.
- Long term protection: enhancing self-esteem and encouraging proactive social skills, breaking the cycle of abusive behaviour.

The school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. 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 assemblies and there is a permanent child protection notice board in the main corridor, which provides advice and displays child helpline numbers. A flow diagram of how a parent may raise a concern is also on display. An enlarged flow diagram for a teacher allegation is in staff room.

Other initiatives which address child protection and safety issues:

- Annual workshops for P1-7 on internet safety, delivered by PSNI Community Liaison Officer.
- Whole school, annual participation in 'Anti-Bullying' Week.
- Primary 5 pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety.
- Each year Primary 7 pupils participate in the "Bee Safe" Activity Day which is run jointly by Health Promotion Agency and the Western Health and Social Services Trust and involves all the emergency services.
- Primary 7 pupils complete the 'Helping Hands' programme.

- Primary 7 participation in the 'Love for Life' programme.
- P7 participation in the EWO's 'Transitions' programme.

In order to safeguard all our pupils, photographs/video footage of pupils will only be stored or used with prior parental consent. (APPENDIX 8a) Due to the potential dangers associated with the use of internet we have developed an E-Safety Policy (APPENDIX 8)

Monitoring and Evaluation

This policy will be reviewed annually by the safeguarding team and approved every 2 years by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the school's staff induction and training programme and as part of day to day practice. Compliance with the policy will be monitored on an on-going basis by the designated teacher for child protection and periodically by the Schools Safeguarding Team. 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 reports from the designated teacher.

Date Policy Ratified: _____

Signed:

_____ **(Designated Teacher)**

_____ **(Principal)**

_____ **(Chair of Board of Governors)**

Appendix 1

Specific and other Types of Abuse

1: Bullying

Bullying is not defined as a category of abuse within the Area Child Protection Committees' Regional Policy and Procedures (2005). The policy does however state that the damage inflicted by bullying behaviour can frequently be underestimated. It can cause considerable distress to children and at the extreme cause them significant harm (including self-harm). The procedure for referral and investigation of abuse may therefore be implemented in certain circumstances such as when anti-bullying procedures have failed to be effective; the bullying behaviour is persistent and severe resulting in the target of the bullying suffering/likely to suffer significant harm; there are concerns that the bullying behaviour is indicative of the child exhibiting this behaviour suffering/likely to suffer significant harm or where concerns exist in relation to the parents/carer's capacity to meet the needs of the child (either the target or the child exhibiting this behaviour).

2: 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 'Reporting' section of this policy will be followed. It is important in such situations to distinguish between behaviours which are experimental in nature and those that are exploitative and harmful. Advice and support will be sought in such circumstances from the Education Authority's Designated Officer for Child Protection and where appropriate a referral made to the statutory agencies. In all such cases a risk assessment will be undertaken and an individual support and safety plan identified. Appropriate services will also be provided for the children involved. The above guidance follows DE Circular 2016/05 "Children Who Display Harmful Sexualized Behaviour."

3: Child Sexual Exploitation

'Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017)

The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange – the fact that someone coerces or manipulates a child into engaging in

sexual activity in return for something they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible 'rewards' OR 'benefits' such as perceived affection, protection or a sense of value or belonging.

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

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

- Acquisition of money, clothes, mobile phone etc. without plausible explanation;
- Leaving home/care without permission;
- Persistently going missing or returning late;
- Receiving lots of texts/phone calls prior to leaving;
- Agitated/stressed prior to leaving home/care;
- Returning distraught/ dishevelled or under the influence of substances;
- Requesting the morning after pill upon return;
- Truancy from school;
- Inappropriate sexualised behaviour for age;
- Physical symptoms or infections e.g. bruising, bite marks, sexually transmitted infections;
- Concerning use of the internet;
- Entering or leaving cars driven by unknown adults or by taxis;
- New peer groups;
- Significantly older 'boyfriend' or 'girlfriend';
- Increasing secretiveness around behaviours;
- Low self-esteem;
- Change in personal hygiene (greater attention or less);
- Self harm and other expressions of despair;
- Evidence or suspicion of substance misuse.

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

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

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

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

If the staff in St. Macartan's PS become aware of signs that may indicate grooming they will take early action and follow the school's child protection policies and procedures.

6: Domestic and Sexual violence and abuse can have a profoundly negative effect on a child's emotional, psychological and social well-being. A child does not have to witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children.

Domestic violence and abuse is defined as 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.' Sexual Violence and Abuse is defined as 'any behaviour (physical, psychological, verbal, virtual /online perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).' (Stopping Domestic and Sexual Violence and Abuse in Northern Ireland a Seven Year Strategy: March 2016).

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

7: 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 practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in our school policy.

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

9: Children who display harmful sexualised behaviour

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. As a school we support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.

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

What is Harmful Sexualised Behaviour?

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

- There is no informed consent by the victim; and/or

- the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim
- Harmful sexualised behaviour can include: Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

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

Harmful sexualised behaviour will always require intervention and in our school, we will refer to our child protection policy and, seek the support that is available from the CPSS.

10: E safety/Internet abuse

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

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

- **Content risks:** the child or young person is exposed to harmful material.
- **Contact risks:** the child or young person participates in adult initiated online activity.
- **Conduct risks:** the child or young person is a perpetrator or victim in peer-to-peer exchange.
- **Commercial risks:** the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

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

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

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

Sexting between individuals in a relationship schools should look at this individually. Whilst their procedures should be the same as below they may want to include something specific here re what their preventative curriculum approach will be.

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

Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances and it is not necessarily the case that they will end up with a criminal record. It is important that particular care is taken in dealing with any such cases. Adopting scare tactics may discourage a young person from seeking help if they feel entrapped by the misuse of a sexual image.

Sharing an inappropriate image with an intent to cause distress

If a pupil has been affected by inappropriate images or links on the internet it is important that it is **not forwarded to anyone else**. Schools are not required to investigate incidents. It is an offence under the Criminal Justice and Courts Act 2015 (www.legislation.gov.uk/ukpga/2015/2/section/33/enacted) to share an inappropriate image of another person without the individual's consent.

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

Appendix 2

Children with Increased Vulnerabilities

- *Children with a disability*

Children and young people with disabilities (i.e. any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse and those working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues.

Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Staff and volunteers working with children with disabilities will receive training to enable them to identify and refer concerns early in order to allow preventative action to be taken.

- *Children with limited fluency in English*

As with children with a special educational need, children who are not fluent in English should be given the chance to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred.

Designated Teachers should work with their SEN co-ordinators along with school staff with responsibility for newcomer pupils, seeking advice from the EA's Inclusion and Diversity Service to identify and respond to any particular communication needs that a child may have. All schools should try to create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

- *Pre-school provision*

Many of the issues in the preceding paragraphs will be relevant to our young children who may have limited communication skills. In addition to the above, staff will follow our Intimate Care policy and procedures in consultation with the child's parent[s]/carer[s]

- *Care Experienced Young People Including Looked After Children*

In consultation with other agencies and professionals, a Health and Social Care Trust may determine that a child or young person's welfare cannot be safeguarded if they remain at home. In these circumstances, a child may be accommodated through a voluntary arrangement with the persons with parental responsibility for the child or the HSCT may make an application to the Court for a Care Order to place the child or young person in an

alternative placement provided by the Trust. The HSCT will then make arrangements for the child to be looked after, either permanently or temporarily. It is important that the views of children, young people and their parents and/or others with parental responsibility for the looked child are taken into account when decisions are made.

A member of school staff will attend LAC meetings and will provide a written report. Where necessary, school support will be put in place for the child/young person. Information will be shared with relevant staff on a need to know basis.

- *Children / young people who go missing*

Children and young people who go missing come from all backgrounds and communities and are known to be at greater risk of harm. This includes risks of being sexually abused or exploited although children and young people may also become homeless or a victim or perpetrator of crime. Those who go missing from their family home may have no involvement with services as not all children and young people who run away or go missing from their family home have underlying issues within the family, or are reported to the police as missing.

The patterns of going missing may include overnight absences or those who have infrequent unauthorised absences of short time duration. When a child or young person returns, having been missing for a period, we should be alert to the possibility that they may have been harmed and to any behaviours or relationships or other indicators that children and young people may have been abused.

School staff will work in partnership with those who look after the child or young person who goes missing and, if appropriate, will complete a risk assessment. Current school policies will apply e.g. attendance, safeguarding, relationships and sexuality education.

- *Young people in supported accommodation*

Staff will work in partnership with those agencies involved with young people leaving care and those living in supported accommodation and will provide pastoral support as necessary.

- *Young people who are homeless*

If we become aware that a young person in our school is homeless, we will share this information with Social Services whose role is to carry out a comprehensive needs and risk assessment. We will contribute to the assessment and attend multi-disciplinary meetings.

- *Separated, unaccompanied and trafficked children and young people*

Separated children and young people are those who have been separated from their parents, or from their previous legal or customary primary caregiver. **Unaccompanied children** and young people are those seeking asylum without the presence of a legal guardian.

Consideration must be given to the fact that separated or unaccompanied children may be a victim of human trafficking.

Child Trafficking is the recruitment, transportation, transfer, harbouring or receipt of a child or young person, whether by force or not, by a third person or group, for the purpose of different types of exploitation.

If we become aware of a child or young person who may be separated, unaccompanied or a victim of human trafficking we in School Name will immediately follow our safeguarding and child protection procedures

- *Children of parents with additional support needs*

Children and young people can be affected by the disability of those caring for them. Parents, carers or siblings with disabilities may have additional support needs which impact on the safety and wellbeing of children and young people in the family, possibly affecting their education or physical and emotional development. It is important that any action school staff take to safeguard children and young people at risk of harm in these circumstances encompasses joint working between specialist disability and children's social workers and other professionals and agencies involved in providing services to adult family members. This will assist us in ensuring the welfare of the children and young people in the family is promoted and they are safeguarded as effectively as possible.

Where it is known or suspected that parents or carers have impaired ability to care for a child, the safeguarding team will give consideration to the need for a child protection response in addition to the provision of family support and intervention.

- *Gender identity issues and sexual orientation*

Young people from the LGBTQ+ community may face particular difficulties which could make them more vulnerable to harm. These difficulties could range from intolerance and homophobic bullying from others to difficulties for the young person themselves in exploring and understanding their sexuality. At such times young people may be more vulnerable to predatory advances from adults seeking to exploit or abuse them. This could impede a young person's ability or willingness to raise concerns if they feel they are at risk or leave young people exposed to contact with people who would exploit them.

As a staff working with young people from the LGBTQ+ community we will support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

- *Boarding schools and residential settings*

Children in the above settings are particularly vulnerable to abuse. We will ensure that staff are appropriately vetted and trained in accordance with DE guidance.

- *Work experience, school trips and educational visits*

Our duty to safeguard and promote the welfare of children and young people also includes periods when they are in our care outside of the school setting. We will follow DE guidance on educational visits, school trips and work experience to ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place.

Children/young people's behaviours

- *Peer Abuse*

Children and young people may be at risk of physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. Where a child or young person has been harmed by another, all school staff should be aware of their responsibilities in relation to both children and young people who perpetrate the abuse as well as those who are victims of it and, where necessary, should contribute to an inter-disciplinary and multi-agency response.

- *Self-Harm*

Self-harm encompasses a wide range of behaviours and things that people do to themselves in a deliberate and usually hidden way, which are damaging. It may indicate a temporary period of emotional pain or distress, or deeper mental health issues which may result in the development of a progressive pattern of worsening self-harm that may ultimately result in death by misadventure or suicide. Self-harm may involve abuse of substances such as alcohol or drugs, including both illegal and/or prescribed drugs.

Self-harming behaviours may indicate that a child or young person has suffered abuse; however, this is not always the case. School staff should share concerns about a child or young person who is self-harming with a member of the safeguarding team who will seek advice from appropriately qualified and experienced professionals including those in the non-statutory sector to make informed assessments of risk in relation to self-harming behaviours.

- *Suicidal Ideation*

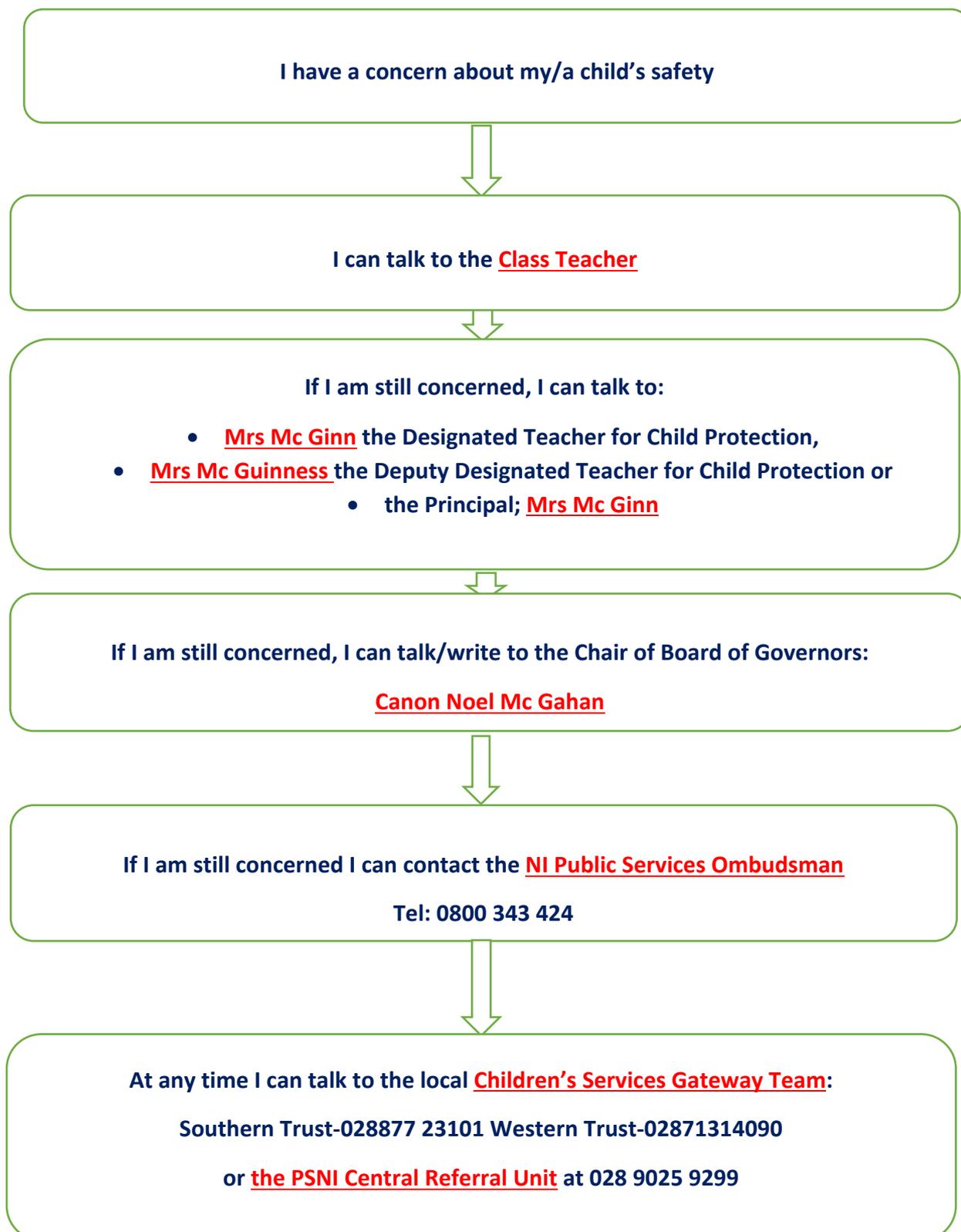
Staff must act without delay if they have concerns about a child or young person who presents as being suicidal as it is important that children and young people who communicate thoughts of suicide or engage in para-suicidal behaviours are seen urgently by an appropriately

qualified and experienced professional, including those in the non-statutory sector, to ensure they are taken seriously, treated with empathy, kindness and understanding and informed assessments of risk and needs can be completed as a matter of priority.

Appendix 3



Procedure for Parents who wish to raise a Child Protection Concern



Appendix 4



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

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

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

Staff member discusses concerns with the Designated Teacher (Mrs Mc Ginn) or Deputy Designated Teacher (Mrs Mc Guinness) in his absence and provides note of concern.

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

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

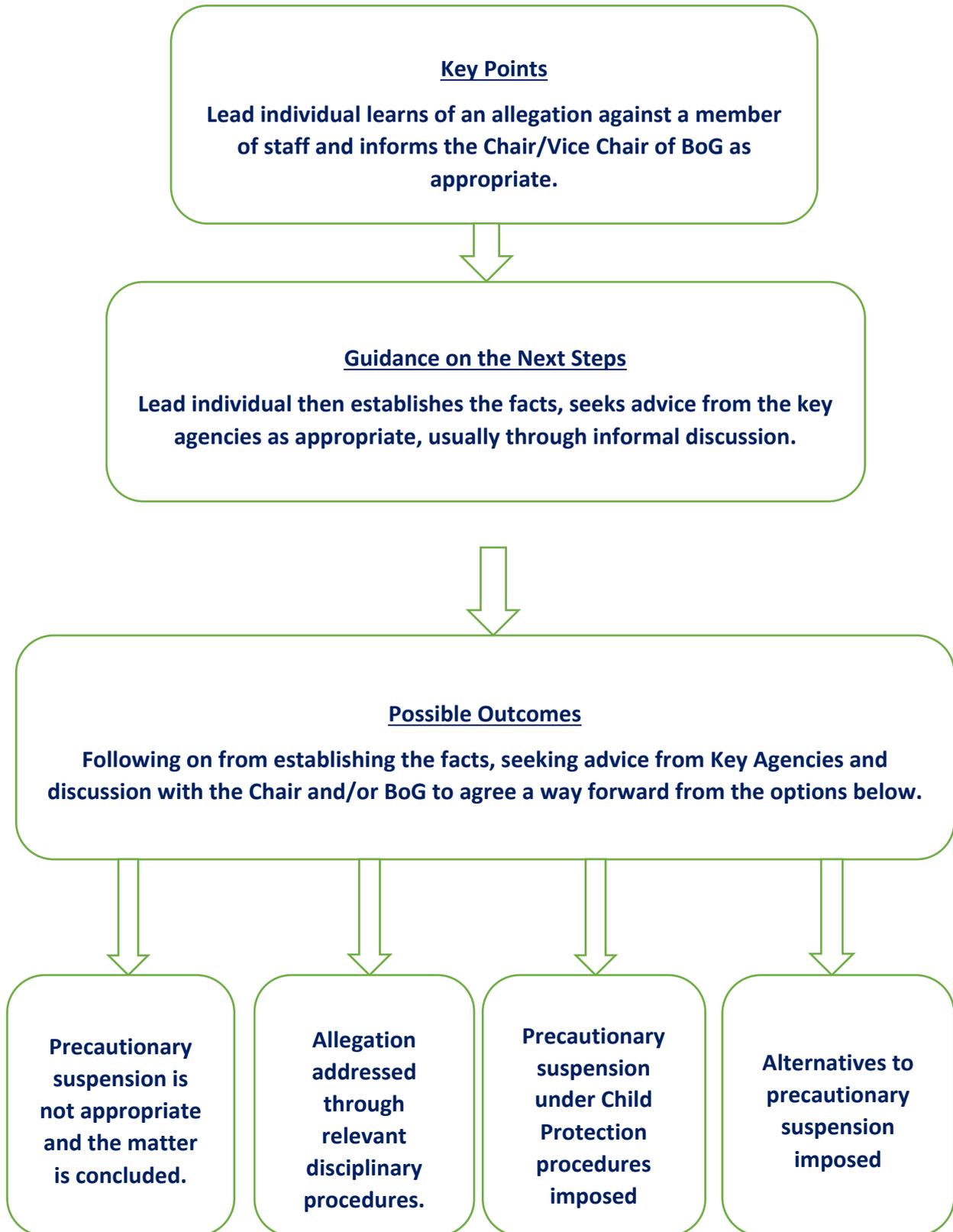
Designated Teacher clarifies/discusses concern with child/ parent/carers and decides if a child protection referral is or is not required.

Child Protection referral is not required
School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).

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



Dealing with Allegations of Abuse Against a Member of Staff





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: If 'No' state reason:	Yes:	No:
Date and time of report to the Designated Teacher:		
Written note from staff member placed on pupil's Child Protection file		
Yes	No	
If 'No' state reason:		

Name of staff member making the report: _____

Signature of Staff Member: _____

Date: _____

Signature of Designated Teacher: _____

Date: _____

Saint Macartan's Primary School



Staff Code of Conduct

October 2019

Introduction

This Code of Conduct, which applies to all staff and volunteers, is designed to give guidance on the standards of behaviour which should be observed. School staff and volunteers are role models, in a unique position of influence and trust and their behaviour should set a good example to all the pupils within the school

The code includes sections on:

- Setting an example
- Relationships and Attitudes
- Private Meetings with Pupils
- Physical Contact with Pupils
- Honesty and integrity
- Conduct outside of work
- E-safety and internet use
- Confidentiality

1 Setting an Example

- 1.1 All staff and volunteers in schools set examples of behaviour and conduct which can be copied by pupils. Staff and volunteers should therefore, for example, avoid using inappropriate or offensive language at all times, and demonstrate high standards of conduct in order to encourage our pupils to do the same. All staff and volunteers should be familiar with all school policies and procedures and to comply with these so as to set a good example to pupils.
- 1.2 Staff and volunteers must always comply with statutory requirements in relation to such issues as discrimination, health and safety and data protection.

2 Relationships and Attitudes

- 2.1 All staff and volunteers should treat pupils with respect and dignity and not in a manner which demeans or undermines them, their parents or carers, or colleagues. Staff and volunteers should ensure that their relationships with pupils are appropriate to the age and maturity of their pupils. They should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating pupils, discriminating against or favouring pupils. Attitudes, demeanour and language all require thought to ensure that conduct does not give rise to comment or speculation. Relationships with pupils must be professional at all times and sexual relationships with current pupils are not permitted and may lead to criminal conviction.
- 2.2 Staff and volunteers may have less formal contact with pupils outside of school; perhaps through mutual membership of social groups, sporting organisations, or family connections. Staff and volunteers should not assume that the school would be aware of any such relationship and should therefore consider whether the school should be made aware of the connection.

2.3 Staff and volunteers should always behave in a professional manner, which within the context of this Code of Conduct includes such aspects as:

- acting in a fair, courteous and mature manner to pupils, colleagues and other stakeholders;
- co-operating and liaising with colleagues, as appropriate, to ensure pupils receive a coherent and comprehensive educational service;
- respect for school property;
- taking responsibility for the behaviour and conduct of pupils in the classroom and sharing such responsibility elsewhere on the premises;
- being familiar with communication channels and school procedures applicable to both pupils and staff and volunteers;
- respect for the rights and opinions of others.

3 *Private Meetings with Pupils*

3.1 It is recognised that there will be occasions when confidential interviews with individual pupils must take place. As far as possible, staff and volunteers should conduct interviews in a room with visual access or with an open door and ensure that another adult knows that the interview is taking place. Where possible, another pupil or (preferably) another adult should be present or nearby during the interview.

4 *Physical Contact with Pupils*

4.1 To avoid misinterpretations, and so far as is practicable, staff and volunteers are advised not to make unnecessary physical contact with a pupil.

4.2 Staff and volunteers should therefore be cognisant of the guidance issued by the Department on the use of reasonable force (Circular 1999/09 and guidance document 'Towards a Model Policy in Schools on Use of Reasonable Force).

5 *Honesty and Integrity*

5.1 All staff and volunteers are expected to maintain the highest 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 (e.g. a supplier of materials) must be declared to the Principal. A record should be kept of all such gifts received. This requirement does not apply to "one off" token gifts from pupils or parents e.g. at Christmas or the end of the school year. Staff and volunteers should be mindful that gifts to individual pupils may be considered inappropriate and could be misinterpreted.

6 *Conduct outside of Work*

- 6.1 Staff and volunteers should not engage in conduct outside work which could damage the reputation and standing of the school or the staff/volunteer's own reputation or the reputation of other members of the school community.
- 6.2 Staff and volunteers may undertake work outside school, either paid or voluntary and should ensure it does not affect their work performance in the school. Advice should be sought from the Principal when considering work outside the school.

7 *E-Safety and Internet Use*

- 7.1 A staff member or volunteer's off duty hours are their personal concern but all staff and volunteers should exercise caution when using information technology and be fully aware of the risks to themselves and others. For school-based activities, advice is contained in the school's Online Safety Policy.
- 7.2 Staff and volunteers should exercise particular caution in relation to making online associations/friendships with current pupils via social media and using texting/email facilities to communicate with them. It is preferable that any contact with pupils is made via the use of school email accounts or telephone equipment when necessary.

8 *Confidentiality*

- 8.1 Staff and volunteers may have access to confidential information about pupils including highly sensitive or private information. It should not be shared with any person other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.
- 8.2 There are some circumstances in which a member of staff or volunteer may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals should pass information on without delay, but only to those with designated child protection responsibilities.
- 8.3 If a member of staff or volunteer 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 enquires should be passed to senior leadership.
- 8.4 Staff and volunteers need to be aware that although it is important to listen to and support pupils, they must not promise confidentiality or request pupils to do the same under any circumstances. Additionally, concerns and allegations about adults should be treated as confidential and passed to the Principal or a member of the safeguarding team without delay.
- 8.5 The school's child protection arrangements should include any external candidates studying or sitting examinations in the school.

Signed: _____ (Designated Teacher)

_____ (Chair of Board of Governors)

Date Ratified:

Saint Macartan's Primary School



E-Safety Policy and Acceptable Use Agreement

Oct' 2019

Introduction

E Safety

E-safety encompasses internet technologies and electronic communications via mobile phones, games consoles and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology.

- E-Safety concerns safeguarding children and young people in the digital world.
- E- Safety emphasises learning to understand and use new technologies in a positive way.
- E-Safety is less about restriction and more on education about the risks as well as the benefits so pupils can feel confident online.
- E-Safety is concerned with supporting children and young people to develop safer online behaviours both in and out of school.

In St. Macartan's Primary School, we understand our responsibility to educate pupils in e-Safety. We aim to teach children appropriate behaviours and critical thinking to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

Rationale

“All schools should have their own E - Safety Policy, which must operate in conjunction with other school policies including Behaviour, Child Protection, Anti Bullying and Acceptable Use. E - Safety must be built into the delivery of the curriculum. ICT is a compulsory cross curricular element of the revised curriculum and schools must ensure acquisition and development by pupils of these skills”

DENI E - Safety Guidance, Circular number 2013/2

It is the responsibility of the schools, staff, governors and parents to mitigate risk through reasonable planning and actions. The requirement to ensure that children and young people are able to use the internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound. E-Safety covers not only internet technologies but also electronic communications via mobile phones, games consoles and wireless technology.

We must demonstrate that it has provided the necessary safeguards to help ensure that it has done everything that could reasonably be expected to manage and reduce these risks. The E-Safety policy that follows explains how we intend to do this, while also addressing wider educational issues in order to help young people (and their parents / guardians) to be responsible users and stay safe

while using the internet and other communications technologies for educational, personal and recreational use.

Risks and Responses

The Internet is an exciting resource. It brings the world into the classroom by giving children access to a global network of educational resources. There is no doubt that the use of the Internet is an essential skill for children as they grow up in the modern world. The Internet is, however, an open communications' channel, available to all. Anyone can send messages, discuss ideas and publish materials with little restriction. This brings young people into contact with people from all sectors of society and with a wide variety of materials some of which could be unsuitable. Key Concerns are:

Potential Contact

Children may come into contact with someone on-line who may wish to harm them. Some adults use social networks, chat rooms or e-mail to communicate with children for inappropriate reasons
In our school children will be taught:

- That people are not always who they say they are.
- That **“Stranger Danger”** applies to the people they encounter through the Internet.
- Remember to use SMART targets to keep safe.
- That they should never give out personal details
- That they should never meet alone anyone contacted via the Internet, and
- That once they publish information (e.g. send inappropriate photographs) it can be disseminated with ease and cannot be destroyed.

Inappropriate Content

Through the Internet there are unsuitable materials in many varieties. Anyone can post material on the Internet.

Some material is published for an adult audience and is unsuitable for children e.g. materials with a sexual content.

Materials may express extreme views. E.g. some use the web to publish information on weapons, crime and racism which would be restricted elsewhere.

Materials may contain misleading and inaccurate information. E.g. some use the web to promote activities which are harmful such as anorexia or bulimia.

In our school children will be taught: - **(Internet Safety Workshops)**

- That information on the Internet is not always accurate or true.
- To question the source of information.
- How to respond to unsuitable materials or requests and that they should tell a teacher/adult immediately.

Cyber Bullying

We are very aware of the potential for pupils to be subjected to cyber bullying via e.g. email, text or social networking sites. If it takes place within school, cyberbullying will be dealt with in line with the school's overall anti-bullying policy, discipline policy and pastoral services.

In our school children will be taught:

- If they feel they are being bullied by e-mail, through social networking sites, text or online they should always tell someone they trust.
- Not to reply to bullying, threatening text messages or e-mails as this could make things worse.
- Not to send or forward abusive texts or e-mails or images to anyone.
- Keep abusive messages as evidence.

Children will be encouraged to report incidents of cyber-bullying to parents and the school to ensure appropriate action is taken.

Children will be encouraged to use websites such as www.thinkuknow.co.uk to learn how to deal with cyberbullying incidents which may take place in or outside of school

We will keep records of cyber-bullying incidents, if they have occurred within school, to monitor the effectiveness of preventative activities, and to review and ensure consistency in investigations, support and sanctions.

Roles and Responsibilities

The ICT co-ordinator (Miss Mc Connell) will work closely with the designated teacher for Child Protection (Mrs Mc Ginn).

The ICT Co-ordinators will lead E-Safety within the school and take day to day responsibility for E-Safety issues and have a leading role in establishing and reviewing the Schools policies/documents.

As e-Safety is an important aspect of strategic leadership within the school, the Principal and Board of Governors have ultimate responsibility to ensure that the policy and practices are embedded and monitored. It is the role of the ICT Co-ordinator to keep abreast of current e-safety issues and guidance through organisations such as CEOP (Child Exploitation and Online Protection) and Childnet. Miss Mc Connell has responsibility for leading and monitoring the implementation of e-safety throughout the school.

The Principal/ICT Co-ordinator update Senior Management and Governors with regard to e-safety and all governors have an understanding of the issues at our school in relation to local and national guidelines and advice.

Writing and Reviewing the e-Safety Policy

This policy, supported by the school's Acceptable Use Agreement for staff, governors, visitors and pupils, is to protect the interests and safety of the whole school community. It is linked to other school policies including those for ICT, Behaviour, Health and Safety, Child Protection, and Anti-bullying.

It has been agreed by all staff and approved by the Governing Body. The e-Safety Policy and its implementation will be reviewed annually.

E-Safety Skills' Development for Staff

- Staff will be aware that Internet use can be monitored and traced to the individual. Professional conduct is essential.
- They have read, understood and signed the school's Staff Acceptable Use Policy.
- New staff members receive information on the school's e-Safety Policy and Acceptable Use Agreement as part of their induction.
- All teachers are encouraged to ensure E-Safety issues are embedded in all aspects of the curriculum and other school activities.
- Staff are asked not use home email accounts for school business. Digital communications with students (email / Virtual Learning Environment (VLE) should be on a professional level only carried out using official school systems – either C2K or School Gmail accounts. Emails should be sent in accordance with the School's guidance.
- School staff will not add children as 'friends' if they use social networking sites. They will not correspond with parents or relatives of pupils about school business via social networking sites. Staff will not discuss school business via these sites.
- Staff will ensure that pupils have a good understanding of research skills.
- Staff are aware of e-safety issues related to the use of mobile phones, camera and hand-held devices and that they monitor their use and implement current school policies with regard to these devices.
- Staff monitor ICT activity in lessons, extracurricular and extended school activities.
- All staff receive regular information and training on e-Safety issues through the co-ordinator at staff meetings or planned CPD sessions.
- All staff have been made aware of individual responsibilities relating to the safeguarding of children within the context of e-Safety and know what to do in the event of misuse of technology by any member of the school community.
- New staff members receive information on the school's e-Safety Policy and Acceptable Use Agreement as part of their induction.
- All teachers are encouraged to incorporate e-Safety activities and awareness within their lessons.

E-Safety Information for Parents/Carers

Parents/carers have an important role to play in promoting e-Safety. We encourage all parents/carers to become involved in e-Safety discussions and activities with their child.

- The school website contains links to sites such as CEOP's thinkuknow, Childline, and the CBBC Web Stay Safe page which parents can use with their children. The school app will be used for notifications.
- The school communicates relevant e-Safety information through parents' evenings/newsletters/Internet Safety Workshops and the school website.
- Parents/carers are asked to read through and sign the Acceptable Use Agreement with their child.
- Parents/carers are required to give written consent to images of their child being taken/used on the school website.

Parents are reminded regularly that it is important to promote e-Safety in the home and to monitor Internet use. The following guidelines are provided:

- Keep the computer in a communal area of the home.
- Be aware that children have access to the internet via gaming stations and portable technologies such as smart phones.
- Monitor on-line time and be aware of excessive hours spent on the Internet.
- Take an interest in what children are doing. Discuss with the children what they are seeing and using on the Internet.
- Advise children to take care and to use the Internet in a sensible and responsible manner. Know the SMART tips and the "Click Clever, Click Safe" code
- Discuss the fact that there are websites/social networking activities which are unsuitable.
- Discuss how children should respond to unsuitable materials or requests.
- Remind children never to give out personal information online.
- Remind children that people online may not be who they say they are.
- Be vigilant. Ensure that children do not arrange to meet someone they meet online.
- Be aware that children may be using the Internet in places other than in their own home or at school and that this internet use may not be filtered or supervised.

Teaching and Learning

Internet use:

- Teachers will plan for and provide opportunities across the curriculum for children to develop their e-Safety skills. (Internet Safety Workshops in school for children and parents/guardians.)

- Educating children on the dangers of technologies that may be encountered outside school is done informally, when opportunities arise, and as part of the e-Safety curriculum.
- Children are made aware of the impact of online bullying and know how to seek help if these issues affect them. Children are also made aware of where to seek advice or help if they experience problems when using the Internet and related technologies; i.e. parent/carer, teacher/trusted member of staff, or an organisation such as Childline/CEOP.
- The school Internet access is filtered through the C2k managed service using a Websense filtering solution.
- Websense assesses all websites based on their content and adds them to a category. (Green – available, Red – unavailable) All users are given access to a core group of green sites. The school has the facility to customise security options where need arises. Access to the most inappropriate sites, including those on the Internet Watch Foundation banned list will always remain blocked.
- No filtering service is 100% effective; therefore, all children’s use of the Internet is supervised by an adult.
- Use of the Internet is a planned activity. Aimless surfing is not encouraged. Children are taught to use the Internet in response to a need e.g. a question which has arisen from work in class.
- Children are taught what Internet use is acceptable and what is not and given clear objectives for Internet use.
- Children are educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.
- The school will ensure that the use of Internet derived materials by staff and pupils complies with copyright law.
- Children are taught to be Internet Wise. Children are made aware of Internet Safety Rules and are encouraged to discuss how to cope if they come across inappropriate material. They will be taught to be “Click Clever, Click Safe”:

Zip it (never give personal data over the internet)

Block it (block people you don’t know)

Flag it (if you see something you don’t like flag it up with someone you trust).

Safety Implications- Specific Aspects of ICT

E-mail:

- Pupils may only use C2k e-mail accounts on the school system.
- Pupils must immediately tell a teacher if they receive offensive e-mail.

- Pupils must not reveal personal details of themselves or others in e-mail communication or arrange to meet anyone without specific permission.
- Forwarding chain letters is forbidden.
- Sending or displaying insulting or offensive messages/pictures is forbidden.
- Using obscene language is forbidden

Social Networking:

- Through the C2k system our school currently blocks access to social networking sites.
- Pupils and parents will be advised that the use of social network spaces outside school is inappropriate for primary aged pupils. However, we accept that some pupils will still use them; they will be advised never to give out personal details of any kind, which may identify them or their location.
- Pupils are advised to set and maintain profiles on such sites to maximum privacy and deny access to unknown individuals.
- Our pupils are asked to report any incidents of bullying to the school.
- School staff will not add children as 'friends' if they use these sites.

Portable Technologies:

- The use of portable devices such as memory sticks and external hard drives will be monitored closely as potential sources of computer virus and inappropriate material.
- Staff should not store pupils' personal data and photographs on memory sticks.
- Pupils are not allowed to use personal mobile phones during class.
- Staff should not use personal mobile phones during designated teaching sessions.

Mobile Phones

- Pupils are not allowed to bring personal mobile phones to school unless required to do so by class teacher as part of their learning.
- Staff are advised not to use their own personal phones or devices for contacting pupils and their families within or outside of the setting in a professional capacity unless number is blocked.

iPads

iPads are used for digital storytelling, internet research, and to support learning and teaching across the curriculum via the use of a range of appropriate apps. When using iPads, children will be reminded to be Internet Wise and apply the SMART Internet safety rules. They will not be allowed to use iPads to:

- Take photos of pupils/staff without permission or direction from the teacher.

- Take videos of pupils/staff without permission or direction from the teacher.

Managing Video-conferencing: (FRONTER/BLACKBOARD COLLABORATE)

- Videoconferencing will be via the C2k network to ensure quality of service and security.
- Videoconferencing will be appropriately supervised.

Digital Recordings

- We use specialist lesson recording equipment on occasions as a tool to share best teaching practice and celebrate pupil achievement. We do not reveal any such recordings outside of the staff and will not use for any other purposes.

Publishing Pupils' Images and Work

- Written permission from parents or carers will be obtained before photographs of pupils are published on the school Website. This consent form is considered valid for the entire period that the child attends this school unless there is a change in the child's circumstances where consent could be an issue.
- Parents/carers may withdraw permission, in writing, at any time.
- Photographs that include pupils will be selected carefully and **will not** enable individual pupils to be clearly identified.
- Pupils' full names will not be used anywhere on the School Website, particularly in association with photographs.
- Pupil's work can only be published by outside agencies with the permission of the pupil and parents.

Policy Decisions:

Authorising Internet access

- Pupil instruction in responsible and safe use should precede any Internet access and all children must sign up to the Acceptable Use Agreement for pupils and abide by the school's e-Safety rules. These e-Safety rules will also be displayed clearly in all rooms.
- Access to the Internet will be supervised.
- All parents/guardians will be asked to sign the Acceptable Use Agreement for pupils giving consent for their child to use the Internet in school by following the school's e-Safety rules and within the constraints detailed in the school's e-Safety policy.

- All staff must read and agree in writing to adhere to the Acceptable Use Agreement for Staff before using any school ICT resource.

Password Security:

- Adult users are provided with an individual login username and password, which they are encouraged to change periodically. Login details should not be shared with pupils.
- All pupils are provided with an individual login username and password. They are encouraged to keep details of usernames and passwords private.
- Pupils are not allowed to deliberately access files on the school network which belong to their peers, teachers or others.
- Staff are aware of their individual responsibilities to protect the security and confidentiality of the school network, MIS systems.

Handling e-Safety Complaints:

- Complaints of Internet misuse will be dealt with by principal/ senior member of staff.
- Deliberate access to inappropriate materials by any user will lead to the incident being logged by the ICT Co-ordinator and recorded in the e-Safety incident logbook.
- As part of the Acceptable Use Agreement children will know that if they deliberately break the rules, they could be stopped from using the Internet/E-mail and that parents/carers will be informed.
- Complaints of a child protection nature will be dealt with in accordance with school child protection procedures.
- Complaints regarding cyberbullying will be dealt with in line with the school Anti-Bullying Policy.
- Pupils and parents will be informed of the complaints' procedure.
- Any complaint about staff misuse must be referred to the Principal and governors.

Communicating the Policy:

Introducing the e-Safety Policy to pupils

- E-Safety rules will be displayed in all classrooms and discussed with the pupils at the start of each year. Specific lessons will be taught by class teachers at the beginning of every year and at relevant points throughout e.g. during PDMU lessons/circle times/anti-bullying week/Internet Safety Workshops.
- Pupils will be informed that network and Internet use will be monitored.

Staff and the e-Safety Policy:

- All staff will be involved in discussions regarding e-Safety and will have a copy of the e-Safety Policy.
- Staff will be aware that Internet use can be monitored and traced to the individual. Professional conduct is essential.
- A laptop/iPad issued to a member of staff remains the property of the school. Users of such equipment should therefore adhere to school policy regarding appropriate use with regard to Internet access, data protection and use of software, both in and out of school.
- Staff are advised not to use their own personal phones or devices for contacting pupils and their families within or outside of the setting in a professional capacity. Staff will have the use of a school phone where contact with pupils or parents is required

Staff should follow the guidelines below:

- Never communicate with pupils outside of school via social networking sites and chat rooms.
- Never respond to informal, social texts from pupils
- Never use personal technology to take images or videos of children

Monitoring and review:

This policy is implemented on a day-to-day basis by all school staff and is monitored by the ICT Co-ordinator.

This policy is the governors' responsibility and they will review its effectiveness annually. They will do this through liaison with the ICT Co-ordinator and the Designated Child Protection Co-ordinator.

Date Policy Ratified: 1

Signed:

_____ **(Principal)**

_____ **(Chair of Board of Governors)**

Safety Rules for Children

S

Be Safe

Keep your personal information safe and secret. Think carefully before you share a photo of yourself or your friends.

Full Name	James Paul Smith
Address	27 Round Street, London, SW2 8PP
Phone Number	020 201 212
Mobile Number	0782 212 345
Email Address	James@Example.co.uk
School Name	Friendly School, London
Password	12345678



M

Don't Meet Up

Never arrange to meet an online friend because it can be dangerous. No matter how well you think you know people, they might be pretending.



A

Accepting Emails can be Dangerous

If you receive junk mail (called Spam) or messages which make you feel uncomfortable, tell an adult that you trust and delete them. Don't reply to them!



R

Reliable?

The Internet is full of friendly people and amazing information. However, sometimes people might say or write things which are untrue, so you should always think carefully before trusting what you see or hear.



T

Tell Someone!

Most of the time that you are online, you will have lots of fun. However, if you see something that makes you feel uncomfortable or worried, make sure that you tell an adult who you trust.





Acceptable Use Agreement: Staff, Governors and Visitors

Staff, Governor and Visitor Acceptable Use Agreement/Code of Conduct

The computer system is owned by the school and is made available to staff to enhance their professional activities including teaching, research, administration and management. The school's e-Safety Policy has been drawn up to protect all parties – the children, the staff and the school.

The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet sites visited.

Staff should sign a copy of this Acceptable Internet Use Statement and return it to the Principal.

- ICT (including data) and the related technologies such as e-mail, the internet and mobile devices are an expected part of our daily working life in school. This policy is designed to ensure that all staff are aware of their professional responsibilities when using any form of ICT. All staff are expected to sign this policy and adhere at all times to its contents. Any concerns or clarification should be discussed with Mr Clarke.
- I will only use the school's email / Internet / Intranet / Learning Platform and any related technologies for professional purposes or for uses deemed acceptable by the Principal or EA.
- I will comply with the ICT system security and not disclose any passwords provided to me by the school or other related authorities.
- I will ensure that all electronic communications with pupils and staff are compatible with my professional role.
- I will not give out my own personal details, such as mobile phone number, personal e-mail address, personal Twitter account, or any other social media link, to pupils.
- I will only use the approved, secure e-mail system(s) for any school business.
- I will ensure that personal data (such as data held on MIS software) is kept secure and is used appropriately, whether in school, taken off the school premises or accessed remotely. Personal data can only be taken out of school or accessed remotely when authorised by the Principal. Personal or sensitive data taken off site must be encrypted, e.g. on a password secured laptop or memory stick.
- I will not install any hardware or software without permission of the Principal.
- I will not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- Images of pupils and/ or staff will only be taken, stored and used for professional purposes in line with school policy and with written consent of the parent, carer or staff member.
- Images will not be distributed outside the school network without the permission of the parent/ carer, member of staff or Principal.

- I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset any member of the school community.
- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available, on request, to my Principal.
- I will respect copyright and intellectual property rights.
- I will ensure that my online activity, both in school and outside school, will not bring the school, my professional role or that of others into disrepute.
- I will support and promote the school's e-Safety Acceptable Use policies and help pupils to be safe and responsible in their use of ICT and related technologies.

I agree to follow this code of conduct and to support the safe and secure use of ICT throughout the school

Signature _____ Date _____

Full Name _____ (printed)

Job title _____

Useful Websites

Think u know - <https://www.thinkuknow.co.uk/>

Kidsmart - <http://www.kidsmart.org.uk/>

Webwise - <http://www.webwise.ie/sphe/>

Ceop - <https://www.ceop.police.uk/safety-centre/>

Childline - <https://www.childline.org.uk/Pages/Home.aspx>

Childnet - <http://www.childnet.com/youngpeople/primary>



Code of Practice

For Primary Parents regarding E-Safety Rules

-  I will give written confirmation to the school to allow my child(ren) access to the Internet through a filtered service.
-  I will keep computer/laptop/tablet devices in a communal area of the home.
-  I will monitor online time and be aware of excessive hours spent on the Internet/gaming.
-  I will take an interest in what the children are doing. I will discuss with the children what they are seeing and using on the Internet/gaming.
-  I will remind them that their online reputation can last a lifetime and so they should always be responsible, polite and sensible whilst online.
-  I will read the SMART tips, and discuss these regularly with my child.
-  I will discuss the fact that there are websites which are unsuitable.
-  I will discuss how children should respond to unsuitable materials or requests.
-  I will remind children never to give out personal information on the Internet.
-  I will make my child aware that people online may not be who they say they are.
-  I will ensure that my child (ren) know (knows not to arrange to meet someone they meet online.
-  I will talk to my child about safety when using the Internet in places other than home or school.
-  I will be aware that when pupils use the C2K online learning environment 'MySchool' whether in school or outside school, that they will be agreeing to certain terms and conditions of appropriate usage, these terms are available to view by clicking on the 'Acceptable Use Policy' at the bottom left of their MySchool home page.
-  When taking photographs of my child in school performances etc. They will be for private usage and will not be uploaded onto any social media sites.



Primary Pupil Acceptable Use Agreement / E-Safety Rules

-  I will only use ICT in school for school purposes.
-  I will not tell other people my ICT passwords.
-  I will only open/delete my own files.
-  I will make sure that all ICT contact with other children and adults is responsible, polite and sensible.
-  I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this, I will tell my teacher immediately.
-  I will not give out my own/others details such as name, phone number or home address. I will not arrange to meet someone or send my image unless this is part of a school project approved by my teacher and a responsible adult comes with me.
-  I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
-  I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset any member of the school community.
-  I know that my use of ICT can be checked and my parent/carer contacted if a member of school staff is concerned about my safety.
-  I will not sign up for any online service unless this is an agreed part of a school project approved by my teacher.
-  I will only open e-mail attachments from people I know, or who my teacher has approved

SAINT MACARTAN'S PRIMARY SCHOOL

4 Ballagh Road, Clogher. Tel: 028 85548350

Email: kmcginn414@c2kni.net www.stmacartanspsclogher.com

Principal: Mrs Karen Mc Ginn

ICT Coordinator: Miss Kerry McConnell



Dear Parent/ Guardian,

ICT including the internet, e-mail and mobile technologies has become an important part of learning in our school. We expect all children to be safe and responsible when using any ICT.

Please read and discuss these E-Safety rules with your child and return the slip at the bottom of this page. If you have any concerns or would like some explanation, please contact Miss Mc Connell (ICT Coordinator).

Please take care to ensure that appropriate systems are in place at home to protect and support your child/ren.

Parent/ guardian signature

We have discussed this document with _____ (child's name) and we agree to follow the E-Safety rules and to support the safe use of ICT at St Macartan's PS Primary School.

Parent/ Carer Signature

Class Date

