



Safeguarding and Child Protection Policy

The Board of Governors and Staff of Mossley Primary School acknowledge the key role that a school plays in the life of a child and take a serious and professional approach to their responsibilities in regard to Safeguarding and Child Protection.

Public awareness of matters relating to safeguarding and Child Protection continues to grow, as the whole context rapidly expands due to changes in society and, particularly, new technology. Recent safeguarding and Child Protection cases have highlighted the need for everyone to take responsibility for protecting children as well as the necessity for those in key positions to have a clear understanding of their role in adhering to policies and procedures.

Safeguarding is more than Child Protection. Safeguarding begins with preventative education and activities which enable children and young people to grow up safely and securely in circumstances where their development and well-being is promoted. It can involve special input following difficult events in a child's life, or in the life of the nation, such as the Coronavirus Pandemic. It also includes support to families and early intervention to meet the needs of children and continues through to Child Protection, which refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or likely to suffer harm.

The purpose of this policy is to protect our children and provide clear guidelines to everyone in our school community, about the action that is required where there is concern. These concerns may range from relatively minor issues to those requiring the assistance of Social Services. Our policy seeks to ensure a consistent approach by all members of staff, and to develop an effective partnership with parents in relation to Safeguarding and Child Protection. It is important that the information contained in this policy is sufficiently detailed to provide clear guidance in relation to the following:

- Section 1** Key Principles of Safeguarding and Child Protection
- Section 2** Overview, Rationale and Aims of Safeguarding and Child Protection
- Section 3** Monitoring, Review and Evaluation of our Safeguarding and Child Protection Policy
- Section 4** Key Roles and Responsibilities in Safeguarding and Child Protection
- Section 5** Details of the Safe Recruitment Measures Used
- Section 6** What is Child Abuse?
- Section 7** Procedures for recording and reporting a Safeguarding and Child Protection issue

<i>Appendix 1</i>	<i>Policy Statement in relation to Safeguarding and Child Protection</i>
<i>Appendix 2</i>	<i>Criminal Records Check</i>
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<i>Appendix 5</i>	<i>Visitor Guidelines</i>



This policy works in tandem with other safeguarding policies such as Administration of Medicine, Anti-Bullying, Attendance, Intimate Care, Educational Visits and E-Safety, all of which are available on request.

Section 1: Key Principles of Safeguarding and Child Protection

The general principles 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” (DHSSPSNI, 2017), the Department of Education (Northern Ireland) guidance “Safeguarding and Child Protection in Schools” Circular 2017/04 (amended September 2019) and the SBNI Core Child Protection Policy and Procedures (2017). These underpin all the strategies, policies, procedures and practice relating to safeguarding and protecting the children of Mossley Primary School.

The child or young person’s welfare is paramount - The welfare of the child is the paramount consideration in childcare practice. All efforts should be made to work co-operatively with parents, unless doing so is inconsistent with ensuring the child’s safety.

The voice of the child or young person should be heard - Children and young people have a right to be heard, to be listened to and to be taken seriously, taking account of their age and understanding. They should be consulted and involved in all matters and decisions which may affect their lives and be provided with appropriate support to do so where that is required. Where feasible and appropriate, activity should be undertaken with the consent of the child or young person and, where possible, to achieve their preferred outcome.

Parents are supported to exercise parental responsibility and families helped to stay together - Parents have responsibility for their children rather than rights over them. In some circumstances, parents will share parental responsibility with others such as other carers or the statutory authorities. Actions taken by organisations should, where it is in the best interests of the child, provide appropriate support to help families stay together as this is often the best way to improve the life chances of children and young people and provide them with the best outcomes for their future.

Partnership - Safeguarding is a shared responsibility and the most effective way of ensuring that a child’s needs are met is through working in partnership. Sound decision-making depends on the fullest possible understanding of the child or young person’s circumstances and their needs. This involves effective information sharing, strong organisational governance and leadership, collaboration and understanding between families, agencies, individuals and professionals.

Prevention - The importance of preventing problems occurring or worsening through the introduction of timely supportive measures.

Responses should be proportionate to the circumstances - Where a child’s needs can be met through the provision of support services, these should be provided. Both organisations and individual practitioners must respond proportionately to the needs of a child in accordance with their duties and the powers available to them.



Protection - Children should be safe from harm and in circumstances where a parent or carer is not meeting their needs, they should be protected by the State.

Evidence-based and informed decision making - Decisions and actions taken must be considered, well informed and based on outcomes that are sensitive to, and take account of, the child or young person's specific circumstances, risks to which they are exposed, and their assessed needs.

Section 2: Overview, Rationale and Aims of Safeguarding and Child Protection

As part of our pastoral care in Mossley Primary School we seek to support the child's development in ways that will foster security, confidence and independence. Our approach to Safeguarding and Child Protection aims to:

- *Encourage all children towards a positive self-image.*
- *Help children view themselves as part of a community and, by example, to nurture children's abilities to establish and sustain relationships with families, peers, adults and the world outside.*
- *Provide time, space and opportunities for children to explore, discuss and develop the key concepts of Safeguarding and Child Protection openly with peers and adults, in a secure environment.*
- *Equip children with appropriate tools to make reasoned, informed choices, judgements and decisions.*
- *Provide a model for open and effective communication between children, teachers, parents and other adults working with children.*

Our Safeguarding and Child Protection Programme is regarded as central to the well-being of the individual and is seen as an intrinsic part of all aspects of the curriculum. We seek to achieve this by:

- *Providing adequate and appropriate staffing, and resources to fulfil the children's needs.*
- *Creating an environment within the classroom/school in which every child is valued as a member of the community; all members of the community should be sensitive and responsive to the needs of others.*
- *Allowing a variety of opportunities, appropriate to the age of the children, for class and group discussion of thoughts and feelings in an atmosphere of trust, acceptance and tolerance.*
- *Showing flexibility and creativity in one-off situations, such as the pastoral activities carried out, following the lockdowns of 2019-2020 and 2020-2021.*
- *Integrating the key concepts of Safeguarding and Child Protection within PDMU (Personal Development and Mutual Understanding) and PATHS (Promoting Alternative Thinking Strategies) and allowing for continuity and progression through the Foundation Stage, as well as Key Stages 1 and 2.*
- *Providing resources and materials where appropriate.*
- *Having designated weeks such as Anti-Bullying Week or designated days such as Safer Internet Days, once per term, where specific Safeguarding/ Child Protection matters can be discussed/ addressed. These will include special assemblies, workshops taken by outside agencies such as NSPCC/ Childline and a range of age-appropriate activities. In*



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addition, a monthly e-safety newsletter for parents is issued via Seesaw.

Details of Safeguarding and Child Protection programmes are contained within our PDMU Scheme and PATHS programme and referred to in our Medium Term Planning.

Other related policies to ensure that safeguarding permeates all activities and functions and which therefore complement the Safeguarding and Child Protection policy are:

- Anti-Bullying Policy
- Attendance Policy
- Behaviour Management & Discipline Policy
- Complaints Policy
- Data Protection Policy
- Educational Visits
- First Aid
- Administration of Medicines
- Health and Safety Policy
- Intimate Care
- Relationships and Sexuality Education
- Special Educational Needs
- Code of Conduct
- Remote Learning Policy
- E- Safety Policy
- Acceptable Use of the Internet
- Use of reasonable force and safe handling
- Records management policy – see circular 2020/07 for guidance.
- Whistle blowing policy – see EA website.

An important part of protecting our children will be the gathering, storage and access to information as appropriate, as evidenced by:

- (a) *An **Individual Records Folder** being maintained by the Designated Teacher for Child Protection. This includes Notes of Concern concerning our children's well-being, and is stored in the school safe. It is signed annually by the Chairperson of the Board of Governors.*
- (b) *An **A-Z storage system** of these individual records subject to Record Keeping guidelines.*
- (c) *A **Bullying Incidents File** which is located in the Principal's Office. This provides a record of incidents and the action taken.*
- (d) *A **Central Medical Register** and **Critical Medical Needs Register**, which are issued to each teacher.*
- (e) ***Regular meetings to discuss 'at risk' children** involving relevant staff members, parents and Social Services as appropriate. The Designated Teacher (and/or the Principal/ DDT) will attend Case Conferences, LAC Reviews and provide relevant information for Core Group meetings and Family Reviews.*
- (f) *School records, personal details and health information being up-dated annually. A **Pastoral Care** record book is issued to P1 teachers each year and passed on from year to year, thus forming a cumulative record. At the end of P7 this information is transferred to the Leavers' Files.*
- (g) ***Frequent (at least weekly) pastoral meetings** between the Designated Teacher*



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- (Mrs Kayes) and Deputy Designated Teacher (Mr Mulligan)
- (h) **A regular meeting of the BOG Safeguarding Sub-Committee to include the Designated Teacher, Deputy Designated Teacher, Chairperson of the BOG and the Designated Governor. In addition, the BOG are provided with a bi-monthly log of Child Protection Activity and its impact.**
- (i) **A regular pastoral meeting between the Designated Teacher and our Year Heads.**

Section 3: Monitoring, Review and Evaluation of our Safeguarding and Child Protection Policy

The responsibility to monitor, review and evaluate the Safeguarding and Child Protection Policy rests with the Board of Governors, Principal and Designated Teacher.

Monitoring will include reviewing Year Group Medium Term Planning, alongside reviewing the day-to-day outworking of the Policy in practice. Monitoring will take place, therefore, on an on-going basis.

Review & Evaluation of our policy will seek to include the views of teaching staff, children, parents and governors. Review & Evaluation will take place as part of our School Development Plan, in response to future initiatives and in the light of any Safeguarding and Child Protection related incidents.

Section 4: Key Roles and Responsibilities in Child Protection/ Safeguarding

1. *Education Authority Office*
2. *The Board of Governors*
3. *Safeguarding Sub-Committee of the BOG*
4. *School Designated Teacher for Child Protection*
5. *Deputy Designated Teacher for Child Protection*
6. *Whole School Arrangements*
7. *School Staff*
8. *Parents*
9. *Children*
10. *Visitors*

1. *Education Authority Office*

Personnel in the EA fulfil an important role in providing invaluable advice in Child Protection/ Safe-Guarding matters. Currently the personnel are as follows:

- | | | |
|---|-----------------------------|-------------------------------------------------------|
| 1 | Child Protection Office | An EA team operates centrally.
Phone 028 9598 5590 |
| 2 | Educational Welfare Officer | Mrs Phyllis Linton |
| 3 | Educational Psychologist | Dr. Callum Urquhart |

2. *The Board of Governors*

The Board of Governors play a vital role and hold real responsibilities in all aspects of our



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Safeguarding and Child Protection Policy.

Board of Governors must ensure that:

- A Designated Governor for Child Protection is appointed.
- 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.
- The school ensures that other safeguarding policies are reviewed at least every 3 years or as specified in relevant guidance
- 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.
- The school maintains the following Child Protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2016/20 Child Protection: Record Keeping in Schools: Safeguarding and Child Protection concerns; disclosures of abuse; allegations against staff and actions taken to investigate and deal with outcomes; staff induction and training.

Chair of Board of Governors

- Has a pivotal role in creating and maintaining a safeguarding ethos.
- Receives training from CPSS.
- Assumes lead responsibility in the event of a CP complaint or concern about the principal.
- Ensures compliance with legislation, Child Protection record keeping and policies.

Designated Governor for Child Protection

The BoG delegates a specific member of the governing body to take the lead in Safeguarding/Child Protection issues in order to advise the 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;
- Recruitment, selection, vetting and induction of staff.

In Mossley Primary School:

- *The Board of Governors will be kept fully informed of issues in relation to the implementation of our Safeguarding and Child Protection Policy and any incidents that may arise as appropriate.*
- *Safeguarding and Child Protection matters will feature on every BoG Agenda. The*

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Designated Teacher provides a log of Child Protection Activity/ Impact on a bi-monthly basis.

- *The Board of Governors will be kept fully informed in relation to any disciplinary action that is necessary in response to a Safeguarding and Child Protection incident.*

3. **The Safeguarding Sub-Committee:**

The Safeguarding Sub-Committee is made up of the following persons:

- *Principal and Deputy Designated Teacher (Mr Mulligan)*
- *Chairperson (Mrs Gillian Sheridan)*
- *Safeguarding Governor (Mrs Gillian Houston)*
- *Designated Teacher for Child Protection (Mrs Kayes)*

This team meets on a termly basis, typically 10 days before the relevant BOG meeting, to discuss safe-guarding issues.

4. **School Designated Teacher:** Mrs Kayes –Vice-Principal

The **Designated Teacher** has responsibility for the following functions:

- *Lead responsibility for the development of the Safeguarding and Child Protection Policy.*
- *Implementation of agreed procedures.*
- *Ensuring that all teaching and ancillary staff, students and volunteers, whether full-time, part-time or temporary, take part in Annual Training and are aware of the school's procedures.*
- *Initial training for the Board of Governors, and annual training thereafter.*
- *Compiling written reports to the Board of Governors.*
- *Maintaining an Access NI Register. This is up-dated weekly and made available to Staff to assist with planning of educational visits.*
- *Maintaining a Child Protection Training Register.*
- *Taking part in DT/ DDT, Pastoral and Safeguarding Sub-Committee Meetings.*
- *Maintaining Individual Records Folders of areas of concern with regard to individual children, deciding upon a course of action, liaising with the appropriate services, making referrals to Social Services or PSNI where appropriate, attending Child Protection Case Conferences etc.*
- *Co-ordination of action by staff in cases of suspected child abuse and reporting to the appropriate Social Services Office and the EA's Designated Officer.*
- *Adhering to the Record Keeping Schedule contained in DENI Circular 2016/ 20 at whole school level, and including guidance for Staff in the Record Keeping checklist distributed each May.*
- *Maintaining a current awareness of early intervention supports and other local services, e.g. Family Support Hubs.*

5. **Deputy Designated Teacher:** Mr S W J Mulligan – Principal

- *Shall fulfil the function of the Designated Teacher in the absence of the Designated Teacher*
- *Shall take part in DT/DDT discussions and Safeguarding Sub-Committee Meetings.*
- *Ensuring the Board of Governors are kept fully informed of all developments relating to safeguarding including changes to legislation, policy, procedures, DE*



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circulars, inclusion of Child Protection on the termly meeting agenda.

- *Managing allegations/complaints against school staff.*

6. Whole School Arrangements:

- *The main entrance hall has a Pastoral Care noticeboard featuring photos of the teachers, Learning Support Assistants and cleaners.*
- *Each wing will display a Worry Poster explaining to the children who they can speak to if they're worried about something. It suggests speaking to:*
 - *Your own teacher*
 - *Head of Key Stage (or VP)*
 - *Mr Mulligan (Principal)*
- *Each classroom has a Worry Poster also. This puts in place the system of speaking to your own teacher, Learning Support Assistant, or Mr Mulligan.*
- *WOW (Wish or Worry) boxes are available in each room so if children feel unable to tell through the normal channels they can use that. This also gives the children a forum for making suggestions about school- life.*
- *Child-Line Posters are on display throughout school.*
- *Notes of Concern are available in all classrooms and in the staff room.*

7. School Staff:

All school staff have important roles and responsibilities in relation to the effective implementation of our Safeguarding and Child Protection Programme. They must refer concerns or disclosures promptly to the DT, or the DDT if she is not available. All staff should complete the Note of Concern if there are safeguarding concerns. The teacher's role is in the effective delivery of our PDMU and PATHS programmes, and in building relationships with the children in his/ her class so that where concerns arise the teacher can follow appropriate procedures. The school plays a huge part in teaching children how to keep safe and how to become responsible, caring and confident. We should look at the holistic approach promoting mutual respect, self-discipline and personal responsibility that underlies good behaviour.

- *The Safeguarding and Child Protection Policy is available on the Public folder, and, following any major review, teachers are issued with their own copy.*
- *All school staff will be given clear guidance re the procedures for responding to Safeguarding and Child Protection incidents.*
- *All school staff will be made aware of who the Designated Teacher and Deputy Designated Teacher for Safeguarding and Child Protection are.*
- *All new staff will address Safeguarding and Child Protection related issues as part of a planned induction programme.*
- *Additional INSET opportunities may be available for specific and / or key staff within school.*
- *All staff groupings will discuss the Safeguarding and Child Protection Policy on an annual basis.*
- *All staff groupings will be consulted as part of a planned review of our Safeguarding and Child Protection Policy within our School Development Plan.*



The **teachers** in Mossley Primary School have specific training, knowledge and experience in all aspects of child development. They should be able to detect changes in a child's behaviour over time or to observe a child's failure to thrive. Teachers are frequently chosen by children to discuss all sorts of issues and may be the person a child will talk to about worries they have.

8. Parents:

Parents play a vital role and share real responsibilities in ensuring the effectiveness of our Safeguarding and Child Protection Programme.

- *New P1 parents will be issued with a full copy of our Safeguarding and Child Protection Policy.*
- *Parents will be made aware of the Safeguarding and Child Protection Policy Statement through the Board of Governors' Annual Report, the School Prospectus, the Parents' News and our website.*
- *Parents will be made aware that full copies of our Safeguarding and Child Protection Policy Document are available on request from the School Office, and that the Policy is also on the school website.*
- *Additional information will be circulated to parents through a range of home / school communications as appropriate.*
- *Parents will be made aware of the curriculum content of our Safeguarding and Child Protection programme through the availability of the Safeguarding and Child Protection Policy Document, through specific curriculum tasks set for their child and through discussion with their child about Safeguarding and Child Protection issues.*
- *Parents will be given a monthly E-Safety up-date via Seesaw. This informs and advises parents on safe practices in the ever changing world of technology.*
- *Parents will be informed and involved, as soon as possible, in the event of a Safeguarding and Child Protection related incident involving their child.*
- *Parents should inform the school of any medical conditions, educational needs, Court Orders relating to their child, reasons for absences and changes to any pick-up arrangements or changes in the child's circumstances.*
- *Parents may raise a Safeguarding/Child Protection concern by talking to a member of the school Safeguarding Team or phoning the emergency contact numbers displayed on Safeguarding posters (at main entrance door and in all playground noticeboards).*

9. Children:

Children play an active role in the approach to our Safeguarding and Child Protection Programme. All children are provided with a planned programme of learning opportunities to enable them to acquire the knowledge, understanding and skills necessary to take responsibility for the decisions they make and to develop awareness of Safeguarding and Child Protection issues. We consider the pastoral care provided by Mossley P.S. as appropriate to ensure our children adopt a safe and healthy lifestyle in society.

10. Visitors:

All visitors to school are issued with guidelines regarding Safeguarding and Child Protection (see Appendix 5) and wear a visitor tag for the duration of their stay. In addition, during the



school year 2021-2022 a Covid Visitor Policy is issued and a Covid Declaration Form signed.

Section 5: Details of the Safe Recruitment Measures Used

All staff on the payroll of the school, and unsupervised volunteers are appropriately and suitably vetted in compliance with the relevant Department circulars. Before working with our children we require **all** volunteers to be vetted. This Access NI Criminal Record Check process is now completed on-line, and the Access NI Register is up-dated on a weekly basis. In addition, all substitute teachers are from the NI Substitute Teachers' Register. All governors sitting on selection and appointment panels have had training on recruitment, selection and vetting.

Section 6: What is Child Abuse?

Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest itself in a number of ways and can involve a combination of the forms of abuse.

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Through their day-to-day contact with individual children, school staff, especially teachers, but also non-teaching staff, including lunch-time supervisors and ancillary or auxiliary staff, are particularly well placed to observe outward symptoms, change in appearance, behaviour, learning pattern or development.

A child in need of protection is a child who is at risk of, or likely to suffer significant harm which can be attributed to a person, persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm. '**Harm**' means ill treatment or the impairment of health or development, and the question of whether harm is significant is determined by his/her health and development, as compared to that which could reasonably be expected of another child.

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

Where a member of staff is concerned that abuse may have occurred, he/she must report this immediately to the Designated Teacher (and/or DDT) who has specific responsibility for Child Protection. ***The designation of a teacher for this purpose should not be seen as diminishing the role of all members of staff in being alert to signs of abuse and being aware of the procedures to be followed,*** including those in cases where an allegation is made against any member of the school's staff, teaching or non-teaching.

Pupils who are the victims of abuse often display emotional or behavioural difficulties which may require a holistic assessment of need to determine appropriate level and types of intervention. (Safeguarding and Child Protection in Schools, 2017, Section 5.1)



Harm is defined as the ill treatment or the impairment of health or development. Whether it is significant is determined by his/her health and development, as compared to that which could reasonably be expected of another child.

Mossley Primary School Staff have a pastoral responsibility towards their children and must take all reasonable steps to ensure their welfare is safeguarded and their safety preserved. We identify a number of categories of abuse that may result in **significant harm** to the 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.

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

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain, or the gratification of others. Sexual abuse may involve physical contact, or 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 his/her views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.

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

**All the above definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2016)*

Signs and Symptoms of Abuse

Please find attached the link to signs and symptoms from the SBNI Regional Core Policies and Procedures guidance.

<https://proceduresonline.com/trixcms/media/1248/signs-and-symptoms-of-child-abuse-and-neglect.pdf>.



Section 7: Procedures for Recording and Reporting a Safeguarding and Child Protection Issue

'The first step in recognising abuse is the ability to entertain the possibility of abuse taking place.' [S. Sgroi 1982]

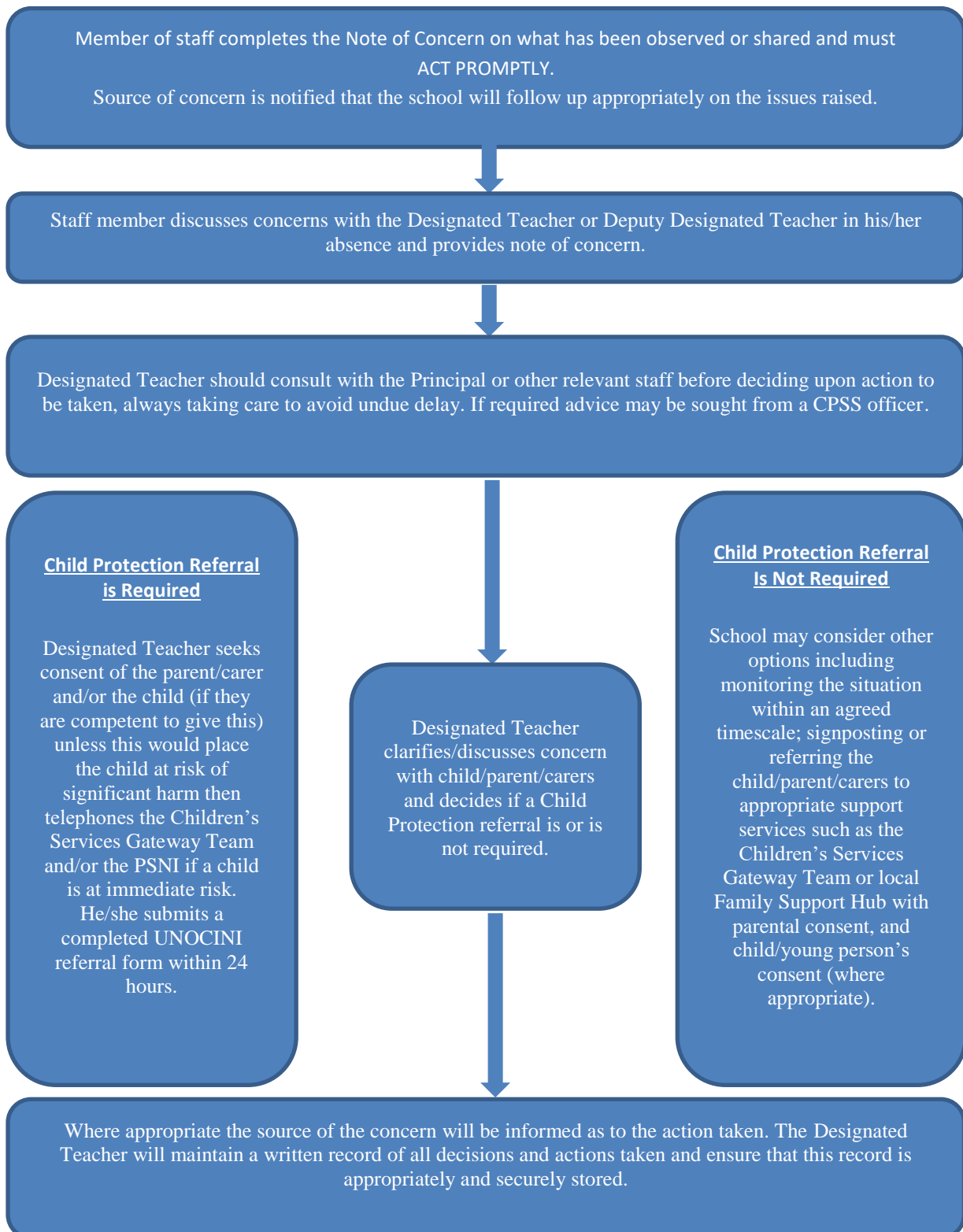
There is a range of circumstances that would invoke Safeguarding and Child Protection procedures, which include, among others:

- 1 *A child who makes a disclosure to a member of Staff or volunteer.*
- 2 *A member of Staff who has concerns about a child, either as a result of one observation or many observations over a period of time.*
- 3 *A parent who expresses concern about the safety of a child **
- 4 *Other sources of concern e.g. Social Services, members of the public etc.*



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In the case of suspected or disclosed child abuse the following will apply: -





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If a Child Protection referral is required, the Designated Teacher will seek consent from the parent/carer (unless this would place the child at risk of harm) and submit a UNOCINI referral form.

Record Keeping

In accordance with DE guidance Mossley Primary School has considered and developed 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 Mossley Primary School are stored securely in a safe 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.

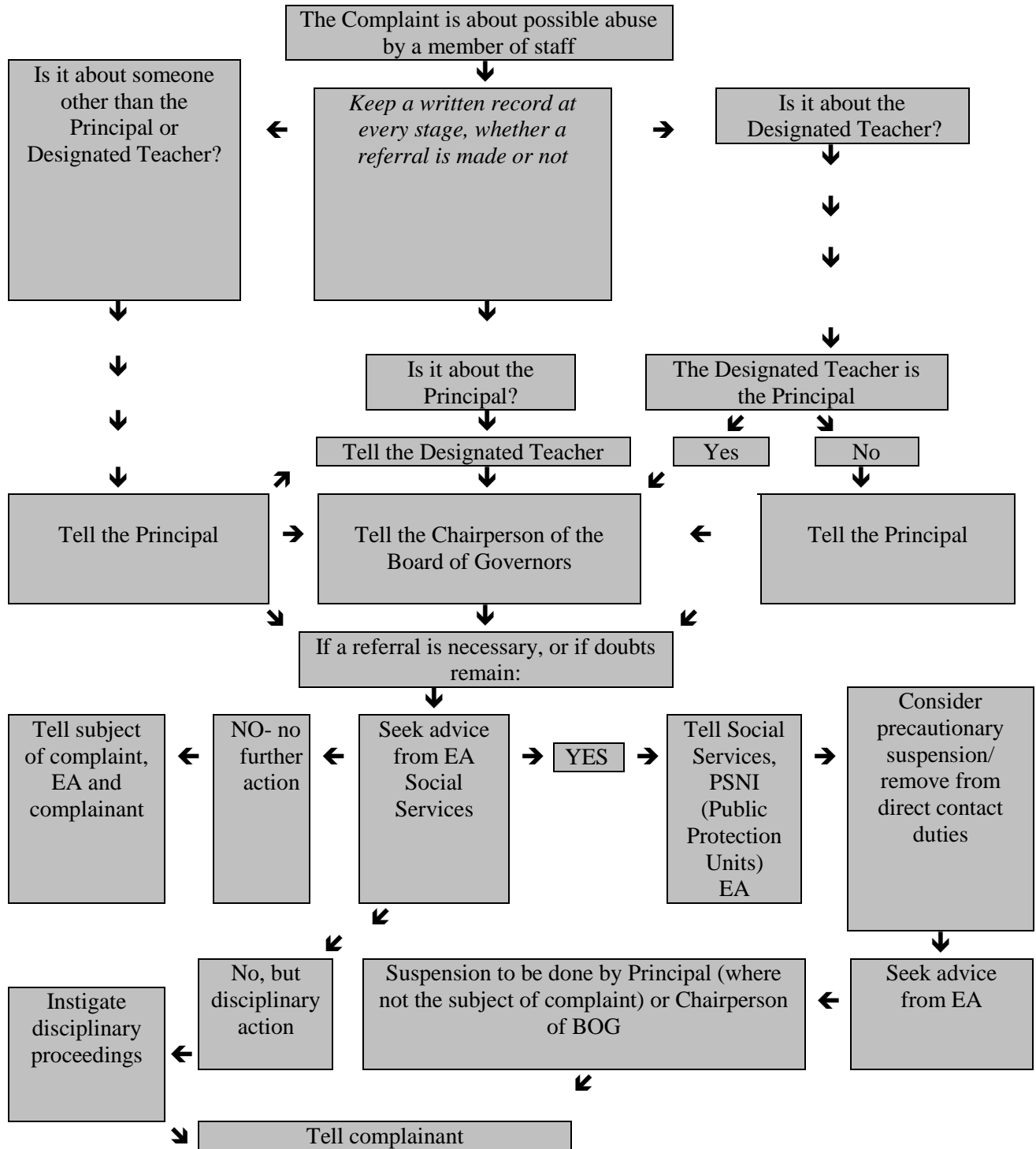
If information is held electronically, whether on a PC, a laptop or on a portable memory device, all must be encrypted and appropriately password protected.

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.



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In addition to the above procedures the Pastoral Care in School – Child Protection/ Document gives guidelines to schools where a complaint is made about possible abuse by a member of the school staff. The relevant procedures, in such circumstances, are recorded below.





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Where the Designated Teacher is suspected to have abused a child, or such an allegation is made, the member of staff who is made aware of the possible offence should inform the Principal immediately, who will instigate the normal reporting procedures. Where the Principal is suspected, or an allegation is made against him or her, the matter should be reported to the Designated Teacher (where this is not the Principal), and he or she should report the matter immediately to Social Services (or, as the case may be, to the police), the Chairperson of the Board of Governors, and the Designated Officer of the Education Authority. Where the Principal is the Designated Teacher, the matter should be reported by the member of staff who is made aware of the possible offence, to Social Services (or, as the case may be, to the PSNI), the Chairperson of the Board of Governors, and the Designated Officer of the Education Authority.

* It is extremely difficult to be exhaustive in the many ways a concern may arise, about a safeguarding issue. However, by whatever means this comes to the attention of staff it is of critical importance that we have a consistent pattern of response. That response is as the flow-chart above.



Appendix 1: Policy Statement in relation to Safeguarding and Child Protection

The Board of Governors and Staff of Mossley Primary School acknowledge the key role that a school plays in the life of a child and take a serious and professional approach to their responsibilities in regard to Safeguarding and Child Protection.

Public awareness of matters relating to safeguarding and Child Protection continues to grow, as the whole context rapidly expands due to changes in society and, particularly, new technology. Recent safeguarding and Child Protection cases have highlighted the need for everyone to take responsibility for protecting children as well as the necessity for those in key positions to have a clear understanding of their role in adhering to policies and procedures.

Safeguarding is more than Child Protection. Safeguarding begins with preventative education and activities which enable children and young people to grow up safely and securely in circumstances where their development and well-being is promoted. It can involve special input following difficult events in a child's life, or in the life of the nation, such as the Coronavirus Pandemic. It includes support to families and early intervention to meet the needs of children and continues through to Child Protection, which refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or likely to suffer harm.

Our Safeguarding and Child Protection Policy seeks to guide and support staff in achieving this, and does so under the following sections:

- Section 1** Key Principles of Safeguarding and Child Protection
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- Section 3** Monitoring, Review and Evaluation of our Safeguarding and Child Protection Policy
- Section 4** Key Roles and Responsibilities in Safeguarding and Child Protection
- Section 5** Details of the Safe Recruitment Measures Used
- Section 6** What is Child Abuse?
- Section 7** Procedures for recording and reporting a Safeguarding and Child Protection issue



Appendix 2: Criminal Records Check

Guidance for volunteers is issued by the School Office.

This process is now carried out online.

Appendix 3: Safeguarding and Child Protection Training

Annual Safeguarding and Child Protection training takes place for all staff.

- Whole staff training takes place in August/September of each year with a range of individual and group specific training taking place on an ad-hoc basis throughout the year to ensure that all staff are trained.
- A register is maintained to record when this training has taken place, and who has been trained.
- Minutes of the training provided are maintained by the Designated Teacher.
- Staff are provided with a copy of these details and asked to maintain them in the Safeguarding and Child Protection section of their Staff Handbook.



Appendix 4: Summary of Policy Procedure Published in Parents' News

Safeguarding and Child Protection

The Board of Governors and Staff of Mossley Primary School acknowledge the key role that a school plays in the life of a child and take a serious and professional approach to their responsibilities in regard to Safeguarding and Child Protection.

Public awareness of matters relating to safeguarding and Child Protection continues to grow, as the whole context rapidly expands due to changes in society and, particularly, new technology. Recent safeguarding and Child Protection cases have highlighted the need for everyone to take responsibility for protecting children, as well as the necessity for those in key positions to have a clear understanding of their role in adhering to policies and procedures.

Safeguarding is more than Child Protection. Safeguarding begins with preventative education and activities which enable children and young people to grow up safely and securely in circumstances where their development and well-being is promoted. It can involve special input following difficult events in a child's life, or in the life of the nation, such as the Coronavirus Pandemic. It includes support to families and early intervention to meet the needs of children and continues through to Child Protection, which refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or likely to suffer harm.

As part of our pastoral care in Mossley Primary School we seek to support the child's development in ways that will foster security, confidence and independence. The responsibility to ensure the monitoring, review and evaluation of the Child Protection/ Safeguarding Policy rests with the Board of Governors, Principal and Designated Teacher.

Our policy seeks to ensure a consistent approach by all members of staff, to develop an effective partnership with parents and to provide a clear statement, to all, how any incident would be addressed. Our policy identifies and defines the **key roles** that school staff, children, parents and governors have in delivering an effective Child Protection/ Safe-Guarding programme. The **Designated Teacher for Child Protection** is **Mrs Kayes** and the **Deputy Designated Teacher for Child Protection** is **Mr Mulligan**. This means that if there are any concerns these are communicated to Mrs Kayes and progressed appropriately.

There are clear guidelines relating specifically to incidents of suspected or disclosed child abuse and these are written in accordance with the 2017 "Safeguarding and Child Protection in Schools" guidance and procedures. In all instances and aspects of provision, Mossley Primary School will act in accordance with guidance given by the Education Authority.

Copies of our complete Child Protection/ Safeguarding Policy are available on request from the Principal, and on our school website.



Appendix 5: Visitor Guidelines



GUIDELINES FOR SCHOOL VISITORS

Welcome to our school and thank you for visiting us. The purpose of this document is to give you some information and guidance about your time here as a visitor. Please sign the **Visitors' Book** and wear a **Visitors' Tag** (available from the office) for the duration of your stay.

Care

Providing a safe, secure school environment for everyone lies at the heart of our Pastoral Care Policy. Such safety relates not only to physical safety but also emotional safety and general well-being. It is important that all your actions, as a visitor, support this objective. Please note that school is a smoke-free environment.

Concern & Communication

If anything happens (e.g. First Aid/ Health and Safety) during your visit, that causes you concern, it is important that you communicate this to us before you leave. In most instances this will be to the Principal, Mr Mulligan or the School Secretary, Mrs Baird. However, if the matter relates to a **Safeguarding and Child Protection** issue the Designated Teacher is Mrs Kayes, VP Office.

Fire Alarm

In the event of a Fire Alarm activation please vacate the building by the nearest suitable exit and assemble with other members of the school community. (Details of exits and assembly points are displayed on the walls throughout school)

Specific Guidelines

Health Professionals, Peripatetic Service and Educational Psychologists

(Please ensure that relevant staff are aware of your visit)

- *If you are working in a room on your own, please ensure the door is left open.*
- *Try not to stand or sit between the child and the door – place the child nearer to the door.*
- *Please ensure you do not have any physical contact with a child unless it is part of your professional duty i.e. doctor, nurse etc.*

Workmen

- *Please do not go into the toilet areas for work purposes if children are using the facilities.*

Adult toilet facilities are available on the main corridor, adjacent to the Staff Room. Accessible toilets are also located here and at our two hygiene rooms on the main corridor, and in our P7 wing.

We hope you enjoy your visit.



Appendix 6: COVID 19- Visitor Guidelines Policy

Mossley Primary School recognises that it has additional responsibility for the arrangements of on-site visitors during the current COVID-19 Pandemic.

This policy has been written to provide clarity for school and for visitors in relation to how we will arrange all visits to our school site. This policy will be kept under constant review.

Designated Staff:

- All visitors will be assigned a Designated Staff member who will be responsible for ensuring both Health and Well-Being of the visitor and the visitor's compliance with our Visitor Guidelines Policy.
- Appendix 1 denotes key Designated Staff for planned visits.

Access Arrangements

Any visitor to school must:

- Enter school using the main entrance.
- Sanitise their hands upon entering using the hand sanitiser available.
- Social distance. 2m between adults should be maintained at all times. This is our primary risk mitigation strategy.
- Immediately wash their hands thoroughly in a bathroom which they will be directed to by a designated member of staff. Regular hand hygiene throughout their time in school is recommended.
- Wear a face covering when in contact with adults and in the school corridor.
- Sign in to the Visitors' Book and complete a COVID 19 Declaration Questionnaire (See Appendix 2).
- Work in the allocated/ designated room which they will be directed to.
- Follow the markings on the floors to ensure a safe distance is maintained when walking in the corridors.

Room Allocation

- There will be a room allocated for each visitor to carry out their intervention or lesson.
- Upon arrival, the room will have been cleaned.
- The workstation must be cleaned before and after each session with a child. All surfaces including chairs, handles and light switches must be wiped down before the next child enters the room. All cleaning products will be provided in a cleaning tray in the room.
- Once all the surfaces are wiped down, place used wipes in a plastic bag, tie, and place into the bin provided.

During the intervention

- 2m Social Distancing should be adhered to where possible with children. This is our primary risk mitigation strategy for all contexts.
- In addition, as far as possible, the adult should wear a face mask (to protect the child) and a face visor (to protect the adult).



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- A child can return to their class after an intervention, and **MUST** wash their hands when they arrive at their classroom.
- Mossley PS will not be able to provide PPE for adults visiting school. Visitors should provide their own PPE.

If a child becomes unwell / symptomatic during the visit / intervention

- If a child becomes unwell with COVID symptoms – it is essential that the Designated Staff member is contacted immediately. **Do not return the child to the classroom.** (The child, and any of their household within school must be sent home. The child awaiting collection must be protectively isolated and moved to a room where he / she can be quarantined behind a closed door.)

If the visitor becomes unwell / symptomatic during the visit / intervention

- If you become unwell with COVID symptoms – it is essential that the Designated Staff member is contacted immediately. Do not return the child to the classroom.
- When the child has been discharged into the care of the Designated Staff member, you should immediately leave the building and go home and self-isolate and are advised to follow the PHA guidance for possible coronavirus infection. Staff and visitors are expected to follow this advice and obtain a test for COVID-19.

Observations in class

- Visitors coming into school will not be allowed to enter any classrooms for observations.

Visitor Equipment

- Should a visitor require equipment and resources to provide their intervention, they must ensure the relevant infection control measures have been taken.
- Equipment **must not** be shared between children from different classes.

Communication with Parents

- Any communication regarding visitors coming into school, **MUST** be made via email or phone to the SENCo (rthompson338@c2ken.net) or the Principal (smulligan771@c2ken.net).
- It is requested that if any communication is made with parents, that the SENCo (rthompson338@c2ken.net) or the Principal(smulligan771@c2ken.net) are added into the email.

Virtual Sessions

- Should any outside agency wish to carry out virtual sessions with children, they should seek permission from school first, then parents.
- If children are completing virtual sessions within school, a member of staff must be with the child at all times. Co-ordination of these meetings must go through the Principal or SENCo.
- If children are completing virtual sessions at home, the child should not return to school.



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Appendix 1 Designated Staff



Mrs Baird	Mr McKinstry	Mrs Beattie-Jeffers	Mrs Thompson	Mrs Kayes	Mr Mulligan
Office	Caretaker	Teacher	SENCo	Vice Principal	Principal
				Designated T	Dep Des T
<i>Maintenance</i>	<i>Maintenance</i>	<i>Work Experience</i>	<i>Ed Psychology</i>	<i>Social Worker</i>	
<i>Contractors</i>	<i>Contractors</i>	<i>Sports Coaches</i>	<i>LTSS</i>	<i>EWO</i>	
			<i>RISE</i>	<i>Agencies</i>	
			<i>Sensory Service</i>	<i>Ministers</i>	
			<i>Behaviour Service</i>		
			<i>Music Tutors</i>		

Designated Staff Responsibility

- Where possible, visits should be by appointment only.
- Initial telephone appointment should outline COVID 19 Visitor Guideline Policy.
- On arrival, visitor should complete Appendix 2 Visitor COVID 19 Declaration Form.
- On first visit, visitor should be given a copy of our COVID Visitor Guidelines Policy.
- If at any point during or after the visit, there is any cause for concern, the Designated Staff member should inform the Principal immediately.



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Appendix 2
Visitor COVID 19 Declaration Form



Name		
Organisation		
Phone Number		
Email Address		
Have you been in contact with any person infected, suspected or diagnosed with COVID 19? (Please Tick)		
Yes <input type="checkbox"/> No <input type="checkbox"/>		
If yes, please provide details of your relationship with this person and the last date of physical contact.		
	Yes	No
Do you feel unwell?		
Do you have a fever?		
Do you have a continuous cough?		
Have you lost any sense of smell or taste?		
Do you have shortness of breath?		

Do you agree to follow the expectations stated in our **COVID Visitor Guidelines Policy**?

Visitor Expectations	I Agree (Please Tick)
To hand sanitise and hand wash upon entering and exiting the building.	
To sign the Visitors' Book upon entering and exiting the building.	
To adhere to social distancing guidelines with adults.	
To adhere to social distancing guidelines with children where possible.	
To wear a face mask and a visor when working with children.	
To inform the SENCo or Principal about the session before leaving the building.	
To clean all work surfaces using equipment provided after every intervention.	
To ensure any equipment brought into school has been cleaned and sanitised for use. Equipment should not be used with more than one child.	

I acknowledge the information I have given is accurate and correct.

Signed: _____ Date: _____



Appendix 7: Note of Concern



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:



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Details Of Any Advice Sought, From Whom And When:		
Any Further Action Taken:		
Written Report Passed To Designated Teacher:	Yes:	No:
If 'No' state reason:		
Date And Time Of Report To The Designated Teacher:		
Written Note From Staff Member Placed On Pupil's Child Protection File		
Yes	No	
If 'No' state reason:		

Name of Staff Member Making The Report: _____

Signature of Staff Member: _____ **Date:** _____

Signature of Designated Teacher: _____ **Date:** _____