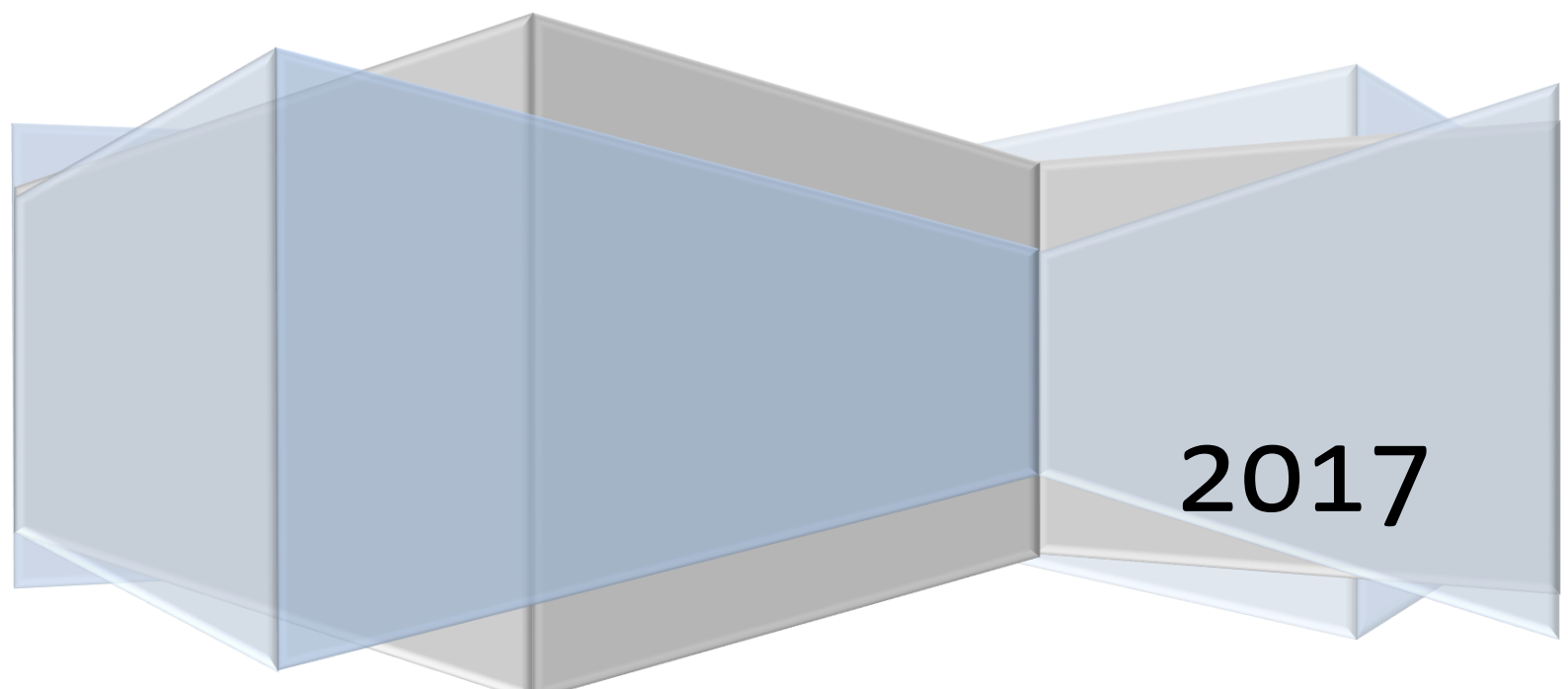


MONEYREA PRIMARY SCHOOL & NURSERY

Safeguarding Policy



2017

CONTENTS

The Staff and Governors at Moneyrea Primary School and Nursery are totally committed to Safeguarding our pupils and to maintaining a culture of vigilance.

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.

Co-operating to Safeguard Children and Young People in Northern Ireland, 2016

Legislation and Government Initiatives:

United Nations Convention on the Rights of the Child, 1991

Children have the right to be protected from all forms of violence; and they must be given proper care by those looking after them.

When adults or organisations make decisions which affect children, they must always think about what would be best for the child.

The Children (N.I.) Order 1995

The welfare of the child must be the paramount consideration.

DENI Circular 1997/4

As well as their statutory responsibilities in relation to pupils' learning, schools have a pastoral responsibility towards their pupils and should recognise that the children have a fundamental right to be protected from harm.

Human Rights Act 1998

Education & Libraries Order 2003 – Education & Protection of Pupils

Area Child Protection Committees' Regional Child Protection Policy and Procedures (April 2005)

DENI Circulars 1999/9, 1999/10, 2006/6-9 and 25, 2007/01, 2008/03 and 10, 2010/01 and 07, 2011/22, 2012/19 and 2013/01, 2015/13, 2016/20, 2016/27

Safeguarding Vulnerable Groups (NI) Order 2007

The Sexual Offences (NI) Order 2008

Safeguarding Board Act NI 2011

Protection of Freedom Act 2012

Multi-agency Practice Guidelines Female Genital Mutilation DFP 2014

Co-operating to Safeguard Children (DHSSPS 2016)

Safeguarding & Child Protection Team

Mrs Christine Floyd	Designated Safeguarding and Child Protection Teacher/SENCO;
Miss Jenny Daly	Deputy Designated Teacher;
Mr Peter Moore	Chair, Designated Safeguarding and Child Protection Governor.
~~~~~	Deputy Designated Safeguarding and Child Protection Governor.
Mrs Katie Sparham-Brown	School Counsellor (Family Works)
Mr Roy Greer	Principal

We apply safeguarding procedures for all paid, unpaid, permanent and temporary staff and volunteers.

This Safeguarding Policy should be read/implemented in conjunction with our Child Protection Policy and related policy documents.

### Aims

- To ensure that the welfare of each child is paramount.
- To ensure that vulnerable pupils are protected and that suspected cases of abuse are appropriately dealt with.
- To provide clear guidelines to staff on referral procedures.
- To meet the demands of The Children N.I. Order 1995.

### Guiding Principles:

Safeguarding and promoting the welfare of children refers to the process of protecting them from abuse or neglect; preventing the impairment of their health and development; ensuring they grow up in a safe and caring environment; and undertaking a role to enable them to have optimum life chances and to enter adulthood successfully.

Child Protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Everyone at Moneyrea has a primary responsibility for safeguarding and promoting the welfare of children and for ensuring that they are protected from harm.

We are alert to the signs of possible abuse and neglect and follow procedures to ensure pupils receive effective support and protection.

We ensure child protection training is available to staff and volunteers through induction programmes and through continuing training and development opportunities.

We provide staff with appropriate guidance about safe working practice, boundaries and propriety.

We endeavour to provide a safe and welcoming environment where all pupils are respected and valued. We seek to protect our pupils by helping them learn about the risk of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

We believe that all members of our school community are entitled to receive care and protection from harm.

We will not accept inappropriate behaviour towards children, staff or volunteers.

We have procedures in place to enable concerns about the conduct of an adult to be reported and addressed.

If there are any concerns relating to the welfare or safety of a child the school's Safeguarding and Child Protection Procedures are followed.

We will ensure that any concerns or allegations of impropriety are dealt with quickly, fairly and sensitively.

### **Our Objectives**

1. To keep learners safe and healthy
2. To care for and protect learners from harm and to identify concerns at the earliest possible stage.
3. To establish clear management strategies in relation to child protection
4. To have statutory policies and additional policies in place to ensure that safeguarding needs are met efficiently and effectively.
5. To ensure that all adults in school are appropriately recruited and vetted in line with DE/EA guidelines.
6. To ensure that all governors are clear about safeguarding policies and review them as necessary.
7. To make all children aware of the procedures that they must use to report any concerns or complaints concerning their health and safety/wellbeing.
8. To work in effective partnership with relevant agencies to promote the health and safety/wellbeing of learners.
9. To prevent bullying of any kind.

### **Strategies**

1. We have a safeguarding team, including designated staff and governors to meet our responsibilities for child protection.
2. We will monitor evaluate and review all policies on a regular basis to ensure that they are up to date and that they meet all statutory requirements for safeguarding.
3. We will use and apply the EA's Recruitment Policy for the appointment and recruitment of all adults working with pupils in this school.
4. We will provide supervision, guidance and opportunities for regular, up-to-date training for all adults in this school.
5. We will provide all children easy access to an appropriate adult who will listen to any concerns or complaints that they might have about their health and safety and wellbeing.
6. We will take reasonable action to make the school site safe and secure by checking and monitoring visitors and anyone else using the premises or grounds. Visitors will be provided with security badges and a summarised copy of the school's Code of Conduct.
7. We will liaise and work closely with the EA, social services, PSNI and any other relevant support agency at all times and especially when a child's health or safety are at risk.
8. We will keep records and information relevant to safeguarding concerns clearly and accurately and share it with relevant agencies. (UNOCINI)
9. We will teach pupils how to keep themselves safe and show them how to deal sensibly with risk when using equipment, in outdoor activities, on visits and in sport and physical activities. (PE, PDMU)
10. We will teach and continually reinforce lessons about keeping safe and the safe use of the internet. (ICT)
11. Any cyber bullying of staff or pupils, in or out of school, must be reported and then investigated rigorously, in conjunction with any relevant authority, including the police if appropriate.

12. The school complies with the DBS/Access NI code of practice in regard to criminal record information.

**Other related policies include:**

Child Protection Policy	Drugs Policy
Intimate Care Policy (CP)	Induction Procedures
Recruitment Policy (EA)	Equality Scheme (Disability, Race and Gender Policies)
Positive Behaviour/Discipline Policy	Anti-bullying Policy
Pastoral Care Policy	Risk Assessments
Health and Safety Policy	Child Protection/Safeguarding Staff Training records
Medicines in School Policy	Educational Visits (EA)
Mobile Phones Policy	Safe Use of the Internet
Code of Conduct (CP)	Use of Reasonable Force
Relationships and Sexuality Policy	

These policies are available on the school website or on request from the Principal.

**Recruitment**

We are committed to robust recruitment and selection procedures according to DE/EA guidelines, to ensure that all staff and volunteers have been appropriately screened prior to appointment. All job advertisements carry a statement on the school's policy towards safeguarding children and the requirements for Disclosure and Barring Service checks (DBS, Access NI).

**Physical Safety**

Our school aims to provide a safe learning environment for our children. It has a secured perimeter fence, a CCTV monitoring system, a secured access/entry system to all areas (including mobile buildings) and visitor registration system. School has requested an electronic gate control system for pedestrian access from the school carpark and street. The car park is separated from all play areas by a secure fence. Children are supervised during break and lunch times and first aid kits are taken out into each playground.

**Online Safety**

Parental permission is sought for use of the internet in school. The school provides filtered internet access to pupils and staff on the C2k network. Children are taught how to stay safe online through class lessons e.g., CEOP activities, talks on Internet Safety Day and activities on the dangers of cyber bullying, during Anti-Bullying week in November. The PSNI are invited into school to provide pupils with up to date advice and recommendations on the safe use of the internet at home. Children do not have access to mobile phones during the school day (see Mobile Phone Policy).

**Health and Safety**

E.A. Central Contracts ensure that the site is secure and its contents are fit for purpose. Fire alarms are tested weekly. Fire equipment, PE equipment, drinking water, electrical appliances etc. are checked annually and the findings reported and logged. Fire drills are carried out monthly. The Building Supervisor monitors cold and hot water temperatures in order to comply with E.A. recommendations with regard to Legionella. The School Kitchen is regularly inspected and graded by Food Hygiene (Environmental Health Service).

### **Risk Assessments**

The school has a risk assessment policy containing individual risk assessments as recommended by the Education Authority. Risk assessments are carried out regularly to ensure the on-going safety of the children and staff all around the school premises. Risk assessments are also carried out for any occasion that the children are off school premises in the care of a teacher. This includes educational trips, sporting events, swimming lessons and residential trips.

### **Building Maintenance**

The Governors and Mr R Greer (Principal) have overall responsibility for the cleaning, maintenance and security of the school. The day to day management is the responsibility of the Building Supervisor, Mrs A McLaughlin. An annual Health and Safety inspection is carried out by the Building Supervisor and the Designated Governor for Health and Safety, *****.

### **Medical Information and Data Capture**

It is the responsibility of **parents** to ensure that the school is provided with up to date contact and medical details.

### **Staff Guidance**

Moneyrea Primary School and Nursery complies with the guidance contained on the DENI Website for Safeguarding Children and Young People in Education Settings and ETI Safeguarding and Child Protection Audit materials.

The guidance is an attempt to identify what behaviours are expected of adults who work with pupils. Adults whose practice deviates from this guidance and/or their professional or employment-related code of conduct may bring into question their suitability to work with pupils.

It is important that all adults working with pupils at Moneyrea understand the appropriate and safe behaviour expected of them.

Providing staff with clear guidance will ensure that the school's expectations of Safer Working Practice are reinforced throughout a person's employment.

### **Confidentiality**

Members of staff often have access to confidential information about pupils and their families; this information must never be used to intimidate, humiliate, or embarrass a pupil.

Confidential information about a child or family should never be repeated casually in conversation or shared with any person, other than on a need-to-know basis.

### **Power and Positions of Trust**

It is vital for all in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.

A relationship between an adult and a child is not a relationship between equals. There is potential for exploitation and harm of the more vulnerable child. Adults therefore have a responsibility to ensure that this unequal balance of power is not used for personal advantage or gratification. Adults should always maintain appropriate professional boundaries and avoid behaviour which might be



misinterpreted by others. They should report and record any incident where there is potential for such an occurrence or misinterpretation.

### **Propriety and Behaviour**

All adults working with pupils have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. It is therefore expected that they will adopt appropriate standards of personal conduct.

There may be times when an adult's behaviour or actions in their personal life are considered to compromise their position in their workplace or indicate an unsuitability to work with pupils. Misuse of drugs, alcohol or acts of violence would be possible examples of such behaviour.

Adults in contact with pupils should therefore understand and be aware, that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.

### **Dress and Appearance**

A person's dress and appearance are matters of personal choice and self-expression. However adults should dress in ways which are appropriate to their role and this may need to be different to how they dress when not at work.

Adults who work with pupils should ensure they are dressed appropriately for the tasks and the work they undertake. E.g. Outdoor activities, PE & Sport

### **Personal Living Space**

No child or young person should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/ carers and Principal.

### **Gifts, Rewards and Favouritism**

The giving of gifts or rewards to pupils should be part of an agreed policy for supporting positive behaviour or recognising particular achievements i.e. Behaviour awards, End of Year Awards, gifts from staff to their class at the end of term.

Personal gifts **must not** be made to individual pupils.

Any gifts should be given openly and not be based on favouritism or special relationships. Adults need to be aware, that the giving of gifts can be misinterpreted as a gesture either to bribe or "groom" a child.

### **Infatuations**

Occasionally, a child or young person may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.

An adult, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with the Principal, Safeguarding & Child Protection Teacher and parent/carer so appropriate action can be taken to avoid any hurt, distress or embarrassment.

### **Communication with Pupils**

(Including Safe Use of Technology) – see E-Safety Policy

Communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, msn, social networking, digital cameras, videos, web-cams, websites and blogs.

Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

E-mail correspondence between school staff and pupils must be restricted to agreed protocols (perhaps homework assignments), using a school-based, secure internet link i.e. C2K or the school website.

Adults should be circumspect in their communications with children to avoid any possible misinterpretation of their motives or behaviour which could be construed as grooming.

Staff should not give out their personal contact details to pupils including e-mail, home or mobile telephone numbers. E-mail or text communications between an adult and a child outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites.

### **Social Contact**

Adults should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship.

### **Sexual Contact**

All adults should clearly understand the need to maintain appropriate boundaries in their contacts with pupils. Any intimate or sexual relationship between an adult and a child is a grave breach of trust and a criminal offence. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is unacceptable i.e. grooming.

All children are protected by specific legal provisions in this respect regardless of whether the child consents or not.

### **Physical Contact**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and consequently 'touch' will in some circumstances be appropriate. When physical contact is made with pupils this should be in response to their needs

at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools will occur most often with younger pupils i.e. comforting a child who has fallen.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child, in one set of circumstances, may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the **school's incident book** and, if appropriate, a copy placed on the child's file.

The general culture of 'limited touch' should be adopted, as appropriate to the individual needs of each child and set of circumstances. Children with additional needs may require more physical contact to assist in their everyday learning. These special arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

It is recognised that some children who have experienced abuse may seek inappropriate physical contact. Adults should be particularly aware of this when it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a child or young person initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with the Principal, Designated Teacher and the parent/carer.

#### **Other activities that require Physical Contact**

Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary.

#### **Behaviour Management** (see school's Behaviour Policy)

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is in keeping with the DE/EA guidance on the use of 'reasonable force'.

Physical intervention should, wherever possible, be avoided. It should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and, where possible, the techniques deployed should be in line with recommended DE policy and practice.

Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults and school/service working with pupils requires that reasonable

measures are taken to prevent children being harmed. The use of unwarranted physical force will constitute a criminal offence.

In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the child or young person. The parents/carers should be informed the same day.

### **Children and Young People in Distress**

There may be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Young children, in particular, may need immediate physical comfort, for example after a fall, separation from parent etc. Adults should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.

### **Intimate Care** (See school's Intimate Care Policy)

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care.

### **Personal Care**

Young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Adults need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils with whom they work.

### **First Aid and Administration of Medication** (See school's Medication Policy)

### **One to One Situations**

One to one situations have the potential to make child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situations are unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of pupils and the adults who work with them.

### **Home Visits**

All work with pupils and parents should, wherever possible, be undertaken in the school or other recognised workplace. There are however occasions, in response to an urgent or specific situation where it is necessary to make one-off or regular home visits.

In these circumstances it is essential that appropriate policies and related risk assessments are in place to safeguard pupils and the adults who work with them.

A risk assessment should include an evaluation of any known factors regarding the child/young person, parents and others living in the household.

Specific consideration should be given to visits outside of 'office hours' or in remote or secluded locations.

### **Transporting Pupils**

In general, pupils will be transported to sporting activities etc. in the school minibus.

There may be occasions where staff/volunteers/parents may consent to transporting children to out of school activities & sports.

Adults, who are expected to use their own vehicles for transporting children should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded.

It is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation and adhere to the use of car seats and booster seats for younger children.

There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to the Principal, Designated CP&S Teacher and parents/carers.

**Educational Visits and After-School Activities** (See school's Educational Visits Policy)

### **Photography and Videos**

Working with pupils may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and wellbeing of pupils. When the child enrolls in the school, before an image is taken for any purpose, the written consent of parents or carers is sought. The school maintains a record of parental permission given for the taking and use of photographic images. This consent is assumed to continue for the duration of the child's attendance at the school unless otherwise instructed by the child's parents.

Adults need to be sensitive to children who appear uncomfortable being photographed, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.

It is not appropriate for adults to take photographs of children for their personal use, or on their personal cameras, mobile telephones, digital devices.

The following guidance is followed:

- Parental permission must be given for children's photographs to be used.
- If the photograph is used, avoid naming the pupil
- If the pupil is named, avoid using their photograph
- Images will only be retained for further use on the school's designated storage devices
- Images must be securely stored and used only by those authorised to do so

### **Access to inappropriate Images and Internet Usage**

Accessing, making and storing indecent images of children is illegal. This will lead to criminal investigation and if proven, result in the individual being barred from working with pupils.

Adults should not use equipment belonging to their school/service to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace.

Adults should ensure that pupils are aware of the school's Safe Use of the Internet Policy and that they only have use of IT equipment that is secure. This will help to ensure that children are not exposed to any inappropriate images or web links. (See school's ICT and e-Safety Policies)

Where indecent images of children or other unsuitable material are found, the PSNI and EA and Gateway Service should be informed immediately. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.

### **Managing Allegations**

Allegations may be made in a number of ways:

- Direct disclosure by children
- Indirect disclosure; i.e. through written work or art work
- Complaints to the school from parents/carers
- Complaints to Social Services from parents/carers
- Complaints to PSNI from parents/carers
- Reports by other colleagues or agencies

In all cases in which it is alleged that a member of staff or a volunteer has;

1. Behaved in a way that has harmed a child, or may have harmed a child;
2. Possibly committed a criminal offence against or related to a child;
3. Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children;

Allegations must be considered in light of the following:

1. The central importance of the wellbeing of the child.
2. Potential continuing risk to the child or other children
3. The context in which an incident occurs is crucial to understanding the incident and the definition/severity to be ascribed to it.
4. It is important to differentiate between incidents which are of a child protection / safeguarding nature and those which are more properly dealt with as a breach of conduct or competency issue.
5. Care must be taken to identify allegations which may be malicious. Be aware if there is, or has been, earlier disagreement or challenge between the child and the member of staff concerned

6. Physical contact with children may be open to misinterpretation.
7. An awareness of personal perception, bias or exaggeration of an incident, which may result in an inaccurate description of the adult's behaviour.

An allegation may result in:

1. A police investigation of a possible criminal offence;
2. Enquiries and assessment by social services about whether a child is in need of protection or in need of services;
3. Consideration by the school/EA of disciplinary action in respect of the individual.

The fact that a person tenders his or her resignation, or ceases to provide their services, must not prevent an allegation being followed up in accordance with these procedures.

Where an allegation has been made, and initial considerations suggest that the incident is likely to have occurred but the behaviour complained of does not reach the threshold for referral to social care and police, the school should investigate the matter internally to determine whether there is need to undertake disciplinary action, or to cease to use the services of the individual, and/or refer the individual's name to the EA/PSNI for possible inclusion on the appropriate barring list.

Where a criminal investigation has been undertaken but the police and/or CPS decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a Court, the school should still investigate the matter and consider whether to apply the school's disciplinary procedures.

If appropriate and within the boundaries of confidentiality parents/carers will be informed that an allegation has been made and that it is being robustly investigated. They should then receive updates to keep them informed.

### **Summary**

In this school children will learn how to keep themselves safe and healthy. The education and support that we provide will give children the self-confidence they need to ensure that they can look after themselves and keep themselves safe and healthy. Moneyrea will be a safe place where risks are kept to a minimum but it will not become a restrictive environment, nor will we attempt to keep children wrapped in cotton wool. We will give children space and room to grow and develop with a balanced perspective of the importance of their health and safety, without making them fearful and unnecessarily concerned. In life there is always an element of risk, and whilst accepting that, we will do all that is reasonable and possible to keep children safe.

Reviewed	November 2017
Review Date	November 2018