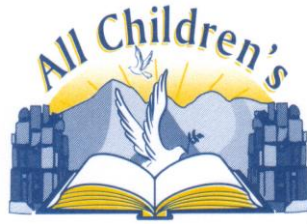


All Children's Integrated Primary School

Child Protection Policy



Draft Policy (to be reviewed/ratified by BoG in 2024-25)

Child Protection Policy

In keeping with the United Nations Convention on the Rights of the Child 1991 and the Children (Northern Ireland) Order 1995, All Children's acknowledges its pastoral responsibility towards its pupils and recognises that its pupils have a fundamental right to be protected from harm. In recognising that the welfare of the child is paramount, the school seeks to provide a safe, pleasant and regulated environment and to assist each child to reach personal fulfilment and happiness.

1. The Aims of the Child Protection Policy are:

1. To ensure the safety and welfare of pupils on the school premises or when in the charge of staff on an educational visit or other outing.
2. To create a caring atmosphere in which pupils feel there is a genuine interest in their needs and a willingness to address their concerns.
3. To develop an awareness among all staff (teaching and non-teaching) of possible signs of abuse.
4. To establish clear procedures to be followed in a case of suspected abuse.
5. To comply with legal requirements in relation to child abuse and the guidance in the DENI 2017/04 (and all subsequent updates) Safeguarding and Child Protection in Schools A Guide for Schools is implemented within the school

2. Safety and Welfare

1. The school endeavours through its Health and Safety Policy to maintain a safe environment for its pupils.
2. All school activities including school trips, educational visits and residentials will be supervised in order to safeguard the welfare of the pupils. Personnel who accompany such trips will be appropriately vetted and a risk assessment will be conducted in line with DENI/EA guidelines.
3. The school and the Board of Governors follow Child Protection guidance in relation to vetting and pre employment checks as laid out in Department of Education circulars 2012/19 and 2013/1 (and 2015 update).

3. Staff Awareness

1. Copies of the DENI booklet Pastoral Care in Schools - Child Protection and the EA Child Protection Procedures are made available to all members of the staff (teaching and non-teaching). Through these documents and in-service training staff are made aware of the various categories of abuse (neglect, physical injury, sexual abuse and emotional abuse) and of possible signs and symptoms.
2. Staff should at all times refrain from any action which could be construed as abuse and adhere to the schools Code of Conduct on Contact with Pupils.
3. A flow diagram indicating the procedure where a complaint has been made about possible abuse by a member of the school's staff is on display in the staffroom.

4. Pupils

1. As part of the schools PDMU Curriculum preventative schemes are taught to cover issues of Personal Safety, Self-Protection, awareness of the body's response to uncomfortable and dangerous situations and their right to defend themselves by telling safe and trusted adults about their feelings. These programmes include The NSPCC Keeping Safe Pilot Programme 2016-2018 (a series of 63 lessons taught over 7 years), Kidscape and RSE lessons. Pupils are encouraged to discuss concerns they might have on any issue with their class teacher or another member of staff to whom they can relate easily. Posters are displayed in all rooms and timetabled yearly assemblies are held to ensure all pupils regardless of age or ability know how to get help if they need it. There are child-friendly leaflets on Safeguarding and RSE which pupils receive yearly

Responsibilities of the Principal

The Principal must ensure that :-

- DENI 2017/04 Safeguarding and Child Protection in Schools A Guide for Schools is implemented within the school
- A Designated Teacher and Deputies are appointed
- All staff receive Child Protection training
- All necessary referrals are taken forward in the appropriate manner
- The Chairman of the Board of Governors (and, when appropriate, the Board of Governors) is kept informed.

- Child Protection activities feature on the agenda of the meetings of the Board of Governors and termly updates and an annual report are provided.
- The school Child Protection policy is reviewed annually and that parents and pupils receive a copy of this policy at least once every 2 years.
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

Responsibilities of the Designated Teacher & Deputy Designated Teacher

The Designated Teacher and Deputy Designated Teacher must:

- Avail of training so that they are aware of duties, responsibilities and roles
- Organise training for all staff (whole school training)
- Lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate
- Liaise with the EA Designated Officers for Child Protection
- Maintain records of all Child Protection concerns
- Provide written annual report to the Board of Governors regarding Child Protection

Responsibilities of the Designated Governor for Child Protection

The Designated Governor will provide the Child Protection lead 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 Teacher's Report
- Recruitment, selection and vetting of staff

Responsibilities of the Chairman of the Board of Governors

The Chairman of the Board of Governors must:

- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Child Protection policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate Child Protection and Recruitment & Selection training provided by the EA Child Protection Support Service for Schools, the EA Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection is appointed.
- Assume lead responsibility for managing any complaint/allegation against the School Principal
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to Child Protection activity

6. Other Members of School Staff

Staff in school see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse.

Remember the 5 Rs: Receive, Reassure, Respond, Record and Refer

The member of staff must:

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

In addition, the Class Teacher should:

- Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions, including disclosures of domestic violence.

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

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

7. Parents/Guardians

Parents/Guardians should play their part in Child Protection by:

- Sending in a note on the child's return to school on the first day after an absence
- Informing the school whenever anyone, other than themselves, intends to pick up the child at any time
- Letting the school know in advance if their child is going home to an address other than their own home
- Familiarising themselves with the School's Pastoral Care, Anti-Bullying, Discipline, Acceptable use of the Internet and Child Protection policies
- Reporting to the School Office when they visit the school
- Raising concerns they have in relation to their child with the school.

8. The Board of Governors

Board of Governors must ensure that:

- The school has a Child Protection Policy in place and that staff implement the policy
- Relevant Child Protection training is kept up-to-date by at least one governor and a record kept of the same
- Confidentiality is paramount. Information should only be passed to an entire Board of Governors on a need-to-know basis.

9. What Is Child Abuse?

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

9.1 Definition of Abuse

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 the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse. **The definition of 'Harm' in the Children (NI) Order 1995** was broadened and aligned in 2023 with the new domestic abuse legislation in NI. This means that 'impairment of health' in the definition of harm includes *impairment to a child as a result of ill treatment of another person or abusive behaviour directed at another person, regardless of whether the child has seen, heard or been present during the ill-treatment or behaviour.* 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 on-going information sharing is key between professionals (Ref 2.6, Co-operating to Safeguard Children and Young People in Northern Ireland, March 2016).

9.2 Types of Abuse

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

2. Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse. Emotional abuse may involve bullying including online bullying through social networks, online games or mobile phones - by a child's peers. (Ref 2.6, Co-operating to Safeguard Children and Young People in Northern Ireland, March 2016).

Domestic Violence and Abuse is 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

DHSSPS/DOJ 'Stopping domestic and sexual violence and abuse in NI' March 2016

3. Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

4. Sexual Abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation (Including Grooming see*)

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

* Grooming is defined as - When someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed on line or in the real world, by a stranger or someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse.)

5. 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, engaging 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. (Ref 2.6, Co-operating to Safeguard Children and Young People in Northern Ireland, March 2016).

6 Domestic and Sexual Violence and Abuse

The Stopping Domestic and Sexual Violence and Abuse Strategy (2016) defines domestic and sexual violence and abuse as follows:-

Domestic Violence and Abuse: 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.'

Sexual Violence and Abuse 'any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).'

Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual's incapacity to give informed consent.

Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

When the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day, to share this information with a member of the safeguarding school. This will allow the school safeguarding team to provide direct or indirect support to this child and family.

This information will be treated like any other child protection information as per DE Circular 2020/07. It will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete the online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone will be made aware of Operation Encompass and the need to pass these calls on with urgency.

7 Female Genital Mutilation

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 and established school procedures.

In the UK, FGM has been a specific criminal offence since the Prohibition of Female Circumcision Act 1985. The Female Genital Mutilation Act 2003 replaced the 1985 Act in England, Wales and Northern Ireland and the Serious Crime Act 2015 further strengthened the law on FGM.

FGM is a complex issue with many men and women from practising communities considering it to be normal to protect their cultural identity. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases are thought to take place between the ages of five and eight, putting children in this age bracket at highest risk.

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. Forced Marriage is a criminal offence in Northern Ireland, and where an agency, organisation or practitioner has knowledge or suspicion of a forced marriage in relation to a child or young person, they should 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. Schools 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 must also be borne in mind that 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 centered.

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'. More details on each type of behaviour can be found in DE Circular 2016/05 'Children Who Display Harmful Sexualised Behaviour'. 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.

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.

Schools have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and should 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 must be reflected clearly in its safeguarding arrangements. Safeguarding and promoting pupils' welfare is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

11 Sexting Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.

Please see the E-Safety Policy for update on impact of Covid-19 on remote learning including relevant safeguarding issues.

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.

Please see Remote Learning Policy for details of pastoral care arrangements during any Covid-19 lockdown. It is recognised that there is a need for all staff to be vigilant during periods of remote learning to safeguarding issues at home. Please see below for possible behavioural indicators which may be identified during tele or videoconferencing.

9.3 Signs and symptoms of abuse ~ Possible Indicators

Physical Indicators	Behavioural Indicators
<p>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; 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</p>	<p>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; comes 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</p>

Emotional Abuse

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

Neglect

Physical Indicators	Behavioural Indicators
<p>Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.</p>	<p>Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable images/DVDs/computer games.</p>

Sexual Abuse

Physical Indicators	Behavioural Indicators
<p>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; anorexia/gross overeating.</p>	<p>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; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in Children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.</p>

10. Procedures for making complaints in relation to child abuse

10.1 How a Parent/Guardian can make a Complaint

At All Children's we aim to work closely with parents/guardians in supporting all aspects of the Child's development and well-being. Any concerns parents/guardians may have will be taken seriously and dealt with in a professional manner. If parents/guardians have a concern they can talk to the class teacher or the Principal/Designated Teacher/Deputy Designated Teacher for Child Protection. If they are still concerned they may talk to the Chairman of the Board of Governors. At any time a parent/guardian may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Contact details are shown in the flowchart in **Appendix 2**.

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

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

The Designated Teacher will notify cases of suspected abuse to the Principal and if deemed necessary, may refer them to Social Services and/or the Police and the EA Chief Educational Welfare Officer. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

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

Where there are concerns about possible abuse and a referral needs to be made the Designated Teacher will telephone Social Services Gateway Team. He/she will also notify the EA Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the EA Designated Officer for Child Protection.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be suspended immediately, pending an investigation.

This procedure with names and contact numbers is shown in Appendix 3.

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

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated Teacher if he/she is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/Designated Teacher).

If a complaint is made against the Principal the Designated Teacher will inform the Chairman of The Board of Governors who will ensure that necessary action is taken. Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils (and may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities). The Chairman of the Board of Governors will be informed immediately. Child Protection procedures as outlined in Appendix 4 will be followed in keeping with current Department of Education guidance.

This procedure with names and contact numbers is shown in Appendix 4.

11. Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences and/or core group meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the „need to know“ principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with the Child Protection plan.

12. 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. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a, "need to know" basis.

13. Record Keeping

All Child Protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person and are only accessible by the Designated Teacher, Deputy Designated Teacher and Principal. Records are archived and disposed of in accordance with our Disposal of Records Schedule.

Should a child transfer to another school whilst there are current Child Protection concerns these will be shared with the Designated Teacher in the receiving school and any physical/electronic records will be transferred securely.

14. Vetting Procedures

All staff paid or unpaid who are appointed to positions in the school are vetted in accordance with relevant legislation and Departmental guidance.

15. 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.

The School's code of conduct is available on request.

16. Staff Training

All Children's is committed to in-service training for its entire staff. Each member of staff will receive general training on policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic Child Protection awareness training and annual refresher training. The Principal/Designated Teacher/Deputy Designated Teacher, Chairman of the Board of Governors and Designated Governor for Child Protection will also attend relevant Child Protection training courses provided by the Child Protection Support Service for Schools. When new staff, substitute teachers or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies.

17. Monitoring and Evaluation

The Child Protection team in All Children's will update the policy and procedures in the light of any further guidance and legislation as necessary and review it annually. The Board of Governors will also monitor Child Protection activity and the implementation of the Child Protection policy on a regular basis through the provision of reports from the Designated Teacher.

18. Related School Policies

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

- Pastoral Care
- Anti-bullying
- Promotion of Positive Behaviour
- Acceptable Use of the Internet/ E Safety Policy (including the display of images)
- Staff Code of Conduct
- Educational Visits
- Relationships and Sexuality Education

These policies are available to parents/guardians and any parent/guardian requiring a copy should visit the school website (see school information) or contact the School Principal.

Review of Policy

This policy will be reviewed annually and updated as necessary.

Appendix 1

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:

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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: <input type="checkbox"/>	No: <input type="checkbox"/>
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Date and time of report to the Designated Teacher:
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Written note from staff member placed pm pupil's Child Protection file If "No" state reason:	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
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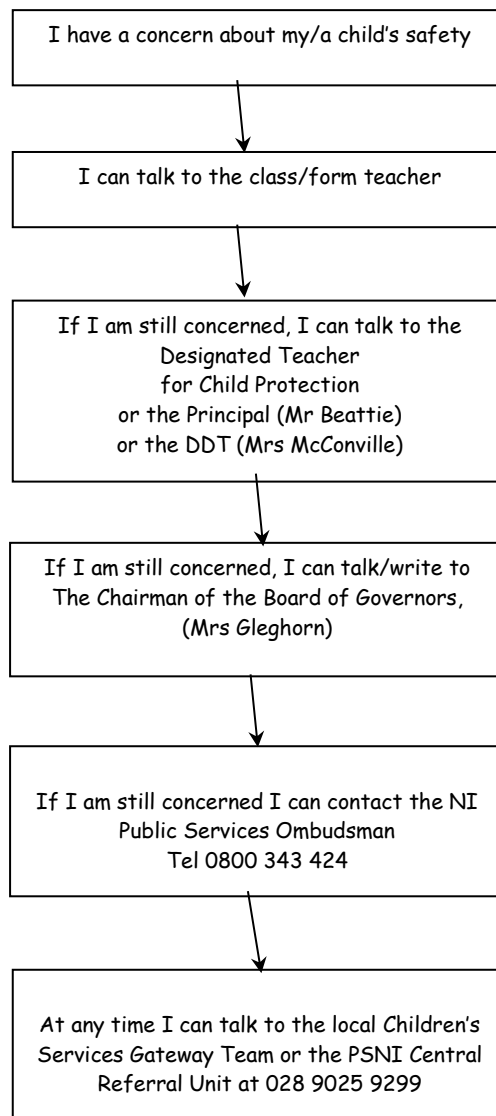
Name of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

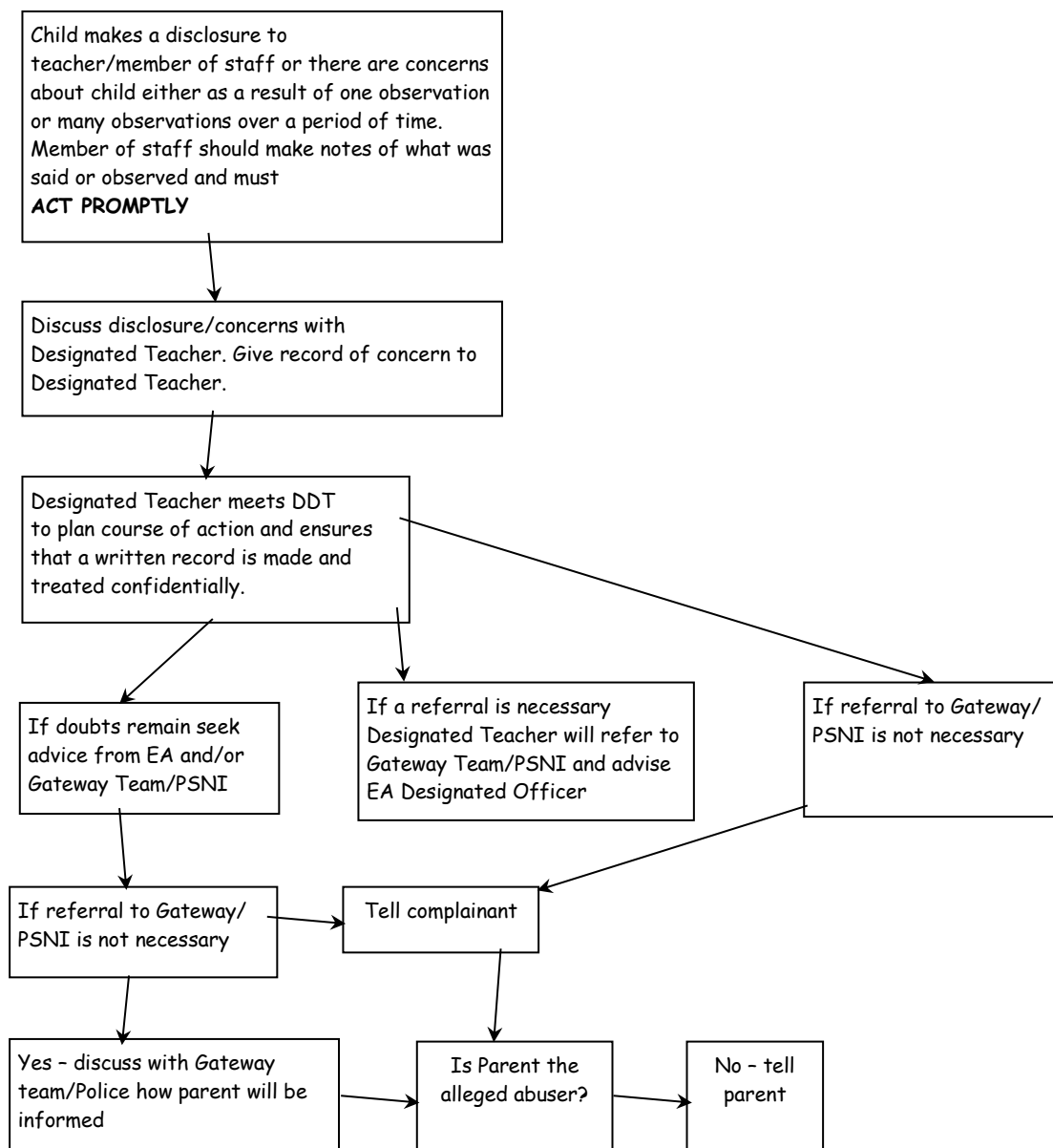
Appendix 2

How a Parent can make a Complaint



Appendix 3

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



Appendix 4

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

