

PASTORAL CARE: SAFEGUARDING & CHILD PROTECTION PROCEDURE

Donegall Road Primary School



Revised March 2016

SECTION A – Code of Conduct

In keeping with Donegall Road Primary School as a caring community we wish to see our children safe and happy and developing well as growing individuals. Pastoral care is, perhaps, at its most effective when it is all-pervasive and fully integrated into the school's daily routines, its curriculum and its extra-curricular activities. This approach has been adopted by the staff of Donegall Road Primary School.

The pupils will be encouraged to behave in a responsible manner, both to themselves and others, showing respect, courtesy and consideration at all times. They will also be encouraged to respect the views of others and to obey the rules which will be drawn up to ensure the good behaviour, safety and well-being of the pupils and the smooth running of the school.

Parents will be made aware of the school Safeguarding and Child Protection Policy and the fact that this may require cases to be referred to the investigation agencies in the interests of the child.

The school may provide guidance to parents, children and staff about obtaining suitable support.

Making a referral is a serious decision. Advice, information and guidance may be sought from the Principal, a senior member of staff or the class teacher. Advice and support are also available from: -

- Social Services
- NSPCC
- The Clinical Medical Officer
- The School Nurse
- Board Designated Officer
- Board Welfare Officer
- Board Psychologist
- PSNI Care Unit

Reporting To Board of Governors

It is the responsibility of the principal to report the number of pupils on the Child Protection register to the BOG **at each meeting**.

Training

Staff with responsibility for Safeguarding & Child Protection will receive appropriate up to date training and the Principal, Head of Foundation/ Key Stage 1 and Head of Key Stage 2 will ensure that appropriate training and support is provided to all staff on an annual basis.

The school will ensure that accurate records relating to individual children are kept in a secure place and marked 'Strictly Confidential'.

Checking adults in school

All adults wanting to work in school will be required to fill in a form and have it checked by the police for vetting before they start. In certain circumstances the Principal can agree to an adult working in school whilst their form is in the process of being checked, provided that they are supervised at all times by another adult who has been checked.

Non-Class Time Supervision

The morning playground period is supervised by at least two adults– children should not enter the playground until there is teacher supervision at 8:40 a.m.

Classroom assistants, supervisory assistants and the school caretaker supervise the lunchtime period. All assistants have been issued with a set of guidelines to ensure continuity in the standard of care and have had Safeguarding & Child Protection training.

Extended schools activities are supervised by staff who have been issued with a set of guidelines to ensure continuity in the standard of care and have had Safeguarding & Child Protection training.

Door Security System

When each school day begins, this system is put into operation. No entry into the main building can then be accessed without knowledge of the visitor's identity and purpose. Fire Safety doors are 'burst-out' doors, which are in keeping with restricting access for outside but allowing easy evacuation at times of emergency or drill.

Sickness or Injury

During school hours the class teacher, Principal or secretary will deal with sickness or injury. Parents or guardians will, if necessary, be contacted by telephone as soon as possible to arrange for the child to be further examined or taken home. Significant accidents are recorded on the appropriate pupil accident form and forwarded to the Board. Details of all first-aid administered by the teacher are also recorded.

Teachers have a 'Duty of Care', which they must consider above all else when a situation affects the welfare of the child.

There will be training of the use of Epipens for teachers.

Supervision on out-of -School Visits

This will be in the ratio of at least 1 adult to 8 pupils in Foundation and Key Stage 1 and a ratio of 1 adult to 10 pupils at Key Stage 2 on day trips. Pupils with an SEN statement will be assisted by their allocated Learning Assistant and are not included in this ratio. On school residential trips the ratio preferred will be at least 1 adult to 10 pupils.

Internet/Photograph permission slips

At the beginning of Primary 1, parents will be asked to sign permission slips for Internet access and photograph permission. Parents of pupils who enter the school throughout the year will also be asked to sign these forms.

List of relevant policies available for parents: -

- Pastoral Care/ Safeguarding & Child Protection
- Anti – Bullying Policy
- Good Behaviour Policy
- Drugs Policy
- Safe Handling & Use of Reasonable Force with Children Policy

As an integral part of the school's Pastoral Care and in recognition of the area Safeguarding & Child Protection Committees' Regional and Procedures guidance document (2005) and DENI guidelines, the following procedures have been passed by the Board of Governors in the best interest and for the protection of the enrolled children, their teachers and the staff in general.

Abuse

All staff should be aware of the signs of possible abuse and be aware of the procedures herein to be followed. Due to their day-to-day contact with children, all staff are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning patterns or development.

Categories of Abuse

Neglect: persistent or significant failure to protect child from exposure to danger, cold, starvation, to carry out aspects of care that result in impairment of child's health or development.

Signs: inadequate clothing, poor growth, hunger or deficient nutrition, burns and lacerations, excessive and persistent personal uncleanliness.

Physical: actual or likely deliberate physical injury of wilful or neglectful failure to prevent physical injury or suffering to a child.

Signs: bruises, lacerations, bite marks, burns, fractures, tufts of hair removed, torn clothing.

Sexual: actual or likely exploitation, involvement in sexual activities which they do not comprehend, to which they are unable to give informed consent or violate social taboos of family roles.

Signs: substantial behavioural change, precocity, withdrawal, inappropriate sexual behaviour.

Emotional: persistent or significant emotional ill-treatment or rejection resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child.

Signs: excessive dependence or attention seeking.

Note: We also recognise the impact on children of living in an abusive family setting. Pupils who are victims of abuse often display emotional or behavioural difficulties. Signs described above and others can do no more than indicate or give rise to concern; they are not in themselves proof that abuse has occurred.

SECTION B

In this procedure the **Teacher needs to:** -

- **RECEIVE** – get clarification by listening to the child’s story to confirm or allay concerns.
- **REASSURE** –ensure the child is reassured that he/she will be safe and their interests come first.
- **RESPOND** – only to ensure that the child is safe and secure
- **RECORD** – make proper notes of the discussion, recording time, place, who was present, details/sketches of physical injuries or details of behaviour giving concern.
- **REPORT** – report to the designated teacher as soon as possible -discussion notes should be passed on to designated teacher.

Any subsequent comments for child’s carers/parents about how injuries occurred should be written down and passed to designated teacher.

SECTION C

In this procedure the Teacher must **Avoid:** -

- Lack of tact in talking with the child.
- Interruptions during the initial listening/hearing from the child.
- Affecting the evidence by using leading questions.
- Imposing assumptions.
- Undressing the child to find evidence.
- Delay in telling the designated teacher.
- Delays in making and passing on their notes to the designated teacher.
- Promises of total confidentiality to the victim their carers/parents or others involved.
- Undertaking investigations beyond the initial clarifying enquiry or making extensive enquiries of other family members or carers.

SECTION D

Procedure for Referral: the **Teacher’s Role.**

- Supervisor, classroom assistant, ancillary staff member or another pupil informs the class teacher of signs observed in the child.
or
the child tells/shows the teacher
or
the teacher observes the signs.
- Teacher talks with the child using the controls of sections B & C to seek clarification to confirm concerns.

- Teacher records discussion and observations in essentially written and (if appropriate) sketch form.
- Teacher informs designated teacher: **Miss Greer**
(in absence of the designated teacher the deputy designated teacher is **Mrs Curran**)
or the Chairman of the Board of Governors **Mr K Smyth** if allegation is against designated teacher.

Teacher makes available discussion notes to designated teacher and any subsequent relevant information.

SECTION E

In this procedure the **Designated Teacher's Role**.

- Is to be approachable for all staff members in the operation of these procedures.
- To know the procedures of Safeguarding & Child Protection and be familiar with the relevant documentation.
- To know the referral procedure beyond school.
- To operate the school-based elements of referral procedure.
- To maintain documentation including a formal recording based on notes passed on from/ discussion with, the informing teacher and other involved agencies. All stages of an investigation are to be recorded and maintained by the designated teacher.
- To supply Safeguarding & Child Protection Conference Reports when required.
- To check on pupils, on the Safeguarding & Child Protection Register with regard to prolonged absence and pass to social services information on the same and changes in details of school registration.
- To inform the designated officers of the Board - Senior EWO as an essential part of a positive referral process.

(To be replaced by the Chairman of the Board of Governors Mr K. Smyth in the event of an allegation of abuse against the designated teacher.)

N.B.

- If appropriate the matter is reported to Social Services on the UNOCINI form (Understanding the Needs of Children in Northern Ireland)
- In accordance with Safeguarding & Child Protection Guidance- 'Regional policy and Procedures' Chapter 3 Ph.98 pt 5 'A parent/carer is told by the school that a referral has been made to Social Services unless the parent/carer is the subject of the allegation.'

Allegations involving school staff

If a child or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Principal.

The Principal will investigate the allegation itself, or take written or detailed statements, but they will assess whether it is necessary to refer to the local Social services team in accordance with the Safeguarding & Child Protection Education Welfare Officer, Head of the Education Welfare Service or a Senior Officer from the Social Services.

If the Principal decides that the allegation warrants further action through Safeguarding & Child Protection Procedures they must make a referral direct to the Social Services team. If the allegation constitutes a serious criminal offence it will be necessary to contact Social Services before informing the member of staff.

Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Principal. They should also make a record of the concerns including a note of anyone else who witnessed the incident or allegation.

If the concerns are about the Principal, the designated Board of Governor should be informed.

PROCEDURES

Appendix 1 summarises the procedures to be followed when the school has a concern or has received a report about possible abuse or neglect.

Appendix 2 summarises the procedures to be followed when a complaint is made about possible abuse or neglect by a member of the school staff.

Appendix 3 summarises how a parent can make a complaint

Appendix 4 a code of conduct for staff members

(Detailed procedures will be held by Principal/ Designated Teacher and Deputy Designated Teacher)

Parents wishing to register their concern about their child's welfare in school should take one of the following courses of action – the course chosen will depend on the nature of the complaint/concern.

A parent may:-

- Speak/write to the child's teacher
- Speak/ write to the Principal
- Write to the Chairman of the Board of Governors

All concerns will be followed up, and where appropriate, will be investigated under the School's Complaints Procedure.

A concern, suspicion or report of abuse or neglect by a member of the school staff

- Person making or receiving details of complaint should refer directly to Principal
- Principal may seek clarification if needed
- Principal/Designated Teacher will
 - Initiate the record of complaint
 - Consult with Board Designated Officer
 - Consult with Chairman of the Board of Governors
- In consultation with Chairperson of the Board of Governors, Principal will decide that the evidence is such that
 1. The accusation is unsubstantiated and there is no further action needed
 2. An immediate referral to social services or police if required
 3. Action should be taken under Disciplinary Procedure

A concern/suspicion or report of abuse or neglect by someone other than a member of staff

- Person receiving the complaint/ report should follow recommended guidelines when talking/ listening to a child disclosing information
- Report details to Designated Teacher/ Deputy Designated Teacher as soon as possible
- Consider immediate safeguarding of child if necessary
- Ensure a detailed record is kept
- Principal informed
- Principal/ Designated Teacher/ Deputy Designated Teacher decide if additional information is required
- If so, discretely consult with class teacher, informally advise social services, contact Board Designated Officer. Parents should be consulted as soon as possible (unless parent is implicated)

Principal decides.....

EITHER a referral is necessary

- Inform Social Services or Police
- Inform Board Designated Officer
- Inform parents/ guardians (unless implicated)

OR no referral is necessary

- Inform person making complaint or providing information
- Inform parents or guardians (unless implicated)
- Record details, including reasons for no referral in pupil file

Child Protection Information records

- Records for concerns which are not referred to Social Services are kept for 10 years after last entry on file.
- Records of Social Service investigations where outcome was unfounded or malicious should be kept for 10 years after last entry on file.
- Records of Social Service investigations where outcome was inconclusive, unsubstantiated or substantiated should be kept until the pupil is 30 years old.

Intervention

When responding to a child's distress or physical needs, maintaining the child's rights to privacy and being treated with dignity is essential. Any physical contact that could possibly be misconstrued by the pupil, parent or other adult should immediately be mentioned to the Designated Teacher or Deputy Designated Teacher.