

# Enniskillen Model Primary School

## Safeguarding and Child Protection Policy

With reference to our Pastoral Care, Digital Media and other related policies/guidance



( Spring 2022)  
Amended Spring 2024

Date of Next Review: \_\_\_\_\_

Signed:

\_\_\_\_\_  
(Chair of Board of Governors)

\_\_\_\_\_  
(Principal)

\_\_\_\_\_  
(Designated Teacher)

## **1. Child Protection Ethos:**

The Governors and Staff of **Enniskillen Model P.S.** have a responsibility for the pastoral care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities (and in which all our young people can learn and develop to their full potential). All teaching and non-teaching staff should be alert to the signs of possible abuse and should know the procedures to be followed. This policy sets out guidance on the action which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

## **2. Why do we need a Safeguarding and Child Protection Policy?**

### 2.1 It is a legal requirement

THE CHILDREN (NI) ORDER 1995 is the most comprehensive childcare legislation ever introduced to Northern Ireland. It outlines five key principles:

**Paramourncy**  
**Protection**  
**Partnership**  
**Parental Responsibilities**  
**Prevention**

The document 'Safeguarding and Child Protection in Schools' was issued in April 2017 by the Department of Education (DE) is the key guidance to date. The procedures highlighted in this policy are a summary of this document.

Education and Libraries (Northern Ireland) Order 2003 placed a **statutory duty** on Boards of Governors to:

- Safeguard and promote the welfare of pupils
- Have a written Safeguarding and Child Protection Policy
- Address the prevention of bullying in school discipline policies

### 2.2 Principles

The general principles, which underpin our work, are those set out in the U.N. Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Education and Libraries (N.I.) Order 2003 and the Department of Education (Northern Ireland) guidance, 'Pastoral Care in Schools - Child Protection' (DENI Circular 99/10), the Area Child Protection Committees' Regional Policy and Procedures (2005), Co-operating to Safeguard Children and Young People in Northern Ireland (2016), Safeguarding Board Act Northern Ireland (2011).

### 2.3 It supports our School Ethos

It is an integral part of our school ethos to engage in the 'Preventative Curriculum' by establishing and maintaining an environment where children feel secure, are encouraged to talk, are listened to and can develop the skills they need to stay safe from abuse. The delivery of Personal Development and Mutual Understanding (PDMU) across the entire curriculum provides opportunities to develop self-esteem, self-confidence, effective communication skills, be aware of their personal safety and to know that there are adults in the school whom they can approach if they are worried.

## 2.4 The following principles form the basis of our Safeguarding and Child Protection Policy

- It is a child's right to always feel safe, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident, the child's welfare must be paramount - this overrides all other considerations.

A proper balance must be struck between protecting children and respecting the rights and needs of parents and families but where there is conflict the child's interest must always come first.

See Appendix 8 extract from EA Child Protection Support Service -Essential Information for School Safeguarding Teams 2021

Every member of staff (including temporary/supply staff and volunteers) and the governing body must know the name of the designated member of staff responsible for safeguarding and child protection and their roles.

***The first step in recognising abuse is the ability to entertain the possibility of abuse taking place" S. Sgroi, 1982***

### **3. Other Relevant Policies:**

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

- **Pastoral Care**
- **Positive Behaviour and Anti- Bullying Policy**
- **Communication Technology (Including mobile phones and social networking websites – online safety)**
- **Use of Reasonable Force/Safe Handling**
- **Special Educational Needs**
- **Educational Visits**
- **Administration of Medicines**
- **Health and Safety Policy**
- **Relationships and Sexuality Education**
- **Intimate Care**
- **Attendance Policy**
- **Critical Incident Policy**
- **Values Charters (For Staff, parents and Pupils)**
- **Etc.**

These policies are available and anyone who requires a copy should contact the school office or visit the website: [www.enniskillenmodel.enniskillen.ni.sch.uk](http://www.enniskillenmodel.enniskillen.ni.sch.uk)

## **4.0 Responsibilities:**

### **4.1 The School Safeguarding Team**

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

- **Chair of the Board of Governors - Mr S Balmer**
- **Designated Governor for Safeguarding and Child Protection - Mrs M Hicks**
- **Principal - Mr W Glass**
- **Designated Teacher - Mrs A Keys**
- **Deputy Designated Teacher – Mr W Glass**  
**(Supported by SENCo- Mrs JA Nelson, ICT Coordinators Mr A Rainey and Mrs P Hurst)**

The main role of the team is to:

- Monitor and periodically audit the safeguarding and child protection arrangements in the school
- Identify any actions required to address audit findings or ETi inspection of its safeguarding and child protection arrangements
- Provide support for the Designated and Deputy Designated teachers in the exercise of their safeguarding and child protection responsibilities.
- Review policies and practice to enhance the wider preventative curriculum and ensure safe online and face to face practices and activities.

The roles and responsibilities of individual members of the Safeguarding Team are summarised in **Appendix 1**

### **4.2 The Board of Governors**

The Board of Governors as a body must ensure that the school fulfils its safeguarding responsibilities in keeping with current legislation and D.E. guidance including:

- ensuring that safeguarding/child protection/pastoral care is a standard item on the agenda of Board of Governors' meetings
- approving the school's Safeguarding and Child Protection policy at least once every 2 years
- ensuring that there is a time-tabled review (every 2/3 years) of all other safeguarding policies and that they are presented to the governors for approval
- receiving annual safeguarding and child protection reports.
- ensuring there is a staff code of conduct for all adults working in the school
- attend relevant child protection/safeguarding training for governors

### **4.3 School Staff**

Teachers, classroom assistants and other support staff in school see children daily over long periods and can notice physical, behavioural and emotional indicators - a child may choose to disclose to them allegations of abuse.

Members of staff **must** refer concerns or disclosures to the Designated/Deputy Teacher for Safeguarding and Child Protection/Principal. In addition, class teachers should also keep the Designated Teacher informed in writing or verbally about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to

their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse.

The pro-forma used for reporting a concern or disclosure is included at **Appendix 5**

If a member of staff does not feel their concerns are being taken seriously, or action to safeguard the child is not being taken seriously by professionals and the child is considered to be at risk of continuing harm, then they should speak to the Designated Teacher for Safeguarding and Child Protection, Principal, Education Authority Designated Officer for Child Protection or to Social Services.

#### **4.4 Parents**

Parents can play their part in safeguarding by:

- telephoning the school on the morning of their child's absence or sending in a note on the child's return to school, so as the school is reassured as to the child's well-being.
- making requests to the school in advance for permission to allow their child to attend medical or other appointment (including providing details of any arrangements for the collection of the child).
- informing the school whenever anyone, other than themselves, intends to pick up the child after school;(primary schools only)
- familiarising themselves with the schools safeguarding policies e.g. Anti-Bullying, Positive Behaviour, Internet/Online Safety and Safeguarding and Child Protection policies.
- reporting to the school office when they visit the school.
- sharing any concerns, they may have in relation to their child with the school



## **5. Definition of Harm:**

*Co-operating to Safeguard Children and young People in Northern Ireland August 2017)*

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

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

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

Harm can be caused by:

**Sexual abuse**  
**Emotional abuse**  
**Physical abuse**  
**Neglect**  
**Exploitation**

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

### **Signs and Symptoms of Abuse See Appendix**

The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

The main types of abuse as well as their physical and behavioural indicators are included in **Appendix 3 or by clicking on**

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

### **Specific Types of Abuse**

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

### **Children with Increased Vulnerabilities**

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

## **6. Dealing with Disclosures of Abuse:**

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

**Receive** – listen to what the child says, without displaying shock or disbelief. Accept what is said, making brief cursory notes. These notes should be retained.

**Reassure**- ensure the child is reassured that he/she will be safe and his/her interests will come first. **No promise of confidentiality can or should be made to a child or anyone else giving information about possible abuse.**

**Respond** - respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter. Use open questions e.g. anything else to tell me? Do not interrogate or ask leading questions as this may invalidate your evidence (and the child's) in any later court proceedings. Do not criticise the perpetrator - the child may love this person and reconciliation may be possible. Explain what you have to do next and to whom you may have to talk to.

**Record** - make notes at the time and write these up as soon as possible afterwards. Note the time, date, place, people present as well as what *is seen and* said. Record key phrases/words used, noticeable non-verbal behaviour and any physical injuries. Under no circumstances should a child be photographed or a child's clothing removed. Do not destroy original notes.

**Report**- refer the matter to the Designated Teacher. Respect confidentiality i.e. the matter should only be discussed on a need-to-know basis.

## **7. Procedures for Reporting Suspected or Disclosed Child Abuse:**

### **7.1 How a Parent can make a Complaint**

We aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern, they can talk to the class teacher, the Designated or Deputy Designated teachers for safeguarding and child protection or the Principal. If they are still concerned, they may talk to the Chair of the Board of Governors. At any time, a parent may talk to a social worker in the local Gateway Team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flow chart in **Appendix 5**.

### **7.2 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**

If a child makes a disclosure to a teacher or other member of staff which gives rise to concern about possible abuse or if a member of staff has concerns about a child, the member of staff must act promptly. **He/she should not investigate** - this is a matter for Social Services - but should report these concerns immediately to the Designated Teacher, discuss the matter with her and make full notes.

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 for filing. The person who reports the incident must treat the matter in confidence.

The Designated/Deputy Designated teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. He/she will discuss the matter with the Principal and may also seek advice or clarification from the Education Authority Designated Officer for Child Protection or from Social Services (Gateway Team). Where it is evident that a young person has been or is at risk of being abused and/or a criminal offence may have been committed then the school must make a referral.

Referrals to Social Services will be made by telephone in the first instance and within 24 hours will be followed by the completion of a UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form. If a referral is made a copy of the UNOCINI referral form should be sent to the Education Authority Designated Officer for Child Protection. A copy of the UNOCINI form will be placed in the school's safeguarding and child protection file.

This procedure with names and contact numbers is shown in **Appendix 6**.



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

When a complaint about possible child abuse is made against a member of staff the Principal (or the Designated Teacher if the Principal is not available) must be informed immediately. If the complaint is against the Principal, then the Designated teacher should be informed, and he/she will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the Employing Authority. The procedure as outlined in **Appendix 7** will be followed in keeping with current Department of Education guidance (DE Circular 2015/13).

Once the procedure has been followed the DT/DDT and Principal self-monitor their steps using **Appendix 8**

**A record of current social workers and recent contacts is kept online in an encrypted folder as a 'live' document.**

### **8. Attendance at Safeguarding and Child Protection Case Conferences and Other Social Services Meetings:**

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences, core group or family support planning 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 their child protection plan.

### **9. Consent from Pupils and Parents:**

Prior to making a referral to Social Services the consent of the parent/carers and/or the young person (if they are competent to give this) will normally be sought. The exception to this is when to seek such consent would put that child, young person or others at increased risk of significant harm or an adult at risk of serious harm, or it would undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation.

In circumstances where the consent of the parent/carer and/or the young person has been sought and is withheld we will consider and where possible respect their wishes. However, our primary consideration must be the safety and welfare of the child and we will make a referral in cases where consent is withheld if we believe based on the information available that it is in the best interests of the child/young person to do so.

### **10. Confidentiality and Information Sharing:**

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis. Should a child transfer to another school amidst current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

### **11. Record Keeping:**

All child safeguarding and protection records, information and confidential notes are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with D.E. policy on the disposal of safeguarding and child protection records these records will be stored until the child is 30 years old.

### **12. Safeguarding in the Curriculum:**

The school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's personal development programme and is also addressed where it arises within the context of areas of study. All pupils are familiar with the whole school Code of Conduct from P1-P7 which is:

**In Enniskillen Model School.....**

- **We work hard and always try our best.**
- **We respect the feelings, bodies and property of ourselves and others.**
- **We make wise choices and are responsible for our actions.**
- **We move safely around the school.**

### **13. Vetting Procedures:**

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

### **14. Code of Conduct for all Staff Paid or Unpaid:**

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach.

All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers plus the Safeguarding Code - included as **Appendix 2** to this policy.

### **15. Digital Dangers:**

All staff and pupils must be aware of the dangers of misuse of digital media including cameras, phones, Tablets, Webcams, etc. The school's Communication and Digital Media policy outlines procedures and guidelines for these and the use of confidential information to ensure Data Protection protocols are held to the highest standard.

Key guidance includes-

- No pupils are permitted to have or use mobile phones in school (where a child has parental permission due to staying overnight with a relative/shared parenting etc. a note may be written to the teacher to explain why the mobile phone is in school and will be held by the teacher securely until the end of school)
- All staff are asked to keep use of personal phones limited to non-contact times, except when using to communicate school business e.g. the safe arrival of a group out on a trip etc.
- No member of staff is permitted to use a personal phone or tablet to take pictures of pupils, school camera/ipads are available and digital photos should be moved onto the class laptop/PC as soon as possible.
- Pupils are given support as to the use of social media and no member of staff should be 'friends' with a pupil on social media.
- Issues of abuse recorded or reported using social media outside of school hours must be dealt with on a case-by-case basis however parents are informed of age-appropriate access to social media and the consequences of misuse.
- Passing on indecent images etc. will be dealt with by informing the relevant authorities. The school will not investigate such matters if occurring outside school contact times.
- Arrangements for school trips etc are documented and parents asked to sign written agreements. Use of any digital console/tablet /phone etc. with 4G internet access is strictly prohibited on school trips and end of term.

## **16. Staff Training:**

When new staff or volunteers start at the school they are briefed on the school's Safeguarding and Child Protection policy and Code of Conduct (Appendix 2) and given copies of these policies. All staff will receive basic safeguarding and child protection awareness training every **three** years with refresher training/ updates given annually. All key policies are on the Shared Resources folder in the school computer system and on display in the staffroom. The Principal, Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend safeguarding and child protection training courses specific to their roles which is provided by the Education Authority's Child Protection Support Service for Schools.

Staff may access training face to face or remotely

All staff have access to the Safer Schools App from early 2022

Policy updates are communicated to staff via email/ meetings and can be accessed documents – *Shared Resources – Staff central Resource Library- Safeguarding – Policies* or on the school website.

## **17. Monitoring and Evaluation:**

Our policy will be reviewed annually by the Designated Teacher for Child Protection and Safeguarding Team, to ensure changes in guidance are recognised and applied. The policy is discussed annually by the Board of Governors and reviewed and signed every three years for dissemination to parents, pupils and staff. It will be implemented through the school's staff induction and training programme and as part of day-to-day practice. Compliance with the policy will be monitored on an on-going basis by the Designated Teacher for Child Protection and periodically by the school's Safeguarding Team. The summary booklet for parents will be reviewed and distributed annually.

## **18. The Preventative Curriculum:**

In the classroom, regular Circle Time sessions are used as a means of encouraging children to raise social and emotional concerns in a safe environment and to build self-confidence, respect and sensitivity among classmates.

The school Code of Conduct is promoted regularly in assemblies, as are other safeguarding issues such as road and internet safety.

Throughout the school year safeguarding and child protection issues are addressed through class assemblies and there is a **permanent child protection notice board in the main foyer – displaying names (and photographs) of key personnel and contact procedures. There is also duplicate/ other relevant information displayed around the school**, which provides advice and child helpline numbers etc.

A flow diagram of how a parent may make a complaint is also on display.

An enlarged flow diagram for a teacher allegation is in the staff room.

Some of our initiatives which address safeguarding and child protection issues include:

- NSPCC visits to school which provide information on a range of safeguarding and child protection issues through Assemblies, talks, role-plays, puppet shows and resources.
- P1-P7 Use NSPCC online Teaching resources unit 1-3 each school year.
- P1 –P2 use NSPCC PANTS materials to explore safe touches and personal safety.
- Road Safety, Farm Safety and Water Safety talks etc. (topics link to WAU topics).
- P3-P4-
- P5 pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety and Action Mental Health workshops.

- P6 engage in Wellness related activities e.g. SU Fist Pump 5, Action mental Health workshops etc.
- Each year P7 access support from PSNI, (online safety) Action Mental Health and FIND Centre (Drugs and alcohol education)
- Internet safety talks for various are provided by the PSNI/other agencies/staff.
- P7 transition programme deals with self-esteem, personal safety and moving to post –primary level education pupils participate in the “Moving on’ programme with SUNI.
- Personal Safety/Keep Safe activities delivered in various classes within the NI Curriculum (relating to PDMU topics)

**This list not exclusive/exhaustive**

## Appendix 1.

### The School Safeguarding Team Roles & Responsibilities

#### 1. Chair of the Board of Governors

The Chair of the Board of Governors is responsible for:

- Ensuring that a Child Protection policy is in place and that a safeguarding ethos is maintained in the school
- Ensuring that a Designated Governor for Child Protection is appointed
- Ensuring that Governors receive relevant training in Child Protection and Recruitment and Selection
- Assuming lead responsibility in the management of a complaint/allegation against the School Principal.
- Ensure that the Board of Governors receive regular updates in relation to child protection activity including a full written annual report

#### 2. Designated Governor for Child Protection.

The Designated Governor is responsible for advising the Governors on matters related to child protection including the child protection policy, reports to Governors, the recruitment, selection and vetting of staff and the role of the Designated teacher.

#### 3. Principal

The Principal is responsible for:

- Ensuring that all relevant DENI guidance in relation to child protection and safeguarding is implemented within the school
- Enabling the Board of Governors fulfil their Child Protection duties by keeping them informed of any changes to guidance, procedure or legislation relating to child protection and ensuring the inclusion of child protection activities on their agenda
- Maintaining and securely storing the *School Record of Child Abuse Complaints* and to make it available at least annually to the Board of Governors.
- The appointment of suitable staff to posts (teaching and non-teaching) within the school and the appointment of suitable teaching staff to the roles of Designated and Deputy Teacher for Child Protection
- Ensuring that parents and pupils receive a copy of the Child Protection Policy and Complaints Procedures every 2 years.
- Managing child protection concerns relating to staff.

#### 4. Designated and Deputy Designated Teacher for Child Protection

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

- Providing child protection training for all teaching and non-teaching staff (whole school training) to be delivered a minimum of once every two years
- Taking lead responsibility for the development and annual review of the school's child protection policy
- Promoting a child protection ethos in the school
- Acting as a point of contact for staff (and parents) in relation to child abuse concerns
- Liaison with the Principal and Education Authority's Designated Officers for Child Protection in cases of suspected Child Abuse
- Making referrals to other agencies, with the Principal's knowledge
- Maintaining and securely storing appropriate child protection records
- Attending child protection case conferences and other relevant case planning meetings where appropriate and practicable
- Providing an annual report to the Governors on child protection activity

The Deputy Designated Teacher will deputise for them in their absence.

## Appendix 2.

### A Safeguarding Code of Conduct for Staff & Volunteers

#### Introduction

This Code of Conduct is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct. It is built on the premise that staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. However, it is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff.

#### 9.1 Private meetings with pupils.

- a. Staff should be aware of the possible misconceptions or potential risks which may arise from private interviews with individual pupils. It is recognised that in the normal course of school life there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- b. Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. While it may be appropriate to use a sign indicating that the room is in use it is not advisable to use signs prohibiting entry to the room.
- c. If a member of staff has concerns that a private interview with a pupil may be misinterpreted or may give rise to concern, he or she should ensure that another adult (or if this is not possible another pupil) is present or near by.
- d. Staff should be mindful of the potential risks involved in the use of social networking sites accessed by pupils.

#### 9.2 Physical contact with pupils.

- a. As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- b. It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. A distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- c. Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- d. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- e. Staff who need to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.
- f. Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- g. Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the Vice-Principal (Pastoral).
- h. Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

#### 9.3 Choice and Use of Teaching Material

- a. Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- b. When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised.
- c. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

#### 9.4 Relationships and Attitudes

Staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

#### **9.5 E-Safety and Internet Use**

- a. Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be always given to the schools' E-Safety and ICT Acceptable Use Policy.
- b. Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.
- c. Staff should exercise caution in their use of all social media or any other web-based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others.
- d. Contact with students should only made via the use of school email accounts or telephone equipment when appropriate.
- e. Photographs/stills or video footage of students should only be taken using school equipment, for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored in accordance with the schools' procedures on school equipment.

**This code of conduct supports the general code of Conduct for all staff and the guidelines given for staff in relation to Intimate Care.**

#### **Conclusion:**

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur. It is therefore important that staff exercise judgement and seek advice if unsure about a situation.

From time to time, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions.

## Appendix 2B

### **A Code of Conduct for Staff Working in Enniskillen Model Primary School**

#### **INTRODUCTION**

All staff in this school have a personalised Job Description outlining roles and responsibilities within the school. In addition, they are asked to comply with policies and practice which will both enhance their professionalism and protect them personally.

This Code of Conduct is designed to give clear guidance on the standards of behaviour all staff in this school are expected to observe; the Principal/SMT will periodically notify staff of this code and the expectations therein.

School staff are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils/students within this school. As a member of this school community, each has individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

*This Code of Conduct applies to all staff who are currently working in the school, including the Principal.*

#### **THIS CODE HELPS ALL STAFF TO UNDERSTAND WHAT BEHAVIOUR IS AND IS NOT ACCEPTABLE IN RELATION TO....**

##### **a. SAFEGUARDING PUPILS See Appendix 2 Safeguarding and Child Protection Policy**

Staff must,

- Take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.
- Be aware that the duty to safeguard pupils/students includes the duty to report concerns about the safety or welfare of a pupil/colleague to the school's Designated Teacher (DT) for Child Protection. Staff must not contact outside agencies/home but must refer concerns to the DT/Principal and if relevant SENCO. Names of the DT and DDT are on display around the school and they make up the Safeguarding Team along with the Principal and Designated Governor Mrs M Hicks.
- Have read the school's Child Protection Policy, have seen the DVD produced by DE and avail of training provided by the DT or other agencies.
- Never promise a pupil/student that they will not act on information that they are told by the pupil.
- Comply with the Entering and Exiting Policy and ensure pupils are accounted for and signed in /out where relevant.
- Comply with fire drills and ensure they are familiar with the Fire Safety policy.
- Report any hazards/ breakages/water leaks etc. to the caretaker /Principal immediately and ensure the working environment is kept tidy and free from obstruction/ dangers.
- Protect themselves by ensuring they do not work alone with a pupil unless in a public place/ room with a window/door glass or are following Intimate Care procedures.
- Seek help if in a threatening situation involving a pupil or visitor.
- Be familiar with procedures entailed in the schools Critical Incident Policy.
- Ensure they have personal copies of the school's Positive Behaviour and Anti-Bullying Policy and Communication and Social Media Policy and be familiar with these documents. \*
- Have access to the school's Values Charter, and in turn respect each other, parents/carers and pupils and not deliberately demean or undermine pupils, their parents/ carers, or colleagues.
- Wear gloves /aprons etc. if necessary, to reduce risk of infection/ contact with blood.
- Work within the appropriate guidance/mitigations for COVID 19 at the time.
- Have access to the First Aid policy and be familiar with the practice and protocols within – the First Aid Supervisor is the primary point of contact in emergencies- the Principal must be informed of any injuries /serious illness.
- Ensure nails and hair are clean and not compromise hygiene protocols when preparing food etc.

##### **b. PUPIL DEVELOPMENT**

Staff must,

- Comply with school policies and procedures that support the well-being and development of pupils e.g. this school is following guidance in preparation for becoming a Rights Respecting School and has Green Flag status as an Eco School- staff support is key to these successes.
- Comply with curricular policies supporting creative, expressive, and physical and spiritual development of pupils as outlined in the school's Vision and Aims.
- Co-operate and collaborate with colleagues and with external agencies, where necessary, and attend appropriate and relevant training provided to support the development of pupils.

##### **c. SETTING AN EXAMPLE IN THE WORKPLACE**

#### **Standards of Behaviour**

Staff must,

- Demonstrate high standards of conduct in order to encourage pupils to do the same.
- Avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- Set a good example of Health and Safety practice e.g. Avoid taking risks climbing /lifting – use appropriate stool steps provided - have another member of staff present if using the step ladder-ask for assistance etc.
- Avoid using inappropriate or offensive language at all times even if provoked by an inappropriate pupil or parental response.
- Maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
- Not accept payments /bribes parents or associates of the school. Inappropriate financial incentives must be declared to the Principal. (with the exception of gifts from pupils/ parents e.g. at end of term.)
- Not give personal gifts to individual pupils as this could be misinterpreted as grooming. (End of term gifts, rewards and prizes are acceptable.)

#### **Time Keeping**



Staff must,

- Be punctual in attendance, during school (for duties and to receive their class) and when attending afterschool activities /meetings.
- Work within the Directed Time/contractual hours as outlined in their Job Description.
- Respect protocol in applying for additional leave or attending appointments.
- Inform the Principal (or Key Stage coordinator if unavailable) if late, unwell or if unable to fulfil any duties in an emergency so that alternative arrangements may be put in place to satisfy pupil safety and provision.
- Ensure duties are swapped/covered in the case of planned absences.

#### Dress Code

Staff are asked to,

- Take a common-sense approach regarding glasses/jewellery or other expensive items and be mindful of the potential for damage/loss which may arise as a result of their duties.
- Wear clothing which is professional, smart/casual and is clean and tidy – avoiding revealing/low-cut styles, clothing with potentially offensive or culturally insensitive slogans or graphics, blue denim jeans, ripped trousers, crop tops or miniskirts/shorts (just above knee length is acceptable)-

*NB- this is not an exhaustive list and denim jeans, sportswear etc. may be worn for non –uniform days, trips/ end of term/sporting activities.)*

- Avoid risk of injury by not wearing excessively high heels/flimsy footwear, loose hanging clothing etc.
- Keep large tattoos covered (or those which may be deemed offensive.)
- Keep jewellery and piercings to a minimum.
- Avoid excessive hair styles/colours.
- Wear a shirt and tie (if male) – apart from trips/ end of term/sporting activities.
- Only wear hats/baseball caps outdoors.
- Dress appropriately for outdoor duties.

*Jewellery/head covering etc. for a religious reason will be addressed on an individual basis.*

#### Confidentiality

- Not reveal confidential information about colleagues, pupils or their parents or carers except to those colleagues who have a professional role in relation to the above.
- Report concerns in accordance with protocol e.g. if they witness actions by staff or pupils which need to be kept confidential.
- Not discuss pupil/staff issues outside the school, including with the pupil's parent/carers, nor with colleagues in the school except with a senior member of staff with the appropriate authority to deal with the matter.
- Not discuss confidential matters in public areas, in earshot of pupils, visitors or parents.
- Not leave electronic or written data/reports in public view and use appropriate password protection. (As outlined in the Communication and Social Networking Policy.)
- Be familiar with the policy on Whistleblowing Procedures.

#### **d. CONDUCT OUTSIDE WORK**

Staff must

- Not engage in conduct outside work which could seriously damage the reputation and standing of the school or their own reputation or the reputation of other members of the school community, e.g. engage in criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct.
- Exercise caution when using information technology and social network sites and be aware of the risks to themselves and the danger of bringing themselves or the school community into disrepute.\*
- Not undertake work outside school that conflicts with the interests of the school or which may contravene the working time regulations/ affect an individual's work performance.

Staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action.

**Staff are aware of this policy and an electronic copy is available on Shared Resources. Additional issues are addressed in Health and Safety Policy School Visits Policy, Risk Assessment procedures and a range of additional Pastoral Policies ratified by the Board of Governors. This policy will be subject to review and amendment annually.**

## Appendix 3

### Types of Abuse and Physical/Behavioural Indicators

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

Physical Indicators	Behavioural Indicators
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.	Tired or listless (falls asleep in class). steals food. compulsive eating. begging from class friends. withdrawn. lacks concentration. misses school medicals. reports that there is no carer is at home. low self-esteem. persistent non-attendance at school. exposure to violence including unsuitable videos.

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

Physical Indicators	Behavioural Indicators
Unexplained bruises – in various stages of healing grip marks on arms. slap marks. human bite marks. welts. bald spots. unexplained/untreated burns; especially cigarette burns (glove like). unexplained fractures. lacerations or abrasions. untreated injuries. bruising on both sides of the ear – symmetrical bruising should be treated with suspicion. injuries occurring in a time pattern e.g. every Monday	Self-destructive tendencies. aggression 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. coming to school early or staying last as if afraid to be at home. clothing inappropriate to weather – to hide part of body. violent themes in artwork or stories

**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 child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers. **(Co- operating to Safeguard Children and Young People in Northern Ireland 2016)**

Physical Indicators	Behavioural Indicators
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).	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.

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

Physical Indicators	Behavioural Indicators
bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs. bruises or bleeding in genital or anal areas. torn, stained or bloody underclothes. chronic ailments such as recurrent abdominal pains or headaches. difficulty in walking or sitting. frequent urinary infections. avoidance of lessons especially PE, games, showers. unexplained pregnancies where the identity of the father is vague. anorexia/gross over-eating.	What the child tells you. Withdrawn. chronic depression. excessive sexual precociousness; seductiveness. children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal. over concerned for siblings. poor self-esteem. self-devaluation. lack of confidence. peer problems. lack of involvement. massive weight change. suicide attempts (especially adolescents); hysterical/angry outbursts. lack of emotional control. sudden school difficulties e.g. deterioration in schoolwork or behaviour. inappropriate sex play. repeated attempts to run away from home, unusual or bizarre sexual themes in children's artwork or stories. vulnerability to sexual and emotional exploitation. promiscuity. exposure to pornographic material

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

Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse **(Co- operating To Safeguard Children and Young People in Northern Ireland 2016)**

## Appendix 4A Specific Types of Abuse

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

Adults may misuse online settings e.g. chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children and young people or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared. Those working or volunteering with children or young people should be alert to signs that may indicate grooming and take early action in line with their child protection and safeguarding policies and procedures to enable preventative action to be taken, if possible, before harm occurs. Practitioners should be aware that those involved in grooming may themselves be children or young people and be acting under the coercion or influence of adults. Such young people must be considered victims of those holding power over them. Careful consideration should always be given to any punitive approach or 'criminalising' young people who may, themselves, still be victims and/or acting under duress, control, threat, the fear of, or actual violence. In consultation with the PSNI and where necessary the PPS, HSC professionals must consider whether children used to groom others should be considered a child in need or requiring protection from significant harm

If the staff in **Enniskillen Model PS** become aware of signs that may indicate grooming, they will take early action and follow the school's child protection policies and procedures. The HSCT and PSNI should be involved as early as possible to ensure any evidence that may assist prosecution is not lost and to enable a disruption plan to reduce the victim's contact with the perpetrator(s) and reduce the perpetrator(s) control over the victim to be put in place without delay.

**Child sexual exploitation (CSE)** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017).

Any child under the age of eighteen, male or female, can be a victim of CSE. Although younger children can experience CSE, the average age at which concerns are first identified is 12-15 years of age. Sixteen and seventeen year olds, although legally able to consent to sexual activity can also be sexually exploited.

CSE can be perpetrated by adults or by young people's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males. While children in care are known to experience disproportionate risk of CSE, **the majority of CSE victims are living at home.**

### Statutory Responsibilities

CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring will follow the school's child protection policy and procedures, including reporting to the appropriate agencies.

## **Domestic and Sexual Violence and Abuse**

The Stopping Domestic and Sexual Violence and Abuse in Northern Ireland: A Seven Year 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.

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

**Female Genital Mutilation (FGM)** is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in our school policy. Where there is a concern that a child or young person may be at immediate risk of FGM this should be reported to the PSNI without delay. Contact can be made directly to the Sexual Referral Unit (based within the Public Protection Unit) at 028 9025 9299. Where there is a concern that a child or young person may be at risk of FGM, referral should be made to the relevant HSCT Gateway Team.

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

## **Children Who Display Harmful Sexualised Behaviour**

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

It 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 centred.

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

Circular 2016/05 to address concerns about harmful sexualised behaviour displayed by children and young people.

### **What is Harmful Sexualised Behaviour?**

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

- There is no informed consent by the victim; and/or
- The perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim
- Harmful sexualised behaviour can include: Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

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

Harmful sexualised behaviour will always require intervention and we will follow the procedures in the child protection policy and seek support from the EA CPSS.

**See 'Children Who Display Harmful Sexual Behaviour'** Circular Number: 2022/02

Date of Issue: 22 February 2022

(This replaces DE Circular 2016/05.)

### **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.

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

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

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

### **1/Sexting between Individuals**

Pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18. The issue may be addressed incidentally and thorough Internet safety/ awareness talks/workshops e.g. led by PSNI or using '**Safer Schools**' resources as appropriate to UKS2 pupils

### **2/Sharing an Inappropriate Image with an Intent to Cause Distress**

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

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

## **Appendix 4B**

### **Children with Increased Vulnerabilities**

- **Children with a Disability**

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

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

- **Children with Limited Fluency in English**

Children whose first language is not English/Newcomer pupils should be given the opportunity to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred. DTs and other relevant school staff should seek advice and support from the EA's Intercultural Education Service if necessary. All schools should create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

- **Pre-School Provision**

Many of the issues in the preceding paragraphs will be relevant to our young children who may have limited communication skills. In addition to the above, staff will follow our Intimate Care policy and procedures in consultation with the child's parent[s]/carer[s]. Teachers, nursery assistants and other adults will come into contact with children while helping them with toileting, washing and changing their clothing. Staff in pre-school settings should consider whether the Code of Conduct meets the needs of their particular responsibilities and should make clear the boundaries of appropriate physical contact, and their Code to staff and parents.

- **Gender Identity Issues and Sexual Orientation**

Schools should strive to provide a happy environment where all young people feel safe and secure. All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity, and not to be treated any less favourably due to their actual or perceived sexual orientation. This school has a Relationships and Sexuality Education (RSE) Policy and develops these themes within the curriculum and covers issues relating to relationships and sexuality, including those affecting LGB&T children.

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

- **Work Experience, School Trips and Educational Visits**

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





**Appendix 6**

Enniskillen Model Primary School's

Record for Case Conference, Report for Social worker etc.

**Enniskillen Model PS – SAFEGUARDING AND CHILD PROTECTION**

Report to Gateway/ Family Support /Core groups /Case Conference etc

Pupils name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Year Group \_\_\_\_\_

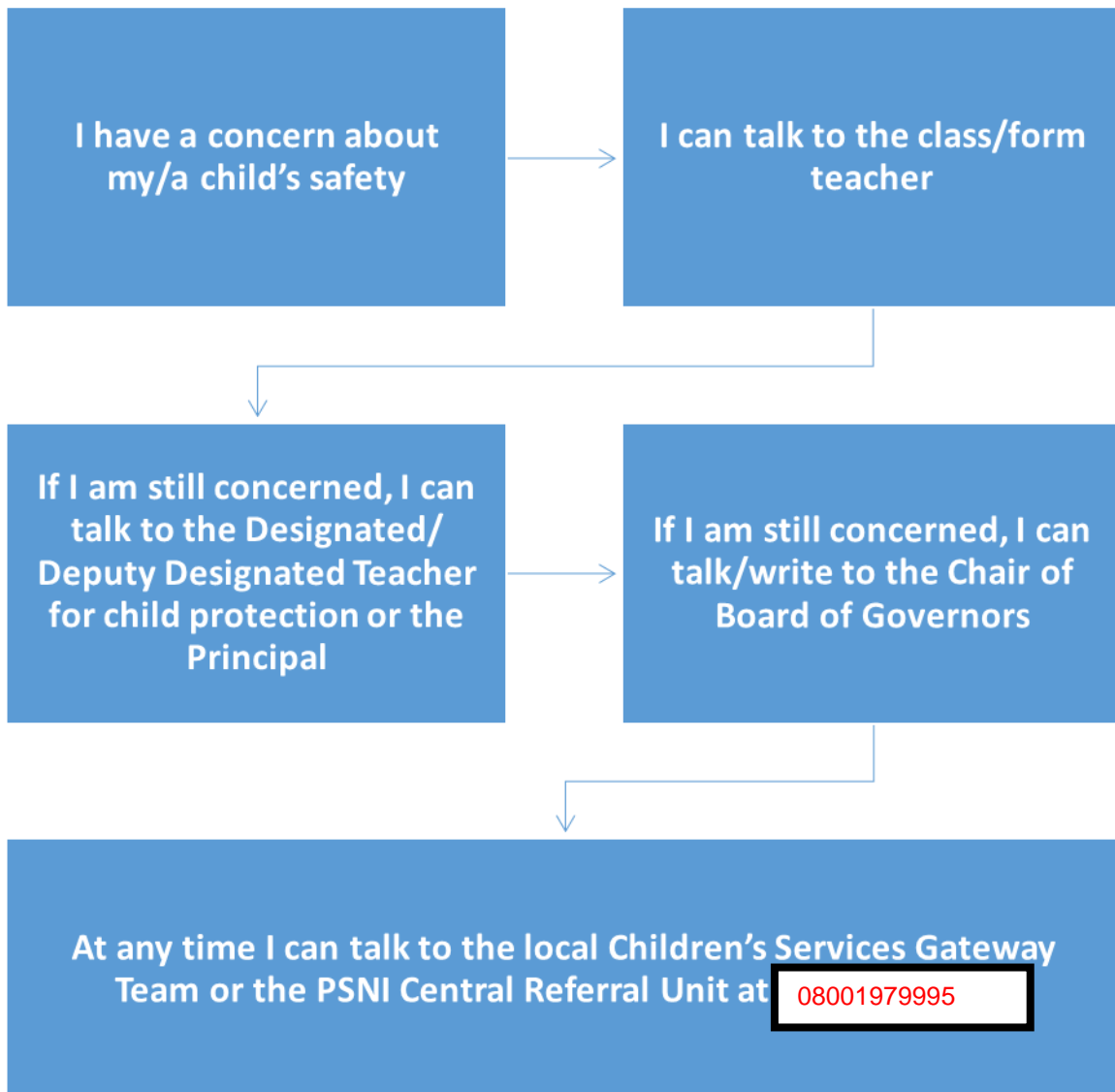
Attendance in current school year: \_\_\_\_\_ days out of possible \_\_\_\_\_ days.

<b>Educational performance/ Participation in teaching/learning activities:</b>
<b>Presentation of work, including homework:</b>
<b>Behaviour in class:</b>
<b>Relationships with other children:</b>
<b>Relationships with teachers/other adults in school:</b>
<b>Relationships with family (if relevant/known):</b>
<b>School's contacts with home (e.g. telephone calls):</b>
<b>General Remarks: (e.g. personal appearance, readiness/preparation for learning):</b>

Signed on behalf of School: \_\_\_\_\_  
(Designated Teacher)

## APPENDIX 7

### Procedure for Parents who wish to raise a Child Protection Concern



If you have escalated your concern as set out in the above flowchart, and are of the view that it has not been addressed satisfactorily, you may revert to the school's complaints policy. This policy should culminate in the option for you to contact the NI Public Services Ombudsman (NIPSO) who has the legislative power to investigate your complaint.

If a parent has a concern about a child's safety or suspect child abuse within the local community, it should be brought directly to the attention of the Children's Services Gateway Team. [02871314090](tel:02871314090)

## SAFEGUARDING CHECKLIST -

NAME OF SCHOOL:

NAME OF PUPIL:

### PROCEDURE:

#### SAFEGUARDING: Recording, Retaining and Sharing Safeguarding Concerns in School with Other Agencies

TASKS:	BY WHOM	COMPLETED
(1) Safeguarding concern recorded on note of concern by member of staff, ensuring it is signed and dated.	Staff Member	Yes <input type="checkbox"/> No <input type="checkbox"/>
(2) Information passed to the Designated or Deputy Designated Teacher.	Staff Member	Yes <input type="checkbox"/> No <input type="checkbox"/>
(3) Designated or Deputy Designated Teacher timetable/duty/meetings covered, if required, to allow focus on concern.	Principal	Yes <input type="checkbox"/> No <input type="checkbox"/>
(4) Designated or Deputy Designated Teacher speaks with child, if appropriate.	DT/DDT	Yes <input type="checkbox"/> No <input type="checkbox"/>
(5) Professional reflection discussion with Designated or Deputy Designated Teacher with Principal and actions agreed, if possible without delay.	DT/DDT/Principal	Yes <input type="checkbox"/> No <input type="checkbox"/>
(6) Designated/ Deputy Designated Teacher or Principal makes call to parent/carer, if appropriate.	DT/DDT/Principal	Yes <input type="checkbox"/> No <input type="checkbox"/>
(7) Designated/ Deputy Designated Teacher and or Principal contacts CPSS as necessary ( <b>this call can be made at any stage in the process</b> )	DT/DDT/Principal	Yes <input type="checkbox"/> No <input type="checkbox"/>
(8) Designated/ Deputy Designated Teacher updates record of action taken.	DT/DDT	Yes <input type="checkbox"/> No <input type="checkbox"/>
(9) Information and outcomes shared with Principal any other relevant staff, if appropriate.	DT/DDT	Yes <input type="checkbox"/> No <input type="checkbox"/>
(10) Information secured in line with DE guidance on record keeping in child protection	DT/DDT	Yes <input type="checkbox"/> No <input type="checkbox"/>

## Appendix 9

### Procedure Where the School Has Concerns, or Has Been Given Information, about Possible Abuse by Someone Other Than a Member of Staff

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

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

Staff member discusses concerns with the Designated Teacher or Deputy Designated Teacher in his/her absence and provides note of concern.

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

#### Child Protection Referral Is Required

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

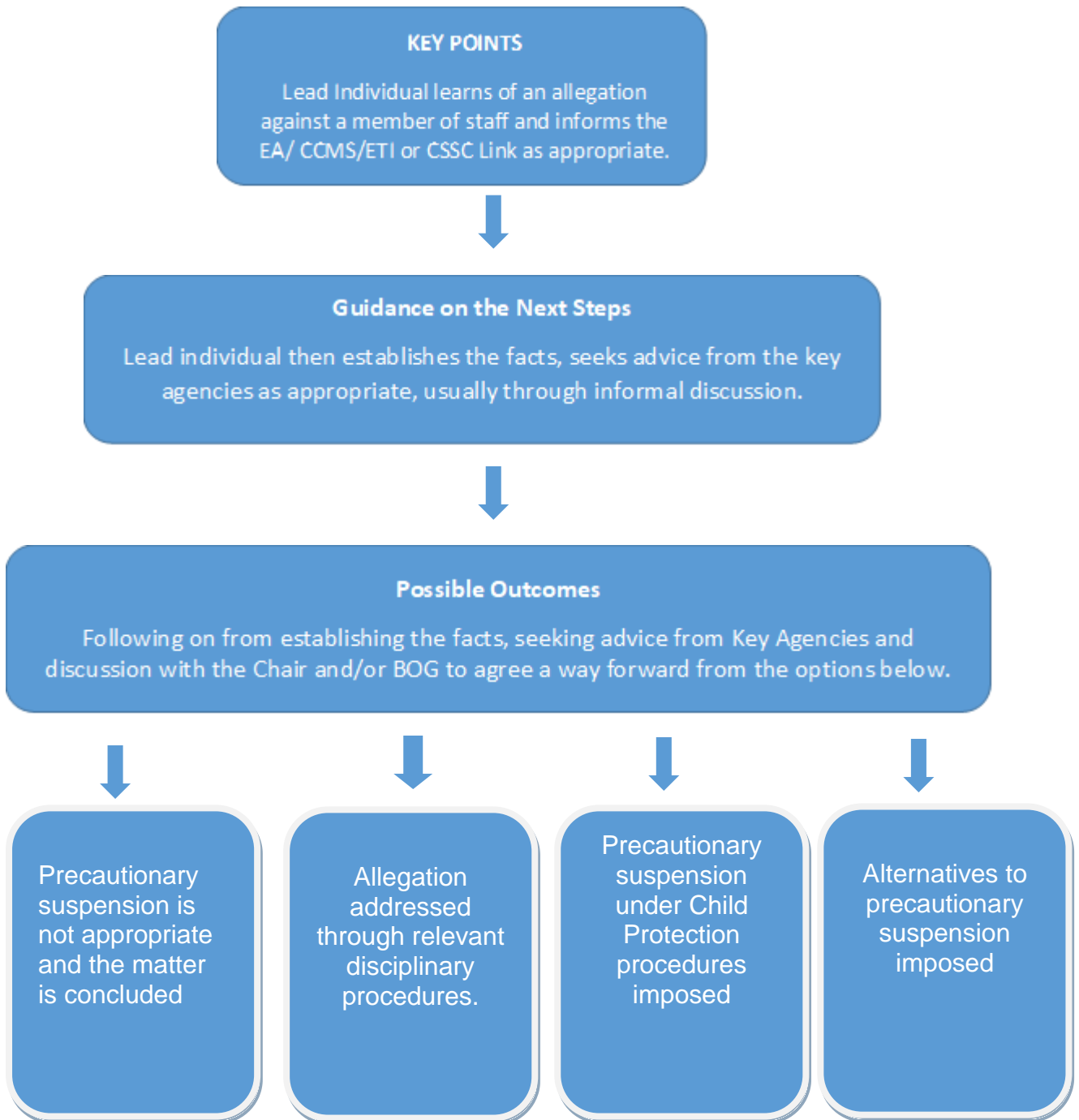
Designated Teacher clarifies/discusses concern with child/ parent/ carers and decides if a child protection referral is or is not required.

#### Child Protection Referral Is Not Required

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).

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

**Appendix 10**  
**Dealing with Allegations of Abuse Against a Member of Staff**



## Appendix 11 PRINCIPLES OF SAFEGUARDING AND CHILD PROTECTION

The following principles should underpin all strategies, policies, procedures, practice and services relating to safeguarding children and young people.

**THE CHILD OR YOUNG PERSON'S WELFARE IS PARAMOUNT** - The welfare of the child is the paramount consideration for the courts and in childcare practice. An appropriate balance should be struck between the child's rights and parent's rights. 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.