

St. Mary's Primary School Draperstown

SAFEGUARDING AND CHILD PROTECTION POLICY



Safeguarding Team

DT: Aideen Rogers
DDT: Gregory Brunton
Chair of BOG: Karen Doyle
Anti-Bullying BOG: Paul Kelly
SENCo: Corinne Coyle
ICT Co-ordinator: Aileen Kearney

Reviewed by BOG	March 2025
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Learning, Caring and Sharing Together



Articles 12, 19, 34, and 37 of the UNCRC

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1. CHILD PROTECTION ETHOS

Our vision underpins the culture of our school.

We respect, value and appreciate all members of our diverse school community; praying together,

working together and supporting each other to be the best we can be.

We recognise that our pupils and staff are unique and endeavour to meet their needs, nurturing gifts and talents, through quality provision with high expectations.

We encourage our children to achieve excellence across the curriculum, enabling them to fulfil their potential.

We encourage all members of our school community to use their skills to contribute and flourish in an ever-changing digital age.

We have a responsibility for the safeguarding and protection of the children in our care and we carry out this duty by providing a caring, supportive and safe environment, where each child is valued for their unique talents and abilities. We have a school where all our young people can learn and develop to their full potential. All staff, teaching and non-teaching are alert to the signs of possible abuse and know the procedures to be followed. This policy sets out guidance on the action, which is required where abuse or harm to a child is suspected. It outlines referral procedures within our school.

In considering the area of Child Protection, governors firmly agree with article 19 of the U.N. Convention on the Rights of the Child that:

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

At St. Mary’s we strive to maintain an environment where all members of the school community feel secure and valued. The protection of children is an integral part of the ethos of our school. The Preventative Curriculum has a high priority in the life of our school. Children are given a voice, are encouraged to talk and are listened to.

Safeguarding is more than Child Protection. Safeguarding begins with protection and prevention activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection.

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

Key Principles of Safeguarding and Child Protection

The general principles, which underpin our work, are those set out in the **UN Convention on the Rights of the Child** and are enshrined in the **Children (Northern Ireland) Order 1995**, **“Co-operating to safeguard children and young people in Northern Ireland”** (DHSSPSNI, 2017), the Department of Education (Northern Ireland) guidance **“Safeguarding and Child Protection in Schools”** Circular 2017/04 (amended September 2023) and the **SBNI Core Child Protection Policy and Procedures** (2017).

The following principles form the basis of our Child Protection Policy:

- The child's welfare is paramount;
- The voice of the child should be heard;
- Parents are supported to exercise parental responsibility and families helped stay together;
- Partnership;
- Prevention;
- Responses are proportionate to the circumstances;
- Protection; and
- Evidence based and informed decision making.

2. OTHER RELATED POLICIES

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

- Anti-Bullying
- Attendance
- Drugs
- Positive Behaviour Management
- Staff Code of Conduct
- Complaints
- Educational Visits
- Online Safety
- Managing Critical Incidents
- First Aid and Administration of Medicines
- Health and Safety
- Intimate Care
- Records Management
- Relationships and Sexuality Education
- Special Educational Needs
- Use of Mobile Phones/Cameras
- Use of Reasonable Force/Safe Handling
- Whistleblowing

These policies are available to parents on the school website www.stmaryspsdraperstown.com. They can be accessed via a QR code in the school foyer. Any parent wishing to have a hard copy should contact Susanne at the school office 02879628588.

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

- Chair of the Board of Governors and Designated Governor for CP - Karen Doyle
- Anti-Bullying Governor - Paul Kelly

- Principal - Corinne Coyle
- DT – Aideen Rogers
- Vice-Principal and DDT – Gregory Brunton
- SENCo – Corinne Coyle
- ICT Co-ordinator – Aileen Kearney

4. ROLES AND RESPONSIBILITIES

Board of Governors ensure that:

- A Designated Governor for Child Protection is appointed.
- An Anti-Bullying Governor is appointed.
- A Designated and Deputy Designated Teacher are appointed.
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Safeguarding and child protection training is given to all staff and governors including refresher training.
- Relevant safeguarding information and guidance is disseminated to all staff and governors with the opportunity to discuss requirements and impact on roles and responsibilities.
- The school has a Safeguarding/Child Protection Policy which is reviewed annually, and parents and pupils receive a copy of the Safeguarding/Child Protection Policy and Complaints Policy every two years. These policies are also available on the school website, and they can be accessed via a QR code in the front foyer of the school.
- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying.
- The school ensures that other safeguarding policies are reviewed at least every 3 years or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school.
- All school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19 and DE Circular 2013/01.
- They receive a full annual report on all child protection matters. This report includes details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff. Safeguarding/Child Protection is reported at every full BOG meeting.
- The school maintains the following Child Protection records in line with DE Circulars 2015/13

Dealing with Allegations of Abuse Against a Member of Staff and 2020/07 Child Protection: Record Keeping in Schools: **Safeguarding and Child Protection concerns; disclosures of abuse; allegations against staff** and actions taken to investigate and deal with outcomes; **staff induction and training.**

Chair of Board of Governors

The Chairperson of the BOG plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment.

In the event of a safeguarding or child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department (and relevant guidance from other Departments when it comes to other early years settings), employing authorities, and the school's own policies and procedures.

The Chairperson is responsible for ensuring child protection records are kept and for signing and dating annually the Record of Child Abuse Complaints against staff members even if there have been no entries.

Designated Governor for Child Protection

The BOG delegates a specific member of the governing body to take the lead in safeguarding/child protection issues to advise the governors on: -

- The role of the designated teachers;
- The content of child protection policies;
- The content of a code of conduct for adults within the school;
- The content of the termly updates and full Annual Designated Teachers Report;
- Recruitment, selection, vetting and induction of staff.

Designated Teacher for Child Protection

Every school is required to have a DT and DDT with responsibility for child protection.

Mrs Rogers is the DT. Mr Brunton is the DDT. They hold responsibility for Child Protection. These are highly skilled roles developed and supported through a structured training programme, requiring knowledge and professional judgement on complex and emotive issues. The role of DT involves:

- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Having responsibility for record keeping of all child protection concerns.
- Maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs.
- Making referrals to Social Services or PSNI where appropriate.
- Liaison with the EA Designated Officers for Child Protection.
- Keeping the school Principal informed.

- Taking the lead responsibility for the development of the school's child protection policy.
- The promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the BOG regarding child protection.

Deputy Designated Teacher for Child Protection

The role of the DDT is to work co-operatively with the DT in fulfilling her responsibilities.

Mr Brunton works in partnership with Mrs Rogers and Ms Coyle so that he develops sufficient knowledge and experience to undertake the duties of the DT when required. Mr Brunton is provided with the same specialist training by CPSS to help him in his role.

Ms Coyle our SENCo and Mrs Kearney, our ICT Co-ordinator are also members of the Safeguarding Team. They also receive specialist training.

The School Principal

Ms Coyle, as the Secretary to the BOG, assists the BOG to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from DE are shared promptly, and timely inclusion of child protection activities on the BOG meeting agenda. In addition, Ms Coyle takes the lead in managing child protection concerns relating to staff.

Ms Coyle shares responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of DT and DDT posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.

It is essential that there is protected time and support to allow the DTs to carry out this important role effectively and that DTs are selected based on knowledge and skills required to fulfil the role.

Mrs Rogers ensures that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

Other Members of School Staff

- Members of staff refer concerns or disclosures initially to Mrs Rogers, the Designated Teacher for Child Protection or to Mr Brunton, the Deputy Designated Teacher if Mrs Rogers is not available.
- Class teachers complete the Note of Concern ([See Appendix 1](#)) if there are safeguarding concerns such as: 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.

- **Staff should not** give children a guarantee of total confidentiality regarding their disclosures, should not investigate nor should they ask leading questions.

Support Staff

- If any member of the support staff has concerns about a child or staff member, they report these concerns to the Mrs Rogers, DT or Mr Brunton, DDT if Mrs Rogers is not available. A detailed written record of the concerns will be made, and any further necessary action will be taken.

Parents

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child.

- Parents can play their part in safeguarding by informing the school.
- If the child has a medical condition or educational need.
- If there are any Court Orders relating to the safety or wellbeing of a parent or child.
- If there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility.
- If there are any changes to arrangements about who brings their child to and from school.
- If their child is absent and should send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence. More information on parental responsibility can be found on the EA website at: www.eani.org.uk/schools/safeguarding-and-child-protection

It is essential that the school maintains up to date contact details for the parent/carer.

CHILD PROTECTION DEFINITIONS

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 able 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

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.

EMOTIONAL ABUSE is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse, and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express 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.

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.

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.

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, and 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.

Specific Types of Abuse

In addition to the types of abuse described above there are also some specific types of abuse that we are aware of and have therefore included them in our policy. Please see [Appendix 2](#)

Children with Increased Vulnerabilities

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English or sexual orientation. We have included information about children with increased vulnerabilities in our policy. Please see [Appendix 3](#)

Signs and Symptoms of Abuse

The definition of signs and symptoms of abuse from the SBNI Regional Core Policies and Procedures guidance can be referred to [See Appendix 4](#)

6. Responding to Safeguarding and Child Protection Concerns

Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection. Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering or are likely to suffer significant harm¹.

If a parent has a potential child protection concern within the school

At St. Mary's 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, Ms Coyle, the principal, Mrs Rogers DT, or Mr Brunton, DDT.
- If they remain concerned, they may talk to Karen Doyle, 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 Central Referral Unit. Details of who to contact are shown in the flowchart in [Appendix 5](#)

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

At St. Mary's, if a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff will complete a Note of Concern (see [Appendix 1](#)) and act promptly. **They will not investigate -**

this is a matter for Social Services - but will discuss these concerns with Mrs Rogers, the Designated Teacher or with Mr Brunton, the Deputy Designated Teacher if Mrs Rogers is not available.

Mrs Rogers will consult with other relevant staff **always taking care to avoid due delay**. If required advice may be sought from the Education Authority Designated Officer for Child Protection. Mrs Rogers may also seek clarification from the child or young person, their parent/carer.

If a child protection referral is not required the school may consider other options including monitoring, signposting or referring to other support agencies e.g. Family Support Hub with parental consent and, where appropriate, with the child/young person's consent.

If a child protection referral is required, Mrs Rogers will seek consent from the parent/carer, unless this places the child at risk of significant harm.

Mrs Rogers will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI referral form.

If the concern relates to a student over the age of 18 Mrs Rogers will discuss the concerns with the Trust Adult Safeguarding Team or the Team with responsibility for Vulnerable Adults. This team will assess the level of risk.

Where appropriate the source of the concern will be informed of the action taken.

For further detail please see [Appendix 6](#)

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.

7. CONSENT

Prior to making a referral to Social Services the consent of the parent/carers will normally be sought. The exception to this is where 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 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 to do so.

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.

Where there have been, or are current, child protection concerns about a pupil who transfers to another school we will consider what information should be shared with the Designated Teacher in the receiving school.

Where it is necessary to safeguard children, information will be shared with other statutory agencies in accordance with the requirements of this policy, the school data protection policy and the General Data Protection Regulations (GDPR)

In accordance with DE guidance, we must consider and develop clear guidelines for the recording, storage, retention and destruction of both manual and electronic records where they relate to child protection concerns.

To meet these requirements, all child protection records, information and confidential notes concerning pupils in our school are stored securely and only the Designated Teacher/Deputy Designated Teacher have access to them. In accordance with DE guidance on the disposal of child protection records these records will be stored from child’s date of birth plus 30 years.

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

These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

At St. Mary’s we use CPOMS to record matters of a Safeguarding and Child Protection nature, as well as other Pastoral Care matters.

8. SAFE RECRUITMENT PROCEDURES

Vetting checks are a key preventative measure in preventing unsuitable individuals’ access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate if they are engaged in regulated activity. All staff paid or unpaid who are appointed to positions in St. Mary’s are vetted/supervised in accordance with relevant legislation and Departmental guidance.

9. 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 which has been approved by the Board of Governors.

See [Appendix 8](#) for a sample staff Code of Conduct.

9 THE PREVENTATIVE CURRICULUM

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours. (DE guidance "Safeguarding and Child Protection in Schools" Circular 2017/04)

At St. Mary's we have a strong emphasis on our preventative curriculum. Whole school staff training has been central to the on-going development of our preventative curriculum. Our foundation practices are based around the strategies, language and consistency of the PATHS programme, our approach to whole school Nurture, the work of the Being Well Doing Well Programme, Trauma Informed Practice, Roots of Empathy and the Rights Respecting Schools programme.

1. We seek to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through the curriculum. Through the preventative curriculum we aim to build the confidence, self-esteem and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations.
2. Throughout the school year child protection issues are addressed through class assemblies and there is a permanent child protection notice board in the main corridor and relevant information in each resource area, which provides advice and displays child helpline numbers. Other initiatives which address child protection and safety issues: School visitors e.g. fire fighters, police etc. health visitor parent programmes.

10 MONITORING AND EVALUATION

This policy will be reviewed annually by the Safeguarding Team and approved by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the schools 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 Schools Safeguarding Team. The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the Designated Teacher.

Date Policy Reviewed:	
Signed:	Designated Teacher
Signed:	Principal
Signed:	Chair of Board of Governors

GENERAL INTRODUCTION

A child in need of protection is a child who is at risk of, or likely to suffer significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm as defined in Article 50 of the Children Order.

Co-operating to Safeguard Children and Young People in NI

2016

"The curriculum needs to be delivered in a school with an ethos which empowers children; a school which allows them to voice ideas, feelings and make a contribution to the educational process."

"Responding to Child Abuse"

For further reference documents on deaf and disabled children, domestic abuse, drugs and guidance, ETI, Family Services and Support, Female Genital Mutilation, Governors, Harmful Sexualised Behaviour, Human Trafficking, Learning Difficulties, LGBT, Mental Health: Children and Young People, Neglect, Parental Responsibility, Policy, Physical Abuse, Record Management, Relationships and Sexuality, Bullying, Safeguarding on School Trips, Education Visits, Police and Social Services, Talking with Parents, UNOCINI and the School Safeguarding Team visit the EA website:

<http://www.eani.org.uk/schools/safeguarding-and-child-protection/>

The following sections demonstrate how the school's Child Protection Policy is operated.

CONTENTS

Section 1: Definitions of Abuse and Recognising Abuse

Section 2: Safeguarding Procedures

Section 3: Record of Concern

Section 4: Guidelines for staff and Parents

Section 5: Guidance for Parents

Section 6: Vetting Procedures

Section 7: Record of Training and Advice to Parents

Section 8: Record of Contact with Other Agencies

Section 9: Record of Policy Review

The **Concern Log** and the **Child Protection Register** are both kept securely in the office.

CE-Safety

At St. Mary's Primary School, we believe that the internet and other digital technologies are very powerful resources which can enhance and potentially transform teaching and learning when used effectively and appropriately. The internet is an essential element of 21st century life for education, business and social interaction. We provide pupils, staff and parents with opportunities to use the resources on the internet, along with developing the skills necessary to access, analyse and evaluate them.

Online communication includes text messaging and social environments, apps and using games consoles through any digital device. The 2104 SBNI Report, "An Exploration of e-safety Messages to Young People, Parents and Practitioners in NI" identified risk under four categories:

- Content Risk
- Contact Risk
- Conduct Risk
- Commercial Risk

We have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and are committed to teach children how to act responsibly and keep safe. As a result, our children will have a clear understanding of online safety and will be able to demonstrate what a positive digital footprint looks like.

"Used well, digital technologies are powerful, worthwhile educational tools; technical safeguards can partly protect users, but education in safe, effective practices is a key goal for schools".

Our E-Safety Policy and Remote Learning Policy outline practices for the safe and effective use of the internet in St. Mary's Primary School Draperstown. The policies have been drawn up by the staff of the school under the leadership of the ICT Co-ordinator, Principal, Board of Governors and in consultation with children and parents. They have been approved by governors and circulated to all parents. The E-Safety Policy and Remote Learning Policies can be found on our website at www.stmaryspsdraperstown.com

The Paramountcy Principle

The safety and welfare of the children is always the paramount consideration for the staff. We have a duty to ensure that all children in our care are not put at risk during activities. During the school day it is the duty of all staff to ensure:

1. That all learning activities including school trips are set up and supervised to the highest standard.
2. That the full ratio of adults to children is present during the school day.
3. That the school building is adequately heated and ventilated during the school year.

RECOGNISING ABUSE

Detection of abuse is seldom straightforward and rarely clear cut. It is important therefore, that staff share concerns with the designated teacher or deputy designated teacher. As staff members we see children over long periods and can notice physical and behavioural indicators which may be evidence of abuse. It is important that we recognise these symptoms. This is intended as a guide.

Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may however indicate that investigation should take place.

PHYSICAL ABUSE

PHYSICAL INDICATORS

Unexplained bruising in various stages of healing, grip marks on arms, slap marks, human bite marks, welts, bald spots, unexplained/untreated burns, especially cigarette burns or emersion 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.

NEGLECT

PHYSICAL INDICATORS

Looks very thin, poorly and sad, constant hunger, lack of energy, untreated medical problems, special needs of child not being met, inappropriate dress, poor hygiene, repeatedly unwashed, smelly, repeated accidents especially burns.

EMOTIONAL ABUSE

PHYSICAL INDICATORS

Well below average in height and weight "failing to thrive", poor hair and skin, alopecia, recurrent diarrhoea, wetting and soiling, sudden speech disorders, signs of self-mutilation, signs of solvent abuse - (mouth sores, smell of glue, drowsiness), Extremes of physical, mental and emotional development (e.g. anorexia, vomiting)

SEXUAL ABUSE

PHYSICAL INDICATORS

Bruises, scratches, bite marks, recurrent abdominal pains or headaches, difficulty in walking or sitting, frequent urinary infections, avoidance of lessons especially P.E.

BEHAVIOURAL INDICATORS

Self-destructive tendencies, aggressive to other children, behavioural extremes (withdrawn or aggressive), appears frightened or cowed in the presence of adults, improbable excuses to explain injuries, chronic runaway, uncomfortable with physical contact, comes to school early or stays late as they are afraid to be at home, clothing inappropriate to weather to hide part of the body, violent themes in artwork or stories.

BEHAVIOURAL INDICATORS

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

BEHAVIOURAL INDICATORS

Apathy and dejection, inappropriate emotional responses to painful situations, rocking, head banging, inability to play/concentrate, reluctance for parental liaison, chronic runaway, attention seeking, poor peer relationships.

BEHAVIOURAL INDICATORS

Withdrawn, depression, excessive sexual precociousness, seductiveness, children having knowledge beyond their usual frame of reference, parent/child role reversal, overly concerned for siblings, poor self-esteem, lack of confidence, peer problems, lack of involvement, suicide attempts, angry outbursts, deterioration of school work or behaviour, repeated attempts to run away from home, themes in children's artwork and stories,.

OTHER CONCERNING BEHAVIOURS

BULLYING: Even if no physical harm or injury is suffered, there can be emotional abuse. At St. Mary's we work diligently to ensure our school is free from bullying and intimidation. All reported incidents of bullying are dealt with promptly and thoroughly. Children take a central role in addressing this issue with the training of the Anti-Bullying. This team have a high profile within the school and work closely with the Diana Award to ensure best practice. (See Anti-Bullying Policy).

DOMESTIC VIOLENCE:

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

'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.

Stopping Domestic and Sexual Violence and Abuse in Northern Ireland. A Seven Year Strategy: March 2016

GROOMING:

Grooming of a child or young person is always abusive or exploitative. It often involves perpetrators gaining the trust of the child, and in some cases, the trust of the family, friends or community, making an emotional connection before the abuse takes place. Grooming may occur face to face, online or through social media. We must be alert to the signs of grooming and take early action in line with our Safeguarding and Child Protection Policy and procedures to enable preventative action to be taken.

SELF-HARM AND SUICIDE

It is most helpful to consider self-harm as a continuum, ranging from behaviour which has a strong suicidal intent (for example, some kinds of overdose) to behaviour which is intended to help the person stay alive (such as cutting)

John Coleman 2004

CHILDREN WHO DISPLAY HARMFUL SEXUALISED BEHAVIOURS

Learning about sex and sexual behaviour is a normal part of a child's development. The children will be helped through PDMU and the out-workings of the RSE Policy, to develop an understanding of healthy relationships and sexuality. Sexually harmful behaviour is primarily a Child Protection concern. It will be important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'.

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 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 and 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 is pre-pubescent and the other is not.

A younger child can abuse an older child, particularly if they have power over them for example, if the older child is disabled.

Harmful sexualised behaviour always requires intervention.

GENDER IDENTITY ISSUES/SEXUAL ORIENTATION

We strive to provide a happy environment where all children feel safe and secure. All children have the right to a safe and secure environment, to be treated with respect and dignity. Children will not be treated any less favourably due to their actual or perceived sexual orientation.

The Gender Recognition Act 2004

The Gender Recognition Act 2004 allows people who have lived in their preferred gender for at least 2 years to apply for a gender recognition certificate (GRC) and, if a UK Citizen, a new birth certificate. At St. Mary's we recognise that being transgender is a recognised medical condition known as Gender Dysphoria/Gender Identity Disorder. Transgender is separate from LGB.

CHILDREN WITH INCREASED VULNERABILITIES

Children with disabilities may be more vulnerable to abuse. Communication difficulties can make disclosure particularly challenging. Children with special needs will be given the opportunity to express themselves to a member of staff with appropriate communication skills, especially where there are concerns of abuse.

Physical contact may be a necessary part of teaching children with particular impairments. Staff should always refer to the Code of Conduct where this is the case.

Newcomer children should also have an opportunity to express themselves with a member of staff with appropriate communication skills, particularly if there are concerns that abuse has taken place.

SELF HARM

Why do Young People Self-harm?

- To release tension caused by anxiety, grief or anger.
- As a means of communication, to tell themselves and others that they need help.
- To feel as though they have control over something in their lives.
- To make 'real' emotional pain they are unable to express.

CULTURAL CONSIDERATIONS

There are cultural influences that we must become aware of and take into consideration in light of the number of Newcomer families coming from varied cultural backgrounds.

Female Genital Mutilation

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. 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.

Multi-agency Practice Guidelines: Female Genital Mutilation. DFP 2014

Indicators that FGM is imminent

- Being a girl aged 5 - 8 within a community where FGM is practised
- Prolonged return to country of origin for summer break - giving sufficient healing time before return to school
- Female elder visiting from a country of origin
- Child may tell other children about it
- A girl may disclose that she is to have a 'special procedure' or attend a special occasion to 'become a woman'
- Parents state that they or a relative will take the child out of the country for a prolonged period

Forced Marriage

Forced marriage is an abuse of human rights, a form of violence against women and men, where it affects children, child abuse and where it affects those with disabilities abuse of vulnerable people.

Be alert to:

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Surveillance by siblings or cousins
- Change in behaviour, performance or punctuality
- Being withdrawn from school for 'home schooling' and not receiving suitable education at home
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement

DANGER IN INVOLVING THE FAMILY OR COMMUNITY

The Right to Choose: Statutory guidance for dealing with forced marriage.

DFPNI 2012

WHO ARE CHILDREN IN NEED?

Families may be struggling for a number of reasons and may require Social Services intervention to support them through the Child in Need Service. The following may be indicators of a child in need:

- falling behind at school
- have offended
- are experiencing behavioural difficulties
- are in need of protection
- are experiencing ill-health either physical or psychological
- are having difficulty accessing services
- are homeless
- are unaccompanied and seeking asylum
- are suffering family breakdown
- are exposed to family breakdown
- are exposed to domestic violence
- are misusing substances
- are teenage parents
- are carers
- are disabled

SECTION 2 :CHILD PROTECTION PROCEDURES

THE ROLE OF THE STAFF

- The Safeguarding Team takes overall responsibility for Child Protection in St. Mary's P.S. It consists of Ms Coyle, Principal and DT, Chairperson of BOG, Mrs Heron, D.D.T. Mr Brunton, Mrs Karen Heron, BOG and Mrs Aileen Kearney ICT Co-ordinator.
- Each member of staff has a key responsibility to help promote a safe and secure environment and be vigilant for signs of concern.
- Responding to incidents of alleged or suspected child abuse must be based upon clearly defined procedures. Knowing what to do, whom to contact and who needs to know will make the staff more confident in this area.
- The key element in ensuring that proper procedures are followed is the responsibility of the Designated Teacher, Ms Coyle. She co-ordinates action by the school staff in cases of suspected child abuse. She will liaise with the appropriate agencies as indicated.
In cases of absence Mr Brunton or Mrs Kearney will fulfil this roll.

St. Mary's Primary School has a policy of partnership between home and school, however with child abuse, or suspicion of child abuse, our first responsibility is to the child. This may mean that parents are not contacted in some instances.

Staff are in contact with children all day and are in a position to detect possible abuse. The criteria should be that they have "*reasonable suspicion*" and under the Children Order 1995 this definition has been extended to include "*or may suffer in the future*".

If a child discloses abuse or staff suspects abuse, they must follow the guidelines below:

1. Report immediately to the Designated Teacher for Child Protection, Ms Corinne Coyle, or to the Deputy Designated teacher Mr Brunton.
2. Care must be taken when talking to the child. Never investigate or ask the child leading questions.
3. Record their concern in written form (*Section 3: Record of Concern*) and forward on to Ms Corinne Coyle.
4. Do not speak to the parents.
5. Do not promise the child that it will be kept a secret.

Staff should be aware that written records may be used in subsequent court proceedings.

It is very important in these cases that prompt and correct procedures are followed under CCMS Protection Procedures.

The reporting member of staff will be informed of any further action taken, i.e. social service referral, monitor etc. on a need to know basis. If the reported case is taken up and investigated by an external agency, any meetings, case conferences or action taken will be followed through and the member of staff concerned informed.

Staff have an important role in hearing what children have to say. The school can provide a neutral environment where the child feels it is safe to talk. Sensitivity to any disclosure is vital. Staff must listen to what the child is saying.

Fear of the consequences of telling is very common. The child needs to hear the truth about what will happen, together with a commitment to support the child. Our role is to enable the child to speak and then know what to do next. **Remember, never investigate or ask leading questions and do not promise to keep it a secret.**

Where an allegation of abuse is made by a pupil or other person, or where serious concerns exist about the welfare of a child, the designated teacher, in consultation with the principal, will refer the case to or consult with social services.

Suspected abuse will be treated seriously and will immediately activate reporting procedures.

ALLEGATION AGAINST A MEMBER OF STAFF

If an allegation is made against a member of staff, it is the responsibility of the Principal to ensure that the allegation is thoroughly investigated and procedures are followed. If the allegation is made against the principal, it is the responsibility of the chair of the Board of Governors to ensure that procedures are followed.

RECORDS

A Concern Log is securely kept in the office. It is accessed by the Designated and Deputy Designated teachers only. Others receive information on a need to know basis. It lists children who, for whatever reason need to be monitored. Staff are kept informed of any child in their class who is on the list.

The Child Protection Register is securely kept in the office. This contains information about confirmed and suspected cases of child abuse. It is accessed by the Designated and Deputy Designated teachers only. Others receive information on a need to know basis.

Additional Records

- Record of concern.
- Record of training dates and advice and information to parents.
- Record of contacts with other agencies.
- Record of policy review dates.

TRAINING

All members of staff are obliged to undertake Child Protection training as part of their professional development. As a legal requirement, staff are all trained bi-annually. All new staff are trained on entry to the school. (*See Record of Training Dates*).

THE PREVENTATIVE CURRICULUM

Through PDMU we give specific attention to pupils' emotional wellbeing, health and safety, relationships and the development of the moral thinking and value system. We also explore sensitive issues in an age-appropriate way to help develop appropriate protective behaviours. We raise awareness of social, emotional and health issues, encouraging the development of confidence, resilience and coping skills. We offer early intervention when children experience issues.

Advice and support are available from:

EA Child Protection Team: 02894482223

Paula McCreesh Paula.mccreesh@eani.org.uk

Margaret Brady Margaret.brady@eani.org.uk

Colleen Ellison Colleen.ellison@eani.org.uk

Elaine Craig Elaine.craig@eani.org.uk

CPSSS Clerical Support Officer

Pamela Collins Pamela.Collins@eani.org.uk

Child Protection, ABC, 17 Lough Road, Antrim, BT41 4DH

Single Point of Entry (SPOE) Gateway Referrals

Tel: 03001234333

PSNI

The **Central Referral Unit** based in Antrim Road PSNI Station is part of the Public Protection Unit is the central referral point for child sexual and physical abuse allegations. The office is open Monday to Friday 8am - 9pm, weekends and public holidays 9am to 5pm Tel: 02890259299

Vetting and Barring Queries

Volunteers - Contact Claims and Legal Administration
Karen Mawhinney - 02825662310
Paid Staff - Human Resources - 02925662417

Children's Law Centre (including legal concerns RE childhood mental health problems) - 08088085678

Adult Safeguarding - Care and Protection Teams - Northern Trust

Learning Disability	02827661391
Mental Health	02894413114
Older People	02825635511
Physical Disability/Sensory Impairment	02825635507

Useful contacts for practical support services to help improve mental health and emotional well-being within the Northern Trust area.

[http://www.northerntrust.hscni.net/pdf/Mental Health useful contacts.pdf](http://www.northerntrust.hscni.net/pdf/Mental_Health_useful_contacts.pdf)

Safeguarding Board NI

<http://www.safeguardingni.org/>

Carecall: 08088000002

Helpful Websites

www.familysupportni.gov.uk

www.nspcc.org.uk

www.addictionni.com

UNOCINI

(Understanding the needs of children in Northern Ireland)

www.dhsspsni.gov.uk/unocinini_forms.doc

Independent Safeguarding Authority

www.isa-gov.org.uk

Department of Education (Circulars)

www.deni.org.uk

Education and Training Inspectorate (ETI)

www.etini.gov.uk

SECTION 3:RECORD OF CONCERN

Name of staff

member:_____

Date:_____

CONTENT:

DECISIONS TAKEN/OUTCOME:

SIGNATURE:_____COPY TO:_____

All policies will be regularly reviewed, with risk assessments carried out where required. Policies are available to parents on the website and in hard copy if requested.

CONCLUSION

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with the children in their care, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice.

From time to time, it is prudent for all staff to reappraise their teaching styles and relationships with children, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children or of their parents/guardian.

GUIDANCE FOR PARENTS

St. Mary's Primary School continually fosters trust and good relationships with parents. Parents are regularly made aware of the school's safeguarding arrangements and the fact that there may be a need for child protection cases to be referred to the investigative agencies in the interest of the child.

As a matter of procedure, all parents should notify the school when someone other than the parent is picking up the child from school. If a child is leaving school early the parent/guardian must come into the school to collect the child and sign the child out at the office.

A teacher cannot accompany a child home from school or to a hospital or doctor's surgery alone. It is essential therefore that if a child is sick a parent or guardian must come to the school to collect them.

At the beginning of each school year parents/guardians sign consent for school trips, use of internet, photographs and videos and walking home from school

PROCEDURE FOR PARENTS TO MAKE A COMPLAINT

The procedures for a parent to make a complaint concerning the safety of their own child or another child, is outlined in the following document. Ms Coyle, Designated Teacher for Child Protection or Mr Brunton, Deputy Designated Teacher will report back to the parent within a reasonable time-frame to inform them of the outcome of their complaint.

If a case of suspected abuse is referred to the investigative agencies, the school will continue to inform parents of the educational progress of the child.

Parents are made aware of these arrangements at the beginning of each school year.

How a parent can make a complaint

I have a concern about my/a child's safety.



I can talk to the class teacher.



If I am still concerned, I can talk to Ms Coyle, Designated Teacher for Child Protection.



If I am still concerned I can talk to the D.D.T/Principal, Mr Brunton



If I am still concerned, I can talk/write to the Chairperson of the Board of Governors, Mrs Margaret Heron



If I remain dissatisfied with the outcome of my complaint, I can refer the matter to the Office of the NI Public Service Ombudsman (NIPSO)
nipso@nipso.org.uk
02890233821

At any time I can talk to the social worker, Tel: 03001234333
Or the P.S.N.I. Central Referral Unit, [Tel:02890259299](tel:02890259299) or 101 ext 30299

PROCEDURE FOR REFERRAL

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.

Dealing with Allegations of Abuse Against a Member of Staff

Key Points

Lead individual learns of an allegation against a member of staff and informs the Chair/Vice Chair of BoG as appropriate



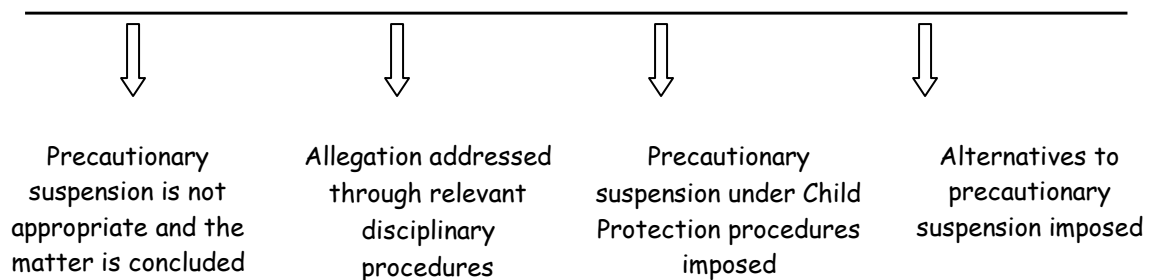
Guidance on the Next Steps

Lead individual then establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion



Possible Outcomes

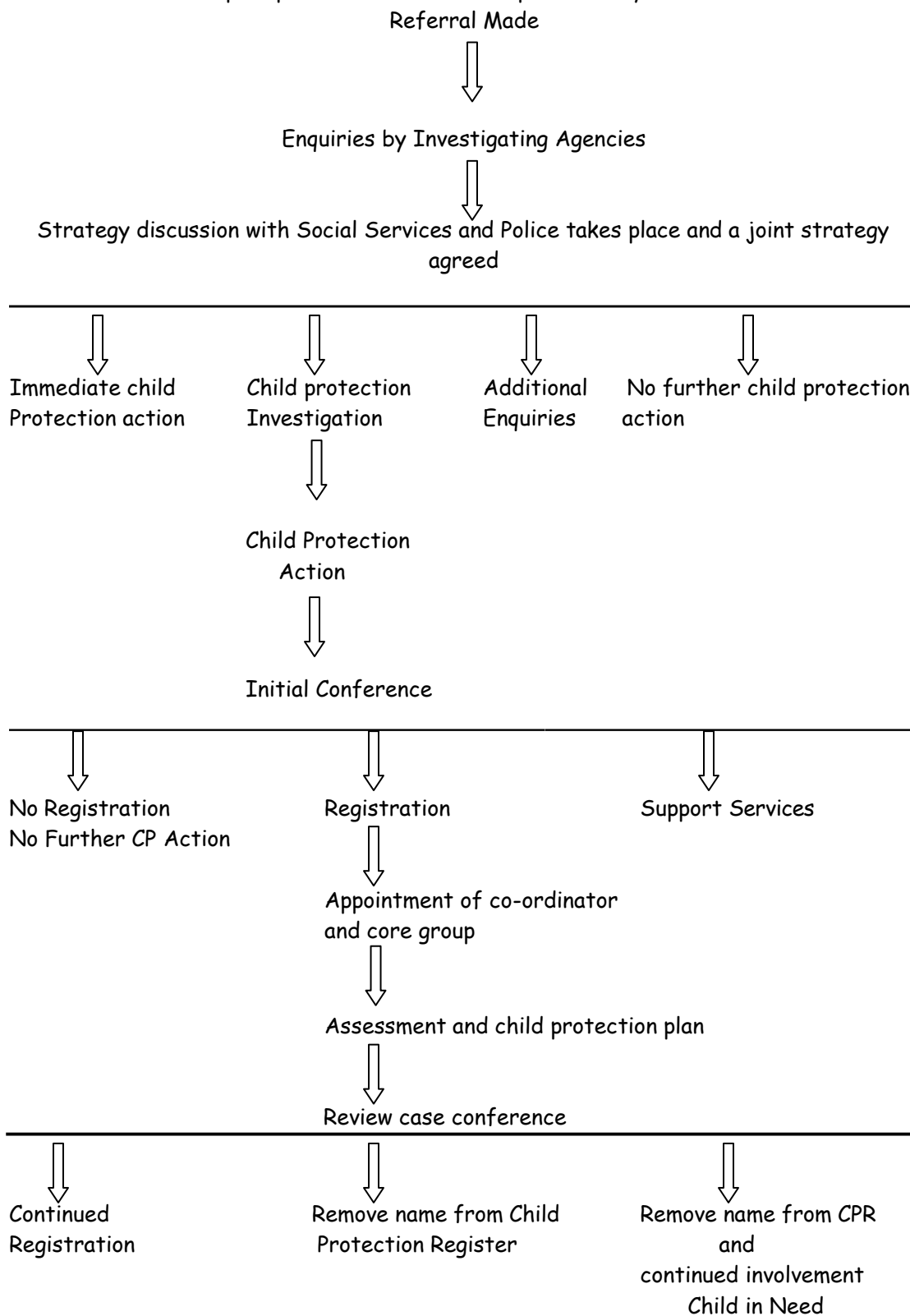
Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and/or BoG to agree a way forward from the options below



WHAT HAPPENS AFTER A REFERRAL IS MADE

ROLES OF OTHER AGENCIES

The welfare of the child is paramount and the following interagency procedures are intended to ensure a prompt and co-ordinated response to any referral.



VETTING PROCEDURES

At St. Mary's P.S. Draperstown, we comply with Statutory Child Protection Procedures and ensure that the staff, volunteers, other agencies and adults working with the children exercise good practice and display common sense in all physical contact with children in their care. Adults working with children will work under the guidance and supervision of a member of staff.

Parental involvement is given high priority in the life of the school. We actively seek to work in partnership with parents. Parents are a valuable resource and can contribute greatly to the life of the school by sharing their time and talents.

D.E. document -1999 "Pastoral Care in Schools" states;

"It is essential that appropriate steps are taken through careful screening and selection arrangements to ensure that children are not placed at risk through allowing the unsupervised and unmanaged access of unsuitable adults to the school".

Anyone working within the school may have the potential to abuse children. Therefore, procedures for screening staff (paid or voluntary) are embedded in the school's recruitment procedures. In following these procedures Governors and staff are doing their utmost to protect all children in their care from potential harm.

All adults coming into the school to work with children will complete a vetting form which will be forwarded to Human Resources or Claims and Legal at EA and will be screened by Access N.I.

SECTION 3:RECORD OF CONCERN

**Name of staff
member:**_____

Date:_____

CONTENT:

DECISIONS TAKEN/OUTCOME:

SIGNATURE:_____ **COPY TO:**_____

Section 7: RECORD OF TRAINING AND ADVICE TO PARENTS

DATE	TRAINING DISSEMINATION	TARGET GROUP	FUTURE NEEDS
18/09/14	DT and DDT Training ABC	Mrs Higgins and Ms Coyle	
19/09/14	DT and DDT Training ABC	Mrs Higgins and Ms Coyle	
29/10/14	Whole School Child Protection Training	All Staff	
03/11/14	Child Protection information for Parents	All Parents	
17/11/14	Anti-Bullying Policy Review - Questionnaire for all children	Children	
17/11/14	Anti-Bullying Policy Review - Questionnaire for all parents	Parents	
19/11/14	Child Protection Training	Kitchen staff,Secretary	
Sept 15 - June 16	On-going information to parents, children and staff regarding the RRSA	Whole School	
04/11/15	E-Safety Parents' Information Evening	Parents	
26/11/15	Childline Key Stage 1 and 2 Assemblies	Children	
27/11/15	P.5 and P.6 Childline Class Workshops	Children	
07/12/15	Review Anti-Bullying and Attendance Policy - Parents information	Parents	
25/01/16	Parents information on RRSA Parents' Pledge	Parents	
08/02/16	Child Protection Information for Parents	Parents	
04/04/16	Revised Code of Conduct Cards	Parents and Children	
18/04/16	Kirkland Rowell Surveys	Parents/Children/Staff	
25/04/16	Internet Safety Information Parents Monday Letter	Parents	
06/06/16	Dyslexia Friendly Schools Information Leaflet	Parents	
06/10/16	Diana Award Anti-Bullying Ambassador Training	P.6 children Anti-Bullying Team	
27/10/16	Board of Governors Designated Governor Child Protection Training Antrim Board Centre	Margaret Heron and Tom Maguire	Training for other governors
07/11/16	Child Protection Information for Parents	Parents	
Oct/Nov 16	Anti-Bullying Team and Digital Leaders - E-Safety Training	Children	Train children and staff
01/09/16	Safe Handling Training Behaviour Support Team Thornberry	Ms Coyle Mrs Graham Aislene	
27/10/16	Governors M. Heron and T. Maguire	CP Training ABC 6.30pm	
14/11/16	NIABF Anti-Bullying Awards - Presentation for winner of Primary Creative Arts Competition - Short Film	Children/Good Practice	
14 th - 18 th Nov 16	Anti-Bullying Festival	Anti-Bullying Team leading whole school	

23/01/16	Annual Parents' Pastoral Care Questionnaire	Parents	Principal responded
Date	Training/Information	Target Group	Future Needs
25/01/17	Reviewed Safeguarding Policy	Parents and BOG	
01/02/17	Whole School Child Protection training	All staff	
27/02/17	DT Refresher Training	DDT Ms Coyle	Review policy
02/03/17	Mid Ulster Council Bee Safe Event	P.7	
23/03/17 24/03/17	DT Training	New DT Mr Brunton	
10/04/17	Martin Allen PSNI - E-safety	P.4, P.5, P.6, P.7	
10/04/17	Martin Allen PSNI - E-Safety Parents' Information Session	Parents' Talk	
08/05/17 09/05/17	Two day Child Protection Training	Aileen Kearney	
29/08/17	Child Protection Training for new staff	D. McStravock, P. Brunton	
08/11/17	Anti-Bullying Week Festival Whole School Awareness including parents	Whole School Community	
10/01/18	Online Safety Tullyglass Ballymena	Ms Coyle	
22/02/18	Ms Coyle Principals' Child Protection Training Antrim	Ms Coyle	
09/03/18	CCMS Principals' Wellbeing Derry	Ms Coyle	
27/04/18	Anti-Bullying Ambassadors Training Derry	Ms Coyle, Mrs Barton, Olive and P.5 children	
29/08/18	Teaching Staff and Governors Child Protection Training	All Teaching Staff	
12/09/2018	Whole School Nurturing Approaches Model Seminar ABC	Ms Coyle	
25/09/18	Auxiliary and Ancillary Staff Child Protection Training	Nula, Kathy, Eileen, Trea, Dolores, Loretta, Nicola,	
02/10/18	Students Child Protection Update	Miss McCloskey and Miss Mason	
02/10/2018	Principals' Health and Wellbeing Conference	Ms Coyle	
17/10/2018	Whole School Nurturing Approaches Seminar ABC	Ms Coyle	
13/11/2018	Understanding, Assessing and Managing Neglect Ballymena	Ms Coyle	
06/12/2018	Governors' Induction Training	Mrs McPeake	
21/01/2019	Fire Safety Training ABC	Ms Coyle Ms Breen	
11/02/2019	Governors' Induction Training	Mrs Doyle	
27/03/2019	Coaching Seminar Tullylagan Country House	Ms Coyle	
17/04/2019	Law and Social Media CCMS Holy Cross Strabane	Ms Coyle	
01/05/2019	C2k Online Safety Tullyglass House	Ms Coyle	
02/05/2019	Child Protection Training NWTC	Mrs Heron, Mrs Doyle	
14/05/2019	Anti-Bullying Legislation ABC	Ms Coyle	
20/05/2019	C2k Anti-Bullying Software	Ms Coyle	

29/08/19	All staff Child Protection Training	All Staff	
October 2019	NAHT Digital Security Dunsilly House Hotel	Ms Coyle	
03/10/2019	Child Protection Training ABC	Mr Brunton	
07/10/2019	Governors' Induction Training	Mr O Hagan	
15/10/2019	Governors' Induction Training	Mr O Kane	
02/12/2019 03/12/2019 04/12/2019	First Aid At Work Training	Mr Brunton	
16/12/2019	Recruitment and Selection Training	Mrs Heron	
23/01/2020	Board of Governors Child Protection Training Mr Brunton	Mrs Heron, Mr Bradley, Mrs McCoy, Mrs McPeake, Mrs Doyle, Mr O Kane, Mr Kelly, Mr O Hagan, Mr Brunton	
10/03/2020	Take Five Steps to Wellbeing Digital Launch	Ms Coyle	
11/03/2019	Designated Teacher Child Protection Training ABC	Ms Coyle	
26/02/2020	Digital Safeguarding Damien Harvey C2k	Ms Coyle, Mr Brunton, Mr Kearney Mrs McCartney, Mrs Conville, Miss McAllister, Mrs Devlin, Mrs Rogers	
25/01/2021	Signs of Safety Zoom	Ms Coyle	
09/02/2021	Managing Safeguarding and Child Protection - Principals' Refresher Training	Ms Coyle	

ST. MARY'S P.S. DRAPERSTOWN

LIAISON RECORD

PROFESSIONAL/PARENT:

DATE:

LIAISON CONCERNING:

NAME:

CLASS:

TYPE:

VISIT	TELEPHONE	LETTER	REVIEW

CONTENT:

DECISIONS TAKEN/OUTCOME:

SIGNATURE: _____ **DATE:** _____

COPY TO: _____

Section 9: RECORD OF POLICY REVIEW

Date of Review	Adopted By Governors
May 2010 Child Protection Policy	13/05/10
September 2010 Attendance Policy	02/09/10
February 2011 Confidentiality Policy	10/02/11
2011/12 Positive Discipline Policy	19/04/12
May 2012 Child Protection Policy Review	28/06/12
February 2014 Intimate Care	11/02/14
March 2014 Safeguarding	16/04/14
March 2014 Drugs Education	16/04/14
January 2014 Complaints Policy	14/05/14
February 2014 Safeguarding and Child Protection Policy	14/05/14
February 2014 Safe-Handling Policy	14/05/14
March 2014 Intimate Care Policy	14/05/14
February 2014 Safeguarding	14/05/14
April 2015 Positive Discipline	21/04/15
April 2015 Anti-Bullying Policy	21/04/15
October 2015 Safe Handling	10/12/15
October 2015	

Promoting a Dignified Workplace	10/12/15
November 2015 Bullying and Harassment Policy	10/12/15
November 2015 Attendance Policy for Children	10/12/15
February 2016 Safeguarding	21/04/16
April 2016 Anti-Bullying	21/04/16
April 2016 E-Safety Policy	21/04/16
April 2016 Handling Medicines Policy	21/04/16
April 2016 Positive Behaviour Policy	21/04/16
April 2016 Use of the Internet	21/04/16
April 2017 Safeguarding/Child Protection	22/06/17
April 2017 RSE Policy	22/06/17
April 2017 Revised Safe Handling Policy	22/06/17
June 2017 Health and Safety Policy	22/06/17
November 2017 Anti-Bullying Policy	30/11/17
June 2018 Complaints Policy	21/06/18
Intimate Care Policy	16/05/19
GDPR Policy	16/05/19
Safe Handling Policy	16/05/19
Whole School Preventing and Managing Sickness Risk Assessment	20/03/20
Regular Child Protection Updates via the weekly sway and reference to Safer Schools App from May 2020	

Whole School Covid Risk Assessment	27/08/20
Covid Visitors Risk Assessment	27/08/20
Safeguarding Covid Annex	27/08/20
Remote Learning/ Blended Learning Policy	27/08/20 *updated
Asthma Policy	12/11/20
Seesaw Policy	12/11/20
Intimate Care Policy	12/11/20
Remote Learning/Blended Learning Policy	15/04/21
Staff Code of Conduct	15/04/21
Safeguarding Policy	15/04/21
Mental Health and Wellbeing Policy	15/04/21
Staff Code of Conduct	15/04/21
Joint Literacy and Numeracy Policy	15/04/21
Assessment Policy	15/04/21
Monitoring and Evaluating Policy	15/04/21
PE Policy	15/04/21
World Around Us Policy	15/04/21