

**MILLTOWN PRIMARY SCHOOL**

167 Lurgan Road, Banbridge BT32 4NR

# **Safeguarding and Child Protection Policy**



September 2020

## **1. Child Protection Ethos**

We, in Milltown Primary School, 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 staff, teaching and non-teaching 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 that is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

## **2. Principles**

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, the Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection in Schools" (DE Circular 2017/04) and the Safeguarding Board for Northern Ireland - Regional Core Child Protection Procedures (2017).

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

- It is a child's right to feel safe at all times, 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.

## **3. Other Relevant Policies**

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

- Pastoral Care Policy
- Staff Code of Conduct
- Behaviour Policy / Anti-Bullying Policy
- Use of Reasonable Force / Safe Handling Policy
- Special Educational Needs
- First Aid
- Administration of Medication in School
- Healthy School Policy
- Relationship and Sexuality Education
- Use of Mobile Phones / Photographs
- ICT and E-Safety Policy
- Personal Care Policy
- Anti-Smoking Policy

These policies are available to parents and any parent requiring a copy should contact the School Principal.

#### **4. School Safeguarding Team**

The following are members of the schools Safeguarding Team:

- Principal/Designated Teacher: Mrs Wright
- Deputy Designated Teachers: Mrs Hanvey, Mrs Wilson, Mrs Johnston
- Designated Governor for Child Protection: Mrs S Henning
- Chair of the Board of Governors: Mr A Mateer

#### **5. Roles And Responsibilities**

##### **5.1 The Designated Teacher and Deputy Designated Teachers**

The designated teacher and deputy designated teachers must:

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

##### **5.2 The Principal**

The Principal must ensure that:

- DE 2017/04 guidance is implemented within the school
- Training on Managing Safeguarding and Child Protection is attended
- A designated teacher and deputy designated teacher/s are appointed
- All staff receive child protection training
- All necessary referrals are taken forward in the appropriate manner
- The Chair of the Board of Governors is kept informed
- Child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- The school's child protection policy is reviewed annually and that parents and pupils receive a copy/summary of this policy at least once every 2 years
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

##### **5.3 The Designated Governor for Child Protection**

The Designated Governor will take the child protection issues in order to advise the Governors on:

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

The Designated Governor for Child Protection should avail of child protection awareness training delivered by Child Protection Support Service for Schools (CPSSS).

#### **5.4 The Chair of the Board of Governors**

The Chair of the Board of Governors should:

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

#### **5.5 Other Members of School Staff**

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

They should remember the 5 Rs: *Receive, Reassure, Respond, Record and Refer*

The member of staff must:

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

- Avail of whole school training and relevant other training regarding safeguarding children

**In addition, the Class Teacher should:**

- Keep the Designated Teacher informed 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, concerns about home conditions including disclosures of domestic violence.

## **5.6 Parents**

Parents should play their part in safeguarding by:

- telephoning the school on the morning of their child's absence, and sending in a note on the child's return to school, so as the school is reassured as to the child's situation;
- being prompt to collect their children from school;
- informing the school whenever anyone, other than themselves, intends to pick up the child after school;
- familiarising themselves with the school's policies for Pastoral Care, Behaviour/Anti Bullying, Acceptable Use of the Internet / E-Safety and Safeguarding & Child Protection;
- reporting to the office when they visit the school
- raising with the school concerns they have in relation to their child.

## **5.7 The Board of Governors**

The Board of Governors must ensure that the school fulfils its responsibilities in keeping with current legislation and DE guidance including:

- having a Safeguarding and Child Protection Policy which is reviewed annually
- having a staff code of conduct for all adults working in the school
- attendance at relevant training by governors and that up-to-date training records are maintained
- the vetting of all staff and volunteers

## **6. What Is Child Abuse?**

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

### **6.1 Definition of Abuse**

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or, more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. 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.

## 6.2 Types of Abuse

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

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

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

**Emotional Abuse** is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

**Exploitation** is the intentional ill treatment, manipulation or abuse of power and control over a child; to take selfish or unfair advantage of a child for personal gain. It comes in many forms such as child labour, slavery, servitude, begging, benefit or other financial fraud or child trafficking. It can be sexual in nature.

### Specific Types of Abuse

**Grooming** involves gaining the trust of a child or young person in order to facilitate abuse before the abuse begins. This may involve providing e.g. gifts, money, food, drugs/alcohol etc. to develop the child's / young person's loyalty to and dependence on the person(s) doing the grooming. The person carrying out the abuse may differ from those involved in grooming which led to it. Grooming may occur face-to-face, online and/or through social media. Adults may misuse online settings to try to establish contact with children or to share information with other perpetrators. Grooming is

often associated with Child Sexual Exploitation (see below) but can be a precursor to other forms of abuse.

**Child Sexual Exploitation (CSE)** is a form of sexual abuse in which a child or young person is exploited, coerced and / or manipulated into engaging in some form of sexual activity in return for something they need or desire and / or for the gain of a third person.

When we become aware of young people below the age of consent engaging in sexual activity or, where we have concerns about a 16/17 year old in a sexual relationship, the Designated Teacher has a duty to share this information with Social Services.

### **Domestic Violence**

It is now recognised that children who live in an atmosphere of domestic violence may be at risk. Domestic violence is any incident or pattern of incidents of threatening, controlling, coercive or threatening behaviour, violence or abuse inflicted on anyone by a current or former intimate partner or family member. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Symptoms which young people may display, and which are indicators only, include:

- Nervousness
- Low self-worth
- Disturbed sleep patterns
- Nightmares / flashbacks
- Physiological - stress/nerves
- Stomach pain
- Bed wetting
- Immature/needy behaviour
- Temper tantrums
- Aggression
- Internalising distress or withdrawal
- Truancy
- Alcohol and drugs
- Bullying

These symptoms can lead to a child/ young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive.

If it comes to the attention of school staff that domestic abuse is, or may be, a factor for a child/young person this must be passed to the Designated/Deputy Designated Teacher who has an obligation to share the information with Social Services.

**Female Genital Mutilation** involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-medical reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time and in later life.

Where there are concerns about the possibility of FGM, there is a duty to pass such information to statutory agencies.

**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 in Milltown Primary School we have knowledge or suspicion of a forced marriage in relation to a child or young person we will contact the PSNI immediately.

### **Self-Harm**

We will take seriously any concerns that are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts.

The Designated/Deputy Designated teacher will immediately follow the school's child protection procedures.

### **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.

We in Milltown Primary School have 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 comes into contact with the pupils in the school or on school-organised activities.

**A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.**

### 6.3 Signs and symptoms of abuse ~ Possible Indicators

#### Physical Abuse

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
<p>Unexplained bruises - in various stages of healing - grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (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</p>	<p>Self-destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather - to hide part of body; violent themes in art work or stories</p>

#### Emotional Abuse

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

#### Neglect

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
Looks very thin, poorly and sad;	Tired or listless (falls asleep in class);

<p>constant hunger;  lack of energy;  untreated medical problems;  special needs of child not being met;  constant tiredness;  inappropriate dress;  poor hygiene;  repeatedly unwashed; smelly;  repeated accidents, especially burns.</p>	<p>steals food; compulsive eating;  begging from class friends;  withdrawn; lacks concentration;  misses school medicals;  reports that no carer is at home;  low self-esteem;  persistent non-attendance at school;  exposure to violence including unsuitable videos.</p>
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### **Sexual Abuse**

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

## **Child Sexual Exploitation**

Potential indicators of CSE include:

- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Truancy/leaving school without permission;
- Persistently going missing or returning late;
- Receiving lots of texts/ phone calls prior to leaving;
- Change in mood - agitated/stressed;
- Appearing distraught/dishevelled or under the influence of substances;
- Inappropriate sexualised behaviour for age;
- Physical symptoms e.g. bruising; bite marks;
- Collected from school by unknown adults or taxis;
- New peer groups;
- Significantly older boyfriend or girlfriend;
- Increasing secretiveness around behaviours;
- Low self-esteem;
- Change in personal hygiene (greater attention or less);
- Self-harm and other expressions of despair;
- Evidence or suspicion of substance abuse.

While these indicators may be useful in identifying potential risk, their presence does not necessarily mean that CSE is occurring.

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

<b>Do:</b>	<b>Do not:</b>
<ul style="list-style-type: none"> <li>❖ Listen to what the child says</li> <li>❖ Seek some clarification with tact and understanding</li> <li>❖ Assure the child they are not at fault</li> <li>❖ Explain to the child that you cannot keep it a secret</li> <li>❖ Document exactly what the child says using his/her exact words</li> <li>❖ Remember not to promise the child confidentiality</li> <li>❖ Stay calm</li> <li>❖ Listen</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ask leading questions.</li> <li>❖ Put words into the child's mouth.</li> <li>❖ Ignore the child's behaviour.</li> <li>❖ Remove any clothing.</li> <li>❖ Panic</li> <li>❖ Promise to keep secrets</li> <li>❖ Ask leading questions</li> <li>❖ Make the child repeat the story unnecessarily</li> <li>❖ Delay</li> <li>❖ Start to investigate</li> <li>❖ Do Nothing</li> </ul>

<ul style="list-style-type: none"> <li>❖ Accept</li> <li>❖ Reassure</li> <li>❖ Explain what you are going to do</li> <li>❖ Record accurately</li> <li>❖ Seek support for yourself</li> </ul>	
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## **7. Procedures for making complaints in relation to child abuse**

### **7.1 How a Parent can raise a Concern/make a Complaint**

At Milltown Primary School 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 or any member of the school's safeguarding team: the Principal/Designated or Deputy Designated Teachers for child protection.
- 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.
- If they are still concerned, they can contact the NI Public Services Ombudsman.

Details of who to contact are shown in the flowchart in **Appendix 2**.

### **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**

Where staff become aware of concerns, or are approached by a child they should not investigate as this is the responsibility of Social Services and/or PSNI. Staff should report these concerns immediately to the Designated/Deputy Teacher and full notes should be made. 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.

The Designated/Deputy Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

The Designated/Deputy Designated Teacher may consult with members of the school's safeguarding team, the Education Authority's Designated Officer for Child Protection or Duty Social Work Gateway Team before a referral is made. During consultation with the EA Designated Officer the child's details will be shared. No decision to refer a case

to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made, the Designated/Deputy Designated Teacher will telephone Duty Social Work Gateway Team. She will also notify the EA Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Duty Social Work Gateway Team with a copy sent to the EA Designated Officer for Child Protection and a copy will be kept in the school's child protection file.

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

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

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

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

If a complaint is made against the Principal/Designated Teacher, the Deputy Designated Teacher will inform the Chairperson of the Board of Governors who will ensure that necessary action is taken.

Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils or may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities. The Chair of the Board of Governors will be informed immediately.

Child protection procedures will be followed in keeping with current Department of Education guidance.

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

### **8. Attendance at Child Protection Case Conferences and Core Group Meetings**

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

## **9. 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, members of staff have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies. Where abuse is suspected, schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

## **10. Record Keeping**

All child protection records, information and confidential notes are kept in separate files in a locked cupboard. These records are kept separate from any other file that is held on the child or young person and are only accessible by members of the safeguarding team.

Should a child transfer to another school whilst there are current child protection concerns, we will follow the guidance of DE Circular 2016/20 Child Protection Record Keeping in Schools.

## **11. Vetting Procedures**

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

## **12. Code Of Conduct For all Staff, Paid Or Unpaid**

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

The school's staff code of conduct is available on request.

## **13. Staff Training**

Milltown Primary School is committed to in-service training for its entire staff. Each member of staff will receive general training on policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher, Deputy Designated

Teachers, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support Service.

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and have access to copies of these policies.

#### **14. The Preventative Curriculum**

We seek to protect our pupils by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to help keep themselves safe.

Throughout the school year safeguarding / child protection issues are addressed through class lessons and assemblies. There is a permanent child protection notice in the cloakroom noticeboard and relevant information is displayed in each classroom providing advice and displaying child helpline numbers. A flow diagram of how a parent may make a complaint is also on display. A flow diagram for a teacher allegation is in the staffroom.

Other initiatives that address child protection and safety issues include:

- Healthy Living (World Around Us/PDMU)
- Road Safety
- Firework safety
- Care in the Sun
- Visits from relevant bodies e.g. PSNI Safety talks, NSPCC, NI Fire and Rescue Service
- Drugs Education
- Anti-Bullying
- 'Moving On, Moving Up' (P7)
- 'Bee Safe' activity day (P7)
- 'I'm Special' workshops (P7)
- 'Helping Hands' programme (P6&7)
- Childline Programme (P6&7)
- Circle Time
- ECO Council

#### **15. Monitoring And Evaluation**

The Safeguarding Team in Milltown Primary School will update this Policy and the procedures as necessary, in the light of any further guidance and legislation, and will review it annually.

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. On-going evaluation will ensure the effectiveness of the Policy.

MILLTOWN PRIMARY SCHOOL  
CONFIDENTIAL

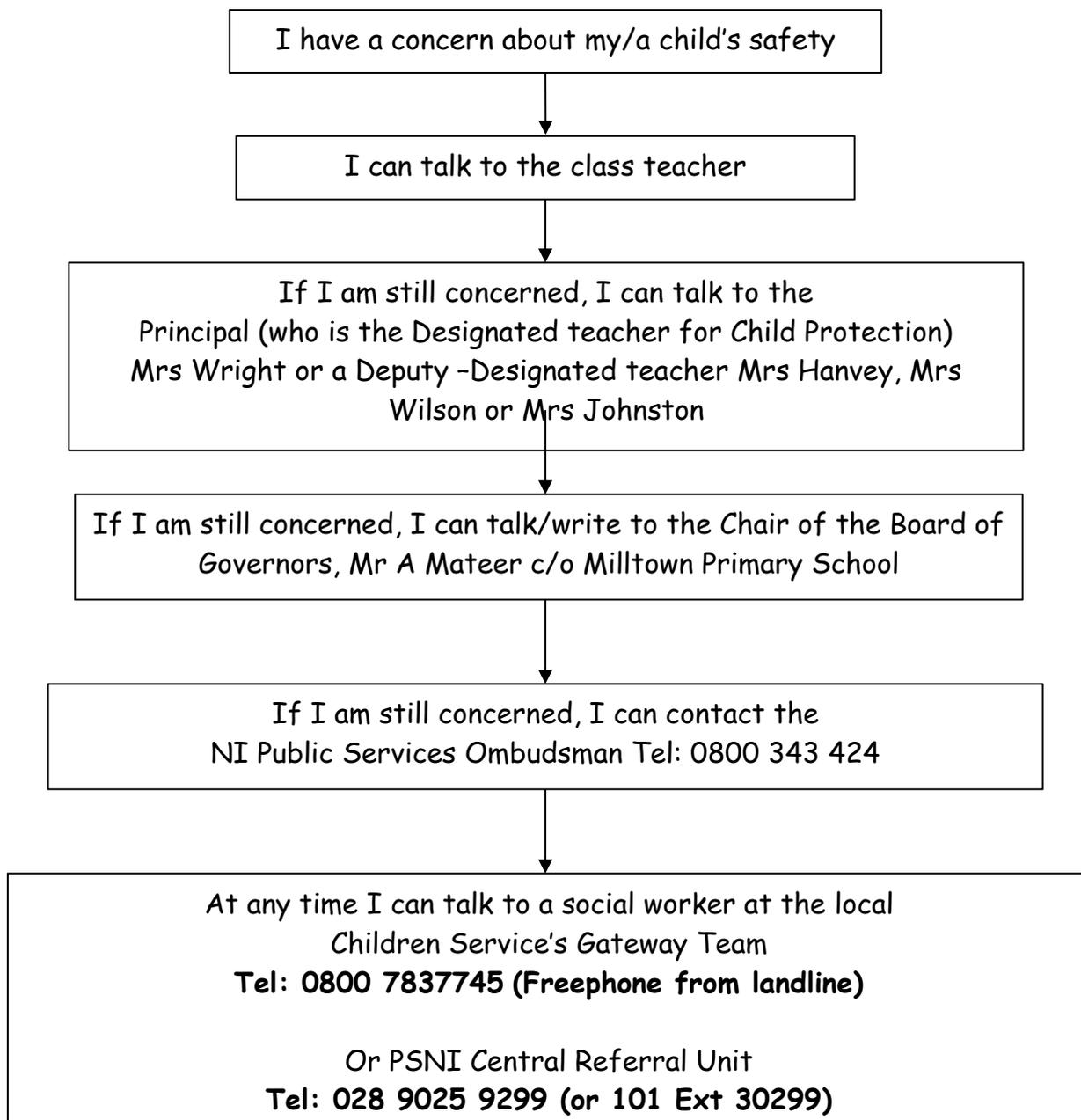
NOTE OF CONCERN

**CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER**

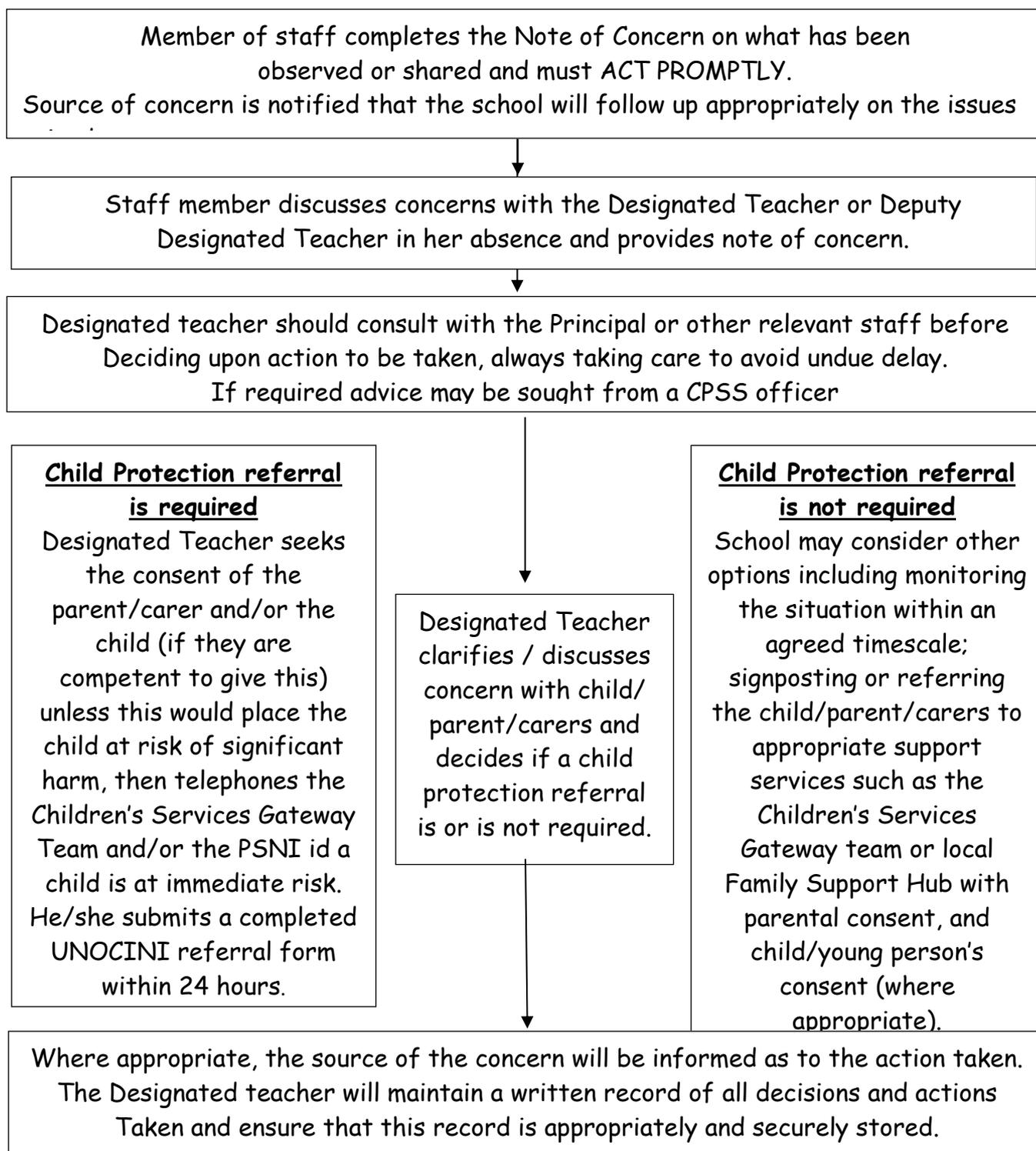
Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:



### How a Parent can raise a Concern



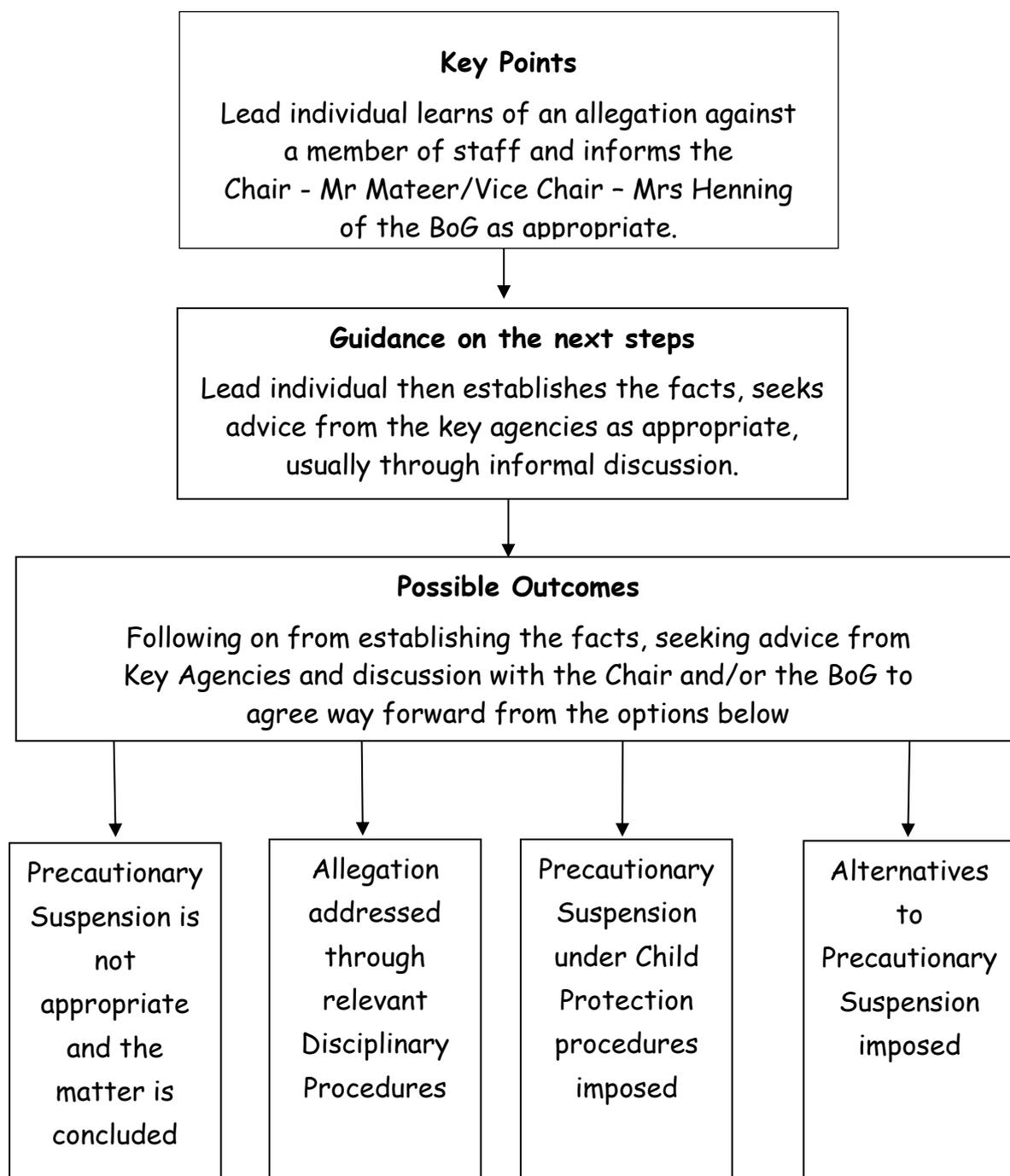
**Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff<sup>1,2</sup>**



<sup>1</sup> It is imperative that any disclosure by a child, or a concern that indicates a child may be at immediate risk, is reported immediately to the PSNI and Social Services to ensure that emergency protection measures are put in place. This is particularly important if there is a risk for the child at home.

<sup>2</sup> DE Circular 2016/20 Child Protection Record Keeping in Schools.

## Procedure for Dealing with Allegations of Abuse Against a Member of Staff <sup>3,4</sup>



<sup>3</sup> DE Circular 2016/20 Child Protection Record Keeping in Schools.

<sup>4</sup> A lead individual to manage the handling of an allegation should be identified from the outset, normally the Principal or a designated senior member of staff.

