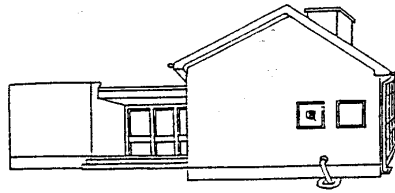
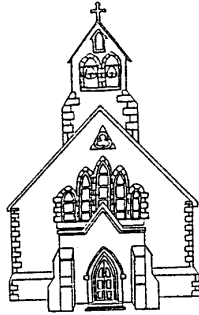


# Saint Mary's Primary School



## Child Protection and Safeguarding Policy

*AN INFORMATION RESOURCE ON  
CHILD ABUSE AND NEGLECT  
PROCEDURES FOR REPORTING  
SUSPECTED ABUSE*

5 Aughlisnafin Road, Castlewellan, BT31 9JP

Principal: Mr. Conor Murphy Telephone: 437 78460

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## **INTRODUCTION**

All schools have a pastoral responsibility towards the pupils in their charge and should take all reasonable steps to ensure that their welfare is safeguarded and their safety preserved. Children have a basic right to be protected from harm. They cannot learn or develop effectively unless they feel secure. Parents must be aware of the schools Child Protection/ Safeguarding Policy and the fact that this may require cases to be referred to the investigative agencies in the interest of the child. They should be reminded of the importance for example of notifying the school when someone other than the parent or carer will be picking the child up from school.

Through the curriculum pupils will be taught about the risks of different kinds of abuse and become equipped with the skills they need to help them stay safe by recognising unwelcome approaches or behaviour and developing the confidence to resist them as far as possible.

## **SCHOOL SAFEGUARDING TEAM**

The designated teacher for Child Protection/Safeguarding in St. Mary's Primary School Aughlisnafin is Mr. Peter Higgins (Vice Principal). If he is absent for any reason information relating to this issue should be brought to the attention immediately of the deputy designated teacher, Mrs. Orla McEvoy. The designated teacher and deputy designated teacher are supported on the School Safeguarding Team by Mr. Conor Murphy (Principal).

### **Levels of Abuse**

**POTENTIAL**- where circumstances make abuse likely to happen.

**SUSPECTED**- where the appearance, behaviour or injury to a child or young person alerts someone to suspect that abuse has occurred or is occurring.

**CONFIRMED**- where the facts have been proven in court in criminal or care proceedings or where there has been an admission of guilt.

## **Definition of Child Abuse**

The term child abuse includes physical injury, neglect (including emotional neglect), continued ill-treatment, exploitation and sexual abuse.

**Neglect:** 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 foods, 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.

**Physical injury:** 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 the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Sexual activity involving a child who is capable of giving informed consent on the matter, while illegal, may not necessarily constitute sexual abuse as defined for the purposes of the Children (N.I.) Order. Each case needs to be looked at individually.

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

**The Stopping Domestic and Sexual Violence and Abuse in Northern Ireland: A Seven Year Strategy (2016) defines domestic and sexual violence and abuse as follows:**

### **Domestic Violence and Abuse:**

Domestic Violence and Abuse:

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

## Sexual Violence and Abuse

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

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

### **Female Genital Mutilation (FGM)**

FGM is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed and established school procedures.

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

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

### **Sexting**

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

**Emotional abuse:** 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 children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may involve causing children frequently to 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 the children to emotional 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, engagement in criminal activity, begging, benefit or other financial fraud, favouritism, grooming, child sexual exploitation, 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.

**Grave concern:** While strictly speaking not a form of abuse but a category of registration of abuse, this term covers children whose situations do not currently fit any of the four categories above but where social and medical assessments indicate that they are at significant risk of above. These could include situations where another child in the household has been harmed or the household contains a known abuser.

### **Bullying**

Bullying can be defined as deliberate hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him or herself.

It can take many forms, but the three main types are physical (e.g. hitting, kicking, spitting, theft or damage to belongings), verbal (e.g. threats or name calling, including sectarian, homophobic or racist name calling) or indirect

( e.g. spreading rumours, or excluding someone from social groups. DENI 1999:41)

Our anti- bullying policy is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Staff aim to be vigilant at all times to the possibility of bullying occurring, and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the bully. Parents of both the bully and the victim will be personally contacted when bullying has been identified.

Any complaints by a parent that their child is, or may be, being bullied will be fully investigated by the DT for Child Protection, and team action will be taken to protect the victim. This will usually include ensuring that another child or a group of small children befriends and supports the child being bullied during the school day. A parent making a complaint about bullying will have a personal response from the DT or the class teacher within one week of making the complaint, indicating the investigation which has been carried out and the action taken.

The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of privileges in the school. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped. If a pupil's bullying behaviour persists, the second stage will be to instigate the child protection procedures.

## **PROCEDURES FOR DEALING WITH CHILD ABUSE**

### **IDENTIFYING ABUSE**

#### **HOW SHOULD OUR STAFF IN ST. MARY'S IDENTIFY ABUSE ?**

Because of their day to day contact with individual children our teachers and ancillary staff are well placed to observe any abnormal symptoms, changes in appearance, behaviour , learning pattern or development.

For example bruises

- particularly bruises of a regular shape indication the use of an implement or the mark of a hand, lacerations, bite marks and burns may be apparent when children change clothes for PE or other sports activities or when very young children are helped with toileting.
- Physical neglect such as inadequate clothing, poor growth, hunger or deficient nutrition.
- Emotional abuse: - noticeable indicators, may include excessive dependence or attention seeking.
- Sexual Abuse - may exhibit physical signs or lead to a substantial behaviour change including premature development of mind, withdrawal or inappropriate sexual behaviour. Signs such as these can do no more than give rise to concern - they are not in themselves proof that abuse has occurred. However our teachers and other staff should be aware of the possible implications of, and be alert to all such signs especially if they are regularly repeated.

Relationships between teachers and other educational professionals and the children they teach must be based on trust and confidentiality. However **all** staff recognise that in order to protect children from harm cases may arise where confidentiality must be subordinated to the need to take appropriate action by involving others in the child's best interests. **NO PROMISE OF CONFIDENTIALITY SHOULD BE GIVEN WHERE ABUSE IS ALLEGED.**

## **PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE**

**The designated teacher for child protection (DT)** is Mr. Higgins

In his absence **the deputy designated teacher for child protection (DDT)**, Mrs Orla McEvoy, will assume responsibility for child protection and safeguarding.

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 must act promptly.**

**He/she should not investigate** – this is a matter for social services – but should report these concerns immediately to the DT, discuss the matter with him, make full notes (signing and dating them), and hand the note to the DT.

The DT will discuss the matter with the Principal as a matter of urgency to plan a course of action, and ensure that a written record of decisions is made.

The DT, in consultation with the Principal, will decide whether, in line with their legal responsibilities under the Children (NI) Order 1995, the matter needs to be referred to social services. **If there are concerns that the child may be at risk of significant harm, the school is obliged to make a referral to social services.** Unless there are concerns that a parent/guardian may be the possible abuser, the parents/guardians will be informed immediately.

The DT may seek clarification or advice and consult with The Child Protection Support Service for Schools (CPSSS) - Designated Officer for Child Protection at the CCMS and EA, or a senior social worker before a referral is made. No decisions to refer a child to social services will be made without full consideration and on appropriate advice. **The safety of the child is our first priority.**

Where there are concerns about possible abuse of a child, the DT will inform:

- Social Services - using the regional UNOCINI template (Understanding the Needs of Children in Northern Ireland)\*
- CCMS's Designated Officer for Child Protection
  
- EA's Designated Officer for Child Protection

\* The UNOCINI referral will be made within 24 hours of the initial telephone referral to social services.

**(The referral will be placed in an envelope marked 'CONFIDENTIAL \_ CHILD PROTECTION')**

If any member of staff feels unsure about what to do if he/she has concerns about a child, or unsure about being able to recognise signs or symptoms of possible child abuse, he/she should talk with the DT.

It should be noted that the information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff may need to



share this information with other professionals. However, only those who need to know will be informed.

In any case where a school has concern about child abuse it is important that a record is kept at all stages. This should include dates, events and action taken. In cases of alleged child abuse which come to court, the court may require the school to provide its full record on the child.

### **How to respond to a child who makes a disclosure (5 R's)**

#### **1. Receive**

- Stay calm
- Listen to what the child is saying without displaying shock or disbelief
- Accept what the child is saying
- Be discreet

#### **2. Reassure**

- Reassure the child that they have done the right thing by talking to you, **do not make promises that you cannot keep** (eg everything will be alright now, I'll stay with you)
- Do not promise confidentiality, staff have a duty to refer the matter to the designated teacher for child protection. Explain that you will need to talk to Mr.Higgins who will know what to do next
- Do reassure and alleviate guilt if the child refers to it

#### **3. Respond**

- Respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter to the designated teacher for child protection
- Do ask open questions (can you tell me what happened? Anything else you wish to tell me? Yes ... )
- Do not ask closed questions (those that will evoke a yes/no response, eg Did \_\_\_\_\_ do this to you?). Such questions invalidate evidence where a subsequent court action is necessary.
- Do not criticise the perpetrator as the child may love that person
- Do explain what you will do next (talk with the designated teacher who will know how to get help)

#### **4. Record**

- Make notes as soon as possible after hearing what the child has said and write them up
- Do not destroy these original notes
- Record the date, time place, people present and any noticeable non-verbal behaviour. Record the words the child used as much as possible. – if the child uses 'pet' words record those rather than translating them into 'proper' words. Any injuries or marks noticed can be depicted on a diagram showing position and extent
- Record statements and observable things, rather than your interpretations and assumptions.
- Sign the record and hand it to the designated teacher

*(All written records of concerns about children, even where there is no need to refer the matter immediately, are securely maintained, separate from the main pupil file, and in a locked location.*

## **5. Refer**

- **Concerns about possible abuse must be referred to the designated teacher as soon as possible within the working day.** He will liaise with the Principal in the decision making process regarding referral to statutory services.
- The DT should make the referral to social services within 24 hours
- If acknowledgement of the referral is not received from social services within 5 working days then the DT should follow this up.
- After referral the school will cooperate with the social services investigation which can involve the provision of factual information and attendance at case conferences.

## **Notifying parents**

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DT will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

## **Supporting Vulnerable Children**

The staff of St. Mary's Primary School recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging or they may be withdrawn.

St. Mary's Primary School will endeavour to support the pupils who are exposed to risk of harm through supporting such pupils in accordance with his/her agreed protection plan.

Support for all pupils in the school in developing skills in self protection and developing confidence will be afforded as follows:

- The content of the curriculum, particularly Personal Development.
- The school ethos which promotes a positive supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils understand the

difference between acceptable and unacceptable behaviours towards themselves and others

- Liaison with other agencies that support the pupil such as Social Services, Education Welfare Service, Educational Psychology, PSNI and the school nurse.

### **Operation Encompass**

- We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.
- When the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day, to share this information with a member of the safeguarding school. This will allow the school safeguarding team to provide direct or indirect support to this child and family.
- This information will be treated like any other child protection information as per DE Circular 2020/07. It will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete the online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone will be made aware of Operation Encompass and the need to pass these calls on with urgency.

## **Code of Conduct St Mary's Primary School**

### **A Code of Conduct for Employees within the Education Sector whose work brings them into contact with children/young people**

#### **Introduction**

All actions concerning children must uphold the best interests of the child 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 children in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

#### **Code of Conduct**

##### **1. Private meetings with pupils**

- a. Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- b. Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- c. Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

##### **2. Physical Contact with Pupils**

- a. As a general principle, staff members are advised not to make unnecessary physical contact with their pupils.
- b. It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may

need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.

c. Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (Power of member of staff to restrain pupils).

**d. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.**

e. Staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. **However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.**

f. Any physical contact, which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.

g. Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.

h. Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

### **3. Choice and Use of Teaching Materials**

a. Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.

b. When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. Schools have already received advice on the value of consulting parents and Governors when proposing to use materials such as the AIDS education for schools and in connection with sex education programmes.

c. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the principal before using it.

### **4. Relationships and Attitudes**

Within the Pastoral Care Policies of the school and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require

care and thought, particularly when staff are dealing with adolescent boys and girls.

### **5. E-Safety and Internet Use**

Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work.

Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have.

Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.

Contact with students must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students. If contacted by a student by an inappropriate route, staff should report the contact to the Principal immediately.

### **Conclusion**

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff inter-relate with children 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, however, it is prudent for all staff to re-appraise their teaching styles, relationships with children and their manner and approach to individual children, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children or of their parents/guardians.



## **Complaint against a staff member**

If a complaint about possible child abuse is made against a member of staff, the Principal (or the DT if the Principal is unavailable) must be informed immediately. The above procedures will apply (unless the complaint is about the designated teacher or the Principal). Where the matter is referred to social services the member of staff may be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigations by social services. The Chairperson of the Board of Governors will be informed immediately.

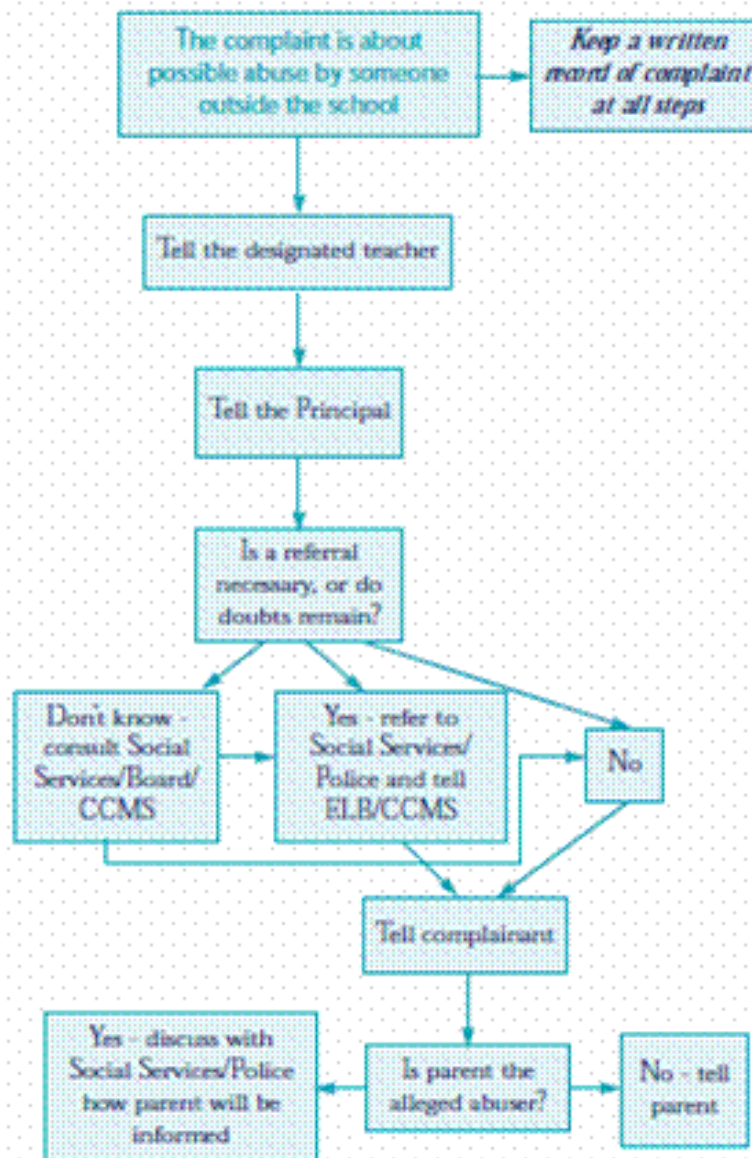
If a complaint about possible child abuse is made against the Principal, the DT must be informed immediately. He will inform the Chairperson of the Board of Governors and together they will take appropriate advice and ensure the necessary action is taken.



Appendices

Figure 1

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



Pastoral Care in Schools:  
CHILD PROTECTION

Figure 2

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

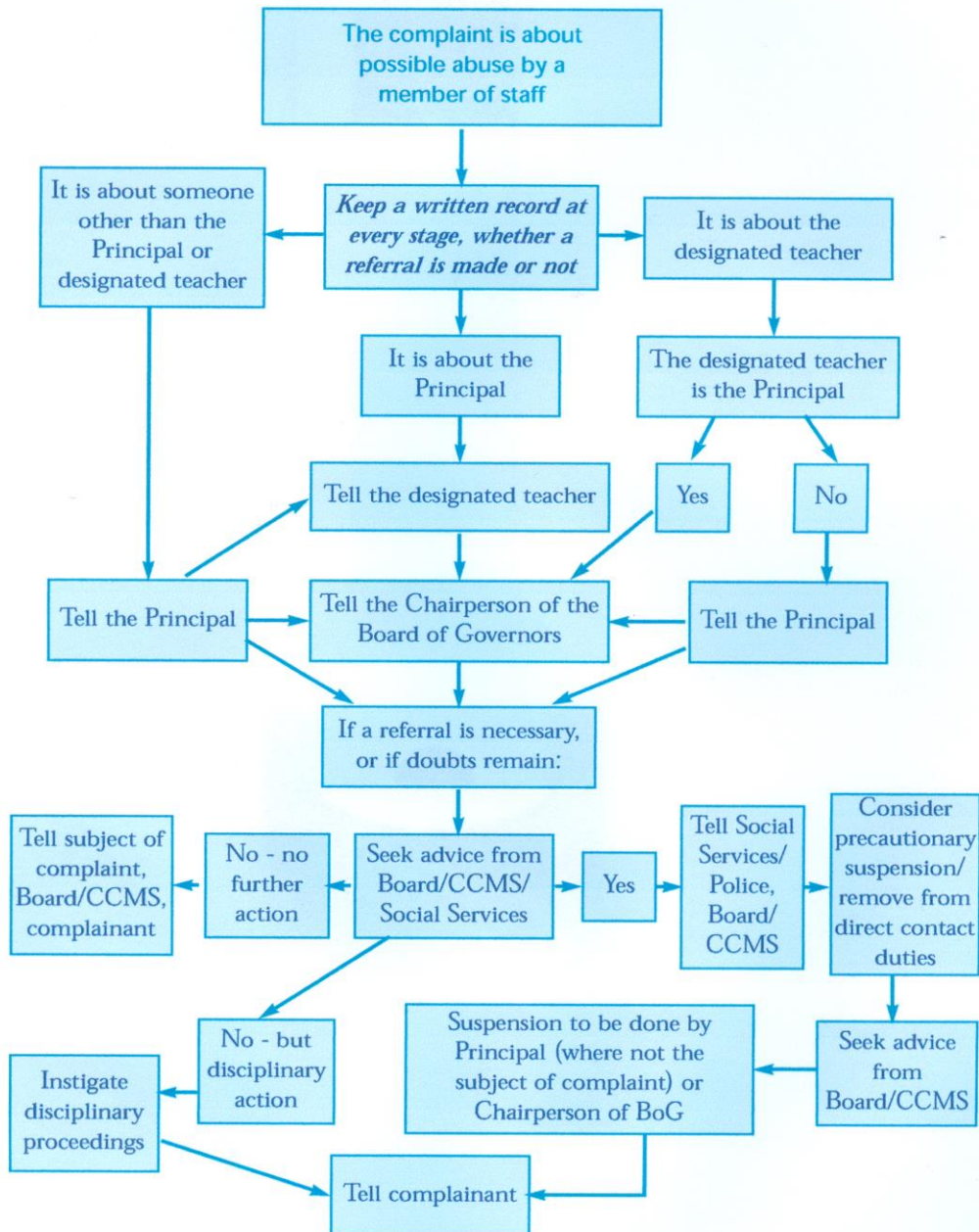
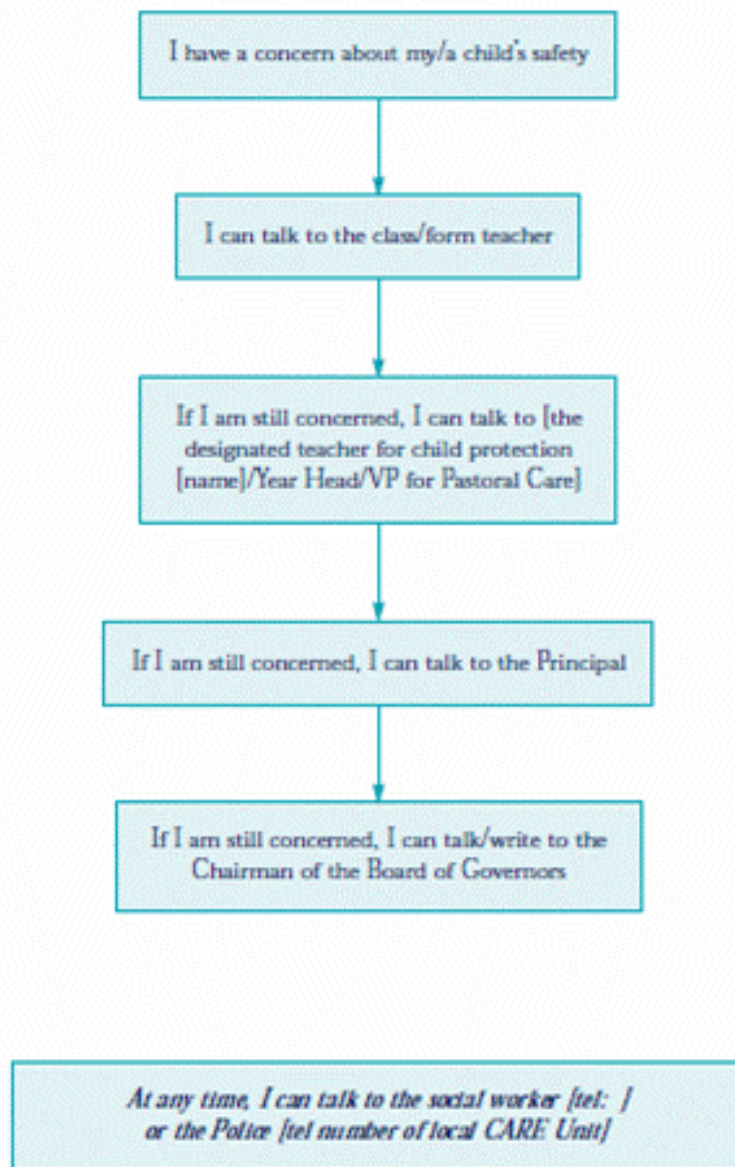


Figure 3: How a parent can make a complaint



## **ROLE OF THE DESIGNATED TEACHER (DT) AND DEPUTY DESIGNATED TEACHER (DDT)**

The DT:

- To provide training to all school staff including support staff
- Being available to discuss the child protection concerns of any member of staff
- Responsibility for managing and keeping of all child protection concerns
- Making referrals to Social services
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences.
- Liaising with CCMS Designated Officers for Child Protection
- Liaising with EA Designated Officers for Child Protection
- Keeping the school Principal informed
- The lead responsibility for the development and updating of the school's child protection policy
- Ensures parents receive a copy of the child protection policy every 2 years which alerts them to the fact that referrals may be made and the role of the school on this
- Promotion of a child protection ethos in the school
- Written reports to the Board of Governors annually regarding child protection
- Maintains all records pertaining to child protection in a secure location (accessed only by The Safeguarding Team as appropriate)

DDT:

To support and undertake the duties of the Designated Teacher for Child Protection as required

### **Sources of Advice**

Advice and Support are available from a number of local sources such as  
Social Services,  
NSPCC,  
The Clinical Medical Officer  
School Nurse  
Department of Education Guidance – ‘Pastoral Care in Schools’  
EA designated officer for child protection  
C.C.M.S. Down and Connor Education Office  
Education and Welfare Officer  
Educational Psychologist.

## Addendum to Child Protection Policy and Staff Code of Conduct St Mary's Ps Aughlissnafin.

### Covid-19 Arrangements for Safeguarding and Child Protection

#### 1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of key workers and children who are vulnerable. The current health concerns relating to Covid-19 creates uncertainty in the lives of children and young people. Daily routines, family life, friendship groups and the safe space that schools provide have been disrupted. For many children, the need to spend most of their day at home will bring an additional challenge, and for some this will be an additional safeguarding risk factor. It is important that the adults responsible for safeguarding children are sensitive to their physical, social and emotional needs in these most unusual circumstances. It is critically important that children who are or may be in at risk are identified so that that a proportionate, compassionate and sensitive response can be taken.

#### 2. Procedures

Staff will continue to follow the procedures outlined in our school's Child Protection Policy and Staff Code of Conduct.

In addition, the following arrangements have been put in place to support families and monitor pupil safety: The school teachers' email addresses, main school phone number have been made available to all parents. Parents have been informed that the The School Principal, is available at all times via email.

- Teachers provide online learning via google classroom and /or the school website with strict procedures in place to ensure the safety of all.
- We would remind everyone to stay safe when using online resources and to report any concerns to a member of the safeguarding team.
- In line with the information previously provided to schools by the EA CPSS, teachers may make phone calls to parents. These will be pastoral in nature and a record will be kept of any issues reported by parents. Any concerns around pupil well-being will be shared without delay with a member of the Safeguarding team.
- If a member of staff is using their personal telephone their number will be withheld to ensure the protection of private information of staff.

#### 3. Online Safety

In order to ensure the safety of all involved the following guidance should be followed if staff and pupils are engaging in online teaching/communication using video conferencing or platforms recommended by and available via C2K

- Teachers and pupils need to be fully dressed and should not wear pyjamas/sleep wear during the session.
- Students cannot participate from a bedroom.
- The teacher arranges the session and password and shares this only with pupils and parents.
  - Pupils must agree not to share the password with anyone else.
  - Parental consent will be sought before their child attends online sessions.
  - A disclosure or concern over any online forum will be followed up as it would be in school.
- Online sessions should be time limited for the benefit of both children and teachers. If there is a breach to any of these procedures e.g. pupil gives the password to someone else who joins the group the teacher should immediately terminate the session and advise the Principal.

4. How a parent can raise an issue or express a concern

We would welcome parents asking for advice and help if they have concerns about their child's wellbeing or safety. Asking for help is a protective factor and parental concerns and requests for help will always be taken seriously. Any member of staff will listen carefully to parental concerns and ensure that the request for help, if necessary, is brought to the attention of a teacher or school leader. In this case a decision can be made as to how best to provide help.

5. If school is open during Covid-19 closures

If school is open for vulnerable pupils and key workers children the school should adhere to the EA guidance (link to guidance for school clusters to be added) . If our school is part of a cluster of schools which are open we will share relevant safeguarding information with the Designated Teacher and/or Principal. In accordance with our Child Protection procedures this information will be shared on a need to know basis.

In any event, we will follow current Department of Education and Department of Health guidelines regarding social distancing, hygiene and personal protective equipment to ensure the safety of both pupils and staff.

6. How a child can raise a concern

We know that while many children will be enjoying their time at home and remain almost unaffected by this unusual situation, there will be others who feel scared, lonely and even those who miss school. Our safeguarding responsibility to all our children continues and we will seek to maintain contact with our children and young people as well as signpost them to other agencies.

We will use the following means to connect with our children and young people

When contacting parents via phone we will always ask to speak to their child or young person.

Other agencies:

NSPCC Child line

CEOP

Safer Schools App

7. Some Useful Links and contact telephone numbers: –

Gateway Services:South Eastern Trust 0300 1000 300

PSNI Public Protection Unit Emergency 999 Non-urgent 101

<https://learning.nspcc.org.uk/safeguarding-child-protection/coronavirus>

<https://www.camhs-resources.co.uk/>

<https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-aboutthe-world/coronavirus/>

<https://www.saferinternet.org.uk/helpline/report-harmful-content>

<https://www.ceop.police.uk/Safety-Centre/>

#### 8. Monitoring and Review

The Safeguarding team will review and amend these arrangements regularly during the period of Covid-19 school closure in line with Departmental guidance and advice.