



CHILD PROTECTION and INTIMATE CARE POLICY Safeguarding Children Naíscoil agus Bunscoil Bheanna Boirche

Date last reviewed	Date last updated	Comments
January 2016	January 2016	Addition of PSNI to referral process BOG ratified 7/4/16
January 2017	January 2017	Updated to include references to online bullying
June 2017	June 2017	Updated to include NI Public Services Ombudsman
August 2018	August 2018	Updates to Intimate Care Annex
April 2019	April 2019	Addition of Preventative Curriculum Overview as annex Update of definitions of abuse
August 2020	August 2020	Updated in light of Covid 19
April 2021	April 2021	Updated to include details of Operation Encompass
May 2022	May 2022	Updated Deputy Designated Teacher names
September 2022	December 2022	Updated Designated Governor name
October 2023	October 2023	Updated Chairperson BOG name

Principle of Paramourncy

The fundamental principle in child care law and practice is that the welfare of the child (0-18 years) must always be the paramount consideration in decisions taken about him or her.

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 2019; updated June 2020, updated June 2022) and the SBNI Core Child Protection Policy and Procedures (2017).

Background

We in Naíscoil agus Bunscoil Bheanna Boirche have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our child-centred pastoral care policies, which aim to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential.

One way in which we seek to protect our pupils is 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 keep themselves safe. This preventative curriculum is delivered primarily through the implementation of the CCEA PDMU programme 'Living Learning Together' and the NSPCC 'Keeping Safe' Programme, conducting lessons and assemblies on keeping safe and identifying unsafe behaviours throughout the year (as shown in Appendix 4 - Preventative Curriculum Guidance).

The purpose of the following Safeguarding and Child Protection procedures is to protect our pupils by ensuring that everyone who works in our school - teachers, non-teaching staff and volunteers - has clear guidance on the action which is required where abuse or neglect of a child is suspected.

All our staff and volunteers have been subject to appropriate background checks.

The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

Other related policies

Naíscoil agus Bunscoil Bheanna Boirche have a duty to ensure that safeguarding permeates all activities and functions. This child protection policy therefore complements and supports a range of other school policies including:

- Anti-Bullying
- Attendance
- Drugs
- Positive Behaviour
- Staff Code of Conduct
- Complaints
- ICT and Online Safety
- 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 and any parent wishing to have a copy should contact the School office or visit the school website at www.bunscoilbb.com.

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

- Chair of the Board of Governors Wayne Pickering
- Designated Governor for Child Protection Leanne Mackin
- Principal Ciarán Mac an tSionnaigh
- Designated Teacher Máire Uí Bhuadáin
- Deputy Designated Teacher(s) Gráinne Lindsay and Sinéad Ní Thuamáin

Roles and Responsibilities

Board of Governors must ensure that:

- A Designated Governor for Child Protection is appointed.
- A Designated and Deputy Designated Teacher are appointed in their schools.
- 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 Child Protection Policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- 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. See the Addressing Bullying in Schools Act (NI) 2016.
- 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 (It is best practice that they receive a termly report of child protection activities). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff.
- 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 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, 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. 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 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 his/her responsibilities.

It is important that the DDT works in partnership with the DT so that he/she develops sufficient knowledge and experience to undertake the duties of the DT when required. DDTs are also provided with the same specialist training by CPSS to help them in their role.

Schools may have more than one DDT depending on their size, location, (e.g. split site schools) and the presence of an additional provision such as a nursery, learning support centre, speech and language unit, or boarding department. Schools to specify for their individual circumstances.

The School Principal

The Principal, as the Secretary to the BoG, will assist 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, the Principal takes the lead in managing child protection concerns relating to staff.

The Principal has delegated 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 Designated Teacher 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.

The Principal must ensure 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 must refer concerns or disclosures initially to the Designated Teacher for Child Protection or to the Deputy Designated Teacher if he/she is not available.
- Class teachers should complete the Note of Concern (See Appendix 6) 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 should report these concerns to the Designated Teacher or Deputy Designated Teacher if he/she 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 has up to date contact details for the parent/carer.

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 Harm

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

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

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

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

Harm can be caused by:

Sexual abuse

Emotional abuse

Physical abuse

Neglect

Exploitation

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.

****DOMESTIC VIOLENCE** Whilst we are aware that Domestic Violence (DV) is not one of the categories listed as forms of abuse, domestic violence, adult mental health problems and potential substance (prescribed and non-prescribed) misuse may expose a child to emotional harm, and therefore if we become aware of any of the above, we are obliged to make a referral.

1. Neglect – Physical Indicators

- Constant hunger
- Exposed to danger; lack of supervision
- Inadequate/inappropriate clothing
- Poor personal hygiene
- Untreated medical problems
- Emaciation

Neglect – Behavioural Indicators

- Tiredness, listlessness, lack of concentration
- Lack of peer relationships
- Low self esteem
- Destructive tendencies
- Compulsive stealing/begging
- Frequent lateness/non attendance at school
- Chronic running away
- Scavenging for food or clothes

2. Physical Injury – Physical Indicators

- Scratches
- Bite marks or welts
- Bruises in places difficult to see/mark eg behind ears, groin
- Burns, especially cigarette burns

- Untreated injuries

Physical Injury – Behavioural Indicators

- Self mutilation tendencies
- Chronic runaway
- Bullying
- Aggressive or withdrawn
- Admission of punishment which seem excessive
- Fear of returning home/of parents being contacted
- Undue fear of adults
- Flinching at sudden movements/withdrawal from physical contact
- Fearful watchfulness
- Improbable excuses given to explain injuries
- Refusal to discuss injuries

3. Sexual Abuse – Physical Indicators

- Soreness, bleeding in genital or anal area
- Itching in genital area
- Stained or bloody underwear
- Stomach pains or headaches
- Pain on urination
- Difficulty in walking or sitting
- Bruises on inner thighs or buttocks
- Anorexia/bulimic
- Pregnancy/abortion

Sexual Abuse – Behavioural Indicators

- Chronic depression
- Self mutilation
- Inappropriate language, sexual knowledge for age group
- Sexualised play with explicit acts
- Making sexual advances to adults or other children
- Obsessive washing
- Low self esteem
- Afraid of dark
- Wariness of being approached by anyone
- Substance/drug abuse
- Unexplained large sums of money/gifts
- Truancy/running away

4. Emotional Abuse – Physical Indicators

- Sudden speech disorders
- Wetting and soiling
- Signs of mutilation
- Frequent vomiting

Emotional Abuse – Behavioural Indicators

- Rocking, thumb sucking, hair twisting
- Chronic running away
- Poor peer relationships
- Overreaction to mistakes
- Inappropriate emotional responses to stressful situations
- Self mutilation
- Extremes of passivity or aggression
- Substance/drug abuse

Children who Display Harmful Sexualised Behaviour

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. Schools support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise. It must also be borne in mind that sexually harmful behaviour is primarily a child protection concern.

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'. More details on each type of behaviour can be found in DE Circular 2016/05 'Children Who Display Harmful Sexualised Behaviour'.

Healthy sexual behaviour will normally have no need for intervention, however consideration may be required as to appropriateness within a school setting.

Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required. The CPSS will advise if additional advice from PSNI or Social Services is required.

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

- There is no informed consent by the victim; and/or
- the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim

Harmful sexualised behaviour can include:

- Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Bullying

Bullying, be it face-to-face or online, is a highly distressing and damaging form of abuse and is not tolerated in our school. All staff are 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 victim and bully will be personally contacted immediately if bullying behaviour is identified.

Any complaint by a parent that their child is, or may be, being bullied will be fully investigated by the designated teacher for child protection or the principal, and team action will be taken to protect the victim. This will usually include ensuring that another child or small group of 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 designated teacher or principal within one week of making the complaint, indicating the investigation which has been carried out and the action being taken. The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of any privileges or position of responsibility he/she holds in the school. The sanctions will follow procedures as outlined in our school Anti-Bullying Policy and in our school Positive Behaviour Policy. 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 described below.

eSafety/Online 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.

Schools have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and should 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.

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.

It is recommended that schools should integrate their online safety policy (and, where applicable, their remote learning policy) into existing safeguarding, behaviour, code of practice and anti-bullying policies.

The online safety policy should incorporate agreements on the acceptable use of (i) the internet and school-based digital technology and (ii) personal mobile technology.

A school may become aware of pupils or members of staff affected by internet abuse, either in school or outside school hours, eg trolling, sexting, cyber-bullying, online grooming etc.

Cyber-bullying should be considered within the schools overall Anti Bullying Policy. Article 2(2) of the Addressing Bullying in Schools Act (NI) 2016 will expressly permit schools to include in their Anti-Bullying Policy measure to tackle cyber-bullying between pupils, even when the incidents take place outside the normal school day.

Dealing with Children with Increased Vulnerabilities

Some children in our school may be more vulnerable to abuse and individuals and we all should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues.

- Looked After Children (LAC)
- Children with a Disability
- Children with limited communication (EAL, S&L problems)
- Children with a SEN
- Pre-school provision including nursery schools and classes
- Gender Identity Issues/Sexual Orientation
- Children/Young People who go missing
- Domestic Violence and Abuse
- Children of Parents with additional support needs

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 harm .

School to customise the following two sections to reflect their procedures and staff involved but the process should be very similar to this: -

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

In Naíscoil agus Bunscoil Bheanna Boirche we aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner.

If a parent has a concern they can talk to the class teacher, the Designated or Deputy Designated Teacher for child protection or the Principal.

If they are still concerned they may talk to the Chair of the Board of Governors.

At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in the flowchart in Appendix 8.

All Child Protection referrals should be sent to Social Services Single Point of Entry (SPOE) Team in writing on UNOCINI template within 24 hours of the telephone referral.

All Child in Need referrals should be sent in writing on UNOCINI template within 48 hours of the concern arising.

South Eastern Board Area

Gateway Team 0300 1000 300 Out of Hours 02890 565444

PSNI Central Referral Unit (CRU) 02890 259299 (or 101 extension 30299)

Any cases which, upon verbally referring to Social Services, are not deemed Child Protection issues but are still of concern, should be referred for support for the area 'Family Support Hub'.

Karen Otley, Family Support Coordinator, Lisburn Health Centre 028 9250 1357
www.familysupportni.gov.uk

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

In Naíscoil agus Bunscoil Bheanna Boirche 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 6) and act promptly. They will not investigate - this is a matter for Social Services - but will discuss these concerns with the Designated Teacher or with the Deputy Designated Teacher if he/she is not available.

The Designated Teacher will consult with the Principal or 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. The Designated Teacher 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 the Designated Teacher will seek consent from 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.

The Designated Teacher will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI referral form.

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

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 10 will be followed.

Consent

Prior to making a referral to Social Services the consent of the parent/carers and/or the young person (if they are competent to give this) will normally be sought. The exception to this is 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 and/or the young person has been sought and is withheld we will consider and where possible respect their wishes. However our primary consideration must be the safety and welfare of the child and we will make a referral in cases where consent is

withheld if we believe on the basis of the information available that it is in the best interests of the child/young person 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.

In order to meet these requirements all child protection records, information and confidential notes concerning pupils in Naíscoil agus Bunscoil Bheanna Boirche are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal 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.

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 Naíscoil agus Bunscoil Bheanna Boirche are vetted/supervised in accordance with relevant legislation and Departmental guidance.

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 which has been approved by the Board of Governors.

Intimate Care (see appendix 1)

As a basic principle, children will be supported to achieve the highest level of autonomy that is possible, given their age and abilities. Staff will encourage each child to do as much for themselves as they can.

If a child needs assistance to be changed following an accident, where possible, one child will be cared for by one adult, unless there is a sound reason for having two adults present. If this is the case, the reasons should be clearly documented. In this case, the class teacher will get an additional adult to stand close by while the child is being changed. The safety, dignity and self esteem of the child is paramount. If a child has a specific problem relating to toileting, parental advice and guidance will be sought so that the child's needs are met. Please refer to our 'Intimate Care Policy' for further guidance and information.

Protecting the Teacher

(Reprinted from "child abuse guidance to members" Irish National Teachers' Organisation, 1993, by kind permission)

Private meeting with pupils

- a) Teachers 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, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people.

- b) Where such conditions cannot apply teachers are advised to ensure that another adult knows that the interview is taking place. The use of 'engaged' signs or lights is not advisable.
- c) Where possible another pupil or another adult should be present or nearby during the interview.

Physical contact with pupils

- a) As a general principle teachers are advised not to make unnecessary physical contact with their pupils. This is particularly the case with children of secondary school age and maturing children of primary school age.
- b) Physical contact which may be misconstrued by the pupil, parent or other casual observer should be avoided. Such contact can include well intentioned informal gestures such as putting a hand on the shoulder or arm, which if repeated with an individual pupil, could be misconstrued, as well as more obvious and more intimate contact which should never occur.
- c) There may be occasions when a distressed child needs comfort and reassurance which may include physical comforting such as a caring parent would give. Teachers should use their discretion in such cases to ensure that what is, and what is seen by others present to be, normal and natural does not become unnecessary and unjustified contact, particularly with the same child over a period of time.
- d) Some teachers are likely to come into physical contact with their pupils from time to time in the course of their teaching, for example when showing a pupil how to use a piece of apparatus or equipment or while demonstrating a move or exercise during games or PE. Teachers should be aware of the limits teachers' professional judgement will be exercised and for the vast majority of teachers this Code of Conduct confirms, what has always been their practice.

From time to time, however, it is wise for all teachers to review their teaching styles, relationships with pupils and their manner and approach to individual pupils, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of pupils or of their parents.

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.

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 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.

APPENDIX 1

Bunscoil and Naíscoil Bheanna Boirche

INTIMATE CARE POLICY

DEFINITION

Intimate care may be defined as any activity required to meet the personal care needs of each individual child. Parents have a responsibility to advise staff of the intimate care needs of their child, and staff have a responsibility to work in partnership with children and parents.

Intimate care can include:

- Feeding
- Oral care
- Washing
- Dressing/undressing
- Toileting
- Menstrual Care
- Supervision of a child involved in intimate self-care
- Cleaning up a child after wetting/soiling accident

PRINCIPLES OF INTIMATE CARE

The following are the fundamental principles upon which the Policy and Guidelines are based:

- Every child has the right to be safe.
- Every child has the right to personal privacy.
- Every child has the right to be valued as an individual.
- Every child has the right to be treated with dignity and respect.
- Every child has the right to be involved and consulted in their own intimate care to the best of their abilities.
- Every child has the right to express their views on their own intimate care and to have such views taken into account.
- Every child has the right to have levels of intimate care that are as consistent as possible.

Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff who provide intimate care to children have a high awareness of child protection issues and will have been provided with Child Protection training on a regular basis, as per DE guidelines.

Staff deliver a full personal safety curriculum, as part of Personal Development and Mutual Understanding, to all children as appropriate to their development level and degree of understanding. This work is shared with parents who are encouraged to reinforce the personal safety messages within the home. Naíscoil agus Bunscoil Bheanna Boirche is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. Naíscoil agus Bunscoil Bheanna Boirche recognizes that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

OUR APPROACH TO BEST PRACTICE

All children who require intimate care are treated respectfully at all times; the child's welfare and dignity is of paramount importance.

Staff who must provide intimate care are fully aware of best practice. Apparatus will be provided to assist with children who need special arrangements following assessment from physiotherapist/occupational therapist as required.

Staff will be supported to adapt their practice in relation to the needs of individual children, taking into account developmental changes.

There is careful communication with each child who needs help with intimate care, in line with their preferred means of communication (verbal, symbolic, etc) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

As a basic principle, children will be supported to achieve the highest level of autonomy that is possible, given their age and abilities. Staff will encourage each child to do as much for themselves as they can.

When a child requires intimate care assistance (in the case of needing to change, for example), the class teacher will get an additional adult to stand

close by while the child is changing. Doors will be kept open and physical contact will be kept to a minimum. The safety, dignity and self esteem of the child is paramount. If a child has a specific problem relating to toileting, parental advice and guidance will be sought so that the child's needs are met. It should be noted that by the time a child starts school they will normally be expected to be independent in terms of their use of toilet facilities. We require parental permission for help with specific toileting problems. Where this is not given, the parent/carer will have the option to come into school to undertake the intimate care of the child or to take the child home. The Parental/ Carer Permission Form is included at the end of this policy, and is expected to be signed and returned by all parents every September when overall permission forms are given out for the new school year.

Wherever possible, the same child will not be cared for by the same adult on a regular basis. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc she/he will immediately report concerns to the appropriate person for child protection (Máire, Designated Teacher for Child Protection, Sinéad or Gráinne, Deputy Designated Teachers for Child Protection). A clear record of the concern will be completed and referred on if necessary (see child protection policy).

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded.

Parents/carers will be contacted at the earliest opportunity as part of this process, in order to reach a resolution. The child's needs will remain paramount. Further advice will be taken from outside agencies if necessary.

INTIMATE CARE GOOD PRACTICE CHECKLIST FOR STAFF

Such care might be necessary with;

- A child who has wet or soiled themselves
- A child who has been hurt and treatment requires removal of clothing

1. Ensure the child's dignity at all times; there should be appropriate discretion used to ensure the pupil is not visible to others.
2. Reassure the child and tell them what you plan to do.
3. Listen to the child's wishes.
4. Where a child has "wet" him/herself, the child will be brought to the toilets discretely and afforded the opportunity to change him/herself into the underwear provided (which is available from the class teacher).
5. Where the child requires more intimate care (e.g soils him/herself), the parent/carer will be contacted immediately and asked to come to school to assist the child or to take him/ her home. The parent will be reassured that the child will be well cared for while awaiting the arrival of the parent/carer
6. Should hands-on assistance be needed, one staff member should provide physical assistance in view of the other staff member, while he/she holds the door of the toilets open in order to protect both the child and the staff member.
7. Staff should always wear gloves when administering intimate care.
8. Try to encourage a child's independence as far as possible in his / her intimate care. Where the child is fully dependent, talk with them about what is going to be done and give them choice where possible.
9. If they are distressed or protest, stop the care immediately and seek advice or assistance from another member of staff.
10. If necessary, the pupil will be provided with clean underwear and trousers.
11. Record the duty of intimate care in the class incident book, and if you observe any unusual markings, discolourations or swelling including the genital area/have any Child Protection concerns, report immediately to your designated/deputy designated teacher (Máire, Sinéad or Gráinne).
12. Inform the parent about the care that was administered in writing.
13. Wet/soiled clothing should be placed into a plastic bag and returned home with the pupil.
14. If a staff member has concerns about a colleague's intimate care practice they must report this to the designated Child Protection officer.

APPENDIX 2

NAÍScoil agus BUNSCOIL BHEANNA BOIRCHE INTIMATE CARE PROCEDURES

Please complete and return this sheet to your child's teacher.

- It is the policy of Bunscoil agus Naíscoil Bheanna Boirche to involve the child in their intimate care and to try to encourage the child's independence as far as possible in his/her intimate care.
- Where a child has "wet" him/herself, he/she will be guided discretely to the toilet by a staff member. The child will be afforded the opportunity to change him/herself into their change of underwear and clothes.
Parents/carers will be informed in writing.
- It is essential that parents of Foundation Stage pupils (Naíscoil , Rang 1 and 2) should include a spare pair of trousers and some socks and underwear in their schoolbags in case a wetting incident should occur.
- Where the child requires more intimate care (e.g soils him/herself), the parent/carer will be contacted immediately and asked to come to school to assist the child or to take him/ her home. The child will be encouraged to clean and change themselves, made comfortable, and will be reassured while awaiting the arrival of his/her parent/carer.
- We will endeavour to ensure that our practice in intimate care is consistent. A record of the intimate care given will be recorded and parents/ carers will be notified.
- We will treat every child with dignity and respect and at all times will ensure privacy appropriate to the child's age and situation. We will try to involve the child in his/her own intimate care, where appropriate.
- I have read the above Intimate Care Policy and Procedures and agree to their implementation, if required. A full copy of our Child Protection and Intimate Care Policy is available to view at www.bunscoilbb.com.

Child's Name: _____

Parent/carer's Signature: _____

Date: _____

APPENDIX 3

DISCLOSURE AND BARRING ARRANGEMENTS CHANGES TO PRE- EMPLOYMENT VETTING CHECKS FOR VOLUNTEERS WORKING IN SCHOOLS FROM 10 SEPTEMBER 2012 (Circular Number: 2012/19)

Following a Government led review of vetting and barring arrangements a number of changes to the pre-employment vetting requirements in the education sector came into effect from 10 September 2012 as part of new Disclosure and Barring Arrangements (DBA).

SCHOOL VOLUNTEERS Under the new DBA the law regarding the vetting of school volunteers has changed. There are now two types of volunteers working in schools:

- Those who work unsupervised and
- Those who work under supervision

Regulated Activity is defined as unsupervised activity in a limited range of establishments, with the opportunity for contact with children, such as schools and childcare premises including pre-school establishments. In addition, in order to be regarded as Regulated Activity such unsupervised activity performed at such a specified place must be done regularly. Regularly means carried out by the same person frequently (once a week or more often), or on four or more days in a 30 day period (or in some cases, overnight).

VOLUNTEERS WHO WORK UNDER SUPERVISION: If a volunteer is supervised then under the new DBA they are not regarded as working in Regulated Activity and therefore a school is not required to obtain an EDC (Enhanced Disclosure Certificate). However, a school is still entitled to obtain an EDC if it so wishes but it will be unlawful for a school to seek a barred list check in these circumstances. You must ensure that you apply to AccessNI for the appropriate type of check which would not include a check of the barred lists. AccessNI guidance is available at www.dojni.gov.uk/accessni. In addition, the AccessNI Helpline is available for advice on how to complete the application form: 0300 200 7888.

APPENDIX 4:

BBB PREVENTATIVE CURRICULUM GUIDANCE

NSPCC Whole-School Keeping Safe Programme

	Theme 1 Healthy Relationships	Theme 2 My Body	Theme 3 Being Safe
P1	<ol style="list-style-type: none"> 1. Children will know the names of feelings such as worried, excited, nervous and afraid. 2. Children will understand that hands are not for hurting. 3. Children will know what to do if they are afraid, worried, nervous or hurt. 	<ol style="list-style-type: none"> 1. Know proper names for body parts and what 'private means'. 2. Children will understand that we don't share Private parts. 3. Children will know how to be body smart. They will be able to say NO! when their body gets a 'NO' feeling. 	<ol style="list-style-type: none"> 1. Children will understand what safe means and identify with feelings of being safe. 2. Children will be able to identify situations that are safe and not safe. 3. Children will know how to tell someone if they are not feeling safe.
P2	<ol style="list-style-type: none"> 1. Children will know that no one has the right to hurt them. 2. Children will know what to do if they are worried about someone being hurt. 3. Children will understand that no one has the right to continually say things to make them feel sad. 	<ol style="list-style-type: none"> 1. Children will know the difference between appropriate and inappropriate touch. 2. Children will understand they have the right to say no if your body feels 'no'. 3. Children will be able to tell the difference in good and bad secrets and know who and how to tell. 	<ol style="list-style-type: none"> 1. Children will identify 'safe' people in their lives. 2. Children will understand the importance of asking for help from an adult while online. 3. Children will know what to do in unsafe situations.
P3	<ol style="list-style-type: none"> 1. Children will know that it's OK to say no to a friend. 2. Children will understand that it's OK to feel angry but we don't hurt others physically or emotionally because of this. 	<ol style="list-style-type: none"> 1. Children will know that Privates are not for sharing. 2. Children will understand that their body belongs to them. 3. Children will know to talk about secrets that upset them, even if it involves someone they or 	<ol style="list-style-type: none"> 1. Children will learn to be body smart. Know the signs when our body feels unsafe. 2. Children will know how to keep themselves safe online. 3. Children will be able to devise rules that would keep them safe in public places.

	3. Children will know what to do if they feel hurt by anyone, even adults.	their family know very well.	
P4	<p>1.Children will understand that they have the right to be in a happy and caring environment.</p> <p>2. Children will understand some of the reasons for anger and how to deal with it.</p> <p>3. Children will know what a real friendship should look like.</p>	<p>1. Children will know that no one should make them do things that they don't want to, they will know how to say no.</p> <p>2. Children will understand the importance of not keeping secrets about their private parts.</p> <p>3. Children will be able to recognise bribe and threats and know what to do.</p>	<p>1.Children will identify people whom they would go to for help in different situations.</p> <p>2. Children will know that it is not safe to share personal information online.</p> <p>3. Children will understand that 'You can't judge a book by its cover' (Misconceptions).</p>
P5	<p>1. Children will understand what cruelty is and how we can stop it.</p> <p>2. Children will understand that trying to control someone is wrong. They will know how to stand up for themselves and be assertive.</p> <p>3. Children will know about online bullying and how to stop it.</p>	<p>1. Children will understand that their body belongs to them and they are entitled to privacy.</p> <p>2. Children will know what is appropriate and inappropriate for their age.</p> <p>3. Children will understand the potential dangers with taking and sending photos online.</p>	<p>1 .Children will understand what is safe to share online and offline.</p> <p>2. Children will understand that when online there are things they should not accept or open as they may not be reliable.</p> <p>3. Children will know that they need to tell an adult if they are being asked for personal information online or being asked to meet someone they have met online.</p>
P6	<p>1. Children will understand the problems that can occur with online friendships and understand how online friendships differ from personal friendships.</p> <p>2. Children will be able to identify all forms of</p>	<p>1. Children will understand the dangers of sharing personal information online</p> <p>2. Children will know that private areas should never be shared even with people you know and respect.</p> <p>3. Children will be able to recognise a bribe/threat</p>	<p>1. Children will know the difference in needs and wants and understand they have a right to feel safe and secure.</p> <p>2. Children will understand how their body reacts when they are angry or feel threatened.</p>

	<p>bullying and reasons for it.</p> <p>3. Children will be able to demonstrate strategies for dealing with bullying.</p>	<p>and know how to deal with it.</p>	<p>3. Children will know their rights as a child, and that there are laws to protect children.</p>
P7	<p>1. Children will know what domestic violence is and understand that it is wrong.</p> <p>2. Children will understand that all relationships and families are different but they should not suffer.</p> <p>3. Children will be able to recognise an unhealthy relationship and know how to deal with it.</p>	<p>1. Children will know the 4 main forms of abuse and a brief definition. (neglect, sexual, physical and emotional)</p> <p>2. Children will understand the problems some people face in telling about abuse.</p> <p>3. Children will be able to develop skills in communicating their feelings/problems with adults.</p>	<p>1. Children will understand what is meant by Cyberbullying, how and why it happens and how to deal with it.</p> <p>2. Children will research the work of organisations that help children who have been abused.</p> <p>3. Children will be able to educate younger children in the school about 'Keeping safe'.</p>

APPENDIX 5:**Whole-school suggested NSPCC Keeping Safe and Living Learning Together lessons****Rang 1**

Term	Week	Programme Delivery of Keeping Safe and Living Learning Together (Colours reflect LLT Units)	Activities from LLT
1	1	Living Learning Together Unit 1: There is no one quite like me	Activity 1
	2		Activity 2
	3		Activity 3
	4		Activity 4
	5		Activity 5
	6		Activity 6
	7	Teach Keeping Safe Lesson 1 Theme1	
	8	Teach Keeping Safe Lesson 2 Theme 1	
	9	Teach Keeping Safe Lesson 3 Theme 1	
	10	Halloween break	
	11	Living Learning Together Unit 2: Sometimes I feel.	Activity 1
	12		Activity 2
	13		Activity 3
	14		Activity 4
	15		Activity 5
	16		
	17	Christmas holidays	
	18		
2	19		
	20	Living Learning Together Unit 3: Taking care of me	Activity 5
	21		Activity 6
	22		Activity 7
	23	Teach Keeping Safe Lesson 1 Theme 2	
	24	Teach Keeping Safe Lesson 2 Theme 2	
	25	Mid-term	
	26	Teach Keeping Safe Lesson 3 Theme 2	
	27	Living Learning Together Unit 4: Belonging & Cooperating	Activity 1
	28		Activity 2
	29		Activity 3
	30		
	31	Easter holidays	
	32		
3	33		
	34	Living Learning Together Unit 5: Caring & Sharing	Activity 2
	35		Activity 3
	36		Activity 4
	37	Teach Keeping Safe Lesson 1 Theme 3	
	38	Teach Keeping Safe Lesson 2 Theme 3	
	39	Teach Keeping Safe Lesson 3 Theme 3	
	40	Unit 6 You & Me	Activity 1
	41		Activity 2
	42		Activity 4
	43		Activity 5

Rang 2

Term	Week	Programme Delivery of Keeping Safe and Living Learning Together (Colours reflect LLT Units)	Activities from LLT
1	1	Living Learning Together Unit 1: Wonderful Me	Activity 4
	2		Activity 5
	3		Activity 6
	4	Living Learning Together Unit 2: How Do I Feel?	Activity 1
	5		Activity 2
	6		
	7	Teach Keeping Safe Lesson 1 Theme1	
	8	Teach Keeping Safe Lesson 2 Theme 1	
	9	Teach Keeping Safe Lesson 3 Theme 1	
	10	Halloween break	
	11	Living Learning Together Unit 2: How Do I Feel?	Activity 3
	12		Activity 4
	13		Activity 5
	14		
	15		
	16		
	17	Christmas holidays	
	18		
2	19	Living Learning Together Unit 3: Keeping Healthy and Staying Safe	Activity 2
	20		Activity 4
	21		Activity 5
	22		Activity 6
	23	Teach Keeping Safe Lesson 1 Theme 2	
	24	Teach Keeping Safe Lesson 2 Theme 2	
	25	MID -TERM	
	26	Teach Keeping Safe Lesson 3 Theme 2	
	27	Living Learning Together Unit 4: Getting Along with Others	Activity 1
	28		Activity 2
	29		Activity 3
	30		Activity 4
	31	Easter holidays	
	32		
3	33		
	34	Living Learning Together Unit 5: I am Learning To	Activity 2
	35		Activity 4
	36		
	37	Teach Keeping Safe Lesson 1 Theme 3	
	38	Teach Keeping Safe Lesson 2 Theme 3	
	39	Teach Keeping Safe Lesson 3 Theme 3	
	40	Living Learning Together Unit 6: Grace and Tracey	Activity 2
	41		Activity 4
	42		Activity 5
	43		

Rang 3

Term	Week	Programme Delivery of Keeping Safe and Living Learning Together (Colours reflect LLT Units)	Activities from LLT
1	1	Living Learning Together Unit 1: Getting To Know Me	Activity 3
	2		Activity 4
	3		Activity 5
	4	Living Learning Together Unit 2: Feel Good and Feeling Sad	Activity 1
	5		Activity 2
	6		
	7	Teach Keeping Safe Lesson 1 Theme 1	
	8	Teach Keeping Safe Lesson 2 Theme 1	
	9	Teach Keeping Safe Lesson 3 Theme 1	
	10	Halloween break	
2	11	Living Learning Together Unit 2: Feel Good and Feeling Sad	Activity 3
	12		Activity 4
	13		Activity 5
	14		
	15		
	16		
	17	Christmas holidays	
	18		
	19	Living Learning Together Unit 3: Taking Care Be Safe	Activity 4
	20		Activity 5
	21		Activity 6
	22		Activity 7
	23	Teach Keeping Safe Lesson 1 Theme 2	
	24	Teach Keeping Safe Lesson 2 Theme 2	
	25	Mid-term	
3	26	Teach Keeping Safe Lesson 3 Theme 2	
	27	Living Learning Together Unit 4: Getting Along with Others	Activity 1
	28		Activity 2
	29		Activity 3
	30		Activity 5
	31	Easter holidays	
	32		
	33	Living Learning Together Unit 5: Why Should I?	Activity 1
	34		Activity 3
	35		Activity 4
	36	Living Learning Together Unit 7: I belong.	Activity 2
	37	Teach Keeping Safe Lesson 1 Theme 3	
	38	Teach Keeping Safe Lesson 2 Theme 3	
	39	Teach Keeping Safe Lesson 3 Theme 3	
	40	Living Learning Together Unit 6: Living with Difference	Activity 1
	41		Activity 2
	42		Activity 3
	43		Activity 4

Rang 4

Term	Week	Programme Delivery of Keeping Safe and Living Learning Together (Colours reflect LLT Units)	Activities from LLT
1	1	Living Learning Together Unit 1: The Real Me	Activity 2
	2	Living Learning Together Unit 2: Different Feelings	Activity 1
	3		Activity 2
	4		Activity 3
	5		Activity 4
	6	Living Learning Together Unit 3: Growing Means Changing	Activity 7
	7	Teach Keeping Safe Lesson 1 Theme 1	
	8	Teach Keeping Safe Lesson 2 Theme 1	
	9	Teach Keeping Safe Lesson 3 Theme 1	
	10	Halloween break	
2	11	Living Learning Together Unit 3: Growing Means Changing	Activity 8
	12	Living Learning Together Unit 4: Friendships	Activity 1
	13		Activity 2
	14		Activity 3
	15		Activity 4
	16		Activity 5
	17	Christmas holidays	
	18		
	19		
	20	Living Learning Together Unit 5: Money Matters	Activity 1
	21		Activity 2
	22		
	23	Teach Keeping Safe Lesson 1 Theme 2	
	24	Teach Keeping Safe Lesson 2 Theme 2	
	25	Mid-term	
	26	Teach Keeping Safe Lesson 3 Theme 2	
	27	Living Learning Together Unit 7: Who Influences me?	Activity 2
	28		Activity 3
	29		Activity 4
	30		
	31	Easter holidays	
	32		
3	33		
	34		
	35	Living Learning Together Unit 6: I am...you are...we can	Activity 1
	36		Activity 2
	37	Teach Keeping Safe Lesson 1 Theme 3	
	38	Teach Keeping Safe Lesson 2 Theme 3	
	39	Teach Keeping Safe Lesson 3 Theme 3	
	40	Living Learning Together Unit 6: I am...you are...we can	Activity 3
	41		Activity 4
	42		
	43		

Rang 5

Term	Week	Programme Delivery of Keeping Safe and Living Learning Together (Colours reflect LLT Units)	Activities from LLT
1	1	Living Learning Together Unit 1: Myself and my Attributes	Activity 2
	2		Activity 3
	3		Activity 5
	4	Living Learning Together Unit 2: I Have feelings	Activity 1
	5		Activity 2
	6		Activity 3
	7	Teach Keeping Safe Lesson 1 Theme 1	
	8	Teach Keeping Safe Lesson 2 Theme 1	
	9	Teach Keeping Safe Lesson 3 Theme 1	
	10	Halloween break	
	11	Living Learning Together Unit 2: I Have feelings	Activity 4
	12		Activity 5
	13	Living Learning Together Unit 3: Stay Safe and Healthy	Activity 6
	14		Activity 7
	15		Activity 8
	16		Activity 9
	17	Christmas holidays	
	18		
	19	Living Learning Together Unit 4: Ups and Downs	Activity 4
	20		Activity 5
2	21		Activity 6
	22		
	23	Teach Keeping Safe Lesson 1 Theme 2	
	24	Teach Keeping Safe Lesson 2 Theme 2	
	25	Mid-term	
	26	Teach Keeping Safe Lesson 3 Theme 2	
	27	Living Learning Together Unit 5: Valuing Self and Others	Activity 1
	28		Activity 2
	29		Activity 3
	30		Activity 4
	31	Easter holidays	
	32		
	33		Activity 5
	34	Learning Together Unit 7: Making Good Choices	Activity 1
	35		Activity 2
	36		Activity 3
	37	Teach Keeping Safe Lesson 1 Theme 3	
	38	Teach Keeping Safe Lesson 2 Theme 3	
	39	Teach Keeping Safe Lesson 3 Theme 3	
	40	Learning Together Unit 7: Making Good Choices	Activity 4
3	41		Activity 5
	42	Living Learning Together Unit 6: Learning More About Others	Activity 4
	43		Activity 5

Rang 6

Term	Week	Programme Delivery of Keeping Safe and Living Learning Together (Colours reflect LLT Units)	Activities from LLT
1	1	Living Learning Together Unit 1: Who Am I?	Activity 3
	2		Activity 5
	3		Activity 6
	4	Living Learning Together Unit 2: Dealing With Feelings	Activity 1
	5		Activity 2
	6		Activity 3
	7	Teach Keeping Safe Lesson 1 Theme 1	
	8	Teach Keeping Safe Lesson 2 Theme 1	
	9	Teach Keeping Safe Lesson 3 Theme 1	
	10	Halloween break	
	11	Living Learning Together Unit 2: Dealing With Feelings	Activity 4
	12		Activity 5
	13	Living Learning Together Unit 4: Working at Harmony	Activity 8
	14		Activity 9
	15		
	16		
	17	Christmas holidays	
	18		
	19	Living Learning Together Unit 3: Healthy Habits	Activity 2
	20		Activity 3
	21		Activity 4
	22		
	23	Teach Keeping Safe Lesson 1 Theme 2	
	24	Teach Keeping Safe Lesson 2 Theme 2	
	25	Mid-term	
	26	Teach Keeping Safe Lesson 3 Theme 2	
	27	Living Learning Together Unit 5: Speaking Up For Me	Activity 1
	28		Activity 2
	29		Activity 3
	30		Activity 4
	31	Easter holidays	
	32		
	33	Living Learning Together Unit 2: Dealing With Feelings	Activity 5
	34	Learning Together Unit 6: Check It out First	Activity 1
	35		Activity 2
	36		
	37	Teach Keeping Safe Lesson 1 Theme 3	
	38	Teach Keeping Safe Lesson 2 Theme 3	
	39	Teach Keeping Safe Lesson 3 Theme 3	
	40	Living Learning Together Unit 7: Decisions Decisions	Activity 1
	41		Activity 2
	42		Activity 3
	43		Activity 4

Rang 7

Term	Week	Programme Delivery of Keeping Safe and Living Learning Together (Colours reflect LLT Units)	Activities from LLT
1	1	Living Learning Together Unit 1: What Makes Me Me?	Activity 2
	2		Activity 3
	3		Activity 4
	4		Activity 5
	5	Living Learning Together Unit 2: Thinking and Feeling	Activity 1
	6		Activity 2
	7	Teach Keeping Safe Lesson 1 Theme1	
	8	Teach Keeping Safe Lesson 2 Theme 1	
	9	Teach Keeping Safe Lesson 3 Theme 1	
	10	Halloween break	
	11	Living Learning Together Unit 2: Thinking and Feeling	Activity 3
	12		Activity 4
	13	Living Learning Together Unit 4: Moving On	Activity 1
	14		Activity 2
	15		Activity 3
	16		Activity 4
	17	Christmas holidays	
	18		
2	19	Living Learning Together Unit 3: Fit For The Future	Activity 7
	20		Activity 8
	21		Activity 9
	22		
	23	Teach Keeping Safe Lesson 1 Theme 2	
	24	Teach Keeping Safe Lesson 2 Theme 2	
	25	Mid-term	
	26	Teach Keeping Safe Lesson 3 Theme 2	
	27	Living Learning Together Unit 5: Says Who?	Activity 1
	28		Activity 2
	29		Activity 3
	30		Activity 4
	31	Easter holidays	
	32		
3	33	Learning Together Unit 7: New Horizons	Activity 1
	34		Activity 2
	35		Activity 3
	36		Activity 4
	37	Teach Keeping Safe Lesson 1 Theme 3	
	38	Teach Keeping Safe Lesson 2 Theme 3	
	39	Teach Keeping Safe Lesson 3 Theme 3	
	40	Living Learning Together Unit 6: Who Cares	Activity 1
	41		Activity 2
	42		Activity 4
	43		Activity 4




In partnership with

Responding to children who display sexualised behaviour

Supported by Health Education England



It's important for health practitioners to be able to distinguish normal sexual behaviours from those that may be inappropriate, problematic or harmful, and make sure children get the appropriate support. Use this guide alongside the resources at nspcc.org.uk/hsbhealth to help you decide what kind of sexualised behaviour a young person is displaying, and respond in the right way.

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> Developmentally expected and socially acceptable behaviour Consensual, mutual and reciprocal Decision making is shared 	<ul style="list-style-type: none"> Single instances of developmentally inappropriate sexual behaviour Behaviour that is socially acceptable within a peer group Generally consensual and reciprocal May involve an inappropriate context for behaviour that would otherwise be considered normal 	<ul style="list-style-type: none"> Developmentally unusual and socially unexpected behaviour May be compulsive Consent may be unclear and the behaviour may not be reciprocal May involve an imbalance of power Doesn't have an overt element of victimisation 	<ul style="list-style-type: none"> Intrusive behaviour May involve a misuse of power May have an element of victimisation May use coercion and force May include elements of expressive violence Informed consent has not been given (or the victim was not able to consent freely) 	<ul style="list-style-type: none"> Physically violent sexual abuse Highly intrusive May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator May involve sadism
How to respond <ul style="list-style-type: none"> Although green behaviours are not concerning, they still require a response Listen to what children and young people have to say and respond calmly and non-judgementally Talk to parents about developmentally typical sexualised behaviours Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse Signpost helpful resources such as our PANTS activity pack: nspcc.org.uk/pants Make sure young people know how to behave responsibly and safely 	How to respond <ul style="list-style-type: none"> Amber behaviours should not be ignored Listen to what children and young people have to say and respond calmly and non-judgementally Follow your organisation's child protection procedures and make a report to the person responsible for child protection Your policy or procedure should guide you towards a designated health safeguarding lead who can be notified and will provide support Consider whether the child or young person needs therapeutic support and make referrals as appropriate 	How to respond <ul style="list-style-type: none"> Red behaviours indicate a need for immediate intervention and action If a child is in immediate danger, call the police on 999 Follow your organisation's child protection procedures and make a report to the person responsible for child protection Your policy or procedure should guide you towards a designated health safeguarding lead who should be notified and will provide support Refer the child or young person for therapeutic support 	How to respond <ul style="list-style-type: none"> Red behaviours indicate a need for immediate intervention and action If a child is in immediate danger, call the police on 999 Follow your organisation's child protection procedures and make a report to the person responsible for child protection Your policy or procedure should guide you towards a designated health safeguarding lead who should be notified and will provide support Refer the child or young person for therapeutic support 	How to respond <ul style="list-style-type: none"> Red behaviours indicate a need for immediate intervention and action If a child is in immediate danger, call the police on 999 Follow your organisation's child protection procedures and make a report to the person responsible for child protection Your policy or procedure should guide you towards a designated health safeguarding lead who should be notified and will provide support Refer the child or young person for therapeutic support



Contact the NSPCC helpline on **0808 800 5000** or by emailing help@nspcc.org.uk for advice and support. Our trained professionals will talk through your concerns with you, give you expert advice and take action to protect the child as appropriate.

Remind children and young people they can contact Childline for free if they need confidential help and advice by calling **0800 1111** or visiting childline.org.uk

APPENDIX 6: CP NOTE OF CONCERN PROFORMA

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:
Action taken at the time:

APPENDIX 7

Addendum to Child Protection Policy

Covid-19 Arrangements for Safeguarding and Child Protection

1. CONTEXT

From 20 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 national 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 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 which is available on our school website.

In addition the following arrangements have been put in place to support families and monitor pupil safety:

- The school email address, teachers' email addresses and main school phone number have been made available to all parents. Parents have been informed that the DT is available via these means of communication.
- Teachers provide online learning via the school website, C2k platform and Google Classrooms with strict procedures in place to minimise risk.
- The website provides parents with a range of resources and links to additional online learning, support and guidance.
- We would remind everyone to stay safe when using online resources and to report any concerns to a member of the safeguarding team.

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.
- 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 well-being 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 member of the safeguarding team. 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.

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:

- Respond to comments on our Google Classrooms or on our school website.
- Respond to any concerning comments our young people / parents post on the Cairde Facebook group social media.
- When contacting parents via phone we will always ask to speak to their child or young person.
- All our children will be given an email address as one way to connect with school.
- Other Agencies
- NSPCC Childline
- CEOP
- Safer Schools App

7. SOME USEFUL LINKS AND CONTACT TELEPHONE NUMBERS: -

CONTACT DETAILS FOR KEY SCHOOL STAFF DURING COVID-19 SCHOOL CLOSURES

Principal - 028 437 71356

GATEWAY Team (social workers based in Downpatrick) - 028 44613511

Any cases which, upon verbally referring to Social Services, are not deemed Child Protection issues but are still of concern, should be referred for support to the area 'Family Support Hub'.

Karen Otley, Family Support Coordinator, Lisburn Health Centre 028 9250 1357
www.familysupportni.gov.uk

PSNI Central Referral Unit (CRU) 02890 259299 (or 101 extension 30299)

Additional Resources available at:-

Reviewed October 2023

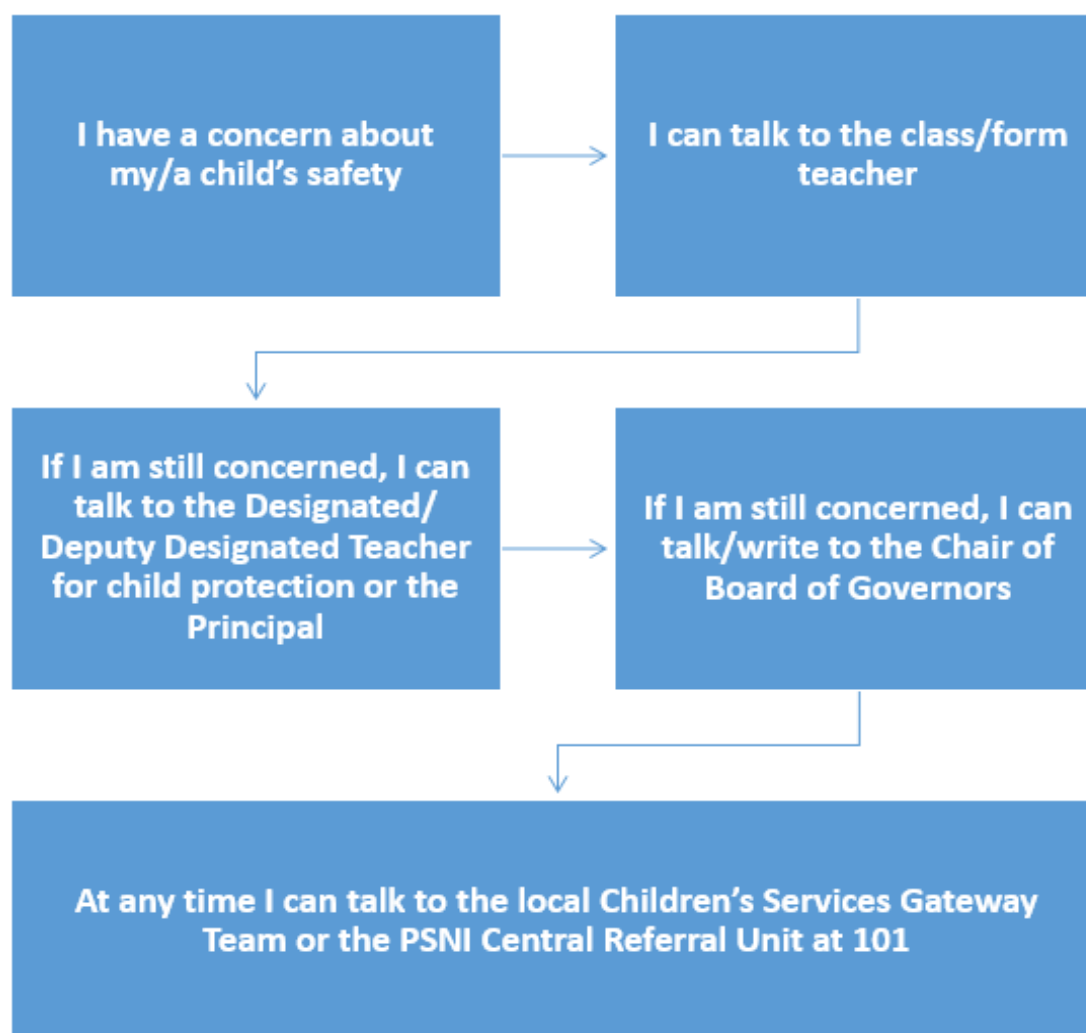
- <https://learning.nspcc.org.uk/safeguarding-child-protection/coronavirus>
- <https://www.camhs-resources.co.uk/>
- <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/>
- <https://www.saferinternet.org.uk/helpline/report-harmful-content>
- <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.

APPENDIX 8

If a Parent Has a Potential Child Protection Concern Within the School



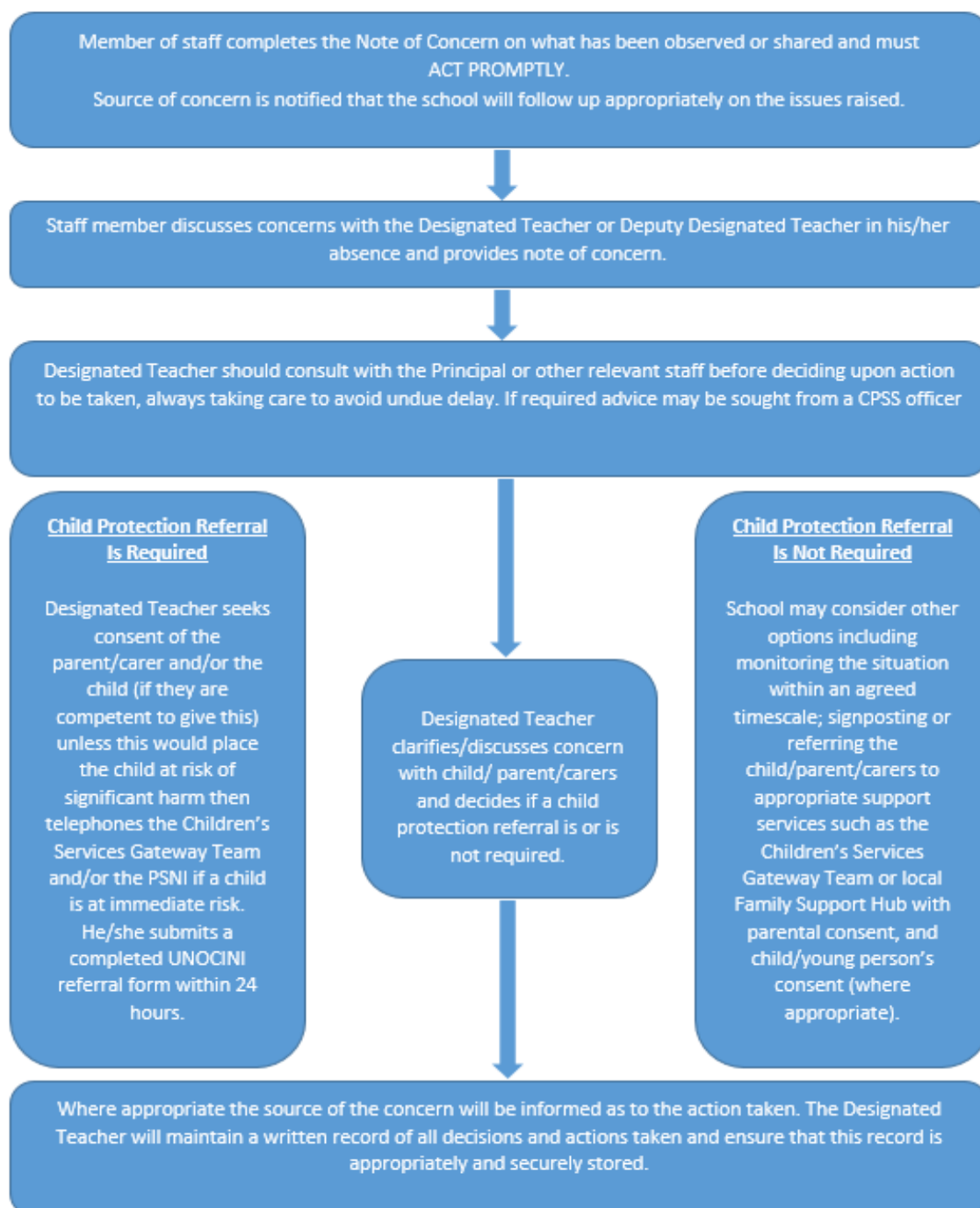
If you have escalated your concern as set out in the above flowchart, and are of the view that it has not been addressed satisfactorily, you may revert to the school's complaints policy. This policy should culminate in the option for you to contact the NI Public Services Ombudsman (NIPSO) who has the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

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

**At any time parents can talk to a social worker in the Gateway Team
based in Downpatrick 02844613511**

APPENDIX 9

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



APPENDIX 10

Dealing with Allegations of Abuse against a Member of Staff

