

Ballysally Primary School



Child Protection Policy 2025

Date Policy Reviewed:	August 2025
Signed: Mrs S Doey	Designated Teacher
Signed: Mr G Dunn	Principal
Signed: Mr J Coulter	Chair of Board of Governors

CONTENTS

1	Our School's Child Protection Ethos and Key Principles of Safeguarding
2	Related Policies
3	The School Safeguarding Team (Roles and Responsibilities)
4	Definitions of Harm
5	Responding to a Safeguarding Concern
6	Consent, Confidentiality, Information Sharing and Record Keeping
7	Safe Recruitment Procedures
8	Code of Conduct
9	The Preventative Curriculum
10	Monitoring and Evaluation
11	Appendices
	Appendix 1 Note of Concern
	Appendix 2 Specific Types of Abuse
	Appendix 3 Children with Increased Vulnerabilities
	Appendix 4 Signs and Symptoms of Child Abuse
	Appendix 5 If a Parent or Carer Has a Potential Child Protection Concern Within the School
	Appendix 6 Procedure Where the School Has Concerns about Possible Abuse
	Appendix 7 Dealing with Allegations of Abuse against a Member of Staff
	Appendix 8 Code of Conduct for Staff and Volunteers in Schools

1 CHILD PROTECTION ETHOS

As our school vision states, we in Ballysally PS are fully committed to providing a nurturing and inclusive school environment, where well-being is central to growth and learning. In our safe and caring school environment, children will be empowered to realise their potential and encouraged to pursue their ambitions as confident, resilient, lifelong learners. Children will be prepared and equipped for the future with the skills and attitude to positively contribute to society.

We recognise that we have a responsibility for the safeguarding and child protection of the children in our care and we will diligently carry out this duty by providing a caring, supportive and safe environment, in which all staff, teaching and non-teaching, will continue to be alert to the signs of possible abuse and know the clear procedures to be followed.

This policy sets out guidance on the action which is required when potential abuse or harm to a child is suspected and outlines referral procedures within our school.

Key Principles of Safeguarding and Child Protection

The general principles, which underpin our procedures and policy, are informed by: ‘Safeguarding and Child Protection in Schools- A Guide for Schools’ (September 2024), as well as the UN Convention on the Rights of the Child, the Children (Northern Ireland) Order 1995, “Co-operating to safeguard children and young people in Northern Ireland” (DHSSPSNI, 2017 and 2024), the Department of Education (Northern Ireland) guidance “Safeguarding and Child Protection in Schools” Circular 2017/04 (and subsequent amendments) and the SBNI Core Child Protection Policy and Procedures (2017).

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

- The child or young person’s welfare is paramount (The Children [Northern Ireland] Order 1995).
- The best interests of the child shall be of primary consideration (Article 3 of the UN Convention on the Rights of the Child).
- The voice of the child or young person should be heard;
- Parents and carers are supported to exercise parental responsibility and families helped to stay together.
- Partnership between school, home and outside agencies.
- Prevention.
- Responses should be proportionate to the circumstances.
- Protection.
- Evidence based and informed decision making.

We are committed to:

- Establishing a safe environment in which children can learn and develop and feel able to share any worries or concerns.
- Developing and implementing robust procedures for identifying and reported suspected cases of abuse.
- Ensuring we practise safe recruitment of staff and volunteers who come into our school environment.
- Raising awareness of keeping safe messages so that our pupils are equipped with the skills needed to keep themselves safe.
- Working positively with other professionals, outside agencies and families to best support pupils who are most vulnerable.

Adult Safeguarding

For further information see: <https://www.health-ni.gov.uk/publications/adult-safeguarding-prevention-and-protection-partnership-key-document>

- Adult safeguarding is based on fundamental human rights and on respecting the rights of adults as individuals, treating all adults with dignity and respecting their right to choose. It involves empowering and enabling all adults, including those at risk of harm, to manage their own health and well-being and to keep themselves safe. It extends to intervening to protect where harm has occurred or is likely to occur and promoting access to justice. All adults at risk should be central to any actions and decisions affecting their lives.
- We are committed to:
 - Ensuring that the welfare of vulnerable adults is paramount.
 - Maximising the student's choice, control and inclusion, and protecting their human rights.
 - Working in partnership with others in order to safeguard vulnerable adults.
- We will follow the procedures outlined in this policy when responding to concerns or disclosures of abuse relating to our students who are 18 years or over.

2 OTHER RELATED POLICIES

Our school has a duty to ensure that safeguarding permeates all our activities and school life. The Child Protection Policy therefore complements and supports a range of other school policies including:

- Administration of Medicines
- Anti-Bullying
- Attendance
- Adverse Weather and Exceptional Closure

- Code of Conduct (Staff and pupils)
- Complaints
- GDPR
- Drugs
- Educational Visits
- First Aid
- Health and Safety
- ICT Policy (Acceptable use of ICT)
- Intimate Care
- Managing Critical Incidents
- E- Safety
- Positive Behaviour Management
- 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 carers and any parent wishing to have a copy should contact the School office. The Child Protection Policy will also be available on the school website at www.ballysallyps.com

Ballysally Primary School Safeguarding Team

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

- Chair of the Board of Governors: Rev Dr John Coulter
- Designated Governor for Child Protection: Mrs Alice McAlary
- Principal: Mr Geoff Dunn
- Designated Teacher: Mrs Samantha Doey
- Deputy Designated Teachers: Mrs Lindsay Diamond and Miss Jayne Dysart
- Pastoral Care Sub-Committee: Mrs J Hunt, Mrs E Wilson, Mrs A McAlary

*Our ICT Leader, Mrs Julieanne Lafferty, also plays a key Safeguarding role in promoting positive e-safety messages and record keeping of e-safety incidents.

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. In our best practice they also receive a Safeguarding update at each Board of Governor meeting. 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.

Chair of Board of Governors

The Chairperson of the Board of Governors 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 or allegation in keeping with guidance issued by the Department, 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 Board of Governors 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(s) 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 the 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, Safe Families.
- Making referrals to Social Services or PSNI where appropriate.
- Liaison with the EA Designated Officers for Child Protection (CPSS).
- Keeping the school Principal informed.
- Ensuring staff are aware that Notes of Concern should be completed using the template provided.
- Lead responsibility for the development of the school's Child Protection policy.
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the BoG regarding child protection

Deputy Designated Teacher for Child Protection

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

Our DDTs work in partnership with the DT so that they develop sufficient knowledge and experience to undertake the duties of the DT when required. Our DDTs are also provided with the same specialist training by CPSS to help them in their role.

We have more than one DDT due to the size of our school.

The School Principal

The Principal, as the Secretary to the Board of Governors, will assist the Board of Governors 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 each Board of Governor 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 the DTs are selected based on knowledge and skills required to fulfil the role.

The Principal will ensure that parents and carers receive a copy, or summary, of the Child Protection Policy at intake and every two years.

Other Members of School Staff

- Members of staff **must** refer concerns or disclosures initially to the Designated Teacher, Mrs Doey, or to the Deputy Designated Teacher if Mrs Doey is not available.
- Class teachers should complete the school's 'Note of Concern' ([See Appendix 1](#)) if there are safeguarding concerns. These include 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 do 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 she is not available. A detailed written record of the concerns will be made and any further necessary action will be taken.

Parents and Carers

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

Parents and carers can play their part in safeguarding by informing the school:

- If the child has a medical condition or specific educational need.
- If there are any Court Orders relating to the safety or wellbeing of a parent or child.
- If there are any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental or carer responsibility.
- If there are any changes to arrangements about who brings their child to and from school.
- If their child is absent through sending a Seesaw message or phoning the school Secretary. 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 each parent/carer and staff collect these at the start of each school year.

4 CHILD PROTECTION DEFINITIONS

***Please note a child is a person under the age of 18 years as defined in the Children Order.**

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 or carer 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

Child Abuse occurs when “a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them, or more rarely by a stranger.” (APC, 2025).

Types of Abuse

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

EMOTIONAL ABUSE is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child’s emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or ‘making fun’ of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child’s peers.

PHYSICAL ABUSE is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

NEGLECT is the failure to provide for a child’s basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child’s health or development. Children who are neglected often also suffer from other types of abuse.

EXPLOITATION is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, and engagement in criminal activity, begging, benefit or other

financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

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

Specific Types of Abuse

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

Children with Increased Vulnerabilities

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

Signs and Symptoms of Abuse

The definition of signs and symptoms of abuse are taken from Co-operating to Safeguard Children and Young People in NI (October 2024). These are discussed with staff during their annual Child Protection training. **See Appendix 4**

Adult Safeguarding

An 'Adult at risk of harm' is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect may be increased by their:

- a) Personal characteristics and/or
- b) Life circumstances

Personal characteristics may include, but are not limited to, age, disability, special educational needs, illness, mental or physical frailty or impairment of, or disturbance in, the functioning of the mind or brain.

Life circumstances may include, but are not limited to, isolation, socio-economic factors and environmental living conditions.

An 'Adult in need of protection' is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect may be increased by their:

- a) Personal characteristics and/or
- b) Life circumstances and
- c) Who is unable to protect their own well-being, property, assets, rights or other interests; and
- d) Where the action or inaction of another person or persons is causing, or is likely to cause, him/her to be harmed.

5 RESPONDING TO SAFEGUARDING AND CHILD PROTECTION CONCERNS

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

Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer significant harm¹.

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

In Ballysally PS we aim to work closely with parents and carers 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 or carer has a concern they can talk to their child's class teacher, the Designated or Deputy Designated Teachers for Child Protection or the Principal.

If they are still concerned they may talk to the Chairman of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit. Details of who to contact are shown in the flowchart in [Appendix 5](#)

Where school has concerns or has been given information about possible abuse by someone other than a member of staff

In Ballysally PS if a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about potential abuse, or if a member of staff has concerns about a child, the member of staff will complete a Note of Concern (see [Appendix 1](#)) and act

¹ Co-Operating to Safeguard Children and Young People in Northern Ireland (March 2016)
<https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland>

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 (CPSS). The Designated Teacher may also seek clarification from the child or young person or their parent or 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 deemed able to give this} unless this would place the child at risk of significant harm.

The Designated Teacher, or a member of The Safeguarding Team, will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI referral form.

If the concern relates to a student over the age of 18, the Designated Teacher may discuss the concerns with the Trust Adult Safeguarding Team or the Team with responsibility for Vulnerable Adults which will assess the level of risk.

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

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

Where a complaint has been made about possible abuse by a member of the school's staff or a volunteer

When a complaint about possible child abuse is made against a member of staff then 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 she will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the Employing Authority. The procedure as outlined in [Appendix 7](#) will be followed.

6 CONSENT

Prior to making a referral to Social Services the consent of the parent or carer and/or the young person (if they are deemed able 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/carers 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 to do so.

There is a difficult balance between gaining consent for a referral into Adult Protection Gateway services and also ensuring a vulnerable adult is protected from harm. Consent will always be sought from the person for a referral to statutory agencies.

If consent is withheld, then a referral will not be made into the Adult Protection Gateway unless there is reasonable doubt regarding the capacity of the adult to give/withhold consent.

In this case contact will be made with the local Adult Protection Gateway team to seek further advice.

In situations where there is reasonable doubt regarding an individual's capacity, they will be informed of the referral, unless to do so would put them at any further risk.

The principle of consent may be overridden if there is an overriding public interest, for example in the following circumstances:

- the person causing the harm is a member of staff, a volunteer or someone who only has contact with the child at risk because they both use the service;
- consent has been provided under undue influence, coercion or duress;
- other people are at risk from the person causing harm;
- or a crime is alleged or suspected.

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 follow DE guidance in determining 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 have developed 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 Ballysally PS are stored securely and only the Designated Teacher/Deputy Designated Teachers and Principal have access to them. In accordance with DE guidance on the disposal of child protection records these records will be stored from the 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 stored securely.

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 Teacher or other members of The Safeguarding Team. The person who reports the incident must treat the matter in confidence.

If a pupil from our school attends an EOTAS provision, a member of the safeguarding team will share any child protection concerns they have with the DT in the centre. If child protection concerns arise when the pupil is attending an EOTAS provision the designated teacher in EOTAS will follow child protection procedures and will advise a member of the school's safeguarding team of the concerns and any actions taken. It is the responsibility of EOTAS staff to maintain their records in accordance with DE Circular 2020/07 Child Protection: Record Keeping in Schools and any subsequent updates.

Ballysally PS Safeguarding Team may use CPOMS software as part of their record keeping tools.

7 SAFE RECRUITMENT PROCEDURES

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children 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 Ballysally PS are vetted and supervised in accordance with relevant legislation and Departmental guidance.

8 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 in their charge

must be above reproach. All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers which has been approved by the Board of Governors.

See [Appendix 8](#) for our current staff Code of Conduct.

9 THE PREVENTATIVE CURRICULUM

The Preventative Curriculum is a term used to encompass key safeguarding messages which the pupils are explicitly taught through curricular content (Personal Development and Mutual Understanding [PDMU]) and Relationships and Sexuality Education [RSE]), as well as other activities. The provision of a high-quality preventative curriculum provision is crucial to safeguarding our pupils and providing them with the knowledge and information they need to stay safe, develop healthy relationships, beliefs and attitudes and to navigate the complex world around them.

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

Our PDMU programme is progressive from P1-P7 with key keeping safe messages and uses a range of innovative resources.

As well as our curricular work with pupils, we also endeavour to support all our pupils and prevent potential harm through having:

- Our permanent Safeguarding notice board in the main corridor showing photos of the Designated Teacher, Deputy Designated Teachers and other members of the Safeguarding Team. Each classroom also has photos of these members of staff as a visual reminder to pupils of who they can talk to if they have a concern or feel worried.
- Regular assemblies and school newsletters with positive Child Protection messages and reminders of who the Safeguarding Team are.
- Nurture provision.
- Links with the BINP- Family Support Hubs.
- Additional pastoral initiatives including The Rainbow Room, Boomerang Room, Play Therapy, Art Therapy, Counselling, staff trained in the Helping Hands Programme, Pupil Kindness Crew, P7 buddies, outside agency activities including NSPCC "Speak Out" Programme, Digital Leaders, Fire Service, PSNI, Healthy Me Workshops with Action Mental Health etc, including well-being initiatives. Our school is also taking part in the EA Being Well, Doing Well Programme.

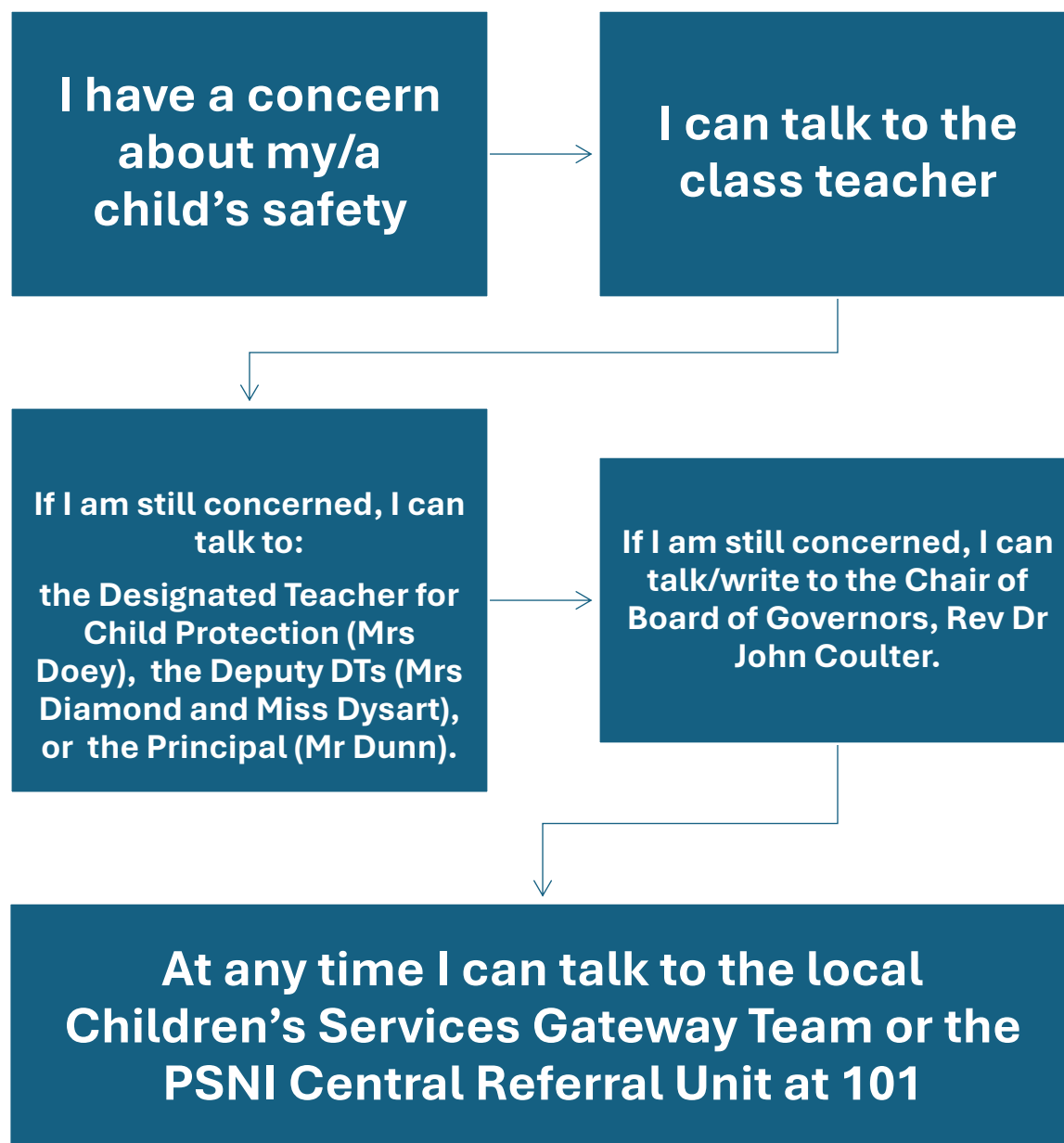
- Involvement in Anti-bullying week annually.
- Peer Mediation.
- E-Safety focus- role of Digital Leaders, assemblies, PSNI visits, involvement in e-Safety week each year.
- Our school ethos which promotes a positive, supportive, nurturing and safe environment and which gives all pupils and adults a sense of being respected and valued.
- Positive behaviour management.
- Positive home-school links and open communication channels.
- Safe recruitment of staff procedures.

10 MONITORING AND EVALUATION

This policy will be reviewed annually by the Designated Teacher and Safeguarding Team and approved by the Board of Governors for dissemination to parents, carers and staff. A child-friendly version will be available in each classroom for pupils. It will be implemented through the schools staff induction and training programme and as part of day to day practice. Compliance with the policy will be monitored on an on-going basis by the Designated Teacher for Child Protection and periodically by our school's 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 5

If a Parent or Carer 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 or carer 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.

