

Enniskillen Model Primary School

Safeguarding and Child Protection Policy

With reference to our Pastoral Care, Digital Media and other related policies/guidance



Autumn 2025
Amended Annually

Date of Next Review: Autumn 2026

Signed:

(Chair of Board of Governors)

(Principal)

(Designated Teacher)

1. Child Protection Ethos:

The Governors and Staff of **Enniskillen Model P.S.** have a responsibility for the pastoral care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities (and in which all our young people can learn and develop to their full potential). All teaching and non-teaching staff should be alert to the signs of possible abuse and should know the procedures to be followed. This policy sets out guidance on the action which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

Key Principles of Safeguarding and Child Protection

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, "Co-operating to Safeguard Children and Young People in Northern Ireland" (DHSSPSNI, 2017 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 voice of the child or young person should be heard
- Parents are supported to exercise parental responsibility and families helped stay together
- Partnership
- Prevention
- Responses should be proportionate to the circumstances
- Protection
- Evidence based and informed decision making.

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. Why do we need a Safeguarding and Child Protection Policy?

2.1 It is a legal requirement

THE CHILDREN (NI) ORDER 1995 is the most comprehensive childcare legislation ever introduced to Northern Ireland. It outlines five key principles:

Paramountcy
Protection
Partnership
Parental Responsibilities
Prevention

The document 'Safeguarding and Child Protection in Schools' was issued in April 2017 by the Department of Education (DE) is the key guidance to date. The procedures highlighted in this policy are a summary of this document.

Education and Libraries (Northern Ireland) Order 2003 placed a **statutory duty** on Boards of Governors to:

- Safeguard and promote the welfare of pupils
- Have a written Safeguarding and Child Protection Policy
- Address the prevention of bullying in school discipline policies

2.2 Principles

The general principles, which underpin our work, are those set out in the U.N. Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Education and Libraries (N.I.) Order 2003 and the Department of Education (Northern Ireland) guidance, 'Pastoral Care in Schools - Child Protection' (DENI Circular 99/10), the Area Child Protection Committees' Regional Policy and Procedures (2005), Co-operating to Safeguard Children and Young People in Northern Ireland (2016), Safeguarding Board Act Northern Ireland (2011).

2.3 It supports our School Ethos

It is an integral part of our school ethos to engage in the 'Preventative Curriculum' by establishing and maintaining an environment where children feel secure, are encouraged to talk, are listened to and can develop the skills they need to stay safe from abuse. The delivery of Personal Development and Mutual Understanding (PDMU) across the entire curriculum provides opportunities to develop self-esteem, self-confidence, effective communication skills, be aware of their personal safety and to know that there are adults in the school whom they can approach if they are worried.

2.4 The following principles form the basis of our Safeguarding and Child Protection Policy

- It is a child's right to always feel safe, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident, the child's welfare must be paramount - this overrides all other considerations.

A proper balance must be struck between protecting children and respecting the rights and needs of parents and families but where there is conflict the child's interest must always come first.

See Appendix 8 extract from EA Child Protection Support Service -Essential Information for School Safeguarding Teams 2021

Every member of staff (including temporary/supply staff and volunteers) and the governing body must know the name of the designated member of staff responsible for safeguarding and child protection and their roles.

The first step in recognising abuse is the ability to entertain the possibility of abuse taking place” S. Sgroi, 1982

3. Other Relevant Policies:

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

- **Pastoral Care**
- **Positive Behaviour and Anti- Bullying Policy**
- **Communication Technology (Including mobile phones and social networking websites – online safety)**
- **Use of Reasonable Force/Safe Handling**
- **Special Educational Needs**
- **Educational Visits**
- **Administration of Medicines**
- **Health and Safety Policy**
- **Relationships and Sexuality Education**
- **Intimate Care**
- **Attendance Policy**
- **Critical Incident Policy**
- **Values Charters (For Staff, parents and Pupils)**
- **Etc.**

These policies are available and anyone who requires a copy should contact the school office or visit the website: www.enniskillenmodel.enniskillen.ni.sch.uk

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

- **Chair of the Board of Governors – Mrs M Hicks**
- **Designated Governor for Safeguarding and Child Protection - Mrs R Coalter**
- **Principal - Mr W Glass**
- **Designated Teacher - Mrs A Keys**
- **Deputy Designated Teacher – Mr W Glass and Mrs A West
(Supported by SENCo- Mrs JA Nelson, ICT Coordinators Mr A Rainey and Mrs P Hurst)**

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 Addressing Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying.
- The school ensures that other safeguarding policies are reviewed at least every 3 years or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school.
- All school staff and volunteers are recruited and vetted, in line with DE Circulars
- 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.

4.2 The School Safeguarding Team

As best practice, in the best interests of the children, and as a support for the Designated Teachers, the school should establish a Safeguarding Team. This team should include the

Chair of the BoG, the Designated Governor for Child Protection, the Principal (as Chair), the DT and the DDT. The team may co-opt other members as required to help address specific issues, for example the SENCO, ICT Co-ordinator, etc. Where schools have employed an individual with social work qualifications/ experience, the postholder may be included in the school safeguarding team. However, only teachers in schools can assume the safeguarding role and responsibilities of the Designated Teacher.

This Safeguarding Team is a vehicle for ensuring effective co-ordination and co-operation between the key individuals responsible for safeguarding throughout the school.

The EA CPSS provides child protection training in relation to the specific responsibilities of each member of the team.

The responsibilities of the team should include:

- The monitoring and periodic review of Safeguarding and Child Protection arrangements in the school.
- Support for the DT in the exercise of their child protection responsibilities, including recognition of the administrative and emotional demands of the post.
- Ensuring attendance of Governors and staff at relevant training - including refresher training - in keeping with legislative and best practice requirements.

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 Teacher's Report
- Recruitment, selection, vetting and induction of staff.

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.

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 responsibilities involve:

- The induction and training of all school staff including support staff before they commence their role
- Being available to discuss safeguarding or child protection concerns of any member of staff
- Responsibility for record keeping of all child protection concerns.
- Ensuring staff are aware that Notes of Concern should be completed using the template provided in DE circular 2020/07
- 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
- 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 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.

The roles and responsibilities of individual members of the Safeguarding Team are summarised in **Appendix 1**

4.2 The Board of Governors

The Board of Governors as a body must ensure that the school fulfils its safeguarding responsibilities in keeping with current legislation and D.E. guidance including:

- ensuring that safeguarding/child protection/pastoral care is a standard item on the agenda of Board of Governors' meetings
- approving the school's Safeguarding and Child Protection policy at least once every 2 years
- ensuring that there is a time-tabled review (every 2/3 years) of all other safeguarding policies and that they are presented to the governors for approval
- receiving annual safeguarding and child protection reports.
- ensuring there is a staff code of conduct for all adults working in the school
- attend relevant child protection/safeguarding training for governors

4.3 School Staff

Teachers, classroom assistants and other support staff in school see children daily over long periods and can notice physical, behavioural and emotional indicators - a child may choose to disclose to them allegations of abuse.

Members of staff **must** refer concerns or disclosures to the Designated/Deputy Teacher for Safeguarding and Child Protection/Principal. In addition, class teachers should also keep the Designated Teacher informed in writing or verbally about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse.

The pro-forma used for reporting a concern or disclosure is included at **Appendix 5**

If a member of staff does not feel their concerns are being taken seriously, or action to safeguard the child is not being taken seriously by professionals and the child is considered to be at risk of continuing harm, then they should speak to the Designated Teacher for Safeguarding and Child Protection, Principal, Education Authority Designated Officer for Child Protection or to Social Services.

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.

5. 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.

Signs and Symptoms of Abuse See Appendix

The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child. The definition of signs and symptoms of abuse are taken from Co-operating to Safeguard Children and Young People in NI (October 2024).

The main types of abuse as well as their physical and behavioural indicators are included in **Appendix 3** or by clicking on

<https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland>

Specific Types of Abuse

In addition to the types of abuse described above there are also some specific types of abuse that we in **Enniskillen Model** are aware of and have therefore included them in our policy. Please see these in **Appendix 3**.

Children with Increased Vulnerabilities

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English and sexual orientation. We have included information about children with increased vulnerabilities in our policy. Please see these in **Appendix 4B**

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. 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. Data is recorded confidentially when communication is received from the Operation Encompass Team. Please see in Appendix 12.

6. Dealing with Disclosures of Abuse:

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

Receive – listen to what the child says, without displaying shock or disbelief. Accept what is said, making brief cursory notes. These notes should be retained.

Reassure- ensure the child is reassured that he/she will be safe and his/her interests will come first. ***No promise of confidentiality can or should be made to a child or anyone else giving information about possible abuse.***

Respond - respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter. Use open questions e.g. anything else to tell me? Do not interrogate or ask leading questions as this may invalidate your evidence (and the child's) in any later court proceedings. Do not criticise the perpetrator - the child may love this person and reconciliation may be possible. Explain what you have to do next and to whom you may have to talk to.

Record - make notes at the time and write these up as soon as possible afterwards. Note the time, date, place, people present as well as what *is seen and* said. Record key phrases/words used, noticeable non-verbal behaviour and any physical injuries. Under no circumstances should a child be photographed or a child's clothing removed. Do not destroy original notes.

Report- refer the matter to the Designated Teacher. Respect confidentiality i.e. the matter should only be discussed on a need-to-know basis.

7. Procedures for Reporting Suspected or Disclosed Child Abuse:

7.1 How a Parent can make a Complaint

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 teachers for safeguarding and 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 Public Protection Unit. Details of who to contact are shown in the flow chart in **Appendix 7**.

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

If a child makes a disclosure to a teacher or other member of staff which gives rise to concern about possible abuse or if a member of staff has concerns about a child, the member of staff must act promptly. **He/she should not investigate** - this is a matter for Social Services - but should report these concerns immediately to the Designated Teacher, discuss the matter with her and make full notes.

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 for filing. The person who reports the incident must treat the matter in confidence.

The Designated/Deputy Designated teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. He/she will discuss the matter with the Principal and may also seek advice or clarification from the Education Authority Designated Officer for Child Protection or from Social Services (Gateway Team). Where it is evident that a young person has been or is at risk of being abused and/or a criminal offence may have been committed then the school must make a referral.

Referrals to Social Services will be made by telephone in the first instance and within 24 hours will be followed by the completion of a UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form. If a referral is made a copy of the UNOCINI referral form should be sent to the Education Authority Designated Officer for Child Protection. A copy of the UNOCINI form will be placed in the school's safeguarding and child protection file.

This procedure with names and contact numbers is shown in **Appendix 9**.

7.3 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 in keeping with current Department of Education guidance (DE Circular 2015/13).

Once the procedure has been followed the DT/DDT and Principal self-monitor their steps using **Appendix 2**.

A record of current social workers and recent contacts is kept online in an encrypted folder as a 'live' document.

8. Attendance at Safeguarding and Child Protection Case Conferences and Other Social Services Meetings:

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

9. Consent from Pupils and Parents:

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 when 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 based on the information available that it is in the best interests of the child/young person to do so.

10. 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 our school 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 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.

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.

11. Record Keeping:

All child safeguarding and protection records, information and confidential notes are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with D.E. policy on the disposal of safeguarding and child protection records these records will be stored until the child is 30 years old.

12. Safeguarding in the Curriculum:

The school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's personal development programme and is also addressed where it arises within the context of areas of study. All pupils are familiar with the whole school Code of Conduct from P1-P7 which is:

In Enniskillen Model School.....

- We work hard and always try our best.
- We respect the feelings, bodies and property of ourselves and others.
- We make wise choices and are responsible for our actions.
- We move safely around the school.

13. Recruiting and Vetting of Staff and Volunteers

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 **Enniskillen Model Primary School** are vetted/supervised in accordance with relevant legislation and Departmental guidance.

14. Code of Conduct for all Staff - Paid or Unpaid:

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach. All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers which has been approved by the Board of Governors. See [Appendix 2](#) for a sample staff Code of Conduct.

15. Digital Dangers:

All staff and pupils must be aware of the dangers of misuse of digital media including cameras, phones, Tablets, Webcams, etc. The school's Communication and Digital Media policy outlines procedures and guidelines for these and the use of confidential information to ensure Data Protection protocols are held to the highest standard.

Key guidance includes-

- No pupils are permitted to have or use mobile phones in school (where a child has parental permission due to staying overnight with a relative/shared parenting etc. a note may be written to the teacher to explain why the mobile phone is in school and will be held by the teacher securely until the end of school)
- All staff are asked to keep use of personal phones limited to non-contact times, except when using to communicate school business e.g. the safe arrival of a group out on a trip etc.
- No member of staff is permitted to use a personal phone or tablet to take pictures of pupils, school camera/ipads are available and digital photos should be moved onto the class laptop/PC as soon as possible.
- Pupils are given support as to the use of social media and no member of staff should be 'friends' with a pupil on social media.
- Issues of abuse recorded or reported using social media outside of school hours must be dealt with on a case-by-case basis however parents are informed of age-appropriate access to social media and the consequences of misuse.
- Passing on indecent images etc. will be dealt with by informing the relevant authorities. The school will not investigate such matters if occurring outside school contact times.
- Arrangements for school trips etc are documented and parents asked to sign written agreements. Use of any digital console/tablet /phone etc. with 4G internet access is strictly prohibited on school trips and end of term.

16. Staff Training:

When new staff or volunteers start at the school they are briefed on the school's Safeguarding and Child Protection policy and Code of Conduct (Appendix 2) and given copies of these policies. All staff will receive basic safeguarding and child protection awareness training every **three** years with refresher training/ updates given annually. All key policies are on the Shared Resources folder in the school computer system and on display in the staffroom. The Principal, Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend safeguarding and child protection training courses specific to their roles which is provided by the Education Authority's Child Protection Support Service for Schools.

Staff may access training face to face or remotely

All staff have access to the Safer Schools App from early 2022

Policy updates are communicated to staff via email/ meetings and can be accessed documents –

Shared Resources – Staff central Resource Library- Safeguarding – Policies

or on the school website.

17. The Preventative Curriculum:

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

In the classroom, regular Circle Time sessions are used as a means of encouraging children to raise social and emotional concerns in a safe environment and to build self-confidence, respect and sensitivity among classmates.

The school Code of Conduct is promoted regularly in assemblies, as are other safeguarding issues such as road and internet safety.

Throughout the school year safeguarding and child protection issues are addressed through class assemblies and there is **a permanent child protection notice board in the main foyer – displaying names (and photographs) of key personnel and contact procedures. There is also duplicate/ other relevant information displayed around the school**, which provides advice and child helpline numbers etc.

A flow diagram of how a parent may make a complaint is also on display.

An enlarged flow diagram for a teacher allegation is in the staff room.

Some of our initiatives which address safeguarding and child protection issues include:

- NSPCC visits to school which provide information on a range of safeguarding and child protection issues through Assemblies, talks, role-plays, puppet shows and resources.
- P1-P7 Use NSPCC online Teaching resources unit 1-3 each school year.
- P1 –P2 use NSPCC PANTS materials to explore safe touches and personal safety.
- Road Safety, Farm Safety and Water Safety talks etc. (topics link to WAU topics).
- P3-P4-
- P5 pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety and Action Mental Health workshops.
- P6 engage in Wellness related activities e.g. SU Fist Pump 5, Action mental Health workshops etc.
- Each year P7 access support from PSNI, (online safety) Action Mental Health and FIND Centre (Drugs and alcohol education)
- Internet safety talks for various are provided by the PSNI/other agencies/staff.
- P7 transition programme deals with self-esteem, personal safety and moving to post –primary level education pupils participate in the "Moving on" programme with SUNI.
- Personal Safety/Keep Safe activities delivered in various classes within the NI Curriculum (relating to PDMU topics)

This list is not exclusive/exhaustive

18. 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 school's staff induction and training programme and as part of day-to-day practice. Compliance with the policy will be monitored on an on-going basis by the Designated Teacher for Child Protection and periodically by the Schools Safeguarding Team. The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the Designated Teacher.

Appendix 1.

The School Safeguarding Team **Roles & Responsibilities**

1. Chair of the Board of Governors

The Chair of the Board of Governors is responsible for:

- Ensuring that a Child Protection policy is in place and that a safeguarding ethos is maintained in the school
- Ensuring that a Designated Governor for Child Protection is appointed
- Ensuring that Governors receive relevant training in Child Protection and Recruitment and Selection
- Assuming lead responsibility in the management of a complaint/allegation against the School Principal.
- Ensure that the Board of Governors receive regular updates in relation to child protection activity including a full written annual report

2. Designated Governor for Child Protection.

The Designated Governor is responsible for advising the Governors on matters related to child protection including the child protection policy, reports to Governors, the recruitment, selection and vetting of staff and the role of the Designated teacher.

3. Principal

The Principal is responsible for:

- Ensuring that all relevant DENI guidance in relation to child protection and safeguarding is implemented within the school
- Enabling the Board of Governors fulfil their Child Protection duties by keeping them informed of any changes to guidance, procedure or legislation relating to child protection and ensuring the inclusion of child protection activities on their agenda
- Maintaining and securely storing the *School Record of Child Abuse Complaints* and to make it available at least annually to the Board of Governors.
- The appointment of suitable staff to posts (teaching and non-teaching) within the school and the appointment of suitable teaching staff to the roles of Designated and Deputy Teacher for Child Protection
- Ensuring that parents and pupils receive a copy of the Child Protection Policy and Complaints Procedures every 2 years.
- Managing child protection concerns relating to staff.

4. Designated and Deputy Designated Teacher for Child Protection

Every school is required to appoint a Designated Teacher with responsibility for Child Protection. They must also appoint a Deputy Designated Teacher who as a member of the Safeguarding team will actively support the Designated Teacher in carrying out the following duties:

- Providing child protection training for all teaching and non-teaching staff (whole school training) to be delivered a minimum of once every two years
- Taking lead responsibility for the development and annual review of the school's child protection policy
- Promoting a child protection ethos in the school
- Acting as a point of contact for staff (and parents) in relation to child abuse concerns
- Liaison with the Principal and Education Authority's Designated Officers for Child Protection in cases of suspected Child Abuse
- Making referrals to other agencies, with the Principal's knowledge
- Maintaining and securely storing appropriate child protection records
- Attending child protection case conferences and other relevant case planning meetings where appropriate and practicable
- Providing an annual report to the Governors on child protection activity

The Deputy Designated Teacher will deputise for them in their absence.

Appendix 2 – Code of Conduct

OBJECTIVE, SCOPE AND PRINCIPLES

This Code of Conduct, which applies to all staff and volunteers, is designed to give guidance on the standards of behaviour which should be observed. School staff and volunteers are role models, in a unique position of influence and trust and their behaviour should set a good example to all the pupils within the school.

It does not form part of any employee's contract of employment. It is merely for guidance and specific breaches of the Code must not be viewed as a disciplinary offence.

The Code includes sections on:

- **Setting an Example**
- **Relationships and Attitudes**
- **Private Meetings with Pupils**
- **Physical Contact with Pupils**
- **Honesty and Integrity**
- **Conduct Outside of Work**
- **E-Safety and Internet Use**
- **Confidentiality**

1. Setting an Example

- 1.1 All staff and volunteers in schools set examples of behaviour and conduct which can be copied by pupils. Staff and volunteers should therefore, for example, avoid using inappropriate or offensive language at all times and demonstrate high standards of conduct in order to encourage our pupils to do the same. All staff and volunteers should be familiar with all school policies and procedures and to comply with these so as to set a good example to pupils.
- 1.2 Staff and volunteers must always comply with statutory requirements in relation to such issues as discrimination, health and safety and data protection.

2. Relationships and Attitudes

- 2.1 All staff and volunteers should treat pupils with respect and dignity and not in a manner which demeans or undermines them, their parents or carers, or colleagues. Staff and volunteers should ensure that their relationships with pupils are appropriate to the age and maturity of their pupils. They should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating pupils, discriminating against or favouring pupils. Attitudes, demeanour and language all require thought to ensure that conduct does not give rise to comment or speculation. Relationships with pupils must be professional at all times and sexual relationships with current pupils are not permitted and may lead to criminal conviction.
- 2.2 Staff and volunteers may have less formal contact with pupils outside of school; perhaps through mutual membership of social groups, sporting organisations, or family connections. Staff and volunteers should not assume that the school would be aware of any such relationship and should therefore consider whether the school should be made aware of the connection.
- 2.3 Staff and volunteers should always behave in a professional manner which, within the context of this Code of Conduct, includes such aspects as:
 - acting in a fair, courteous and mature manner to pupils, colleagues and other stakeholders.
 - cooperating and liaising with colleagues, as appropriate, to ensure pupils receive a coherent and comprehensive educational service.

- respect for school property.
- taking responsibility for the behaviour and conduct of pupils in the classroom and sharing such responsibility elsewhere on the premises.
- being familiar with communication channels and school procedures applicable to both pupils and staff and volunteers.
- respect for the rights and opinions of others.
- Following the **Positive Behaviour and Anti-Bullying Policy**, school **Code of Conduct** for pupils and **Values Charter** for staff.

3. Private Meetings with Pupils

- 3.1 It is recognised that there will be occasions when confidential interviews with individual pupils must take place. As far as possible, staff and volunteers should conduct interviews in a room with visual access or with an open door and ensure that another adult knows that the interview is taking place. Where possible, another pupil or (preferably) another adult should be present or nearby during the interview.

4. Physical Contact with Pupils

- 4.1 To avoid misinterpretations, and so far as is practicable, staff and volunteers are advised not to make unnecessary physical contact with a pupil.
- 4.2 Staff and volunteers should therefore be cognisant of the guidance issued by the Department on the use of reasonable force (Circular 2021/13 Interim Guidance on the use of restraint and seclusion in educational settings) and be familiar with the school's policy on Safe Handling and Use of Reasonable Force.

5. Honesty and Integrity

- 5.1 All staff and volunteers are expected to maintain the highest standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
- 5.2 Gifts from suppliers or associates of the school (e.g. a supplier of materials) must be declared to the principal. A record should be kept of all such gifts received. This requirement does not apply to "one off" token gifts from pupils or parents e.g. at Christmas or the end of the school year. Staff and volunteers should be mindful that gifts to individual pupils may be considered inappropriate and could be misinterpreted.

6. Conduct Outside of Work

- 6.1 Staff and volunteers should not engage in conduct outside work which could damage the reputation and standing of the school or the staff/ volunteer's own reputation or the reputation of other members of the school community.
- 6.2 Staff and volunteers may undertake work outside school, either paid or voluntary and should ensure it does not affect their work performance in the school. Advice should be sought from the Principal when considering work outside the school.

7. E-Safety and Internet Use

7.1 A staff member or volunteer's off duty hours are their personal concern but all staff and volunteers should exercise caution when using information technology and be fully aware of the risks to themselves and others.

For school-based activities, advice is contained in the school's E-Safety and Acceptable Use Policy.

7.2 Staff and volunteers should exercise particular caution in relation to making online associations/friendships with current pupils via social media and using texting/email facilities to communicate with them. It is preferable that any contact with pupils is made via the use of school email accounts/ Google Classroom or telephone equipment when necessary.

7.3 Staff are encouraged not to make links to parents in online platforms. However, if they chose to do so, they must ensure that they follow this policy.

7.4 All staff should consistently enforce the school's policy on the use of mobile phones (see Internet and E-Safety school policy). Staff should not use their own mobile phone for personal reasons in front of pupils throughout the school day. This will empower staff to better challenge pupils to meet the school expectations and effectively enforce the prohibition of mobile phones throughout the school day. There may be occasions where it is appropriate for a teacher to use a mobile phone or similar device, for instance to issue homework, issue rewards and sanctions or use multi-factor authentication.

8. Confidentiality

8.1 Staff and volunteers may have access to confidential information about pupils including highly sensitive or private information. It should not be shared with any person other than on a need-to-know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.

8.2 There are some circumstances in which a member of staff or volunteer may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals should pass information on without delay, but only to those with designated child protection responsibilities. **(See Safeguarding and Child Protection Policy)**

8.3 If a member of staff or volunteer is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.

8.4 Staff and volunteers need to be aware that although it is important to listen to and support pupils, they must not promise confidentiality or request pupils to do the same under any circumstances. Additionally, concerns and allegations about adults should be treated as confidential and passed to the principal or a member of the safeguarding team without delay.

8.5 The school's child protection arrangements should include any external candidates studying or sitting examinations in the school e.g. Music exams.

Staff are asked to seek advice if any aspect of this guidance is unclear from the principal or Designated Teacher.

Appendix 3

Types of Abuse and Physical/Behavioural Indicators

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. **(Co- operating to Safeguard Children and Young People in Northern Ireland 2015)**

Physical Indicators	Behavioural Indicators
Looks very thin, poorly and sad. constant hunger. lack of energy. untreated medical problems. special needs of child not being met. constant tiredness. inappropriate dress. poor hygiene. repeatedly unwashed. smelly. repeated accidents, especially burns.	Tired or listless (falls asleep in class). steals food. compulsive eating. begging from class friends. withdrawn. lacks concentration. misses school medicals. reports that there is no carer is at home. low self-esteem. persistent non-attendance at school. exposure to violence including unsuitable videos.

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

Physical Indicators	Behavioural Indicators
Unexplained bruises – in various stages of healing grip marks on arms. slap marks. human bite marks. welts. bald spots. unexplained/untreated burns; especially cigarette burns (glove like). unexplained fractures. lacerations or abrasions. untreated injuries. bruising on both sides of the ear – symmetrical bruising should be treated with suspicion. injuries occurring in a time pattern e.g. every Monday	Self-destructive tendencies. aggression to other children. behavioural extremes (withdrawn or aggressive). appears frightened or cowed in presence of adults. improbable excuses to explain injuries, chronic runaway. uncomfortable with physical contact. coming to school early or staying last as if afraid to be at home. clothing inappropriate to weather – to hide part of body. violent themes in artwork or stories

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

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

(e.g. anorexia, vomiting, stooping).	attention seeking/needing behaviour. poor peer relationships.
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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. **(Co- operating to Safeguard Children and Young People in Northern Ireland 2016)**

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

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud 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 **(Co- operating To Safeguard Children and Young People in Northern Ireland 2016)**

Appendix 4A

Specific Types of Abuse

Grooming of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case. Grooming is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

Adults may misuse online settings e.g. chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children and young people or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared. Those working or volunteering with children or young people should be alert to signs that may indicate grooming and take early action in line with their child protection and safeguarding policies and procedures to enable preventative action to be taken, if possible, before harm occurs. Practitioners should be aware that those involved in grooming may themselves be children or young people and be acting under the coercion or influence of adults. Such young people must be considered victims of those holding power over them. Careful consideration should always be given to any punitive approach or 'criminalising' young people who may, themselves, still be victims and/or acting under duress, control, threat, the fear of, or actual violence. In consultation with the PSNI and where necessary the PPS, HSC professionals must consider whether children used to groom others should be considered a child in need or requiring protection from significant harm

If the staff in **Enniskillen Model PS** become aware of signs that may indicate grooming, they will take early action and follow the school's child protection policies and procedures. The HSCT and PSNI should be involved as early as possible to ensure any evidence that may assist prosecution is not lost and to enable a disruption plan to reduce the victim's contact with the perpetrator(s) and reduce the perpetrator(s) control over the victim to be put in place without delay.

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017).

Any child under the age of eighteen, male or female, can be a victim of CSE. Although younger children can experience CSE, the average age at which concerns are first identified is 12-15 years of age. Sixteen and seventeen year olds, although legally able to consent to sexual activity can also be sexually exploited.

CSE can be perpetrated by adults or by young people's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males. While children in care are known to experience disproportionate risk of CSE, **the majority of CSE victims are living at home.**

Statutory Responsibilities

CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring will follow the school's child protection policy and procedures, including reporting to the appropriate agencies.

Domestic and Sexual Violence and Abuse

The NI Domestic and Sexual Abuse strategy 2024 - 2031 defines domestic and sexual violence and abuse as follows: -

Domestic Violence and Abuse:

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

Sexual Violence and Abuse

'any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).' Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual's incapacity to give informed consent.

If it comes to the attention of school staff that Domestic Abuse, is or may be, affecting a child this will be passed on to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services Gateway Team.

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.

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will contact the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police 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 online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information about Domestic Abuse Information Sharing with Schools etc. Regulations (Northern Ireland) 2022 can be found by following the link to: <https://www.legislation.gov.uk>

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in our school policy. Where there is a concern that a child or young person may be at immediate risk of FGM this should be reported to the PSNI without delay. Contact can be made directly to the Sexual

Referral Unit (based within the Public Protection Unit) at 028 9025 9299. Where there is a concern that a child or young person may be at risk of FGM, referral should be made to the relevant HSCT Gateway Team.

Forced Marriage A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is a criminal offence in Northern Ireland and if we have knowledge or suspicion of a forced marriage in relation to a child or young person, we will contact the PSNI immediately.

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. As a school we 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. There may remain issues to be addressed through the school's positive behaviour policy, but it is important to always apply principles that remain child centred.

It is important to distinguish between different sexual behaviours - these can be defined as normal, inappropriate, problematic, abusive or violent. Healthy sexual behaviour will generally 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. If the behaviour is considered to be more serious advice from the EA CPSS should be sought

Harmful sexual behaviour is an umbrella term for sexual behaviours which are of concern and have or are likely to cause harm to the individual themselves or to others. It is important to distinguish between different sexual behaviours - these can be defined as normal, inappropriate, problematic, abusive or violent.

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

Inappropriate 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. However, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA Child Protection Support Service (CPSS) may be required. The CPSS will advise if contact with PSNI or Social Services is required.

Problematic, abusive and violent sexual behaviours are of significant concern and guidance on the management of the pupils within the school and referral to other agencies such as the PSNI or Social Services will be sought from CPSS.

We will also take guidance from DE Circular 2022/02 to address concerns about harmful sexualised behaviour displayed by children and young people.

Online safety

Online safety means acting and staying safe when engaging in the online world. It is wider than simply internet technology and includes electronic communication via text messages, making comments on social media posts, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern.

The overall strategic direction for child safety online is the [Keeping Children and Young People Safe: An Online Safety Strategy](#), published in February 2021. It sets out the Northern Ireland Executive's ambition that all children and young people enjoy the educational, social and economic

benefits of the online world, and that they are empowered to do this safely, knowledgeably and without fear.

The Strategy recognises that the ever-changing and fast-growing online environment presents both extensive educational benefits as well challenges in terms of keeping children and young people safe from the dangers of inappropriate communication and content.

For further information see: [Online Safety Hub - Safeguarding Board for Northern Ireland \(safeguardingni.org\)](https://safeguardingni.org)

We in **Enniskillen Model Primary School** have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and will be energetic in teaching pupils how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues and, individually, be able to demonstrate what a positive digital footprint might look like.

The school's actions and governance of online safety are reflected clearly in our safeguarding arrangements. Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

Sharing Nudes and Semi-Nudes

Sharing nudes and semi-nudes is a term used to describe the sending or posting of naked or partially naked images, videos or livestreams online by young people under the age of 18. This could be via text, email, social media and gaming platforms, chat apps or forums. Sharing nudes is sometimes called 'sexting', however this term is often used by young people to talk about sharing sexual messages and not imagery.

NB schools should look at this individually and may want to include something specific about what their preventative curriculum approach will be.

Sharing nudes and semi-nudes between individuals in a relationship

As adults we can question the wisdom of this, but the reality is that children consider this to be normal and often the result of a child's natural curiosity about sex and their exploration of relationships. As a consequence, engaging in the taking or sharing of nudes and semi-nudes may not always be in a 'harmful' context. Nonetheless, staff must be aware that an image can be shared non-consensually, or a child can be groomed, tricked or coerced into sending nude and semi-nude images. Clearly pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual Specific Types of Abuse Specific Types of Abuse 50 51 relationship) and in these cases you should contact local PSNI on 101 for advice and guidance. Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all the circumstances and it is not necessarily the case that they will end up with a criminal record. It is important that particular care is taken in dealing with any such cases. Adopting scare tactics may discourage a child from seeking help if they feel entrapped by the misuse of sexual images. Advice should be sought from CPSS

Sharing an Inappropriate Image with an Intent to Cause Distress

If a child has been affected by inappropriate images or links on the internet it is important that you do not forward it to anyone else. Please remember that schools are not required to investigate incidents. It is an offence under the Criminal Justice and Courts Act 2015 (Criminal Justice and Courts Act 2015) to share an inappropriate image of another person without the individual's consent - see Articles 33-35 of the Act for more detail. By contacting the PSNI you could help prevent further distribution of the image and further such incidents contain the damage it can cause. If a child has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress, the child protection procedures should be followed. For further information see: www.legislation.gov.uk/ukpga/2015/2/section/33/enacted

If a young person has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress, the child protection procedures of the school will be followed.

Adult Safeguarding

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

The decision as to whether the definition of an 'adult in need of protection' is met will demand the careful exercise of professional judgement applied on a case by case basis. This will take into account all the available evidence, concerns, the impact of harm, degree of risk and other matters relating to the individual and his or her circumstances. The seriousness and the degree of risk of harm are key to determining the most appropriate response and establishing whether the threshold for protective intervention has been met.

The main forms of abuse are:

Physical abuse

Physical abuse is the use of physical force or mistreatment of one person by another which may or may not result in actual physical injury. This may include hitting, pushing, rough handling, exposure to heat or cold, force feeding, improper administration of medication, denial of treatment, misuse or illegal use of restraint and deprivation of liberty.

Sexual Violence and Abuse

Sexual abuse is any behaviour perceived to be of a sexual nature which is unwanted or takes place without consent or understanding⁶. Sexual violence and abuse can take many forms and may include non-contact sexual activities, such as indecent exposure, stalking, grooming, being made to look at or be involved in the production of sexually abusive material, or being made to watch sexual activities. It may involve physical contact, including but not limited to non-consensual penetrative sexual activities or non-penetrative sexual activities, such as intentional touching (known as groping). Sexual violence can be found across all sections of society, irrelevant of gender, age, ability, religion, race, ethnicity, personal circumstances, financial background or sexual orientation.

Psychological/Emotional Abuse

Psychological/emotional abuse is behaviour that is psychologically harmful or inflicts mental distress by threat, humiliation or other verbal/non-verbal conduct. This may include threats, humiliation or ridicule, provoking fear of violence, shouting, yelling and swearing, blaming, Controlling, Intimidation and Coercion.

Financial Abuse

Financial abuse is actual or attempted theft, fraud or burglary. It is the misappropriation or misuse of money, property, benefits, material goods or other asset transactions which the person did not or could not consent to, or which were invalidated by intimidation, coercion or deception. This may include exploitation, embezzlement, withholding pension or benefits or pressure exerted around wills, property or inheritance.

Institutional Abuse

Institutional abuse is the mistreatment or neglect of an adult by a regime or individuals in settings which adults who may be at risk reside in or use. This can occur in any organisation, within and outside the HSC sector. Institutional abuse may occur when the routines, systems and regimes result in poor standards of care, poor practice and behaviours, inflexible regimes and rigid routines which violate the dignity and human rights of the adults and place them at risk of harm. Institutional abuse may occur within a culture that denies, restricts or curtails privacy, dignity, choice and independence. It involves the collective failure of a service provider or an organisation to provide safe and appropriate services, and includes a failure to ensure that the necessary preventative and/or protective measures are in place.

Neglect occurs when a person deliberately withholds, or fails to provide, appropriate and adequate care and support which is required by another adult. It may be through a lack of knowledge or awareness, or through a failure to take reasonable action given the information and facts available to them at the time. It may include physical neglect to the extent that health or well-being is impaired, administering too much or too little medication, failure to provide access to appropriate health or social care, withholding the necessities of life, such as adequate nutrition, heating or clothing, or failure to intervene in situations that are dangerous to the person concerned or to others particularly when the person lacks the capacity to assess risk.

Appendix 4B

Children with Increased Vulnerabilities

- **Children with a Disability**

Children and young people with disabilities (i.e. any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse and those working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues.

Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Staff and volunteers working with children with disabilities will receive training to enable them to identify and refer concerns early in order to allow preventative action to be taken.

- **Children with Limited Fluency in English**

Children whose first language is not English/Newcomer pupils should be given the opportunity to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred. DTs and other relevant school staff should seek advice and support from the EA's Intercultural Education Service if necessary. All schools should create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

- **Pre-School Provision**

Many of the issues in the preceding paragraphs will be relevant to our young children who may have limited communication skills. In addition to the above, staff will follow our Intimate Care policy and procedures in consultation with the child's parent[s]/carer[s]. Teachers, nursery assistants and other adults will come into contact with children while helping them with toileting, washing and changing their clothing. Staff in pre-school settings should consider whether the Code of Conduct meets the needs of their particular responsibilities and should make clear the boundaries of appropriate physical contact, and their Code to staff and parents.

- **Gender Identity Issues and Sexual Orientation**

Schools should strive to provide a happy environment where all young people feel safe and secure. All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity, and not to be treated any less favourably due to their actual or perceived sexual orientation. This school has a Relationships and Sexuality Education (RSE) Policy and develops these themes within the curriculum and covers issues relating to relationships and sexuality, including those affecting LGB&T children.

As a staff working with young people from the LGBTQ+ community we will support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation. In Enniskillen Model Primary School we adhere to the EA Guidance below

<https://www.eani.org.uk/school-management/policies-and-guidance/supporting-transgender-young-people>

- **Work Experience, School Trips and Educational Visits**

Our duty to safeguard and promote the welfare of children and young people also includes periods when they are in our care outside of the school setting. We will follow DE and EA guidance on educational visits, and school trips to ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place.

Enniskillen Model Primary School

Child Protection Record of Disclosure and Record of Concern Templates

Pupils Name:	Class/Year Group:			
	DoB:			
Concern identified by:	Date:			
	Time:			am/pm
Nature of Concern / details of disclosure / other relevant information. If a disclosure has been made record actual words used by the child/young person				
Continue reverse if needed				
Passed to:	Received by:	Date:		
Action taken by DT/DDT /Principal				
Signed: _____		Date: _____		
(DT/DDT/Principal)				
This form to be filed in pupils CP file				

Appendix 6

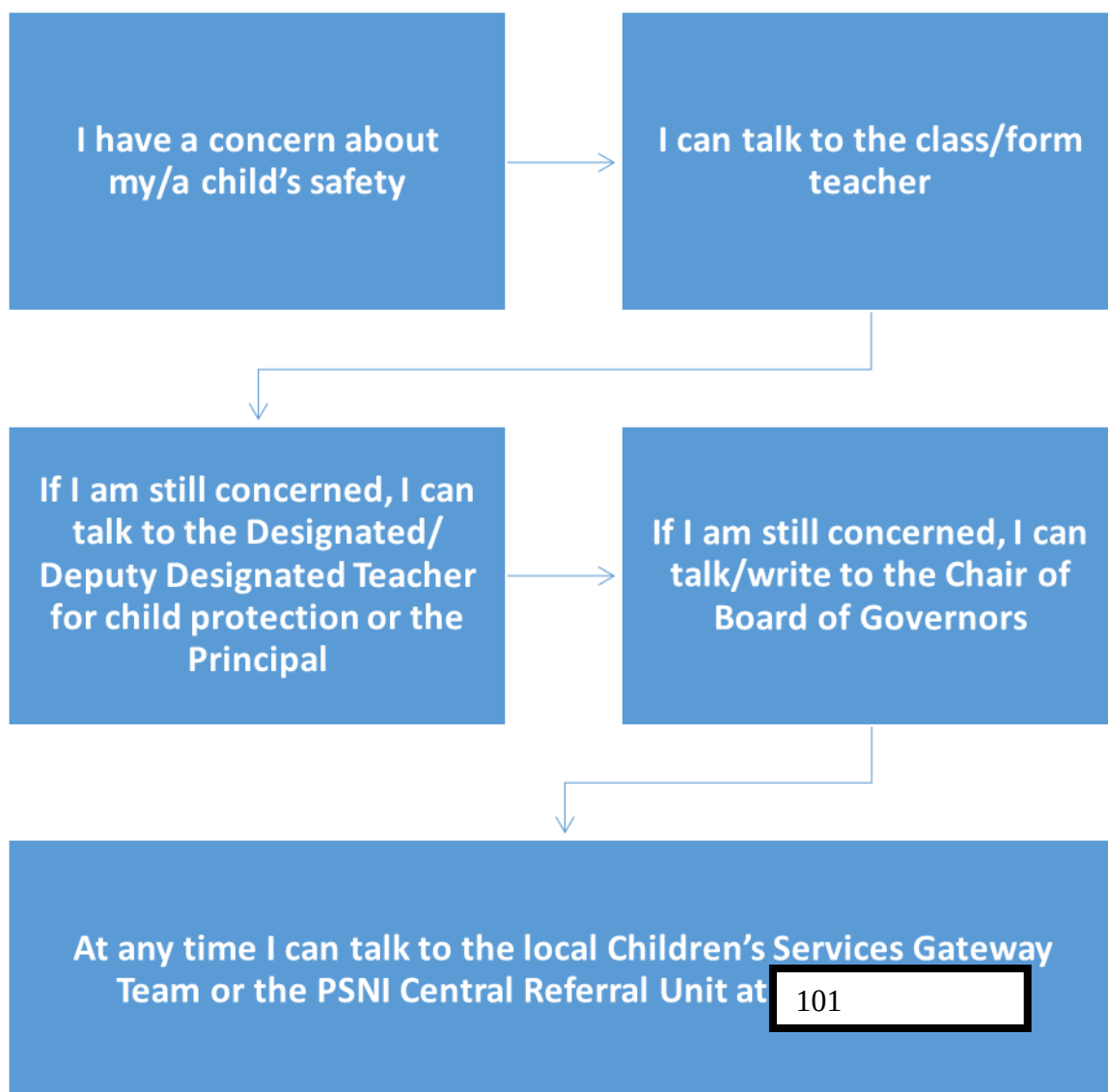
Enniskillen Model Primary School's

Record for Case Conference, Report for Social worker etc.

Meeting Type/Code -	Name	DOB:
Report sent	Class –	
What's going well?	Presentation	
	Work	
	Communication	
	Relationships with adults and peers	
	Attendance	
	Links with family	
What are we concerned about?		
Other		

APPENDIX 7

Procedure for Parents who wish to raise a Child Protection Concern



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. [02871314090](tel:02871314090)

Appendix 8

SAFEGUARDING CHECKLIST -

NAME OF SCHOOL

NAME OF PUPIL:

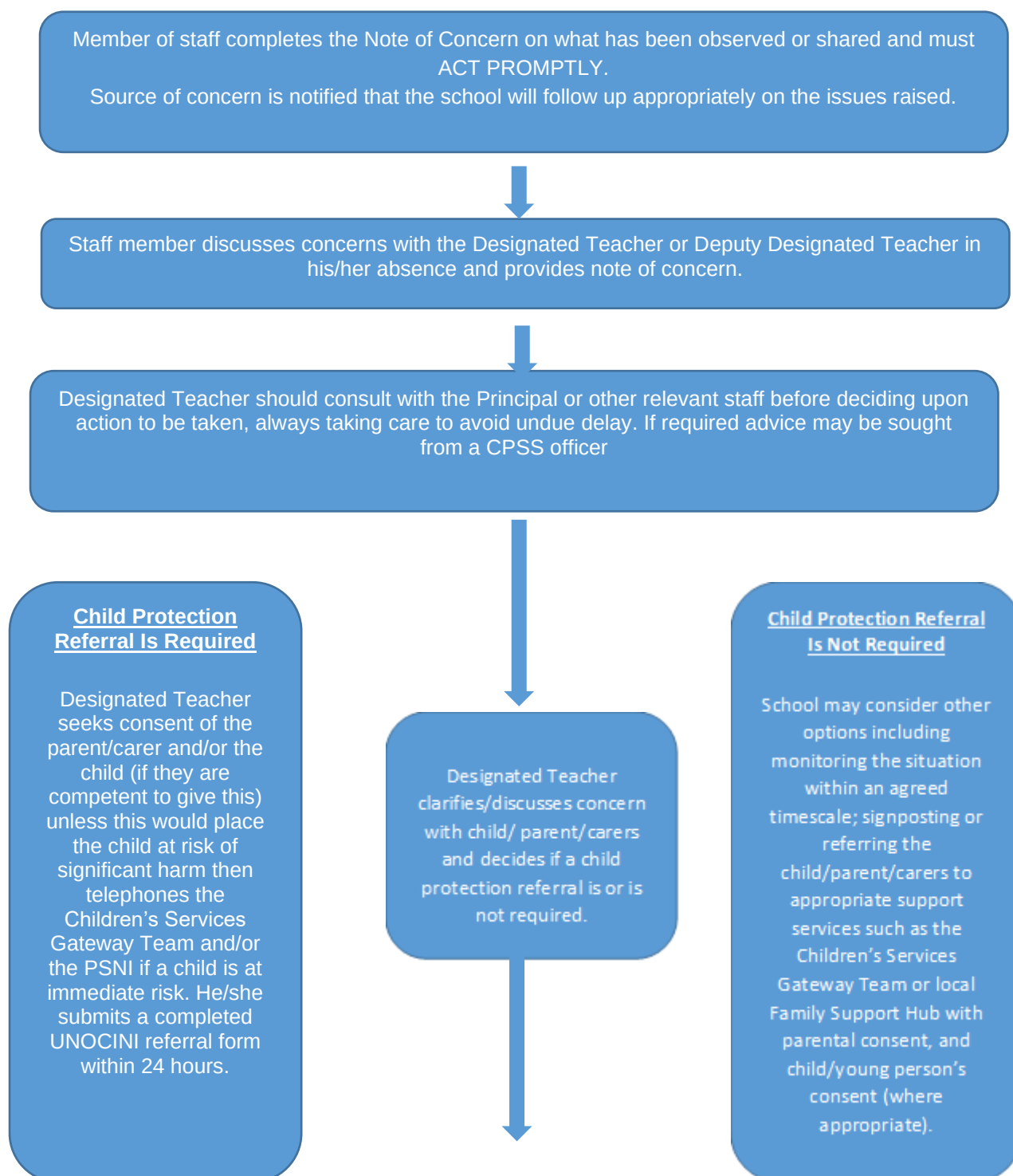
PROCEDURE:

SAFEGUARDING: Recording, Retaining and Sharing Safeguarding Concerns in School with Other Agencies

TASKS:	BY WHOM	COMPLETED
(1) Safeguarding concern recorded on note of concern by member of staff, ensuring it is signed and dated.	Staff Member	Yes ☐ No ☐
(2) Information passed to the Designated or Deputy Designated Teacher.	Staff Member	Yes ☐ No ☐
(3) Designated or Deputy Designated Teacher timetable/duty/meetings covered, if required, to allow focus on concern.	Principal	Yes ☐ No ☐
(4) Designated or Deputy Designated Teacher speaks with child, if appropriate.	DT/DDT	Yes ☐ No ☐
(5) Professional reflection discussion with Designated or Deputy Designated Teacher with Principal and actions agreed, if possible without delay.	DT/DDT/Principal	Yes ☐ No ☐
(6) Designated/ Deputy Designated Teacher or Principal makes call to parent/carers, if appropriate.	DT/DDT/Principal	Yes ☐ No ☐
(7) Designated/ Deputy Designated Teacher and or Principal contacts CPSS as necessary (this call can be made at any stage in the process)	DT/DDT/Principal	Yes ☐ No ☐
(8) Designated/ Deputy Designated Teacher updates record of action taken.	DT/DDT	Yes ☐ No ☐
(9) Information and outcomes shared with Principal any other relevant staff, if appropriate.	DT/DDT	Yes ☐ No ☐
(10) Information secured in line with DE guidance on record keeping in child protection ³²	DT/DDT	Yes ☐ No ☐

Appendix 9

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



Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

Appendix 10

Dealing with Allegations of Abuse Against a Member of Staff

KEY POINTS

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



Guidance on the Next Steps

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



Possible Outcomes

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



Precautionary suspension is not appropriate and the matter is concluded



Allegation addressed through relevant disciplinary procedures.



Precautionary suspension under Child Protection procedures imposed



Alternatives to precautionary suspension imposed

Appendix 11

PRINCIPLES OF SAFEGUARDING AND CHILD PROTECTION

The following principles should underpin all strategies, policies, procedures, practice and services relating to safeguarding children and young people.

THE CHILD OR YOUNG PERSON'S WELFARE IS PARAMOUNT - The welfare of the child is the paramount consideration for the courts and in childcare practice. An appropriate balance should be struck between the child's rights and parent's rights. All efforts should be made to work co-operatively with parents, unless doing so is inconsistent with ensuring the child's safety.

THE VOICE OF THE CHILD OR YOUNG PERSON SHOULD BE HEARD - Children and young people have a right to be heard, to be listened to and to be taken seriously, taking account of their age and understanding. They should be consulted and involved in all matters and decisions which may affect their lives and be provided with appropriate support to do so where that is required. Where feasible and appropriate, activity should be undertaken with the consent of the child or young person and, where possible, to achieve their preferred outcome.

PARENTS ARE SUPPORTED TO EXERCISE PARENTAL RESPONSIBILITY AND FAMILIES HELPED TO STAY TOGETHER - Parents have responsibility for their children rather than rights over them. In some circumstances, parents will share parental responsibility with others such as other carers or the statutory authorities. Actions taken by organisations should, where it is in the best interests of the child, provide appropriate support to help families stay together as this is often the best way to improve the life chances of children and young people and provide them with the best outcomes for their future.

PARTNERSHIP - Safeguarding is a shared responsibility and the most effective way of ensuring that a child's needs are met is through working in partnership. Sound decision-making depends on the fullest possible understanding of the child or young person's circumstances and their needs. This involves effective information sharing, strong organisational governance and leadership, collaboration and understanding between families, agencies, individuals and professionals.

PREVENTION - The importance of preventing problems occurring or worsening through the introduction of timely supportive measures.

RESPONSES SHOULD BE PROPORTIONATE TO THE CIRCUMSTANCES - Where a child's needs can be met through the provision of support services, these should be provided. Both organisations and individual practitioners must respond proportionately to the needs of a child in accordance with their duties and the powers available to them.

PROTECTION - Children should be safe from harm and in circumstances where a parent or carer is not meeting their needs, they should be protected by the State.

EVIDENCE-BASED AND INFORMED DECISION MAKING - Decisions and actions taken must be considered, well informed and based on outcomes that are sensitive to, and take account of, the child or young person's specific circumstances, risks to which they are exposed, and their assessed needs.

Appendix 12

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, 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 school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police 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 online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information about The Domestic Abuse Information Sharing with Schools etc. Regulations (Northern Ireland) 2022 can be found by following the link to: <https://www.legislation.gov.uk>