CARRYDUFF

PRIMARY SCHOOL

Child Protection/Safeguarding

Policy and Procedures

Reviewed August 2026

INTRODUCTION

Article 18 of the Education and libraries (NI) Order 2003 requires the Board of Governors to prepare a written statement of child protection measures.

The D.E.N.I. circular 2017/04 advises schools that the Department has published a new document: 'Safeguarding and Child Protection – A Guide for Schools.

It states:

> Safeguarding is more than child protection. Safeguarding begins with preventative education and activities which enable children and young people to grow up safely and securely in circumstances where their development and well-being is promoted. It includes support to families and early intervention to meet the needs of children and continues through to child protection, which refers specifically to the activity that is undertaken to protect children or young people who are suffering or likely to suffer harm.

Our Safeguarding Ethos

The school prospectus states:

The Board of Governors, staff and school community of Carryduff Primary School are:

'Committed to providing a stimulating, safe and supportive environment for all, where pupils feel valued and inspired to discover their true potential in partnership with parents.'

Carryduff Primary aims to provide the opportunity:

• To educate pupils to the highest level consistent with their ability

• To enlarge pupils' breadth of experience through a broad, balanced and challenging curriculum

• To enhance pupils' sense of self-esteem through developing self-confidence, self-respect and self-discipline

• To promote a set of spiritual and moral values incorporating honesty, integrity, respect, tolerance and good-judgment

• To prepare pupils to meet the challenges of life and make meaningful contributions to Society

• To encourage the intellectual, spiritual, cultural, physical and social development of each individual child

• To encourage pupil creativity

• To foster a caring ethos throughout the school.

We value the partnership which exists between school, parents and the community and realise the importance this plays in achieving our vision.

Signs and symptoms

Child abuse means ill treatment or neglect leading to physical, sexual or emotional injury or harm.

The following outline common indicators of abuse and neglect.

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree:

Sexual Abuse

Actual or likely sexual exploitation of a child. The involvement of children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles.

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Starting to wet again, day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

Physical Abuse

Actual or likely deliberate physical injury to a child, or wilful or neglectful failure to prevent physical injury or suffering to a child.

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted

Emotional Abuse

Actual or likely persistent or significant emotional ill-treatment or rejection, resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child. All abuse involves some emotional ill-treatment. This is where it is the main or only form of abuse.

- Physical, mental and emotional development lags
- Sudden speech disorders
- Signs of mutilation
- Wetting / soiling
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc.')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression
- Reluctance for parent liaison
- Poor peer relationships

Neglect

The actual or likely persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

- Constant hunger
- Poor personal hygiene
- Constant tiredness, listlessness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- Lack of social relationships
- Compulsive scavenging
- Destructive tendencies
- Frequently absent or late
- Low self-esteem

Domestic Violence

An incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence.

Pupils who are exposed to Domestic Violence within the home are considered at risk. Pupils may show signs of emotional and/or physical abuse.

Exploitation

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.

What to do

In the event that a child does disclose information:

RECEIVE - listen to what a child says but do not ask leading questions except when to show you have understood

REASSURE - ensure the child is reassured that he/she will be safe and their interests come first

RESPOND - only to ensure that the child is safe and secure

RECORD - make note of what you have seen or heard and the date and time

REFER - refer to the designated teacher as soon as you have any concern for a child

RESONSIBILITY – making sure reports and referrals are followed up

PROCEDURE FOR REPORTING AN INCIDENT OF CHILD ABUSE IN SCHOOL

Child makes a disclosure to a member of staff or member of staff has concerns about child either as a result of one observation or many observations over a period of time. Teacher does not investigate.

ACT PROMPTLY.

CARRYDUFF PRIMARY SCHOOL

Member of staff refers matter to Designated Teacher (DT). If DT is unavailable speak to Deputy Designated or Principal. After school hours phone Designated Teacher/Dep. D/Principal. Discuss & make full notes

Designated Teacher meets with Principal (in case of Principal's absence, other member of CP Team/SMT) to plan course of action and ensures that a written record is made.

If there is any doubt about whether to take further action, advice is available from:

- EA SE Designated Officer
- Social Services Gateway Team

When seeking advice, you do not have to give any names. You are making an enquiry.

Principal/Designated Teacher
Upon seeking advice you make referral, through use of UNOCINI (in consultation with parent) to:
Gateway Team
Copy of referral to EA SE & Designated Officer

Record advice given
Monitor
Review

Referral and the Role of the Designated Teacher

The designated teacher is: **Mrs J Hodkinson**

If the designated teacher is absent **Ms Hyndman or Miss Martin** will assume the responsibilities of the role.

The designated teacher has responsibility for -

- Ensuring that all teaching and ancillary staff whether full-time or part-time, or temporary, are aware of the child protection procedures;
- Alerting the principal to a case by providing a copy of the report (CP1) and discussion;
- Co-ordinating action by staff in cases of suspected child abuse and reporting to the appropriate Social Services Officer and the Board's Designated Officer;
- Ensuring that the Principal, Teachers and the school's Education Welfare Officer are kept aware of children "Looked After" or on the Child Protection Register;

Where the designated teacher is suspected to have abused a child, or such an allegation is made, the member of staff who is made aware of the possible offence should inform the principal immediately, who will instigate the normal reporting procedures. Where the principal is suspected, or an allegation is made against him or her, the matter should be reported to the designated teacher and he or she should report the matter immediately to social services (or as the case may be, to the Police), the Chairperson of the Board of Governors, and, to the designated officer of the Education Authority.

Role of Child Protection Support Service at the Education Authority

From 3 September 2018 there is one dedicated number across the EA **028 95985590**

The role of the EA is:

- To ensure the effective operation of locally established procedures, including the arrangements for designated teachers
- To establish liaison and co-ordination arrangements with Social Services
- To formulate a training programme for all EA staff including Teachers and Youth Workers
- To maintain a Register of Schools' Designated Teachers
- To be representative on the Area Child Protection Committee

Role of Board of Governors

The Governor with responsibility for Child Protection is: **Mrs R Lowe**
The Principal will provide Governors with a report on Child Protection at every meeting and Governors will review the Child Protection Policy periodically.

Sources of Advice

Whether or not to make a referral which could activate a child protection investigation is a serious decision. If the designated teacher is unsure about whether a case should be formally referred, or has a general concern about a child's health or development, he or she may wish to seek advice, information or guidance from the principal or other senior member(s) of staff, and/or from class teachers who are familiar with the child. Advice and support are also available from a number of local sources such as:

- Social Services;
- Gateway Service;
- NSPCC;
- Clinical Medical Officer;
- School nurse;
- Education Authority's Designated Officer for Child Protection;
- Education Welfare Officer (EWO); or
- Educational Psychologist.

Operation Encompass

Operation Encompass is a police and education early information safeguarding partnership enabling schools to offer immediate support to children experiencing domestic abuse.

Operation Encompass ensures that there is a simple telephone call or notification to a school's trained Designated Safeguarding Lead /Officer (known as key Adult) prior to the start of the next school day after an incident of police attended domestic abuse where there are children related to either of the adult parties involved.

Information is shared with a school's Key Adult (Designated Safeguarding Lead or Officer) prior to the start of the next school day after officers have attended a domestic abuse incident. This sharing of information enables appropriate support to be given, dependent upon the needs and wishes of the child.

Bullying - see Anti-Bullying Policy

Bullying also constitutes a form of abuse by another child or young person, although it would not normally trigger the child protection procedures. Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him- or herself. It can take many forms, but the main types are

- Physical (e.g. hitting, kicking, theft);
- Verbal (e.g. threats or name-calling, including sectarian, homophobic or racist name-calling); or
- Indirect (e.g. spreading rumours, excluding someone from social groups).

All reports of bullying must be taken seriously, investigated carefully and appropriate action taken to combat the bullying behaviour in line with the school policy.

Conduct of Staff – see Code of Conduct

The school must safeguard and promote the welfare of the pupils in its charge. This duty rests with all members of staff, teaching and non-teaching, and implicit in it is the assumption that the conduct of school staff towards their pupils must be above reproach. The younger the pupil, the less likely it will be that he or she will be able to recognise and respond appropriately to an abuse by any member of staff of the trust that his or her position confers. Any abuse of that position of trust by any member of staff must be regarded with the utmost gravity.

As well as the more obvious physical or sexual abuse, members of staff should be alert to the risk of emotional abuse, such as:

- Persistent sarcasm
- Verbal bullying
- Severe and persistent negative comment or actions

Members of staff should reflect on every aspect of their contact with children which may give rise to perceptions or allegations of this form of abuse.

Physical Contact with Pupils – see Safe Handling Policy

Integral to a clear understanding of standards of behaviour expected of school staff is an understanding of the acceptable boundaries of physical contact with pupils. It is unnecessary and unrealistic to suggest that teachers should touch pupils only in emergencies. Particularly with younger pupils, touching them is inevitable and can give welcome reassurance to the child. However, teachers must bear in mind that even perfectly innocent actions can sometimes be misconstrued. Children may find being touched uncomfortable or distressing for a variety of reasons. It is important for teachers to be sensitive to a child's reaction to physical contact and to act appropriately. It is also important not to touch pupils, however casually, in ways, on parts of the body (especially breasts and genitalia) or in circumstances that might be considered indecent.

In extreme cases, which, while rare, do occur, a teacher might have to restrain a pupil physically to prevent him or her causing injury to him- or herself, to others or to property. In such instances no more than the minimum necessary force should be used.

Allegations against Staff

In the light of schools' duty of care, it is the responsibility of the school principal (or, where the complaint is against the principal, the responsibility of the Chairperson of the Board of Governors) to ensure that any complaint made that a member of staff has abused a pupil is thoroughly investigated, by instigation of the normal child protection procedures. Allegations must be recorded in the black Child Protection book.

Where the school carries out preliminary enquiries, these should have regard:

- First and foremost, to the welfare of the pupil concerned and that of other pupils at the school;

- To the efficient functioning of the school; and

- To the rights of the individual against whom the complaint has been made, especially his or her right to be presumed innocent until proven guilty.

Preventative Curriculum

Through the curriculum, children can be taught about the risks of different kinds of abuse, and can be equipped with the skills they need to help them to stay safe, by recognising unwelcome approaches or behaviour and developing the confidence to resist them as far as possible. Teaching children possible ways to prevent or tell about abuse must be done carefully so as not to cause anxiety or upset normal, stable relationships between adults and children.

The school provides a preventative curriculum which incorporates the following:

- Curriculum support is provided by NSPCC ChildLine which provides workshops for Primary 6 & 7 pupils on recognising abuse and what to do about it (every 2 years).
- NSPCC whole school assembly on Keeping Safe (every 2 years)
- All pupils in Primary 1 to Primary 7 participate in PATHSPlus personal development programme on a very regular basis.
- The Principal delivers whole school assemblies each year on 'Keeping Safe' and 'Who to Talk to'.
- Whole school participation in National Anti-Bullying Week activities.
- E-safety lessons & participation in Safer Internet Day
- RSE programme
- Drugs education in P6 & P7

Resources include:
NI Anti-Bullying Forum Materials
Helping Hands – Woman's Aid
EA Circle time resources
Take Care
NSPCC pack

Jenny Mossely Circle Time resources
Learning Living Together & other CCEA PDMU materials
PATHSPlus materials
Safer Internet Day resources

Recruitment and Selection

When recruiting members of staff, the Board of Governors carefully follow all EA advice and procedures to ensure candidates have a full employment history and an appropriate Access NI Enhanced Disclosure Certificate prior to taking up a post.

At least one Governor on the interview panel will have attended EA Recruitment, Selection & Vetting training. The newly appointed member of staff will receive Child Protection induction training and will then fall into the biennial timetable of staff Child Protection training.

Volunteers

Volunteers who work under supervision are not required to have Access NI clearance. Those who work unsupervised must have an Enhanced Disclosure Certificate (EDC). This includes FE or university students on work placement for a portion or all of the school year. School pupils on work experience do not require an EDC.

A copy of this policy will be given to unsupervised volunteers.

Tutors, Coaches, etc.

Coaches, music & Spanish tutors and other adults who work directly with children unsupervised, must all provide an EDC for the Principal to see and take a copy of.

A copy of this policy will be given to students, coaches and tutors working within the school.

Visitors to School

Visitors to school, such as parents, suppliers of goods and services, to carry out maintenance etc. do not routinely need to be vetted before being allowed onto school premises. However, such visitors should be managed by school staff and their access to areas and movement within the school should be monitored and restricted as needs require.

Visitors should:

- Be met/directed by school staff
- Sign in
- If appropriate, be given restricted access to only specified areas of the school
- Where possible, be escorted by a member of staff
- Be clearly identified with a visitor badge
- Have access to pupils restricted to the purpose of their visit

- If carrying our maintenance tasks, have work cordoned off from pupil

Guidelines for Self-Protection

1. In the event of injury to a child, ensure that it is recorded and witnessed by another adult.

2 Keep records of any false allegations a child makes against you or other staff including – "you're always picking on me", to "you hit me", or comments such as "don't touch me".
Keep record of dates and times. Get another adult to witness the allegation, if possible.

3 If a child touches you or talks to you in a sexually inappropriate way or place, record what happened and tell another adult. As it could be totally innocent, do not make the child feel like a criminal. However, remember that ignoring this or allowing it to go on may place you in an untenable situation. Neither is it a good idea for the child to go on doing this as the next person might take advantage and then say the child instigated it.

4 If you take children on journeys, always have two along. If it is an overnight trip, always check the rooms in pairs.

5 Do not spend excessive amounts of time alone with one child away from other people. If it is a one-to-one, make sure the door is open. Tell another member of staff if you are going to see a child on your own.

6 If you are in a holiday or residential setting never, under any circumstances, take a child or children into your room.

7 Do give firm guidelines on sexually inappropriate behaviour to the child. Explain that the behaviour is unacceptable and could get the child into difficulty, but do not make the child feel guilty. The behaviour may be an imitation of the abuse the child has suffered and is not the child's fault.

8 If you are in a care situation with children with special needs, try to have another person present when changing nappies or clothing or bathing a child.

Linked Policies

This policy is one of several which together make up the Child Protection Policy. They are:

Parental Complaints Policy
Intimate Care Policy
Anti-Bullying Policy
iPad Acceptable Use Policy
E-Safety Policy
Social Media Policy
Drugs Policy
Behaviour/Discipline Policy
Safe Handling Policy
Special Educational Needs Policy
First Aid and Administration of Medicines
Attendance Policy
Staff Code of Conduct
Health & Safety Policy
Critical Incident Policy
Emergency Procedures
RSE Policy
Educational Visits

Related Forms

Parental Concerns (Appendix 1)
Record of Concern Form (CP1)
Request for No Photographs (Appendix 2)

USEFUL CONTACTS

Belfast Health and Social Care Trust
Gateway Services
110 Saintfield Road
Tel: 028 90507000 (Office hours)
028 95049999 (Emergency)

Education Authority
Tel: 028 95985590

Childline UK
Freepost 1111
LONDON N1 OBR
Tel: 0800 1111

NSPCC Child Protection Helpline
24 hours call 0808 8005000
Text: 88858
Email: help@nspcc.org.uk

PSNI
Central Referral Unit
028 90259299

Northern Ireland ChildLine
74 Duke Street
LONDONDERRY
Tel: 02871 311555
Linkline 0800 212888

REFERENCE DOCUMENTS

DENI Circular 2017/04

EA Child Protection - Policy and Procedures

Carryduff Primary School – Prospectus

NSPCC Keeping Safe Pack

UNOCINI Thresholds of Need Policy

Safeguarding Children – Training Materials for Schools DVD

EASAGs TV

DENI Safeguarding and Child Protection in Schools – A Guide for Schools (2019)

CCEA RSE Guidance – An Update for Schools

CCEA Drugs Guidance for Schools

CP1

Carryduff Primary School
Record of Concern

Name of Pupil: _____

Class: _____ Date of concern: _____

Reported by: _____

Reported to: _____ Date: _____

Outline details of the concern, any actions that have been taken and any consequences of those actions.

Further action to be taken (can carry overleaf)

Appendix 1

Parental Concerns

What I can do if…..

I have a concern about my child or another child's safety

⇩

I can contact the class teacher

⇩

If I am still concerned I can contact
Mrs Hodkinson
(Designated Child Protection Teacher)
or
Ms Hyndman or Miss Martin
(Deputy Designated Teachers)

⇩

If I am still concerned
I can contact
Mrs Preston (Principal)

⇩

If I feel my concern has not been adequately dealt with
I can write to
Dr Murphy
(Chairman of the Board of Governors)
c/o the school.

⇩

At any stage, a parent can contact the PSNI or Social Services Gateway Team

Appendix 2

Request for No Photographs

Class	In School & School Publications	Website	Newspapers	Facebook	DoJo/Seesaw	Video in School	Video Website
SC1							
SC2							
P1							
P2							
P3							
P4							
P5							
P6							
P7							