



Alexander Dickson Primary School

Helping small
people with
BIG ideas

Safeguarding and Child Protection Policy

Mission Statement

“Our school builds relationships with kindness and honesty. We encourage creativity, imagination and independence. We will develop learning for life and work through effort and collaboration”.

Our school community also agrees that its key values are:

- Honesty
- Learning
- Kindness
- Friendship
- Effort

Duty of Care and Principles

The general principles, which underpin our work and inform this policy, are those set out in:

1. The UN Convention on the Rights of the Child
2. Children (NI) Order 1995
3. Safeguarding and Child Protection in Schools publication (2017, updated 2019 and 2020)
4. Safeguarding Board Act (NI) (2011)
5. Co-operating to safeguard children and young people in NI (March 2016)
6. Area Child Protection Committees’ Regional Policy and Procedures (2005, amendments 2008).

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

1. The child or young person’s welfare is paramount
2. The voice of the child or young person should be heard
3. Parents are supported to exercise parental responsibility and families helped to stay together
4. Partnership between families, agencies, individuals and professionals
5. Prevention of problems occurring or worsening through the introduction of timely supportive measures
6. Responses should be proportionate to the circumstances
7. Protection of children by the State where a parent or carer is not meeting their needs
8. Evidence-based and informed decision making
9. 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.

In Alexander Dickson Primary School, we have a primary responsibility for the care, welfare and safety of our pupils and we will carry out this duty supported by a number of policies including:

- Positive Behaviour Policy
- Anti-bullying Policy
- Teaching & Learning Policy
- Administration of Medicines Policy
- Drugs Policy
- Record Keeping and Disposal
- Special Educational Needs
- Health and Safety
- Mobile Devices Policy
- Attendance Policy
- Use of Reasonable Force Policy
- First Aid and Administration of Medicines Policy
- Staff Code of Conduct
- Use of Images Policy

- Intimate Care Policy
- Acceptable Use of Internet & Digital Technologies Policy
- Social Networking Sites – Code of Conduct
- RSE Policy (Relationship & Sexuality Education)
- Educational Visits

The purpose of the following procedure on Child Protection is to protect our pupils by ensuring that everyone who works in our school has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all adults must be the care, welfare and safety of the child. The problem of child abuse will not be ignored by anyone who works in our school; we acknowledge that child abuse is also a criminal offence.

School Safeguarding Team

The school has established a Safeguarding Team* to act as a vehicle for ensuring effective co-ordination and co-operation between the key individuals responsible for safeguarding throughout the school.

Role	Name	Email Address	Telephone No.
Designated Teacher and Principal	Mr Richard Lawther	rlawther087@c2kni.net	028 9752 8651
Deputy Designated Teacher and Senior Teacher	Mrs Myrtle Muirhead	mmuirhead957@c2kni.net	028 9752 8651
Designated Governor for Child Protection	Mr James Megraw	C/O rlawther087@c2kni.net	028 9752 8651
Chair of the Board of Governors	Mr Les Fergus	C/O rlawther087@c2kni.net	028 9752 8651

*other members will be co-opted as required to help address specific issues.

Roles & Responsibilities

The Designated Teacher and Deputy Designated Teacher

The designated teacher and deputy designated teacher must:

- Avail of training so that they are aware of duties, responsibilities and their role in child protection
- Organise training for all staff
- Lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway Team or PSNI Public Protection Unit where appropriate
- Liaise with Education Authority's Designated Officers for Child Protection
- Maintain records of all child protection concerns in the secure filing cabinet in school
- Keep the school Principal informed
- Provide a written annual report to the Board of Governors regarding child protection/safeguarding.
- Promote a safeguarding and child protection ethos in school

The Principal

The Principal must ensure that:

- He/she attends training on Managing Safeguarding and Child Protection
- A designated teacher and deputy teacher are appointed
- All staff receive child protection training
- All necessary referrals are taken forward in the appropriate manner
- The Chair of the Board of Governors is kept informed
- Child protection activities feature on the agenda of the Board of Governors' meetings and termly updates and annual report are provided
- The school's child protection policy is reviewed annually and that parents and pupils receive a copy/summary of this policy at least every two years
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

The Designated Governor for Child Protection

The Designated Governor should avail of child protection awareness training delivered by CPSSS and will take the lead in 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 and vetting of staff

The Chair of the Board of Governors

The Chair of the Board of Governors should:

- Ensure that he/she has received appropriate Education Authority training
- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection recruitment & selection training provided by the Child Protection Support Service for Schools (CPSSS) and the Governor Support and Human Resources Departments.
- Ensure that a Designated Governor for Child Protection is appointed.
- Assume lead responsibility for managing any complaint/allegation against the school Principal.
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to child protection activity

Other members of school staff

Staff in school see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse.

They should remember the 5 R's: Receive, Reassure, Respond, Record and Refer.

The member of staff must:

- Refer concerns to the Designated/Deputy Teacher for child protection/Principal
- Listen to what is being said without displaying shock or disbelief and support the child
- Act promptly
- Make a concise written record of a child's disclosure using the actual words of the child (Appendix 1)
- Avail of whole school training and relevant other training regarding safeguarding children
- **Not** give children a guarantee of total confidentiality regarding their disclosures
- **Not** investigate
- **Not** ask leading questions

In addition, the class teacher should:

- Keep the Designated Teacher informed 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, concerns about home conditions including disclosures of domestic violence.

We will take seriously all concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts.

The Designated/Deputy teacher will immediately follow the school's Child Protection Procedures and Policy.

Parents

Parents should play their part in safeguarding by:

- Telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation;
- Informing the school whenever anyone, other than themselves, intends to pick up the child after school;
- Letting the school know in advance if their child is going home to an address other than their own home;
- Familiarising themselves with the school's Pastoral Care, Anti-Bullying, Positive Behaviour, Internet and Child Protection Policies;
- Raising concerns they have in relation to their child with the school.

The Board of Governors

The Board of Governors must ensure that the school fulfills its responsibilities in keeping with current Legislation and DE guidance including:

- Having a Safeguarding and Child Protection Policy which is reviewed annually
- Having a staff code of conduct for all adults working in the school
- Attendance at relevant training by Governors and that up-to-date training records are maintained
- The vetting of staff and volunteers according to Departmental Guidelines (circular 2012/19)

Operation Encompass

Alexander Dickson Primary School is 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 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 see [The Domestic Abuse Information Sharing with Schools etc. Regulations \(Northern Ireland\) 2022](#).

DEFINITION OF SAFEGUARDING, CHILD PROTECTION and CHILDREN IN NEED

DEFINITIONS / CATEGORIES OF ABUSE

Safeguarding

Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is promoted. It includes support to families and early intervention to meet the needs of children and continues through to child protection.

Child Protection

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

In all matters relating to safeguarding and child protection procedures or policies, the best interest of the child must be the paramount consideration.

Child Abuse

What is child abuse?

One recognised working definition of the term 'Child abuse' is:

Children may be abused by a parent, a sibling or other relative, a carer (i.e. a person who has actual custody of a child such as a foster parent or staff member in a residential home), an acquaintance or a stranger, who may be an adult or a young person. The abuse may be the result of a deliberate act or of a failure on the part of a parent or carer to act or to provide proper care, or both.

The abuse may take a number of forms, including:

1. Physical

Physical abuse is deliberately 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.

2. Sexual

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.

3. Emotional

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 or inadequate. It may include not giving a child an opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including on-line bullying through social networks, on-line games or mobile phones – by a child's peers.

4. Neglect

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.

Neglect can also be described as 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;

5. Exploitation

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, engaging in criminal activity, begging or 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.

All abuse involves some emotional ill-treatment.

The above definitions have been taken from Department of Health, Social Services and Public Safety, (2017, Updated 2019 and 2020). Co-operating to Safeguard Children and Young People in Northern Ireland. Belfast

These types of abuse apply equally to children with disabilities but the abuse may take slightly different forms, for example, lack of supervision, or the use of physical restraints such as being confined to a wheelchair or bed.

Each of these definitions uses the term 'actual or likely'. For practical purposes, 'actual' can be taken to mean 'confirmed', i.e. that the teacher is satisfied that the abuse has actually happened, and 'likely' can be taken to equate to 'potential' or 'suspected', i.e. that the teacher believes that the abuse probably happened, or will probably happen.

We are advised that, "sexual activity involving a child who has achieved sufficient understanding and intelligence to be capable of making up his or own mind on the matter, while illegal, may not necessarily constitute sexual abuse. One example which could fall into this category is a sexual relationship between a 16-year-old girl and an 18-year-old boy. The decision to initiate child protection action in such cases is a matter for professional judgement and each case will be considered individually. The criminal aspects of the case will, of course, be dealt with by the Police."

SPECIFIC TYPES OF ABUSE

1. Grooming

Grooming of a child or young person is always abusive and/or exploitative. It often involves the perpetrator(s) gaining the trust of a 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 in order 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. Grooming may occur face to face, online and/or through social media.

2. Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of 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 include physical contact; it can also occur through the use of technology.

Potential Indicators of CSE

- Acquisition of money, clothes, mobile phones etc. without plausible explanations
- Truancy/leaving school without permission
- Persistently going missing/returning late
- Receiving lots of texts/phone calls prior to leaving
- Change of mood
- Appearing under the influence of substances
- Inappropriate sexualised behaviour for their age
- Physical symptoms – bruising etc.
- Collected from school by unknown adults / taxis
- New peer groups
- Significantly older boyfriend/girlfriend
- Increasing secretiveness around behaviours
- Change in personal hygiene – greater or less attention
- Changes in self esteem
- Self-Harm
- Evidence or suspicion of substance abuse

3. Domestic and Sexual Violence and Abuse

Domestic violence and abuse is,

'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.' The Stopping Domestic and Sexual Violence and Abuse Strategy (2016)

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).' The Stopping Domestic and Sexual Violence and Abuse Strategy (2016)

4. Female Genital Mutilation (FGM)

FGM is a form of child abuse and violence against women and girls. It 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. Girls between the ages of 5 and 8 are thought to be most at risk.

5. Forced Marriage

A Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. It is different from an arranged marriage where the ultimate choice whether or not to accept the arrangement remains with prospective spouses.

Potential Warning signs in school

- Absence and persistent absence
- Request for extended leave of absence/failure to return from visits to country of origin
- Surveillance by siblings or cousins
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility and not being provided with suitable education at home
- Not allowed to attend extracurricular activities
- Sudden announcement of engagement to a stranger

6. 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 their own relationships. However, pupils displaying harmful sexualised behaviour present a child protection concern.

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

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

Examples

- Using age inappropriate sexually explicit words or phrases
- Inappropriate touching
- Using sexual violence or threats
- Sexual behaviour between children is also considered harmful if one of the children is much older – particularly 2 or more years apart. However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled.

7. E-safety/Internet Abuse

Online safety means acting and staying safe when using digital technologies. It is wider than simple Internet technology and includes electronic communication via text, social media etc. Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.

8. Sexting

Sexting is the sending of or posting of sexually suggestive images, including nude or semi-nude photographs via mobiles or over the internet. It is illegal under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18.

Dealing with children with increased vulnerabilities

Children with a disability

Children with a disability (i.e. any child who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse. Staff must be aware that communication difficulties can make disclosure more difficult and to be vigilant to signs of abuse and refer concerns early.

Children with limited fluency in English

Children who are not fluent in English should be given the chance to express themselves to a member of staff or other professional with appropriate language/communication skills where there are concerns that abuse may have occurred.

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 or any member of the school's safeguarding team - the Principal or the Deputy Designated Teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. Following this and if still concerned, parents may refer the matter to the Northern Ireland Public Services Ombudsman. 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 flowchart in Appendix 2.

Where the school has concerns about possible abuse by someone other than a member of the school staff including volunteers.

Where staff become aware of concerns or are approached by a child, they should not investigate as this is the responsibility of Social Services and/or PSNI. Staff should report these concerns immediately to the Designated/Deputy Teacher and full notes should be made. 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 Teacher. 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. If there are concerns that the child may be at risk, the school is obliged to make a referral. The parent will be informed immediately; unless there are concerns that a parent may be the possible abuser.

The Designated/Deputy Designated Teacher may consult with members of the schools' Safeguarding Team, the Education Authority's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Education Authority's Designated

Officer, the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made, the Designated/Deputy Designated Teacher will telephone Social Services Gateway Team. He/she will also notify the EA's Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the EA Designated Officer for Child Protection and a copy will be kept in the school's child protection file.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

This procedure with names and contact numbers is shown in Appendix 3.

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

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated/Deputy Designated Teacher if the Principal is not available) **must be informed immediately**. The above procedures will apply (unless the complaint is about the Principal/Designated/Deputy Designated Teacher).

If the complaint is against a member of staff, there are four options as outlined in circular 2015/13:

1. No further action
2. Allegation address through disciplinary procedures
3. Allegation address under child protection procedures with an alternative to precautionary suspension imposed
4. Allegation address under child protection procedures with a precautionary suspension put in place and disciplinary procedures held in abeyance.

Records will be kept in a secure place with access limited to the Principal, designated teacher and deputy designated teacher and chair of the Board of Governors.

If a complaint is made against the Principal, the Designated/Deputy Designated Teacher will inform the Chairperson of the Board of Governors who will ensure that necessary action is taken.

Where the matter is referred to Social Services, the member of staff may be removed from duties involving direct contact with pupils or may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities. The Chair of the Board of Governors will be informed immediately.

Child protection procedures as outlined in Appendix 4 will be followed in keeping with current Department of Education guidance.

This procedure with names and contact numbers is shown in Appendix 4.

Attendance at Child Protection Case Conference and Core Group Meetings

The Designated Teacher/Deputy Designated Teacher may be invited to attend Child Protection Case Conferences and/or core group 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.

Confidentiality and Information Sharing

Information given to members of staff about possible 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. Where abuse is suspected, schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a strictly ‘need to know’ basis.

Should a child transfer to another school whilst there are current child protection concerns, we will share these concerns with the Designated Teacher in the receiving school.

Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked filing cabinet.

Vetting Procedures

Vetting checks are a key preventative measure in preventing unsuitable individuals access to children and vulnerable adults through the education system and the school will ensure that all persons on school property are vetted, inducted and supervised as appropriate.

All school staff and volunteers* are recruited and vetted in line with DE Circulars 2012/19 and 2013/01 before taking up post.

Visitors

Visitors to school, such as parents, suppliers of goods and services etc. do not routinely need to be vetted before being allowed onto school premises. However, all visitors are required to follow a strict code of conduct that will ensure they –

- are met and directed by school staff as appropriate
- signed in and out of the school
- are clearly identifiable with a visitor pass
- have restricted access to the school area(s) / pupil(s) in line with their visiting purpose

Pupils on Work Experience

Pupils coming into school on work experience will not require AccessNI clearance as they will be fully supervised by school staff. The normal child protection induction processes will be given to them.

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 the 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. The school’s code of conduct is included in Appendices 5 and 6.

Staff Training

Alexander Dickson Primary School is committed to in-service training for its entire staff. Each member of staff will receive general training on policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support Services for Schools.

When new staff or volunteers start at the school they are briefed on the school’s Child Protection Policy and Code of Conduct and are given copies of these policies.

The Preventative Curriculum

Alexander Dickson Primary School recognises its responsibilities 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 behaviours. Our PDMU and Relationships and Sexuality Education policies set out how we aim to achieve our responsibilities to provide a preventative curriculum.

Throughout the school year, child protection issues are addressed through class assemblies. There is a permanent child protection notice board at the entrance and relevant information in various locations throughout school, which provides advice and displays child helpline numbers. See Appendix 7.

The school will include within its curriculum, elements which will support pupils in their physical and emotional well-being and which supports pupils in learning to manage their general interests and personal relationships. These will often occur in the general course of lessons but are also planned for specifically as part of the personal development and mutual understanding strand of the curriculum and through assemblies, Circle Time sessions, Helping Hands and Media Initiative projects, PSNI citizenship lessons and the Roots of Empathy programme that are all delivered in school.

With regard to helping to prevent child abuse the school contributes by:

- Ensuring pupils have a sufficient knowledge about themselves to understand what constitutes appropriate and non-appropriate behaviour/physical contact.
- Enabling pupils to become aware of strategies which they may use to protect themselves from possibly abusive situations.
- Ensuring pupils know who to talk to if they need help.

Contact Details

Child Protection Support Service (EA) South Eastern Officers: Alison Casey/Colum Boal/ Christine Graham	028 95955590
Gateway Team	03001000300
Gateway Team Out of Hours	028 95 049999 / 028 90565444
Safeguarding Board for Northern Ireland	028 90 690418
PSNI Central Referral Unit	028 90 259299
NI Public Services Ombudsman	0800 343 424

Monitoring and Evaluation


This policy was drawn up with input from staff, Governors and the Parents' Committee. The Safeguarding Team in Alexander Dickson Primary School will update this Policy and Procedures in the light of any further guidance and legislation as necessary and review the policy annually. The Safeguarding Team will use the ETI Safeguarding Proforma to ensure school complies with the child protection/safeguarding requirements.

The Board of Governors will 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.

On-going evaluation will ensure the effectiveness of the Policy.

Date Policy Reviewed: June 2023

Signed:  (Designated Teacher)

 (Principal)

 (Chair of Board of Governors)

Form to Record Concerns

PROFORMA

CONFIDENTIAL

NOTE OF CONCERN

CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

Name of Pupil:

Year Group:

Date, time of incident / disclosure:

Circumstances of incident / disclosure:

Nature and description of concern:

Parties involved, including any witnesses to an event and what was said or done and by whom:

Action taken at the time:

Details of any advice sought, from whom and when:

Any further action taken:

Written report passed to Designated Teacher:

Yes:

No:

If 'No' state reason:

Date and time of report to the Designated Teacher:

Written note from staff member placed on pupil's Child Protection file

If 'No' state reason:

Name of staff member making the report: _____

Signature of Staff Member: _____

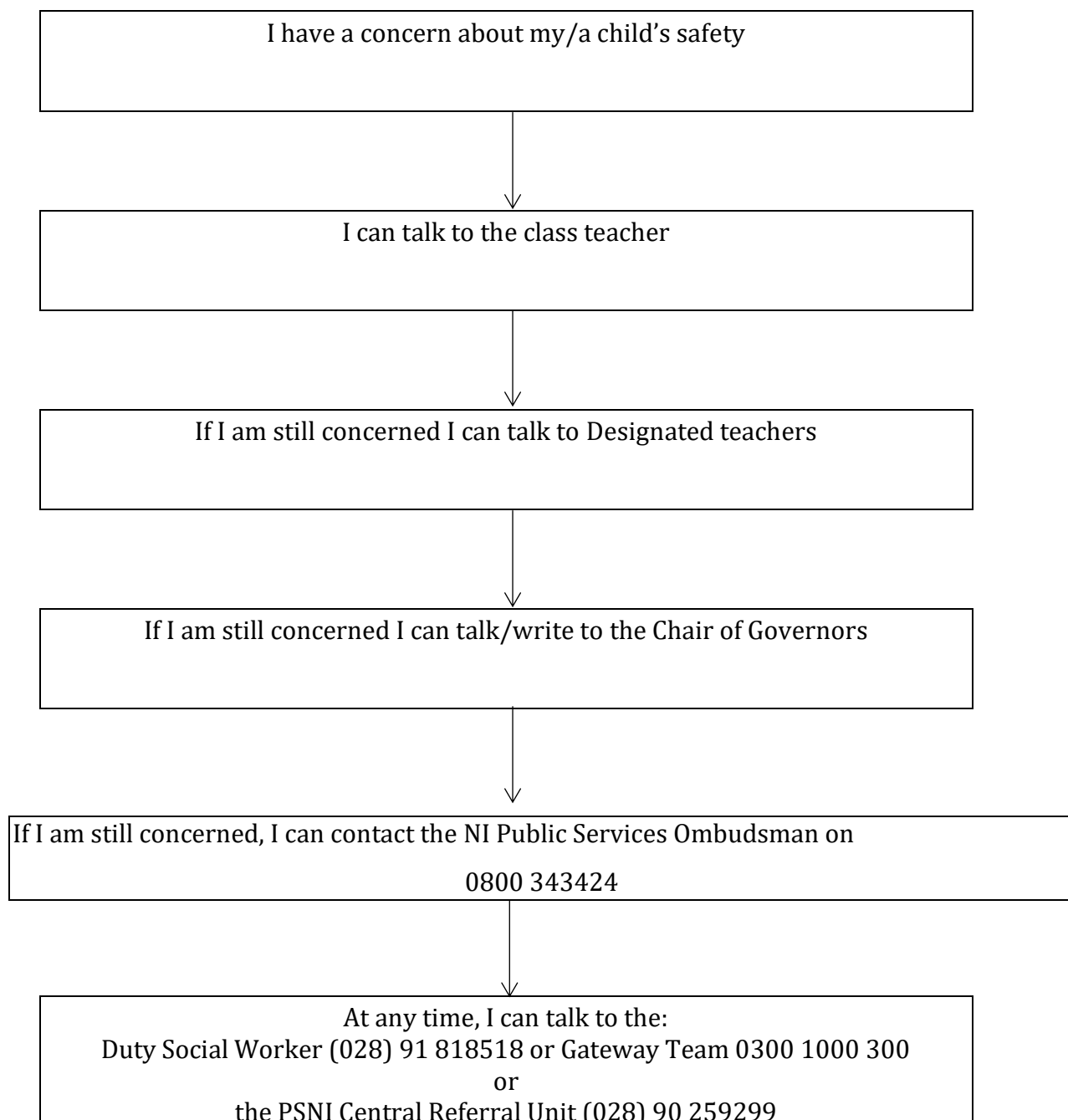
Date: _____

Signature of Designated Teacher: _____

Date: _____

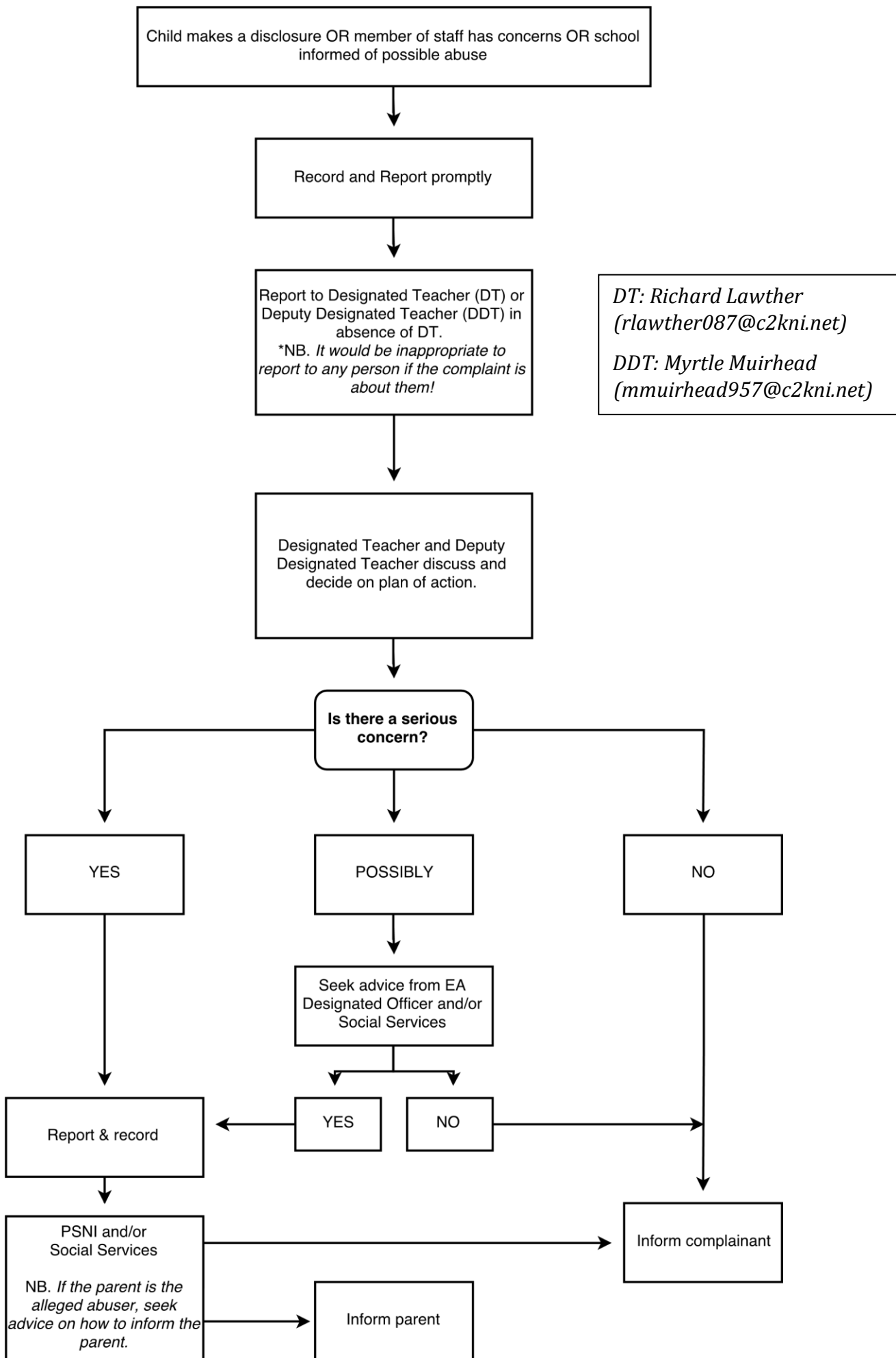
How a Parent can make a Complaint

Procedure for parents or others reporting suspected child abuse:



It should be noted that information given to members of staff about possible child abuse cannot be held in confidence. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told. The safety of the child is our first priority.

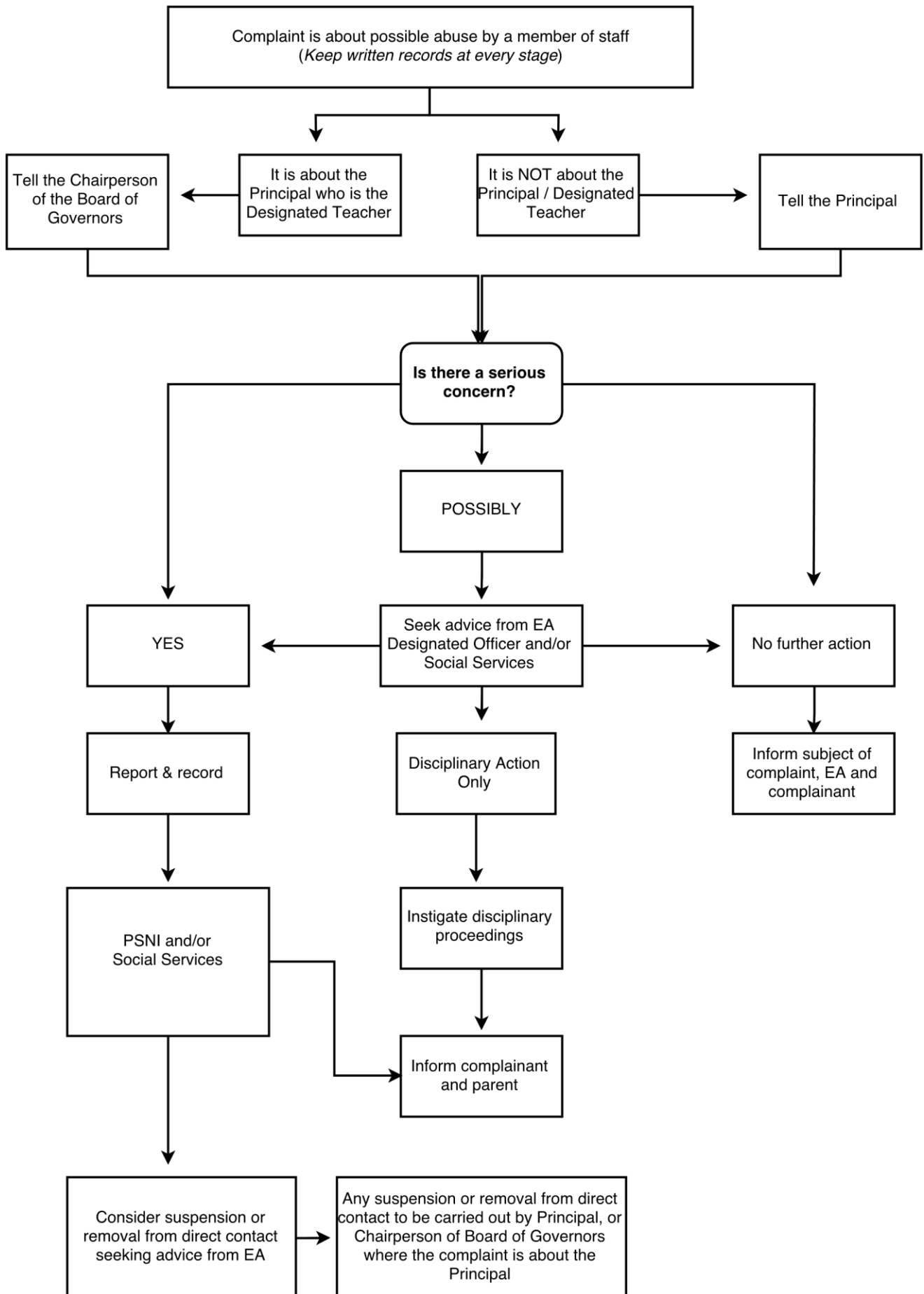
Procedure for reporting an incident of child abuse



*DT: Richard Lawther
(rlawther087@c2kni.net)*

*DDT: Myrtle Muirhead
(mmuirhead957@c2kni.net)*

Complaints about school staff



Code of Conduct for Volunteers

This code of conduct is intended to assist volunteers in respect of the complex issue of child abuse, by drawing attention to the areas of risk and by offering advice on prudent conduct. The Code of Conduct makes it clear however that it is unrealistic and unnecessary to suggest that you should touch pupils only in emergencies. Particularly with younger children, touching them is inevitable and can give welcome reassurance to the child who is in distress. It is important to be sensitive to a child's reaction to physical contact and act appropriately.

The designated teacher for child protection is Mr Lawther; Mrs Muirhead is his Deputy.

Procedures for Reporting Child Abuse

Volunteers have a responsibility to share relevant information about the protection of children with their class teacher and/or the designated teacher or deputy designated teacher for Child Protection. If a child confides in you and requests that the information is kept a secret it is important that the child is told sensitively that the information must be passed on to the designated teacher or deputy designated teacher.

The following guidelines may help:

- Don't panic
- Listen
- Believe
- Do not interrogate or question
- Affirm whatever feeling the child has

5 things to say:

1. I believe you
2. I am glad you came and talked to me
3. I am sorry this happened to you
4. It was not your fault
5. We are going to do something together to get help

Never promise absolute confidentiality however any information is confidential between you, the child and the designated teacher who will pass it on to the necessary departments. Refer any information however trivial it may seem to either Mr Lawther or Mrs Muirhead; they will give you a proforma; record all that was said - note dates, times, places and words of the child.

Personal information about a child and their family is confidential. If abuse is suspected information should only be given to the strictly relevant people such as the Designated Teacher or her Deputy. Other members of staff only need enough information to prepare them to act with sensitivity to a distressed child; they do not need to know details. (This should be passed to designated teacher or the deputy designated teacher).

Private meetings with children

Volunteers must not arrange private meetings. If you are worried about a child's welfare, refer the matter to the supervising member of staff or to Mr Lawther if it is a child protection issue.

Mobile Phones

Phones must be kept on silent and out of sight of the children. Photographs of children must never be taken on personal devices.

Physical Intervention

Volunteers are **not** permitted to use reasonable force. The supervising member of staff must be called if a difficult situation arises.

Members of staff, teaching and non-teaching are authorised to use physical restraint to prevent pupils from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person including the pupil himself
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school

Reasonable force would only be used in emergencies when other behavioural management strategies have failed. Any force used should always be the minimum needed to achieve the desired result.

Vetting of Volunteers

Volunteers are vetted in accordance with relevant legislation and departmental guidance (circular 2012/19). Appendix 9.

Code of Conduct for Staff

All actions concerning children and young people must uphold the best interest of the young person as a primary consideration. Staff must always be aware of the fact that they hold a position of trust, and that their behaviour towards the pupils in the school must be above reproach. The code of conduct is intended to assist staff by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

1. Procedures for Reporting Child Abuse

Staff have a professional responsibility to share relevant information about the protection of children with other professionals. Where physical or sexual abuse is suspected, teachers have a legal duty to report this. If a child confides in a member of staff and requests that the information is kept a secret, it is important that the child is told sensitively that as a member of staff, they have a responsibility to pass the information on to the designated teacher.

The following guidelines may help:

- Don't panic
- Listen
- Believe
- Do not interrogate or question
- Affirm whatever feeling the child has

5 things to say:

1. I believe you
2. I am glad you came and talked to me
3. I am sorry this happened to you
4. It was not your fault
5. We are going to do something together to get help

Never promise absolute confidentiality however any information is confidential between you, the child and the designated teacher who will pass it on to the necessary departments. Refer any information however trivial it may seem to either Mr Lawther or Mrs Muirhead; they will give you a proforma; record all that was said - note dates, times, places and words of the child.

Procedure for Reporting an Incident of Suspected/Disclosed Child Abuse in Schools

Child makes a disclosure to teacher or other staff member or a staff member has concerns about a child, either as a result of one observation or many over a period of time.

Teacher does not investigate.

MUST ACT PROMPTLY.

Teacher refers matter to Designated Teacher, Mr Richard Lawther (or Mrs Myrtle Muirhead) discusses with the Designated Teacher and makes full notes.

Designated Teacher meets with the Principal (in case of the Principal's absence, the Deputy Designated Teacher) to plan a course of action and to ensure a written record is made.

Principal/Designated Teacher makes a referral on a UNOCINI form to The Gateway Team

Personal information about a child and their family is confidential. If abuse is suspected, information should only be given to the strictly relevant people such as the designated teacher or the deputy. Other members of staff only need enough information to prepare them to act with sensitivity to a distressed child; they do not need to know details. The teacher to whom the disclosure is made may need support from a colleague; this can be done without divulging details about the pupil.

If the Social Services inform the school that the child's name has been placed on the Child Protection Register, the school will monitor the progress of the child. The school will alert either the child's case co-ordinator from Social Services or the Education Welfare Officer when a child on the Child Protection Register is absent for more than a few days, or on a regular basis, or shows any signs which suggest a deterioration in the child's home circumstances.

Record Keeping

Records must be kept of all complaints and all concerns about possible abuse. They should be entered onto a noted 'concern sheet', dated and signed as soon as the concern arises. The following should be noted:

1. Factual information in neutral language
2. Nature of information
3. Days, dates, times
4. Observations
5. Personal advised/involved in referral – advice given
6. Decision taken – reasons for decision
7. If referred to social services, how, when, to whom and by whom it was done
8. Records signed, dated by the designated teacher and Principal A copy is attached in

Appendix 1.

2. Setting an Example

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.

Staff and volunteers must always comply with statutory requirements in relation to such issues as discrimination, health and safety and data protection.

3. Relationships and Attitudes

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.

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.

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;
- co-operating 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.

4. Private Meetings with Pupils

Staff should be aware of the dangers which may arise from private interviews with pupils. It is recognised that there may be occasions when confidential interviews must take place. As far as possible staff should conduct such interviews in a room with visual access or with the door open. (open door being preferable).

5. Physical Contact with Pupils

To avoid misinterpretations, and so far as is practicable, staff and volunteers are advised not to make unnecessary physical contact with a pupil.

It is unrealistic and unnecessary however to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting as a caring parent would provide. Staff should not feel prohibited from providing this.

Staff should never touch a child who has clearly indicated that he/she is or would be uncomfortable with such contact unless it is necessary to protect the child, others or property from harm. Volunteers should alert the member of staff in charge and defer his/her judgement as to the appropriate means of handling the situation.

Physical punishment is illegal as is any form of physical response to misbehaviour unless it is by way of necessary restraint. If you have to physically restrain a child for any reason, be conscious of the amount of force you use and consider how your actions may be perceived by others. It is prudent to complete a Reasonable Force form following any incidents. Staff and volunteers should therefore be cognisant of the guidance issued by the Department on the use of reasonable force (Circular 1999/09 and guidance document "Towards a Model Policy in Schools on Use of Reasonable Force").

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

If a child has an accident or requires any form of assistance of an intimate nature, ensure that the arrangements in our intimate care policy are followed.

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

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

6. Honesty and Integrity

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.

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.

7. Conduct outside of Work

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.

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.

8. E-Safety and Internet Use (Including use of Camera / Mobile phone)

A staff member or a 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 Online Safety Policy.

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 or telephone equipment when necessary. Staff should bear in mind who may access their own profiles on social media websites and take care as to the information they display about themselves and their personal lives. Staff must not make any reference to school or individuals within it.

Personal cameras including the camera function on a personal mobile phone or tablet should not be used to photograph pupils on the school premises or on a school trip.

Without the prior authorisation of the Principal, mobile phones must not be used to make and receive personal calls, text messages or for any other purpose during working hours with the exception of when on an authorised break, in which case, it should be used out of the presence of children. Staff are requested to carry their mobile phone with them when leaving the school i.e. on a school trip. For further information, please see the school’s Mobile Devices Policy.

9. Confidentiality

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.

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.

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.

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.

10. Choice and Use of Teaching Materials

Staff should avoid teaching materials, the choice of which might be interpreted and reflect upon the motives of the choice.

When using teaching materials of a sensitive nature staff should be aware of the danger that their application, either by pupils or by the member of staff, might after the event be criticised. Our Relationships and Sexuality Education Policy outlines appropriate approaches.

If in doubt about the appropriateness of a particular teaching material the teacher should consult with the Principal/Designated Teacher before using it.

11. Residential Settings

Staff in a residential setting should never, under any circumstances, take a child or children into their room. Staff should be conscious of how their actions in a dormitory or bedroom could be interpreted by children or by other adults. On residential visits children should not sleep in a room on their own.

12. Relationships and Attitudes

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.

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.

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;
- co-operating 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.

13. Use of Volunteers

Volunteers are vetted/supervised in accordance with Departmental guidance (circular 2012/9). A risk assessment is carried out by the Principal prior to a volunteer starting work. Volunteers will be given a 'Volunteer Code of Conduct' as part of their induction pack.

14. Physical Intervention/Safe Handling

Members of staff, teaching & non-teaching, are authorised to use physical restraint to prevent pupils from:

1. Committing an offence
2. Causing personal injury to, or damage to the property of, any person including the pupil himself
3. Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school

The right of a member of staff to use reasonable force applies on the premises of the school or elsewhere at a time when he/she has lawful control or charge of the pupil concerned.

Staff should inform the Principal after any incident and there should be a full written record kept in the 'Record of Reasonable Force'. The account should include names of those involved, when and where the incident took place, the reason why force was used, details of any obvious injury to people or property, names of witnesses and the outcome of the incident.

The teacher involved in the incident or the Principal should inform the parents of the child concerned. The 'Record of Reasonable Force' will be reviewed annually by the Principal and the Chair of the Board of Governors.

Guidance on using intervention

Staff should use positive behaviour-management and be aware of preventative strategies. Reasonable force should only be used in emergencies when all other behavioural management strategies have failed. Any force used should always be the minimum needed to achieve the desired result.

Examples of situations which may require intervention:

1. A pupil attacks a member of staff or another pupil
2. Pupils are fighting
3. A pupil absconds from a class or tries to leave school

However, a calm and measured approach to a situation is required. Staff should call another adult before the physical intervention is taken. This may include interposing between pupils, blocking a pathway or holding a child.

If there is a pupil likely to behave in a disruptive way, the Senior Management Team will carry out a risk assessment and draw up a strategic plan with the class teacher. This may involve 'Team Teach' strategies being employed by staff that are trained in 'Team Teach'. Untrained staff should seek immediate assistance if restraint is required or the pupil needs to be removed from their current location. The Principal will inform the parents of the action the school will take. A record must be made in the Team Teach Log.

Guidance for Self-Protection is included in Appendix A.

Code of Conduct for Staff Guidelines for Self-Protection

1. In the event of injury to a child, staff will ensure that it is recorded in the accident report book.
2. Keep records of any false allegations a child makes against you or other staff including “You’re always picking on me”, “you hit me” or comments such as “don’t touch me”. Ask the designated or deputy designated teacher for a ‘Record of Concern Form’ to be kept in the child protection filing cabinet.
3. If a child touches you or talks to you in a sexually inappropriate way or place, record what happened and tell the designated or deputy designated teacher; ask for a record of concern form to record details. It will be kept in the child protection filing cabinet.
4. 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.
5. Never do something of a personal nature for children that they can do for themselves. This includes cleaning bottoms etc. or any other activity that could be misconstrued.
6. Do not go into the toilet alone with children if possible.
7. Be mindful of how and where you touch children. Never pat a child on the bottom. If you work with young children or children with special needs who sit on your lap, get a ‘lap cushion’ which they can sit on.
8. Avoid hugs and kisses from children. This might be particularly relevant to those working with special needs. This guideline is important not only for your protection, but for the children as well.
9. If you must physically restrain a child for any reason, be aware it could be misinterpreted as assault.
10. Do not make sexually suggestive comments about a child, even in jest.
11. Never keep suspicions of abuse or inappropriate behaviour to yourself. You must pass on concerns to the designated teacher or deputy designated teacher.
12. If you are on holiday or residential setting, never under any circumstances, take a child or children into your room. Check the rooms in pairs; if this is not possible, ensure you are not alone with a child.

Information Available to Children

The aim of our school is always to act in the best interests of the child and to encourage the fullest possible involvement of and consultation with parents but it is also important that children know that there is someone they can talk to.

The following statement will be displayed on a notice board in the Key Stage 2 classrooms. A simplified version will be on display in other classrooms and around the school.

If You Are Worried

If you have something important to talk to staff about.

If you are worried about something that is happening to you or someone you know.

If you need help or if you need to know how to get help.

The staff are here to listen and to help – they will try to do what they can.

If you are worried about telling something in confidence.

Tell the staff – they will understand. If they are concerned about your safety, they may need to share this with others, but they will always tell you first.

If you are still unsure about talking to a member of staff, you can telephone

Childline on 0800 11 11

NSPCC on 0808 800 5000

These calls are free and they do not show up on your phone bill.

They will be able to help you work out what to do next.

Child Protection Care Policy

Indicators of Abuse

The following illustrations outline indicators of abuse and neglect. These signs are not a checklist; indeed, many of them could have other explanations.

Physical Abuse

Physical Indicators	Behavioural Indicators
Unexplained bruises or burns particularly if they are recurrent. Human bite marks, welts or bald spots. Unexplained lacerations, fractures or abrasions. Untreated injuries.	Self-destructive tendencies. Improbable excuses given to explain injuries. Chronic runaway. Aggressive or withdrawn. Fear of returning home. Reluctant to have physical contact. Clothing inappropriate to weather – worn to hide part of the body.

Neglect

Physical Indicators	Behavioural Indicators
Constant hunger. Poor state of clothing and/or personal hygiene. Untreated medical problems. Constant tiredness.	Tiredness, listlessness. Lack of social relationships. Compulsive stealing, begging or scavenging. Frequently absent or late. Low self-esteem. Destructive tendencies. Neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking). Chronic running away.

Emotional Abuse

Physical Indicators	Behavioural Indicators
Sudden speech disorder. Signs of mutilation. Signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness). Wetting and/or soiling.	Neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking). Reluctance for parent liaison. Fear of new situations. Chronic runaway. Inappropriate emotional responses to painful situations. Attention seeking behaviour. Poor peer relationships.

Sexual Abuse

Physical Indicators	Behavioural Indicators
Soreness or bleeding in the genital or anal areas. Torn, stained or bloody underclothes. Chronic ailments such as stomach pains or headaches. Difficulty in walking or sitting. Frequent urinary or yeast infections.	Be chronically depressed or suicidal. Sexually explicit language. Low self-esteem, self-devaluation. Lack of confidence. Recurring nightmares, fear of the dark. Outbursts of hysteria/anger. Over-protective to siblings.

No list of indicators can be exhaustive. Also, it must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms described above. **NB: If in doubt, speak to someone NOW.**

VOLUNTEERS

Application for an Enhanced Disclosure Certificate

Please note you are being asked to complete an Enhanced Disclosure Application through a registered body i.e. Education Authority, South Eastern Region. If you are an unsupervised volunteer, a check will be made against the Children's Barred List.

An enhanced check discloses an individual's full criminal record, detailing the following which are classed as 'not protected':

- spent and unspent convictions ;
- relevant cautions, informed warnings and other non-court disposals from the Police National Computer;
- information held by the Disclosure and Barring Service;
- information held by the police that is relevant to the role applied for.

Enhanced checks are normally needed where the applicant will work or volunteer in a role providing services to, or having close and regular supervision of children or vulnerable adults i.e. engage in 'regulated activity' with children or vulnerable adults.

Regulated activity is defined as work (whether in a paid or voluntary capacity which involves contact with children or vulnerable adults and is: of a specified nature; in a specified role; in a specified place and meets the frequency (once a week or more) and intensiveness (4 days or more in a single 30 day period) test. Further details in relation to legislative requirements can be accessed on www.nidirect.gov.uk/vetting or www.dojni.gov.uk/accessni

The Education Authority considers a post based in a school, youth centre or other educational establishment, or any other post where the duties require the post holder to regularly visit schools, youth centres or other educational establishments, to fall within the definition of 'regulated activity'.

The Disclosure and Barring Service maintains lists of individuals who are barred from engaging in regulated activity with children or vulnerable adults.

It is an offence for an individual on the Barred Lists, or is the subject of a disqualification order from the courts, to apply for, offer to do, accept or do any work, paid or unpaid, in regulated activity.

Anyone convicted of this offence is liable to punishment by imprisonment or fines or both.

Please have your Principal/Line Manager complete Part 1 – ID Validation Form and then you should complete Part 2 – AccessNI PIN Notification Form. You should sign the final declaration page and

return the completed application form to the Principal who will forward it on to the relevant member of Human Resource staff in:

Education Authority, Human Resource Services, Grahamsbridge Road, Dundonald BT16 2HS.

Part 1 – Identification Validation Form – Volunteers (to be completed by Principal/Line Manager)

In order to process your Application Form for Enhanced Disclosure you must provide valid identification which must be verified by your Principal or Line Manager. Valid identification acceptable is listed on the next page.

1 – Details of Applicant			
Name:	School:		
2 – Assessment of Supervision level and Frequency Test (Please note that the Education Authority – South Eastern Region would be deemed to be in contravention of the legislation if it requested an Enhanced Disclosure for any individual who did not meet the relevant definitions)			
Supervision (Please delete as appropriate): Is a supervisor in close proximity to the volunteer for most of the time? YES/NO Can a supervisor see the volunteer at all times? YES/NO Is the supervisor in ‘regulated activity*’? YES/NO Is the supervision provided on-going ‘day to day’? YES/NO * Definition of Regulated Activity – Unsupervised activities carried out on a regular basis including teaching, training, instructing, caring for or supervising children, providing advice/guidance on well-being, driving a vehicle only for children in a range of establishments such as schools and childcare premises including pre-school establishments.			
Frequency Test Please tick how the volunteer meets the frequency test by using an X below.			
Once a week or more	<input type="checkbox"/>	4 days in a 30 day period	<input type="checkbox"/>
Overnight (Defined as 2.00 am – 6.00 am)	<input type="checkbox"/>		

3 – Confirmation that assessment of Supervision, Frequency and ID checks have been carried out

I can confirm that I have carried out a supervision level assessment, frequency test and that the volunteer has produced originals of the approved identification required to process the attached Application for Enhanced Disclosure as detailed overleaf.

Signature of Principal (Schools)/Line Manager (HQ) _____

Name in block capitals: _____

Position held in school or organisation: _____

Date: _____

In accordance with AccessNI Circular 1/2012 (issued in December 2012), ideally three documents must be produced in the name of the applicant (please refer to the lists below); **one from Group 1 and two from Group 2**. In the event that you cannot produce this combination please produce **four documents from Group 2** (one of which must be a birth certificate issued after the time of birth. It is preferred that at least one of these documents includes photographic identification.

VALID IDENTIFICATION DOCUMENTS

Group 1		Group 2	
Type of Identification	Please tick as appropriate	Type of Identification	Please tick as appropriate
Current Passport (any nationality)		Birth Certificate (UK, ROI, Isle of Man or Channel Islands) issued after time of birth	
Biometric Residence Permit (UK)		Marriage/Civil Partnership Certificate (UK, Isle of Man or Channel Islands)	
Current Driving Licence (UK, ROI, Isle of Man, Channel Islands or any EU country)		Original Birth Certificate (UK, Isle of Man or HM Forces ID Card (UK Channels) issue at time of birth	
Original Long Form Irish Birth Certificate – issued at time of registration of birth		National Insurance Card or notification letter with NI number (UK)	
Adoption Certificate (UK, Isle of Man or Channel Island)		Firearms Licence (UK and Channel Islands)	
		Bank/Building Society Account Confirmation Letter	
		Electoral ID Card (NI only)	
		EU National ID Card	
		Cards carrying the PASS Accreditation logo (UK and Channel Islands)	

* Documentation must be less than 3 months old

** Documentation must be issued within the last 12months

Senior SmartPass (Translink) (NI only)	
Current UK Driving Licence (old paper version)	
Examination Certificates (16-18 year olds only)	
Bank/Building Society Statement (UK or EEA)*	
Credit Card Statement (UK or EEA)*	
Utility Bill (UK or ROI)* - not mobile phone	
Benefit Statement (UK)*	
Addressed Payslip*	
Mortgage Statement (UK or EEA)**	
Financial Statement (UK)**	
P45/60 Statement (UK and Channel Islands)**	
Land and Property Services Agency rates demand (NI only)**	
Work Permit/Visa (UK) (UK Residence Permit)**	
Letter from Head Teacher or Further Education College Principal (16-18 year olds in full-time education – only to be used when other documentation routes are exhausted)**	

ACCESSNI PIN NOTIFICATION/ID VALIDATION AND PAYMENT FORM

Name:			
Address:			
Post:	Volunteer	Post Ref No.	
Location:			
Staff No. (if known)			

Completing an AccessNI e-application

PIN Notification

1. Go to www.nidirect.gov.uk/apply-for-an-enhanced-check-through-a-registered-body
2. Select the green button to Apply for an enhanced check through a registered body.
3. Register your account by creating a user ID and password [keep these details safe as you will need them to track the progress of your case].
4. Once you have successfully logged in, you will be taken to the on-line application.
5. Enter the PIN number below at **Step 1** of the form completion (**this PIN number relates to Volunteers only**).

1	4	2	8	3	7
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6. Complete the remainder of the form and click on **confirm and proceed** to finish the on-line process.
7. You will be provided with a 10 digit AccessNI reference number which will appear on both the confirmation page and in your confirmation of completion email. **NB: you must make a note of the reference number below:**

Application Reference

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If you are unable to access a computer in order to complete an e-application please contact Human Resources on telephone number 028 9056 6214 or 028 9056 6279.

Declaration

I confirm I have read the explanation provided on the first page of this application pack regarding regulated activity and the Barred Lists and I understand the implications of making an application for an Enhanced Disclosure Certificate (with Barred List Check if required).

Name (block capitals): _____

Your Signature: _____

Date: _____

Please ensure Parts 1 and 2 of this Enhanced Disclosure Application Form are completed and return the completed application form to the Principal who will forward it on to the relevant member of Human Resource staff in:

**Education Authority
Human Resource Services
Grahamsbridge Road
Dundonald
BT16 2HS**