

# Alexander Dickson Primary School

Helping small  
people with  
BIG ideas



## Safeguarding and Child Protection Policy

## Contents

| Section   | Page  |
|---|-------|
| Introduction and Policy Links   | 3-4   |
| The Safeguarding Team   | 5     |
| Roles and Responsibilities  | 6-8   |
| Operation Encompass   | 9     |
| Definitions and Categories of Abuse   | 10-13 |
| Specific Types of Abuse   | 14-15 |
| children with increased vulnerabilities   | 16    |
| How a parent/school can make a complaint?                                       | 17-18 |
| Record Keeping and Vetting Procedures   | 19    |
| Training  | 20    |
| Preventative Curriculum   | 20    |
| Contacts  | 20    |
| Monitoring and Evaluation   | 21    |
| <b>Appendices</b>   |       |
| Appendix 1: Note of Concern   | 22-23 |
| Appendix 2: Specific Types of Abuse   | 24-32 |
| Appendix 3: Children with Increased Vulnerabilities                             | 33-34 |
| Appendix 4: Parent Complaint / Concern Flow Chart                               | 35    |
| Appendix 5: Staff Complaint / Concern Flow Chart (not relating to staff member) | 36    |
| Appendix 6: Staff Complaint / Concern Flow Chart (relating to staff member)     | 37    |
| Appendix 7: Staff and Volunteers Code of Conduct                                | 38-42 |
| Appendix 8: Information for Children  | 43    |
| Appendix 9: Potential Indicators of Abuse                                       | 44-45 |
| Appendix 10: Access NI Forms  | 46-50 |

## INTRODUCTION

### 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

We in Alexander Dickson Primary School have a responsibility for the safeguarding and child protection of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This policy sets out guidance on the action, which is required where abuse or harm to a child is suspected and outlines referral procedures within our school.

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. Co-operating to Safeguard Children and Young People in Northern Ireland” (DHSSPSNI, 2017 and 2024)
4. Safeguarding and Child Protection in Schools publication (August 2017)
5. The Safeguarding Board for Northern Ireland’s (SBNI) Policies and Procedures

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

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:

- Attendance Policy
- Positive Behaviour Policy.
- Pastoral Care.
- Addressing Bullying Policy
- Safe Handling / Environment
- Special Educational Needs
- First Aid and Administration of Medicines
- Health and Safety Policy
- Relationships and Sexuality Education
- Intimate Care
- E-Safety Policy
- Educational Visits
- Staff Code of Conduct
- Whistle blowing
- Teaching & Learning Policy
- Drugs Policy
- Records Management Policy
- Mobile Devices Policy
- Use of Reasonable Force Policy
- Use of Images Policy

**These policies are available to parents and any parent wishing to have a copy should contact the school office or visit the school website at <https://www.alexanderdicksonprimary.com/>**

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.

| <b>Role</b>                                  | <b>Name</b>         | <b>Email Address</b>   | <b>Telephone No.</b> |
|--|---------------------|--|----------------------|
| Designated Teacher and Principal             | Mrs Laura Shaw      | <a href="mailto:lshaw613@c2kni.net">lshaw613@c2kni.net</a>         | 028 9752 8651        |
| Deputy Designated Teacher and Senior Teacher | Mrs Myrtle Muirhead | <a href="mailto:mmuirhead957@c2kni.net">mmuirhead957@c2kni.net</a> | 028 9752 8651        |
| Designated Governor for Child Protection     | Mr James Megraw     | C/O<br><a href="mailto:lshaw613@c2kni.net">lshaw613@c2kni.net</a>  | 028 9752 8651        |
| Chair of the Board of Governors              | Mr Les Fergus       | C/O<br><a href="mailto:lshaw613@c2kni.net">lshaw613@c2kni.net</a>  | 028 9752 8651        |

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

## **Roles & Responsibilities**

### **Designated Teachers**

Every school is required to have a Designated Teacher (DT) and Deputy Designated Teacher (DDT) with responsibility for child protection. These are highly skilled roles developed and supported through a structured training programme, requiring knowledge and professional judgement on complex and emotive issues.

The designated teacher is: Mrs Laura Shaw ([lshaw613@c2kni.net](mailto:lshaw613@c2kni.net))

Her responsibilities include:

- The induction and training of all school staff including support staff (before they commence their role).
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Ensuring staff are aware that Notes of Concern should be completed using the template provided in DE circular 2020/07.
- Maintaining a current awareness of early intervention supports and other local services eg Family Support Hubs
- Making referrals to Social Services or the Police Service of Northern Ireland (PSNI) where appropriate.
- Liaison with the EA Designated Officers for Child Protection.
- Lead responsibility for the development of the school's child protection policy
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the BoG regarding child protection.
- The induction and training of all school staff including support staff before they commence their role.

The deputy designated teacher is: Mrs Myrtle Muirhead ([mmuirhead957@c2kni.net](mailto:mmuirhead957@c2kni.net))

Her responsibilities are to work co-operatively with the DT in fulfilling her responsibilities. It is important that the DDT works in partnership with the DT so that she develops sufficient knowledge and experience to undertake the duties of the DT when required.

### **The Principal**

The Principal must ensure that:

- He 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 Chair of the Board of Governors (Mr L Fergus, C/O [lshaw613@c2kni.net](mailto:lshaw613@c2kni.net))**

In the event of a safeguarding or child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department (and relevant guidance from other Departments when it comes to early years settings), employing authorities, and the school's own policies and procedures.

The Chairperson is responsible for ensuring child protection records are kept and for signing and dating annually the Record of Child Abuse Complaints against staff.

The Chair of the Board of Governors should also ensure that:

- A Designated Governor for Child Protection is appointed
- A DT and DDT are appointed in their schools
- They have a full understanding of the roles of the DT and DDTs for Child Protection
- Safeguarding and child protection training is given to all staff and governors including refresher training.
- Relevant safeguarding information and guidance is disseminated to all staff and governors with the opportunity to discuss requirements and impact on roles and responsibilities.
- The school has a Child Protection Policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years
- The school has an Addressing Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying.
- The school ensures that other safeguarding policies are reviewed at least every three years, or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school
- All school staff and volunteers are recruited and vetted, in line with DE guidelines
- They receive a full annual report on all child protection matters and, at least, termly
- The school maintains the following child protection records in line with DE Circulars:
  - 2015/13 Dealing with Allegations of Abuse Against a Member of Staff
  - 2020/07 Child Protection: Record Keeping in Schools: Safeguarding and child protection concerns.
  - Disclosures of abuse.
  - Allegations against staff and actions taken to investigate and deal with outcomes
  - Staff induction and training

### **The Designated Governor for Child Protection (Mr J Megraw, C/O [lshaw613@c2kni.net](mailto:lshaw613@c2kni.net))**

The BoG will delegate a specific member of the governing body to take the lead in safeguarding/child protection issues in order to be able to advise the governors on:

- The role of the DTs
- The content of child protection policies
- The content of a code of conduct for adults within the school
- The content of the, at least, termly updates and full Annual Designated Teachers Report
- Recruitment, selection and vetting of staff

### **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, known as a 'purple slip' 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, Addressing 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 2024/10)

**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

#### **Definition of Harm**

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

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

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

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

*Harm can be caused by:*

***Sexual abuse***

***Emotional abuse***

***Physical abuse***

***Neglect***

***Exploitation***

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

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

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

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

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

**EXPLOITATION** is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, and engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

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

### **Adult Safeguarding**

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

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

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

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

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

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

See **Appendix 2** for further information

### Safeguarding

Safeguarding is more than child protection. Safeguarding begins with preventative education activities which enable 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 physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

#### **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.

## 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.

See Appendix 7 for potential indicators

*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.

See Appendix 7 for potential indicators

### 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)

See Appendix 7 for potential indicators

### 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 – particular 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.

For more information please see: [Circular 2022 02 Children Who Display Harmful Sexual Behaviour.PDF \(education-ni.gov.uk\)](https://www.education-ni.gov.uk/circular-2022-02-children-who-display-harmful-sexual-behaviour.pdf)

## 7. Online Abuse

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

## 8. Sharing Nudes, Semi-Nudes and Sexting

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

It is illegal under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18.

*In addition to the types of abuse described above there are also some specific types of abuse that we in **Alexander Dickson** are aware of and have therefore included them in our policy. Please see **Appendix 2***

## ***Children with Increased Vulnerabilities***

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

### **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 4.

## **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 5.

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

Where a complaint about possible abuse is made against a member of staff of the school, the procedures in DE Circular 2015/13 will be followed. In all decisions the child's welfare is the paramount consideration and the child should be listened to and his/her concerns taken seriously. The possible risk of harm to children posed by a member of staff must be evaluated and managed. In some cases, this may require consideration of suspension as a precautionary measure. All allegations should be reported immediately, normally to the Principal or DT/DDT for Child Protection/Deputy Designated Teacher for Child Protection. A Lead Individual should be identified to manage the handling of the allegation from the outset. This would

normally be the Principal or a designated senior member of staff. If the Principal is the subject of concern the allegation should be reported immediately to the Chair of the BoG, Deputy Chairperson, Designated Governor for Child Protection and the person appointed to be the Lead Individual.

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.

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 6 will be followed in keeping with current Department of Education guidance.

#### **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 schools must ensure that all persons on school property are supervised and vetted as appropriate if they are engaged in regulated activity

All school staff and volunteers\* are recruited and vetted in line with DE Circular 2024/10 before taking up post.

## **Volunteers**

There are two types of volunteers working in schools: those who work unsupervised and those who work under supervision.

Volunteers who work unsupervised are required to have an Enhanced Disclosure Check (EDC). A volunteer who works under supervision is not required to obtain an EDC.

Schools must ensure that volunteers, e.g. coaches, music tutors, school photographers etc, who are employed by others, have the necessary clearances in place and a record of these should be maintained by the Principal.

## **Visitors**

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 will be managed by school staff and their access to areas and movement within the school should be restricted as needs require.

Visitors should be:

- Met/directed by school staff/representatives.
- Signed in and out of the school
- Given restricted access to only specific areas of the school, if appropriate.
- Escorted by a member of staff/representative, where appropriate.
- Clearly identified with visitor/contractor passes.
- Given access to pupils restricted to the purpose of their visit.
- Cordoned off from pupils for health and safety reasons if delivering goods or carrying out building/maintenance or repairs

## **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 Appendix 7.

## 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 8.

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 etc.

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)<br>South Eastern Officers: Alison Casey/Colum Boal/<br>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   | <a href="mailto:cru@psni.police.uk">cru@psni.police.uk</a> |
| NI Public Services Ombudsman   | 0800 343 424   |
| Regional Emergency Social Work Service (RESWS) <i>This is an emergency service to be used only when you need a social worker urgently, after hours</i> | 028 0800 197 9995  |

## 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: October 2025

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: \_\_\_\_\_

## Specific Types of Abuse

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

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

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

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

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

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

### **Statutory Responsibilities**

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

### **Domestic and Sexual Abuse**

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

Domestic 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

**Sexual Abuse is:**

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).

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

### **Operation Encompass**

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

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

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

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

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

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in our school policy. Where there is a concern that a child or young person may be at immediate risk of FGM this should be reported to the PSNI without delay. Contact can be made directly to the Sexual Referral Unit (based within the Public Protection Unit) at 028 9025 9299. Where there is a concern that a child or young person may be at risk of FGM, referral should be made to the relevant HSCT Gateway Team.

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

### **Children Who Display Harmful Sexual Behaviour**

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. As a school we support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.

It must also be borne in mind that sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the school's positive behaviour policy, but it is important to always apply principles that remain child centred.

It is important to distinguish between different sexual behaviours - these can be defined as normal, inappropriate, problematic, abusive or violent. Healthy sexual behaviour will generally have no need for intervention; however, consideration may be required as to appropriateness within a school setting.

Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. If the behaviour is considered to be more serious advice from the EA CPSS should be sought

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

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

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

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

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

## **Online safety**

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

The overall strategic direction for child safety online is the Keeping Children and Young People Safe: An Online Safety Strategy, published in February 2021. It sets out the Northern Ireland Executive's ambition that all children and young people enjoy the educational, social and economic benefits of the online world, and that they are empowered to do this safely, knowledgeably and without fear.

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

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

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

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

### Sharing Nudes and Semi-Nudes

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

## **Sharing nudes and semi-nudes between individuals in a relationship**

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

## **Sharing an Inappropriate Image with an Intent to Cause Distress**

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

[www.legislation.gov.uk/ukpga/2015/2/section/33/enacted](http://www.legislation.gov.uk/ukpga/2015/2/section/33/enacted)

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

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

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

### **The main forms of abuse are:**

#### **Physical abuse**

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

#### **Sexual Violence and Abuse**

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

## **Psychological/Emotional Abuse**

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

## **Financial Abuse**

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

## **Institutional Abuse**

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

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

## Children with Increased Vulnerabilities

- **Children With a Disability**

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

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

- **Children With Limited Fluency in English**

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

- **Pre-School Provision**

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

- **Gender Identity Issues and Sexual Orientation**

Schools should strive to provide a happy environment where all young people feel safe and secure. All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity, and not to be treated any less favourably due to their actual or perceived sexual orientation.

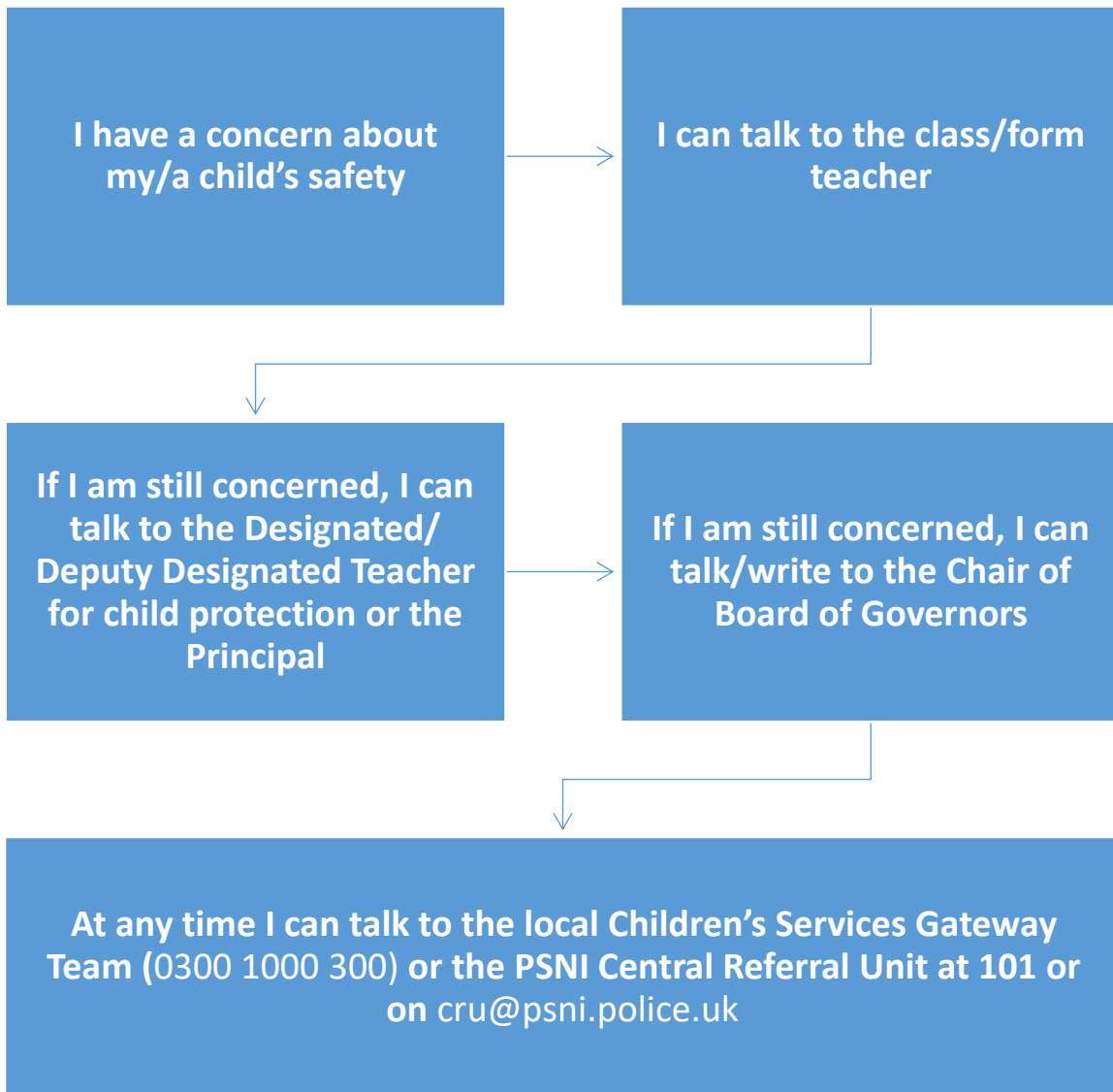
- **Boarding Schools and Residential Settings**

Children in the above settings are particularly vulnerable to abuse. We will ensure that staff are appropriately vetted and trained in accordance with DE guidance. **NB Each school should make clear their policy as to the arrangements for children staying in NI outside of term time.**

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

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

Procedure for parents or others reporting suspected child abuse:

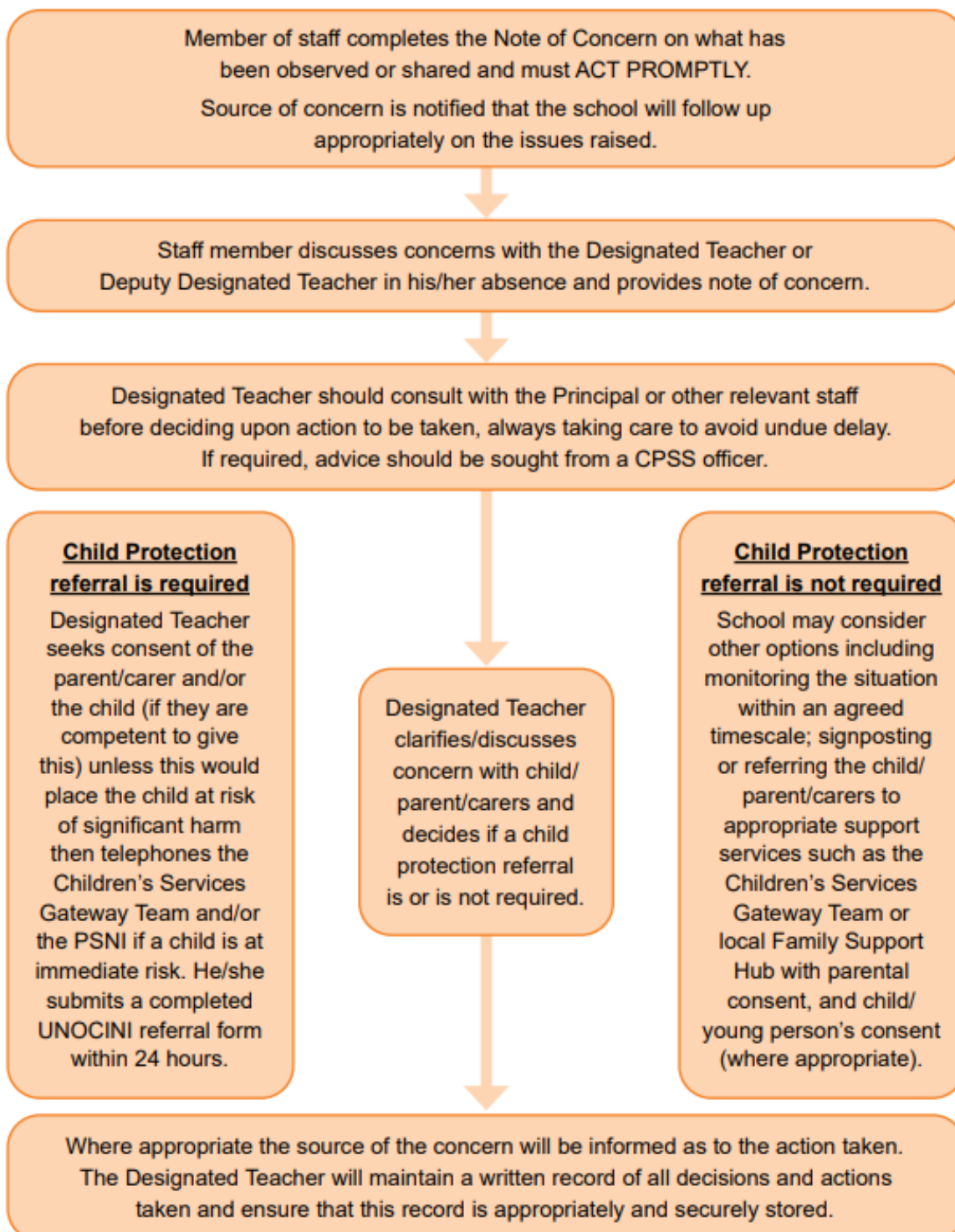


|   |
|---|
| <p>If I am still concerned, I can contact the NI Public Services Ombudsman on<br/>0800 343424</p> |
|---|

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.

## 5.7 Processes for Referral are set out in the Flowcharts below:

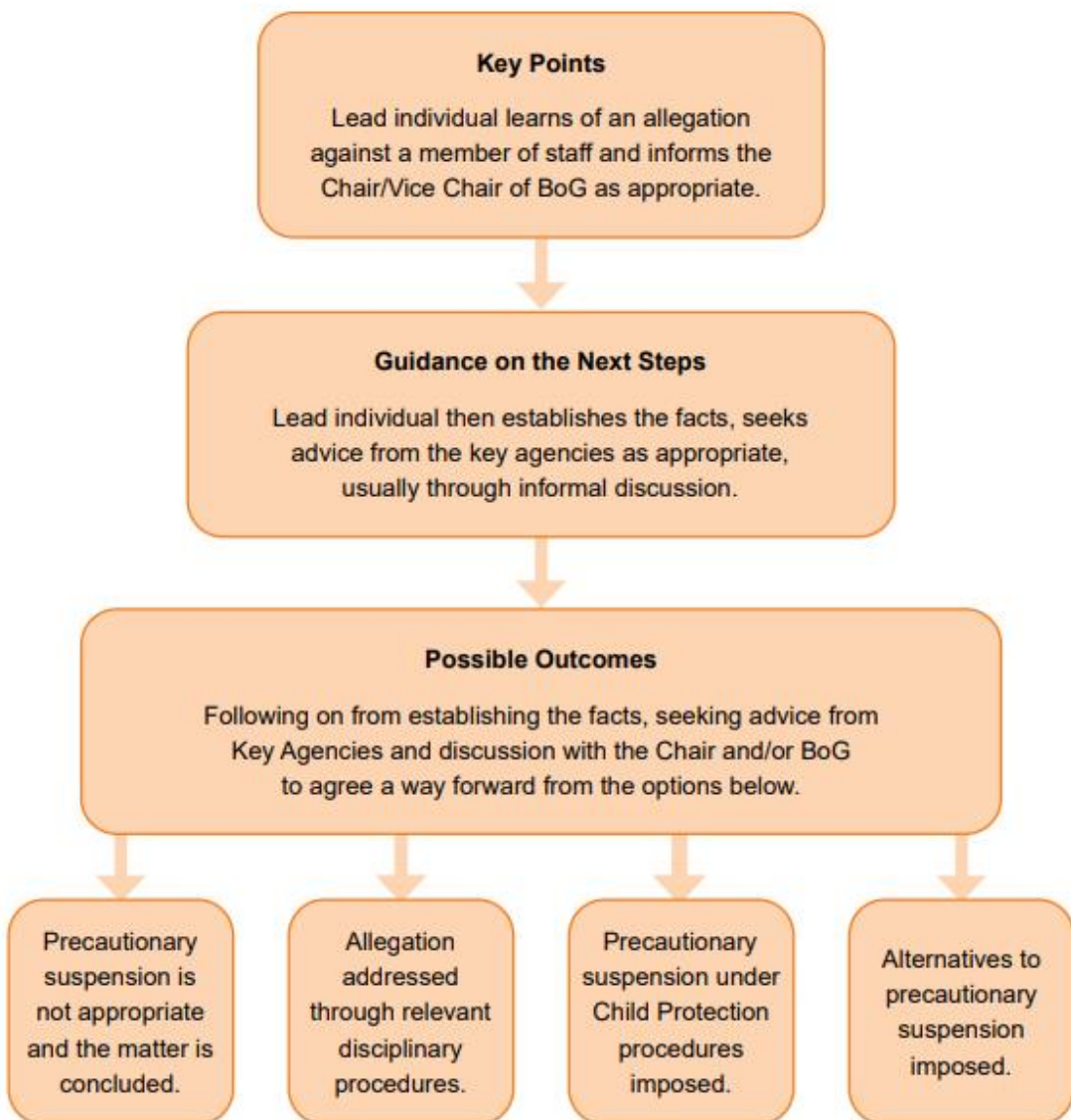
Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff <sup>7, 8</sup>



7 It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is reported immediately to the PSNI and Social Services to ensure that emergency protection measures are put in place. This is particularly important if there is a risk of the child at home. Contact details for the PSNI Central Referral Unit and Duty Social Workers can be found in the Contacts Section.

8 DE Circular 2020/07 Child Protection: Record Keeping in Schools.

**Dealing with Allegations of Abuse Against a Member of Staff**<sup>9, 10</sup>



## CODE OF CONDUCT FOR STAFF AND VOLUNTEERS

### Objective, Scope and Principles

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

The Code includes sections on:

1. Setting an Example
2. Relationships and Attitudes
3. Private Meetings with Pupils
4. Physical Contact with Pupils (including Reasonable Force)
5. Honesty and Integrity
6. Conduct Outside of Work
7. E-Safety and Internet Use
8. Confidentiality
9. Child Protection Procedures

#### 1. Setting an Example

All staff and volunteers in Alexander Dickson 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.

Staff should be the ultimate role models of the school's values of Effort, Honesty, Learning, Friendship and Kindness as well as the school's rules of Ready, Respectful and Safe.

#### 2. Relationships and Attitudes

All staff and volunteers at Alexander Dickson 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 and appropriate at all times.

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

### **3. Private Meetings with Pupils**

It is recognised that there will be occasions when confidential meetings with individual pupils must take place e.g. relating to safeguarding and child protection. As far as possible, staff and volunteers should conduct meetings in a room with visual access or with an open door and ensure that another adult knows that the meeting is taking place. Where possible, another pupil or (preferably) another adult should be present or nearby during the meeting.

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. Staff should, ideally, enter a child's dormitory with another adult. If this is not possible, staff should ensure that other children are also present within the dormitory. On residential visits children should not sleep in a room on their own.

### **4. 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.

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.

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.

### Reasonable Force

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 themselves or the school
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 via the 'Record of Reasonable Force Form'.

The adult 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.

Further information: [DE Circular 13 of 2021 - Restraint and Seclusion.pdf \(education-ni.gov.uk\)](#)  
[Circular 1999/09 - Use of reasonable force \(education-ni.gov.uk\)](#)

## **5. Honesty and Integrity**

All staff and volunteers are expected to maintain the highest standards of honesty and integrity in their work at Alexander Dickson. 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.

## **6. Conduct outside of Work**

Staff and volunteers should not engage in conduct outside work which could damage the reputation and standing of the Alexander Dickson 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. Staff are not permitted to conduct private tutoring, in a paid capacity, on the school premises.

## **7. E-Safety and Internet Use**

A staff member or volunteer's off duty hours are their personal concern but all staff and volunteers should exercise caution when using information technology and be fully aware of the risks to themselves and others. For school-based activities, advice is contained in the school's 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 and/or their families is made via the use of Class DoJo, school email accounts or the school telephone when necessary.

## **8. Confidentiality**

Staff and volunteers at Alexander Dickson 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 and using the agreed 'Note of Concern'.

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.

## **9. 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, staff 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:

1. Don't panic
2. Listen
3. Believe
4. Do not interrogate or question
5. 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 agencies. Refer any information however trivial it may seem to either Mrs Shaw or Mrs Muirhead; they will give you a proforma; record all that was said - note dates, times, places and words actually used by 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.

Staff do not investigate.  
MUST ACT PROMPTLY.

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

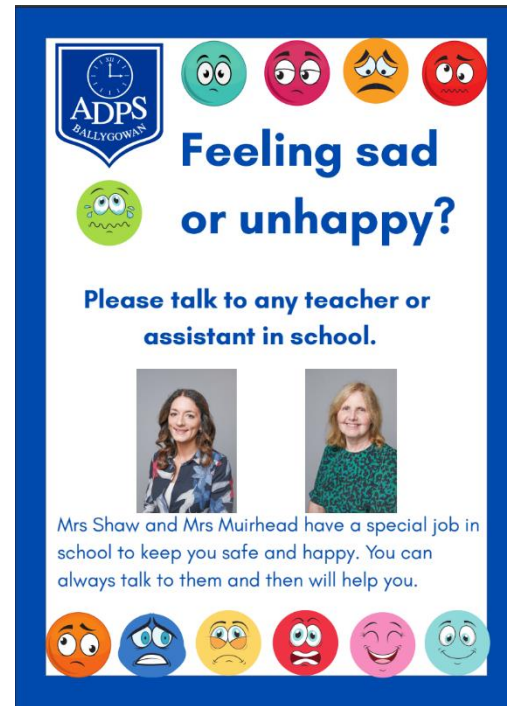
Designated Teacher meets with the Principal (in case of the Principal's absence, the Deputy Designated Teacher) to plan a course of action and to ensure a written record is made.

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

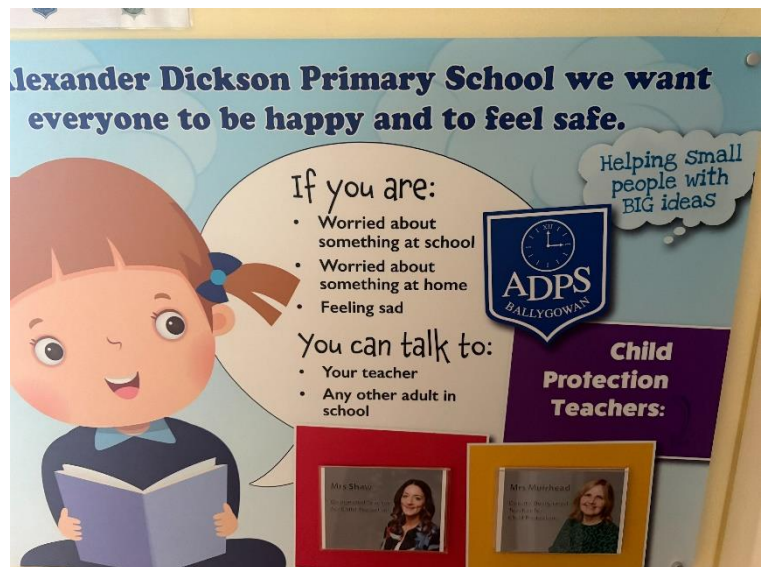
**Information Available to Children**

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.

This poster will be displayed throughout school and in the classrooms.



This poster is on display in the assembly hall:



## 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.<br><br>Human bite marks, welts or bald spots.<br>Unexplained lacerations, fractures or abrasions.<br>Untreated injuries. | Self-destructive tendencies. Improbable excuses given to explain injuries.<br><br>Chronic runaway.<br>Aggressive or withdrawn.<br>Fear of returning home.<br>Reluctant to have physical contact.<br>Clothing inappropriate to weather – worn to hide part of the body. |

#### Neglect

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

#### Emotional Abuse

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

#### Sexual Abuse

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

## Domestic Abuse

| Physical Indicators  | Behavioural Indicators   |
|--|--|
| Unexplained, frequent or untreated injuries<br>Injuries at different stages of healing<br>Burn or bite marks<br>Loss of hair or bald patches<br>Difficulty walking or sitting<br>Changes in appetite or weight | Aggressive or violent behaviour<br>Withdrawal or social isolation<br>Excessive fear or anxiety<br>Clinginess or fear of being left alone<br>Regression<br>Changes in school performance<br>Overly compliant / eager to please<br>Extreme reactions to physical contact<br>Emotional instability<br>Sexualised behaviour<br>Lying or stealing<br>Risk taking or self-harming behaviours |

## Child Sexual Exploitation

| Physical Indicators   | Behavioural Indicators   |
|---|--|
| <ul style="list-style-type: none"> <li>• Physical symptoms – bruising etc.</li> <li>• Unexplained pain / discomfort</li> <li>• Difficulty walking or sitting</li> <li>• Unexplained bleeding</li> </ul> | Acquisition of money, clothes, mobile phones etc. without plausible explanations<br>Truancy/leaving school without permission<br>Persistently going missing/returning late<br>Receiving lots of texts/phone calls prior to leaving<br>Change of mood<br>Appearing under the influence of substances<br>Inappropriate sexualised behaviour for their age<br>Collected from school by unknown adults / taxis<br>New peer groups<br>Significantly older boyfriend/girlfriend<br>Increasing secretiveness around behaviours<br>Change in personal hygiene – greater or less attention<br>Changes in self esteem<br>Self-Harm<br>Evidence or suspicion of substance abuse |

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.**



## ACCESS NI PIN NOTIFICATION AND ID VALIDATION FORM (PAID) & RIGHT TO WORK

### Step 1 - Complete the Applicant Consent

#### **Rehabilitation of Offenders Order 1978**

The majority of Education Authority posts are exempt from the Rehabilitation of Offenders Order 1978. Appointment to such posts will be subject to the satisfactory completion of criminal background checks by Access NI. It should be noted that having a criminal record does not necessarily debar you from employment. Each individual case is considered on its merits taking all relevant factors into account. The Education Authority policy on Employment of Ex-Offenders and the Policy statement on Management, Handling and Storage of Disclosure information is available on the Education Authority's website.

The Access NI Code of Practice is available on the Access NI [website](#).

#### **Barred lists**

Where an individual is working in [regulated activity](#), that individual is eligible for a [barred list](#) check.

The [barred list](#) is the list for people in England, Wales, Northern Ireland, the Channel Islands, the Isle of Man that are not allowed to work with children or vulnerable adults. The Disclosure and Barring Service (DBS) [DBS](#) barred list also checks Scotland's Protecting Vulnerable Groups (PVG) [PVG](#) scheme's lists. **It is unlawful and a criminal offence for persons on this list to apply for work with these groups.**

All posts necessitating an AccessNI Enhanced check include a check of one or both barred lists.

#### **DECLARATION: PLEASE READ THE FOLLOWING STATEMENTS, THEN SIGN AND DATE BELOW:**

I confirm I have read the explanation provided above regarding the barred lists and understand the implications of making a barred list check application.

I consent to a check being carried out against one or both barred lists.

I agree to supply the original Enhanced Disclosure Certificate to the Education Authority immediately on request, and prior to commencing any employment with the Authority.

Signed

Date

### Children Protection Declaration & Documentation verification

#### **Child protection declaration**

Is there any reason as to why you would not be suitable to work with children/young people in an education setting?

Yes  No  If 'Yes', please provide details below:

## STEP 2 - RIGHT TO WORK

### Key changes to Right to Work documentation:

Documents required from 1 October 2022:

- |                          |                              |   |
|--------------------------|------------------------------|---|
| <input type="checkbox"/> | UK & Irish Nationals         | Valid Passport or Birth Certificate & an official document showing National Insurance Number  |
| <input type="checkbox"/> | EU Settlement Scheme & evisa | Date of Birth & EU Settlement Scheme Right to Work ShareCode  |
| <input type="checkbox"/> | Sponsorship Licence          | A Sponsorship Licence will be required for all new employees who do not hold a valid UK or Irish Passport and have not been residing in the UK or the Republic of Ireland from 1 January 2021 |

*The Education Authority reserves the right to terminate your employment, without notice or pay in lieu of notice, on the grounds of summary dismissal for gross misconduct and/or you cease to be eligible to work in the UK.*

### Step 3 – Provision of Referee Details

For posts involving regulated activity you must provide the details of a referee who has the ability to comment on your suitability to work with children/young people in an education setting.

By completing this declaration, you indicate your agreement to the reference being sought by your hiring manager. Prior to submitting your completed form, you must have consent from your referee to provide their details. You must advise your referee of EA's contact details in the event that a referee wishes to contact the EA concerning their own personal data.

Forename: \_\_\_\_\_

Surname: \_\_\_\_\_

Email Address: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Capacity in which the referee is known to you: \_\_\_\_\_

*The education authority reserves the right to terminate your employment, without notice or pay in lieu of notice, on the grounds of summary dismissal for gross misconduct and/or you cease to be eligible to work in the UK.*

### Step 4 – Applying for an Enhanced check online

1. Go to [www.nidirect.gov.uk/apply-for-an-enhanced-check-through-a-registered-body](http://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.

Register an account by creating a user ID and password [keep these details safe as you will need them to track the progress of your case].

3. Use the Education Authority Pin code when prompted

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 4 | 2 | 4 | 6 | 4 | 5 |
|---|---|---|---|---|---|

4. Once complete you will be given a 10-digit Access NI Reference number, please record it below;

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

### Step 5 – Payment

A payment of **£32** must be received before the Access NI application can be processed, please confirm your method of payment:

**Card Payment:**  payment by debit / credit card can be made via the link below (**please note you will need your 10-digit Access NI Reference number – it is essential the correct number is entered to link your payment to the application**):

<https://www.gov.uk/payments/education-authority-accessni-online-payments/payment-for-enhanced-disclosure-check-access-ni-to-education-authority>

**Cheque Payment**  Payment by cheque or postal order is also acceptable, please make these payable to 'Education Authority'. Cash is not accepted.

### Step 6 – Applicant's Personal Details

Job Title:

School/Location:

Full Name

Date of Birth

National Insurance number

Current post code

### Step 7 – For Completion by the Hiring Manager

**Hiring managers must validate original documentation** – Please only include **copies** with your submission.

Applicants must follow one of two routes;

#### Route 1

An applicant must provide;

- 1 document from [Group 1](#); and
- 2 further documents from [Group 1](#) or [Group 2a](#) or [Group 2b](#)

At least one of the documents **must** show the applicant's **current address**.

Please list the verified documentation in the boxes below if route 1 was used;

Signed  (Hiring Manager) Date

## Route 2

This applies only where an applicant does not have Group1 documentation.

The applicant must provide;

- 4 documents from [Group 2a](#) and/or [2b](#)

*One document **must** be a **birth certificate** and one document **must** show the applicant's **current address**.*

Please list the verified documentation in the box below if route 2 was used;

|                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|

Signed  (Hiring Manager) Date

## Step 8 – Checklist and Submission

- Consent to Check – Step 1
- Right to work with evidence – Step 2
- Apply for check online – Step 4
- Payment – Step 5
- Identity validation – Step 7
- Included **copies** of the documentation from step 7 with this submission

**Please complete and return this form with copies of the required ID for AccessNI and Right to Work in UK to:**

By email: [accessni@eani.org.uk](mailto:accessni@eani.org.uk)

**OR**

By post to: Access NI Team  
Education Authority  
Ballee Centre  
Ballee Road West  
BT42 2HS  
Tel: 028 2566 1193

**Group 1: Primary identity documents**

|  |
|--|
| Current passport (any nationality)   |
| Biometric Residence Permit (UK)  |
| Current driving licence (UK, ROI, Isle of Man, Channel Islands or any EEA country) <i>Not accepted for Right to Work</i> |
| Original birth certificate (UK, Isle of Man or Channel Islands) issue at time of birth                                   |
| Original long form Irish birth certificate –issued at time of registration of birth                                      |
| Adoption certificate (UK, Isle of Man or Channel Islands)  |

**Group 2a: Trusted Government**

|  |
|--|
| Birth certificate (UK, ROI, Isle of Man or Channel Islands) issued after time of birth |
| Marriage/Civil Partnership Certificate (UK, Isle of Man or Channel Islands)            |
| HM Forces ID card (UK)   |
| Firearms licence (UK and Channel Islands)  |
| Electoral ID card (NI only)  |
| Currently driving licence photocard ( full or provisional)                             |
| Current UK driving licence (full or provisional paper version)                         |
| Immigration document, visa or work permit  |

**Group 2b: Living and Social History**

***The following Group 2b documents must be issued within the last 12 months***

|   |
|---|
| Mortgage statement (UK or EEA)                                  |
| Financial statement (UK) for example, ISA, pension or endowment |
| P45/60 statement (UK and Channel Islands)                       |
| Land and Property Services Agency rates demand (NI only)        |
| Council tax statement (Great Britain and Channel Islands)       |

***The following Group 2b documents must be issued within the last three months***

|   |
|---|
| Credit card statement (UK or EEA)   |
| Bank/Building Society Statement (UK or EEA)   |
| Bank or Building society statement - Countries outside the EEA  |
| Bank / Building Society Account Confirmation Letter   |
| Utility Bill (UK or ROI) – not mobile phone bill  |
| Benefit statement (UK and Channel Islands)  |
| Central or local government, government agency or local council document giving entitlement. For example from the Department for Work and Pensions, HMRC (UK and Channel Islands) |

***The following Group 2b documents must be valid***

|  |
|--|
| EU National ID card  |
| 60+ or Senior (65+) SmartPass issued by Translink (NI only)  |
| yLink card issued by Translink ( NI only)  |
| Cards carrying the PASS Accreditation logo (UK and Channel Islands)  |
| Letter from a Head Teacher or Further Education College Principal (16-19 year olds in full time education – only to be used when other documentation cannot be provided) |
| Letter of sponsorship from future employment provider or voluntary organisation  |