

POLICY
AND
PROCEDURES
FOR
SAFEGUARDING
AND
CHILD
PROTECTION

Moorfields Primary School

Policy for Safeguarding and Child Protection

RATIONALE

Moorfields Primary School provides a warm, welcoming, secure environment for both its pupils and staff. There is a caring atmosphere with good relationships between staff, pupils and parents. In this nurturing environment we will take all necessary steps to ensure that each individual child's welfare is safeguarded and his/her needs are paramount.

We will ensure that we will meet all legal requirements with regard to Safeguarding and Child Protection. Our Policy on Safeguarding and Child Protection will ensure that each child feels safe and secure. Through procedures set in place, each child will have access to a course of action to ensure their personal safety and security. The Principle of Paramourncy underpins this policy.

**“The fundamental principle in child care law and practice is that the welfare of the child (0-18 years) must always be the paramount consideration in decisions taken about him or her.”
(Children N.I. Order 1995)**

All staff, teaching and non-teaching will be given training and guidelines to enable them to carry out their responsibilities with regard to Safeguarding and Child Protection. The policy will contain procedures to be followed in the event of Safeguarding and Child Protection issues.

ETHOS

Moorfields Primary School has a Christian ethos and aims to promote the spiritual, moral, cultural, intellectual and physical development of all our pupils. We aim to prepare pupils for opportunities, responsibilities and experiences of adult life. We believe that each child has the right to be educated in a safe and secure environment.

Parents and carers will be informed of the Safeguarding and Child Protection Policy and procedures and will have the reassurance that their child is being taught in a safe, caring and respectful environment. We also believe that our members of staff have the right to work in a safe and secure environment.

Any concerns about possible abuse will not be ignored.

SAFEGUARDING AND PROMOTING WELFARE – DEFINITION

These are two aspects to safeguarding and promoting the welfare of children. They are:

- Arrangements to take all reasonable measures to ensure that risks of harm to children's welfare are minimised;
and
- Arrangements to take all appropriate actions to address concerns about the welfare of a child, or children, working to agree local policies and procedures in full partnership with other local agencies. (Safeguarding children in Education 2004)

LEGISLATION RELATING TO CHILD PROTECTION

There is a broad range of international and domestic legislation relating to child welfare safeguarding and protection. The UN Convention on the Rights of the Child (1991) underpins current childcare legislation.

The Children (NI) Order 1995 is the overarching legislation setting out the requirements for professional practice in relation to children and young people. It is the most comprehensive and far reaching child care legislation ever introduced to Northern Ireland. It clearly identifies the welfare of the child as being of paramount importance and sets *Protection* as one of the five key principles.

Welfare and Protection of Pupils, Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on Boards of Governors to:

- Safeguard and promote the welfare of pupils
- Have a written child protection policy
- Specifically address the prevention of bullying in school discipline policies

Sexual Offences Legislation 2003 Sexual Offences Act

- Criminal offence to abuse trust
- Offence to meet a child following sexual grooming

Sexual Offences Order 2008

- Sexual activity includes all sexual contact not just sexual intercourse
- It is illegal to have any form of sexual activity with a child under 13 years of age

- Age of consent changes from 17 years to 16 years
- Sexual activity involving a child between the ages of 13 to 16 is illegal even when consensual
- It is an offence to take indecent pictures of children under 18 years of age

Safeguarding Vulnerable Groups (NI) Order 2007

- Access NI vetting

Safeguarding Board Act (NI) 2011

- Statutory requirement for interagency cooperation

Protection of Freedoms Act 2012

DEFINITION OF ABUSE

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.

Co-operating to Safeguard Children and Young People in Northern Ireland 2016

Types of Abuse (Co-operating to Safeguard Children and Young People in Northern Ireland DHSSPSNI 2016)

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.

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 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 online bullying through social networks, online games or mobile phones – by a child's peers.

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.

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.

A child may suffer or be at risk from suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

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

SAFEGUARDING IN SPECIFIC CIRCUMSTANCES

Young Person whose Behaviour places him at Risk of Significant Harm

A child whose own behaviours, such as alcohol consumption or consumption of illegal drugs, whilst placing the child at risk of significant harm, may not necessarily constitute abuse as defined for the purposes of these Procedures. If the child has achieved sufficient understanding and intelligence to be capable of making up his

own mind, then the decision to initiate child protection action in such cases is a matter for professional judgement and each case should be considered individually. The criminal aspects of the case will be dealt with by the Police.

Members of staff should take note of outwards signs of abnormality or change in appearance, behaviour, learning pattern or development

Self-Harm and Threats of Suicide

It is most helpful to consider self-harm as a continuum, ranging from behaviour which has a strong suicidal intent (for example, some kinds of overdose) to behaviour which is intended to help the person stay alive (such as cutting)' **John Coleman 2004**

Where a child discloses feelings of or has engaged in self-harm, the school will where possible work collaboratively with parents to establish the level of risk and agree measures to mitigate or reduce the risk to the child while he/she is in school. If a child communicates thoughts of suicide (suicidal ideation) parents will be notified and asked to bring their child to their GP immediately.

SIGNS AND SYMPTONS OF ABUSE

Staff should observe and keep under review any child with: -

Indications of physical abuse

Physical Indicators

Scratches
Bite marks or welts
Bruises in places difficult to mark (behind ears)
Burns
Untreated injuries

Behaviour Indicators

Self mutilation tendencies
Chronic runaway
Aggressive or withdrawn
Fear of returning home
Fearful watchfulness

Indications of neglect

Physical Indicators

Constant hunger
Exposed to danger; lack of supervision
Inadequate/ inappropriate clothing
Poor hygiene
Untreated illness
Persistent tiredness

Behaviour Indicators

Listlessness
Lack of peer relationships
Low self esteem
Compulsive stealing/ begging

Indications of emotional abuse

Physical Indicators

Sudden speech disorders
Wetting and soiling
Signs of mutilation
Frequent vomiting

Behaviour Indicators

Rocking, thumb sucking
Chronic runaway
Poor peer relationships
Attention seeking behaviour

Indications of sexual abuse

Physical Indicators

Soreness, bleeding in genital on anal areas
Itching in genital areas
Stained or bloody underwear
Stomach pains or headaches
Pain on urination
Difficulty in walking or sitting
Bruises on inner thighs or buttocks
Anorexic / bulimic

Behaviour Indicators

Chronic depression
Inappropriate language, sexual knowledge for age group
Making sexual advances to adults or other children
Low self esteem
Afraid of the dark
Wariness of being approached by anyone
Evidence of substance misuse
Acquisition of money, mobile phone without explanation
Association with older people, particularly men, outside the usual range of contacts
Phone calls/messages from adults outside the normal range of contacts

Staff will have access to relevant material from the 'Inter-Agency Child Protection Procedures'.

Confidentiality

The relationships which teachers, other education professionals and other staff in the education service have with the children in their charge are based on trust, and often on confidentiality: such relationships are an integral feature of a secure, caring environment which fosters learning and personal development. Staff have, however, a professional responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies and, where physical or sexual abuse is suspected, a legal duty to report this. All staff should recognise, therefore, that, *in order to protect children from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate action, by informing and involving others, in the child's best interests.*

Domestic Violence

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.' **Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016**

The school's policy is to report incidents of domestic violence to Social Services.

We are an Operation Encompass School. This is a national scheme that operates jointly between schools and all police forces. The designated teacher with responsibility for Child Protection, **Mrs Dawson** has been trained as the Key Adult which allows information sharing from the police. Children can then be supported in school.

Forced Marriage

Be alert to the following:

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Surveillance by siblings or cousins
- Change in behaviour, performance or punctuality
- Being withdrawn from school for 'home schooling' and not receiving suitable education at home
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement
- DANGER IN INVOLVING THE FAMILY OR COMMUNITY

The Right to Choose: Statutory guidance for dealing with forced marriage. DFPNI 2012

Female Genital Mutilation

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons.

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.

Multi-agency Practice Guidelines: Female Genital Mutilation. DFP 2014

Indicators that FGM is imminent:

- Being a girl aged 5 - 8 within a community where FGM is practised
- Prolonged return to country of origin for summer break – giving sufficient healing time before return to school
- Female elder visiting from a country of origin
- Child may tell other children about it
- A girl may disclose that she is to have a 'special procedure' or attend a special occasion to 'become a woman'
- Parents state that they or a relative will take the child out of the country for a prolonged period

Gender Identity

- The school will deal sensitively with any issues that arise.

ROLES AND RESPONSIBILITIES OF THE SAFEGUARDING TEAM

Everyone in the school environment has the responsibility to promote and safeguard the welfare of our children.

However, within the school setting there are key personnel who are delegated with specific responsibility of child protection and they form the safeguarding team.

A Board of Governors must ensure that;

- A Designated Governor for child protection is appointed.
- A Designated and a Deputy Designated Teacher are appointed in their schools.

- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Safeguarding and child protection training is given to all staff.
- The school has a child protection policy which is reviewed annually and parents and pupils should receive a copy of the child protection policy and complaints procedure every 2 years.
- The school ensures that all safeguarding policies are reviewed at least every 2-3 years.
- There is a code of conduct for all adults working in the school.
- All school staff and volunteers are vetted where appropriate.
- They receive a full annual report on all child protection matters The Record of Child Abuse Complaints (Allegations against Staff) is made available to them annually.
- The school maintains records of:
 - Child protection concerns
 - Disclosures of abuse
 - Complaints against staff
 - Staff induction and training

Chair of Board of Governors

The Chairperson of the Board of Governors plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment. In fulfilling this role, he will:

- Ensure he/she has received appropriate training in order to fulfil his/her role
- Ensure that all governors have strand one training, designated governor and chair has strand 2 training and at least one governor has EA recruitment and selection training in compliance with DE circular 2006/08 (strand 3 training in relation to safeguarding and child protection)
- In the event of a child protection complaint against the Principal, he/she must assume lead responsibility for managing the complaint/allegation in keeping with DE Guidance and the school's policies and procedures
- Ensure that the Board of Governors receive an annual child protection report and the Record of Child Abuse Complaints and he signs it

Designated Governor for Child Protection

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

- The role of the designated teacher
- The content of child protection policies
- The content of a code of conduct for adults within the school
- The content of termly updates and full annual Designated Teachers report
- Recruitment, selection and vetting of staff

Our Designated Governor for Child Protection is Rev Noel Mulholland.

School Principal

The school Principal has the delegated responsibility for establishing and managing the safeguarding systems within the school. In fulfilling this role, she will:

- Ensure that parents receive a copy of the Child Protection Policy and Complaints Procedures every 2 years
- Promote safeguarding in the curriculum
- Ensure safe recruitment and selection practice, including induction of all adults prior to meeting children eg access NI checks
- As the secretary to the Board of Governors, he/she will ensure that Child Protection duties of the Board of Governors are fully implemented
- Appoint designated teacher and deputy and ensure training is up to date
- Ensure all staff have regular training in safeguarding and child protection
- Implement a robust code of conduct for all adults working in school
- Inform Board of Governors about safeguarding issues keeping them informed of any changes to guidance, procedure or legislation relating to Safeguarding and child protection and ensure termly inclusion of child protection activities on the agenda

Designated Teacher for Child Protection (DT)

Our designated teacher with responsibility for Child Protection is **Mrs Dawson**. Her role includes the following duties:

- The induction and training of all school staff including support staff and volunteers.
- Being available to discuss the child protection concerns of any member of staff.

- Responsibility for secure record keeping of all child protection concerns.
- Making referral to Social Services or PSNI.
- Liaising with the EA Designated Officers for Child Protection.
- Keeping the school principal informed of any child protection concerns.
- Taking the lead responsibility for the development of the school's child protection policy.
- Promoting a child protection ethos in the school.
- Compiling reports to the Board of Governors regarding Child Protection and relevant Safeguarding issues.

The Annual Report to Governors will provide a report on the school's child protection/safeguarding arrangements and may include the following headings;

Child Protection/Safeguarding Activity e.g.

- (i) concerns of abuse
 - (ii) complaints of a child protection nature against staff
 - (iii) number of referrals to Social Services/PSNI
 - (iv) number of children known to Social Services
 - (v) number of children on the child protection register
 - (vi) number of child protection case conferences and other Trust meetings attended by school staff
- No identifying details of any case should be shared.

Child Protection Training

Moorfields 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 bi-annual refresher training. Whole School Training is conducted by the DT and DDTs. Designated / Deputy Designated Teachers, Principal and Designated Governor receive regular training from the Education Authority.

Policy Reviews / Updates

The Safeguarding and Child Protection Policy will be reviewed annually by the Board of Governors

Safeguarding Initiatives

Through PDMU lessons, special assemblies and workshops (NSPCC) and in the curriculum as it arises we will ensure that children are aware of how to keep themselves safe and where to seek help.

Deputy Designated Teachers for Child Protection (DDT)

Our DDTs are **Mrs Kerr and Mrs Clements**

She will:

- support and undertake the duties of the Designated Teaching for Child Protection as required

Responsibility of teachers

- Teachers will report any Child Protection concerns to the Designated Teacher
- Should include preventative safeguarding topics within the curriculum in conjunction with the PDMU curriculum

Responsibility of other staff members, visitors and volunteers

Non-teaching staff, visitors and volunteers should immediately bring any concerns to the attention of DT, the class teacher or Principal. They ***should not*** talk to the children about their concerns. Visitors will be informed of and asked to adhere to the Safeguarding and Child Protection policy.

PARENTS

Parents will be informed about child protection issues and will receive a Child Protection Policy every 2 years and a summary in the intervening year. The school will seek parents' advice on areas of concern regarding their child.

VETTING PROCEDURE

All adults working in school with children and members of the Board of Governors must have undergone vetting procedure. Anyone working in school with children is required to submit a written application to school accompanied by current required identification (eg driving licence, passport, utility bills etc). This will be ratified by the Principal and forwarded to the current vetting agency who will carry out an Access NI check. The results of this check will be returned to the Principal before the adult is allowed to help with school activities and meet pupils.

Child Protection Procedures

Dealing with Disclosures

In the event of a disclosure of child abuse the 5 R principles should be observed:

(a) Receive

- Stay calm
- Listen to what is being said, without displaying shock or disbelief
- **NEVER** remove any item of clothing to observe possible abuse
- Accept what is being said, non judgemental
- Be discreet

(b) Reassure

- Reassure the child that they have done the right thing, do not make promises you may not be able to keep, such as 'I'll stay with you' or 'everything will be alright now'.
- Do not promise confidentiality, you have a duty to refer. Explain that you will need some help to deal with what you have been told.

(c) Respond

- Do not interrogate for full details or make the child repeat the story unnecessarily.
- Do not ask leading questions for example, 'what did s/he do next?' or 'did s/he touch you?' Such questions may invalidate your evidence and the child's in any later investigation or prosecution.
- Do ask open questions like 'anything else to tell me?' 'yes?' 'and?'
- Do not criticise the perpetrator, as the child or young person may love him/her.
- Do explain what you have to do next and to whom you have to talk. Ensure the child is ok before leaving him/her.

(d) Report

- Report all findings to the Designated Teacher/Deputy Designated Teacher/Principal who will then draw up a formal report and then decide upon what further action is required.
- Do not approach any member of the family or carer regarding your suspicions.

(e) Record

- Make some notes at the time on any paper which comes to hand and write them up as soon as possible. Do not destroy these original notes.
- Record vital facts, not opinions. When? Where? Who? What? Record the actual words used, rather than translating them into 'proper' words. Any injuries or bruises noticed may be recorded on a diagram showing position and extent.

The following details should be recorded: -

DATE

TIME

PLACE

PEOPLE PRESENT

NOTES OF DISCUSSION

SIGNS OF PHYSICAL INJURY (described or sketched)

ACTUAL WORDS OF CHILD RECORDED

N.B. Remember that your notes may be used in future court proceedings.

Child Protection Records

Child protection records will be kept in a locked cabinet and will be disposed of following the guidance given in Circular 2016/20. Where there is on-going child protection case information from the records will be shared with other relevant agencies for the safeguarding of the pupil. When a child transfers to another school the receiving school DT will be informed of any safeguarding issues.

Referral by designated teacher

Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff.

Member of staff completes the Note of Concern on what has been observed or shared and must ACT PROMPTLY.
Source of concern is notified that the school will follow up appropriately on the issues raised.



Staff member discusses concerns with the Designated Teacher or Deputy Designated Teacher in his/her absence and provides note of concern.



Designated Teacher should consult with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay.
If required advice may be sought from a CPSS officer.



Child Protection referral is required
Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephone the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours.

Designated Teacher clarifies/discusses concern with child/parent/carers and decided if a child protection referral is or is not required.

Child Protection referral is not required
School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).



Where:

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

- Advice will be sought from CPSSS team.
- A decision to continue with a referral which could activate a child protection investigation will be taken in conjunction with the DT and principal following advice from the CPSSS team. Tel: 02894482223
- If necessary a referral on a UNOCINI form will be made to the Gateway Team Northern Trust 03001234333.
- If it is outside normal working hours DT can contact the Regional Emergency Social Work Service. Tel: 02895049999

Complaint Against a member of Staff- see flow chart

- (1) The Principal/Chairperson of the Board of Governors/Designated Teacher will always seek advice from CPSSS team if any allegations are made against a member of staff.
- (2) Where a complaint is made the issue will be thoroughly investigated according to procedure outlined in 2017/04 – Safeguarding and Child Protection – A Guide for Schools. Physical and / or sexual abuse is an arrestable offence therefore the Police may eventually be involved.
- (3) Where a complaint is made against the Principal the Chairperson of the Board of Governors and the designated teacher will be responsible and will follow the agreed Principles and Procedures. (Refer to 2017/04.)
- (4) Investigations which lead to the conclusion that some form of abuse may have taken place would lead to the suspension of the alleged abuser in accordance with the Employer’s disciplinary procedure. **Suspension is considered a neutral act until a conviction is made against a member of staff.**

Flow chart for Referral Procedure

Dealing with Allegations of Abuse Against a Member of Staff

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



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

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



Precautionary suspension is not appropriate and the matter is concluded.



Allegation addressed through relevant disciplinary procedures.



Precautionary suspension under Child Protection procedures imposed.



Alternatives to precautionary suspension imposed.

Preventative Curriculum

The Board of Governors and teaching staff will be proactive in promoting a preventative curriculum in relation to safeguarding and child protection. This will be linked into our PDMU programme and will be age appropriate. Pupils engage in topics such as Ourselves and People Who Help Us, which focus on staying safe, Mighty Me which focuses on looking after our bodies. Pupils also receive talks from NSPCC, PSNI safety and e safety talks.

Other Policies Relating to Child Protection

SCHOOL POLICY ON PHOTOGRAPHY OF PUPILS

Parental permission will be obtained at the beginning of the school year for pupils' photographs to be used in connection with school-based activities e.g. displays, drama performances, publicity (newspaper reports), sporting events. Where permission has been obtained pupils' photographs may be used on the school website. Photographs will be taken by staff members using school equipment and photographs will be kept within school. When a child leaves school photos of that child will be returned to him/her or destroyed. A small number of photos of pupils may need to be kept for the lifetime of the current SDP (maximum 2 years).

SCHOOL POLICY ON THE USE OF MOBILE PHONES/ELECTRONIC DEVICES

Mobile phones can be accessed by unwelcome callers. The school regards this as a child protection issue therefore we would prefer, in the interests of the child that mobile phones are not brought to school. If a child needs to contact home or if a parent wishes to contact a child this can be done at any time through the school office.

If a parent deems it necessary for a child to have a mobile phone e.g. children travelling home by bus, the phone should be left in the office on arrival at school and collected by the child at home time.

Mobile phones or other electronic devices eg iPads or hand held gaming devices are not permitted on residential trips.

Teachers and Classroom Assistants have access to iPads. The procedure to be followed is outlined in the Internet Policy.

In order to protect our children and staff, devices which can take photographs or have the capacity to record should not be brought into school unless prior permission has been given.

INTIMATE CARE ARRANGEMENTS (Primary 1 – Primary 7)

It is important that by the beginning of Primary One children should have developed their own skills at toileting. We do appreciate however that from time to time accidents may happen and the child's emotional and physical well-being is the concern of the school.

Should any child require a change of clothing due to an accident such as wetting and/or soiling themselves or being physically sick, they will be provided with a change of clothing and arrangements made for them to change themselves in a toilet cubicle. A teacher or a classroom assistant will not normally help the child to change clothes but will supervise at a discrete distance. Only teachers or classroom assistants will be responsible for such care.

If a child is so distressed that he/she cannot change themselves, a teacher or classroom assistant will help the child to change. One adult will help the child while the other adult remains at a discrete distance. If this situation occurs, where an adult has had to change a child, a parent will be informed as soon as possible.

A written record of the incident will be kept and should a pattern of accidents emerge, a strategy may need to be agreed between parent and school.

ACCEPTABLE USE OF INTERNET AND ESAFETY POLICY

The members of staff in Moorfields Primary recognise the educational benefits for children of structured access to the internet. Children are able to access the internet under the direction of their teachers. The school has an Internet policy and which is designed to facilitate safe usage of the system. At the beginning of each school year parents receive a code of conduct outlining the acceptable use of internet for pupils within school. They retain a copy of this code of conduct and return a signed copy to school to indicate acceptance of it.

BEHAVIOUR POLICY

ANTI BULLYING POLICY

RSE POLICY

AFTER SCHOOL CLUBS/VISITORS

Where outside agencies are used to deliver after school activities they will be asked to adhere to Moorfields Primary School Safeguarding and Child Protection Policy. Visitors to school will also adhere to Child Protection guidelines.

Reviewed by Board of Governors Feb 2023