



*"Learning for Tomorrow"*

**EDUCATION AUTHORITY – NORTH EASTERN REGION**

**Ballymoney Model Controlled Integrated Primary School,**  
North Road, Ballymoney, Co. Antrim, BT53 6BW

Principal: Mrs Jamison B Ed(Hons) PQH(NI)



## **CHILD PROTECTION POLICY**

**Ballymoney Model  
Controlled Integrated Primary School**

**2018 / 2019**

### **The Safeguarding Team**

Principal: Mrs Jamison

Designated Teacher for Child Protection (DT): Mrs Carson

Deputy Designated Teacher for Child Protection (DDT): Miss Mulholland  
(Vice Principal)

Chairman of the Board of Governors: Mr Witherow

Designated Governor for Child Protection Governance: Mr Clarke

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## INTRODUCTION

### The Legislative Context

The governors and staff of Ballymoney Model Controlled Integrated Primary School fully recognise the contribution they make to safeguarding children. We recognise that all staff, including volunteers, have a full and active part in protecting our pupils from harm.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

This policy is informed by the guidance and procedures set out by DE guidance *Safeguarding and Child Protection in Schools: A Guide for Schools'* (2017), *Co-operating to Safeguard* (2015) and the SBNI Regional Policy and Procedures (2017).

The United Nations Convention on the Rights of the Child is an international human rights treaty setting out the civil, political, economic, social and cultural rights of the child. It provides the overarching framework to guide the development of local laws, policies and services so that all children and young people are nurtured, protected and empowered.

Each of the 41 Articles in the Convention detail a different type of right, all of which interact to form one integrated set of rights for children and young people. Articles with particular relevance for this policy include:

**Article 3 (Best Interests of the Child):** The best interests of the child must be a primary consideration for all actions concerning children taken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies. This includes ensuring the child is given the protection and care necessary for their well-being, taking into account the rights and duties of others towards them. Organisations, services and facilities responsible for the care or protection of children must conform with appropriately set standards.

**Article 4 (Protection of Rights):** Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. This involves assessing their social services, legal, health and educational systems, as well as funding for these services.

**Article 12 (Voice of the Child):** A child who is capable of forming his or her own views has the right to express those views freely in all matters which affect them, those views being given due weight in accordance with their age and maturity. This is particularly the case for any judicial and administrative proceedings affecting them. A child can either give their views directly, or have their views represented appropriately on their behalf.

**Article 19 (Protection from all forms of violence):** Governments should ensure that children are properly cared for and their right to be protected from harm and mistreatment is upheld.

**Article 20 (Children deprived of family environment):** Children who cannot be looked after by their own family have a right to be looked after properly by people who respect their ethnic group, religion, culture and language.

**Articles 34 and 36 (Exploitation):** Governments should protect children from all forms of exploitation.

**Article 39 (Rehabilitation of child victims):** Children who have been harmed should receive help to recover and reintegrate into society.

Our policy applies to all staff, governors and volunteers working in the school. The purpose of the procedures set out in this policy is to safeguard and protect our pupils by ensuring that every adult who works in our school - teachers, non-teaching staff and volunteers - have clear guidance on the action which is required where abuse or neglect of a child is suspected. The issue of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

There are five main elements to our policy:

1. Establishing a safe environment in which children can learn and develop
2. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
3. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
4. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
5. Supporting pupils who have been abused in accordance with his/her agreed child protection plan

## THE SAFEGUARDING TEAM AT BALLYMONEY MODEL CIPS

Principal: Mrs Jamison

Designated Teacher for Child Protection (DT): Mrs Carson

Deputy Designated Teacher for Child Protection (DDT): Miss Mulholland (Vice-Principal)

Chair of Governors: Mr Witherow

Designated Governor for Child Protection Governance: Mr Clarke

### What is Child Abuse?

Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse. Those working with children and young people must have an awareness and understanding of the nature and prevalence of different manifestations within their practice area.

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Through their day-to-day contact with individual children, school staff, especially teachers, but also non-teaching staff, including lunch-time supervisors and ancillary or auxiliary staff, are particularly well placed to observe outward symptoms, change in appearance, behaviour, learning pattern or development.

A child in need of protection is a child who is at risk of, or likely to suffer significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm. 'Harm' means ill treatment or the impairment of health or development, and the question of whether harm is significant is determined in accordance with Article 50(3) of the Children Order. More detail on the concept of harm and significant harm can be found in Section 2.4 of Co-operating to Safeguard Children and Young People in Northern Ireland (March 2016) and in the Children (NI) Order 1995.

Staff should be alert to all types of abuse and to their legal obligations (see Annex A), including reporting of offences - Section 5 of the **Criminal Law Act (NI) 1967** makes it an offence to fail to disclose an arrestable offence. This includes crimes against children.

Observation of signs and symptoms of possible abuse can do no more than give rise to concern - they are not in themselves proof that abuse has occurred. It must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms of possible abuse. However, teachers and other staff should be aware of the possible

implications of, and alert to, all such signs, particularly if they appear in combination or are repeated regularly.

Where a member of staff is concerned that abuse may have occurred, he/she must report this immediately to the Designated Teacher who has specific responsibility for child protection. ***The designation of a teacher for this purpose should not be seen as diminishing the role of all members of staff in being alert to signs of abuse and being aware of the procedures to be followed***, including those in cases where an allegation is made against any member of the school's staff, teaching or non-teaching (see Section 5.5 on Dealing with Allegations Against a Member of Staff - DE Circular 2015/13).

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.

Pupils who are the victims of abuse often display emotional or behavioural difficulties which may require a holistic assessment of need to determine appropriate level and types of intervention.

## Types of Abuse

**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.

Possible signs or symptoms of neglect include:

- Poor hygiene
- Constant hunger/cramming food
- Inadequate / inappropriate clothing
- Constant tiredness
- Exposed to danger / lack of adequate supervision
- Untreated illness
- Lack of peer relationships
- Compulsive stealing / begging

**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.

Possible signs or symptoms of physical abuse include:

- Unexplained bruises (in places difficult to mark)
- Human bite marks, welts or bald spots
- Unexplained lacerations, fractures or abrasions
- Untreated injuries
- Self-destructive tendencies
- Chronic runaway
- Fear of going home

**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 the 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.

Possible signs or symptoms of emotional abuse include:

- Bullying of others
- Change in personality from outgoing to withdrawn

- Difficulty in forming / maintaining relationships with others
- Depression
- Signs of mutilation
- Attention seeking
- Chronic runaway
- Wetting and soiling
- Sudden speech disorders
- Low self-esteem

**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.

Possible signs or symptoms of sexual abuse include:

- Bruised or sore genitals
- Genital infection
- Difficulty in walking or sitting
- Inappropriate sexualised language or behaviour
- Low self-esteem
- Chronic depression
- Substance abuse
- Personality changes
- Fear of going home

**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.

## **Sexual Exploitation of Children and Young People**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

## **Bullying**

Bullying is a highly distressing and damaging form of abuse and is not tolerated in Ballymoney Model Controlled Integrated Primary School. Bullying is dealt within the school's Anti-Bullying Policy and acknowledges that to allow or condone bullying may lead to consideration under Child Protection Procedures.

Staff members are vigilant at all times to the possibility of bullying occurring, and will take immediate steps to stop it happening to protect and reassure the victim and to discipline the bully. Parents of both the bully and the victim will be personally contacted when bullying has been identified. Any complaints by a parent that their child is, or may be, being bullied will be fully investigated by the Principal or DT for Child Protection, and team action will be taken to protect the victim. This will usually include ensuring that another child or a group of small children befriends and supports the child being bullied during the school day. A parent making a complaint about bullying will have a personal response from the Principal/Designated Teacher within one week of making the complaint, indicating the investigation which has been carried out and the action taken. The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of privileges in the school. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped. If a pupil's bullying behaviour persists, the second stage will be to instigate the child protection procedures.

## **Domestic Violence and Abuse**

It is now recognised that children who live in an atmosphere of domestic violence may be at risk. Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional
- Virtual

### **Symptoms may include**

#### **Low self-worth**

- disturbed sleep patterns
- nightmares / flashbacks
- physiological - stress / nerves
- stomach pain
- bed wetting
- immature / needy behaviour
- temper tantrums
- aggression
- internalising distress or withdrawal
- truancy /alcohol and drugs

These symptoms can lead to a child/ young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive. If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person this must be passed to the Designated/Deputy Designated Teacher who has an obligation to share the information to Social Services.

### **Female Genital Mutilation**

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 and established school procedures. In the UK, FGM has been a specific criminal offence since the Prohibition of Female Circumcision Act 1985. The Female Genital Mutilation Act 2003 replaced the 1985 Act in England, Wales and Northern Ireland and the Serious Crime Act 2015 further strengthened the law on FGM. FGM is a complex issue with many men and women from practising communities considering it to be normal to protect their cultural identity. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases are thought to take place between the ages of five and eight, putting children in this age bracket at highest risk.

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

*\*All the above definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2016)*

## Procedures for Reporting Suspected (or Disclosed) Child Abuse

The Principal (Mrs Jamison) and the Designated Teacher for Child Protection - DT - (Mrs Carson) have responsibility for Child Protection. In their absence the Deputy Designated Teacher for Child Protection (DDT) Miss Mulholland will assume responsibility for Child Protection. There should be no reason that these three members of staff should all be absent from school at any one time.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, **the member of staff must act promptly.**

**He/she should not investigate** - this is a matter for social services - but should report these concerns immediately to the Principal or DT, discuss the matter and make full notes (signing and dating them), and hand the note to the Principal or DT.

The DT and the Principal will discuss the matter as a matter of urgency to plan a course of action, and ensure that a written record of decisions is made.

The Principal, in consultation with the DT, will decide whether, in the best interests of the child, the matter needs to be referred to social services. **If there are concerns that the child may be at risk of significant harm, the school is obliged to make a referral to social services.** Unless there are concerns that a parent may be the possible abuser, or by informing them may cause the child harm, the parents will be informed immediately.

The Principal or DT may seek clarification or advice and consult with The EA Child Protection Support Service, CPSS or a senior social worker before a referral is made. No decisions to refer a child to social services will be made without full consideration and on appropriate advice.

**The safety of the child is our first priority.**

Where there are concerns about possible abuse, the Principal or DT will inform:

- Social Services via telephone call and UNOCINI referral
- Education Authority's Designated Officer for Child Protection

If a complaint about possible child abuse is made against a member of staff the school will adhere to DE guidance under Circular 2015/13. The Principal (or the DT if the Principal is unavailable) must be informed immediately. The above procedures will apply (unless the complaint is about the Designated Teacher or the Principal). Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigations by Social Services. The Chairperson of the Board of Governors will be informed immediately.

If a complaint about possible child abuse is made against the Principal, the DT must be informed immediately. The DT will inform the Chairperson of the Board of Governors and together they will take appropriate advice and ensure the necessary action is taken.

If any member of staff feels unsure about what to do if he/she has concerns about a child, or unsure about being able to recognise signs or symptoms of possible child abuse, he/she should talk with the Principal or DT.

It should be noted that the 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 informed.

## Roles and Responsibilities – Duty of the School

ROLE OF THE CHAIR OF BOARD OF GOVERNORS, DESIGNATED GOVERNOR FOR CHILD PROTECTION, THE SCHOOL PRINCIPAL, DESIGNATED TEACHER (DT) AND DEPUTY DESIGNATED TEACHER (DDT)

### The Chairperson of the 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 the event of a safeguarding and child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department (and relevant guidance from other Departments when it comes to other early years settings), employing authorities, and the school's own policies and procedures. The Chairperson is responsible for ensuring child protection records are kept and for signing and dating the Record of Child Abuse Complaints annually, even if there have been no entries.

### Designated Governor for Child Protection

The Board of Governors 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 designated teachers;
- The content of child protection policies;
- The content of a code of conduct for adults within the school;
- The content of the termly updates and full Annual Designated Teachers Report;
- Recruitment, selection, vetting and induction of staff.

### The Principal

As the Secretary to the Board of Governors, will assist the Board of Governors to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from the Department of Education is shared promptly, and termly inclusion of child protection activities on the Board of Governors meeting agenda. In addition, the Principal takes the lead in managing child protection concerns relating to staff. The Principal has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of Designated and Deputy Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.

It is essential that there is protected time and support to allow the Designated Teachers to carry out this important role effectively and that Designated Teachers are selected based on knowledge and skills required to fulfil the role.

The Principal must ensure that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

### The Designated Teacher

Every school is required to have a Designated and Deputy Designated Teacher 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 role involves:

- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs4.
- Making referrals to Social Services or PSNI where appropriate.
- Liaison with the EA Designated Officers for Child Protection.
- Keeping the school Principal informed.
- Lead responsibility for the development of the school's child protection policy.
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the Board of Governors regarding child protection.

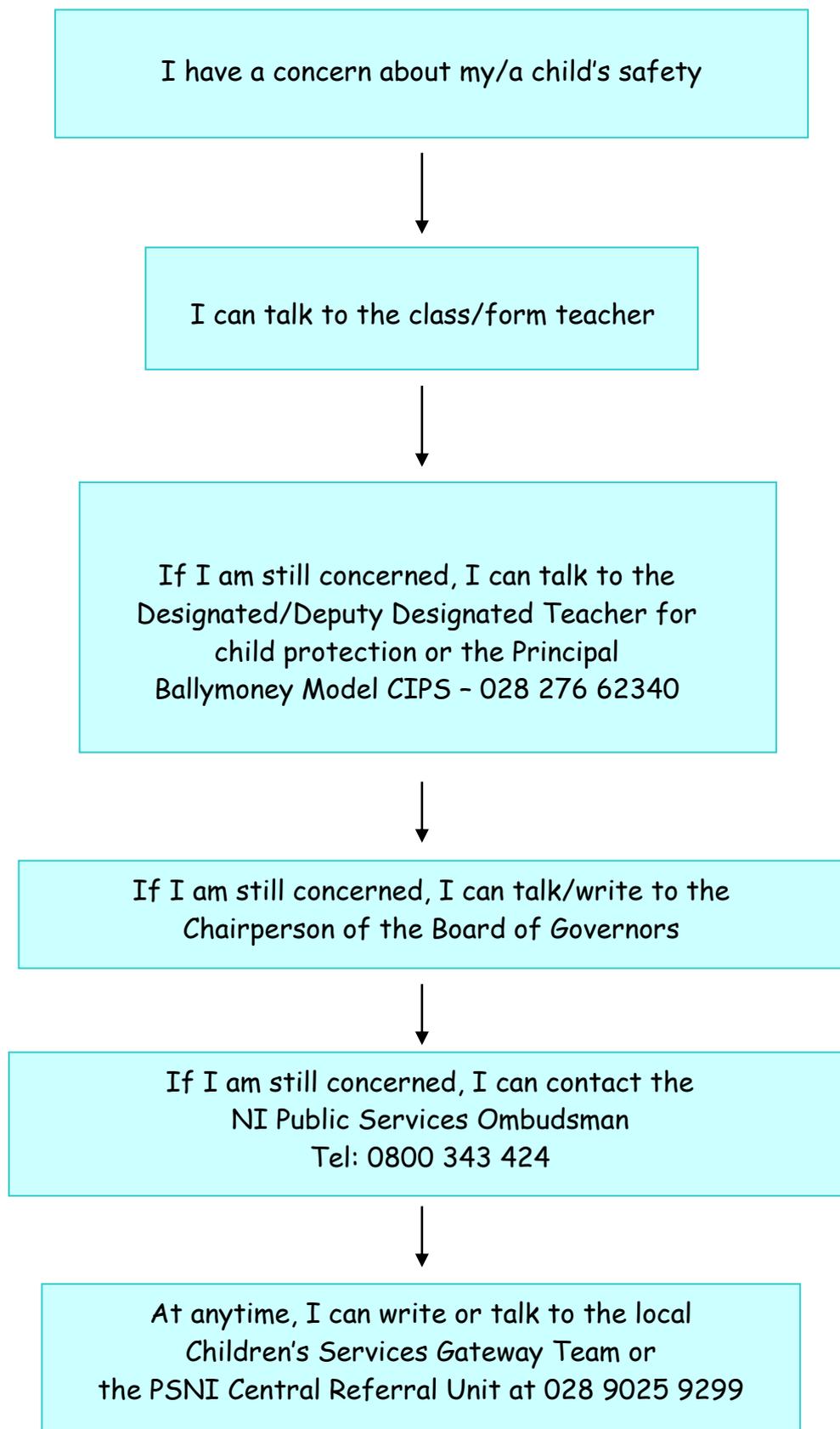
### The Deputy Designated Teacher

The role of the Deputy Designated Teacher is to work co-operatively with the Designated Teacher in fulfilling his/her responsibilities.

It is important that the Deputy Designated Teacher works in partnership with the Designated Teacher so that he/she develops sufficient knowledge and experience to undertake the duties of the Designated Teacher when required. Deputy Designated Teachers are also provided with the same specialist training by CPSS to help them in their role.

## HOW A PARENT CAN MAKE OR RAISE A CHILD PROTECTION CONCERN

If a parent has a potential child protection concern:



## **Ballymoney Model CIPS's Vetting Procedures**

The school's vetting processes are compliant with practice advised in DE circulars 2012/19 Pre-employment vetting check for volunteers working in school, 2006/25 vetting of school governors and 2006/09 Appendix A - Vetting of Staff. Copies of these circulars are available on the EA website [www.eani.org.uk](http://www.eani.org.uk)

All actions concerning children must uphold the best interests of the child as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children must be above reproach.

The code of conduct is not intended to detract from the enriching experiences children gain from positive interaction with staff. It is intended to assist in respect of the complex issue of child abuse by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

The code of conduct is known to all staff - permanent and non-permanent and volunteers. It reflects the safeguarding ethos of the school and is set out in Appendix 1.

## **The Preventative Curriculum**

We recognise that the school plays a significant part in the prevention of harm of our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for Personal and Social Development which equip children with the skills they need to stay safe from harm and to whom they should turn for help if the need arises. Children have access to Circle Time, Friendship Week in school material from NSPCC and anti-bullying materials for example which enhance the preventative curriculum.
- Relationships and Sexuality Education (RSE) covered within The Personal Development and Mutual Understanding (PDMU) area of learning.
- Domestic and Sexual Violence and Abuse addressed through Helping Hands Resource.

## **Safe Handling**

Our policy on physical restraint by staff is set out in a separate policy in accordance with guidelines from EA. It acknowledges that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

## **Health and Safety**

Our Health and Safety Policy, along with the Educational Trips and Visits Policy, are set out in separate documents. They reflect the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits. Risk Assessments are completed prior children leaving the school for any trip or visit.

## **The Internet and Digital Technologies**

Our policy on the internet and digital technologies is set out in a separate document and is informed by DE guidance. It acknowledges the opportunities for learning as well as the risks attached to the internet and digital technologies. Specifically, it addresses safeguarding issues that may arise in the use of the internet and digital technologies.

## **Mobile Phones**

To combat pupils taking photographs of other children or a member of staff without permission and to prevent mobile phone bullying in school, pupils leave their mobile phones in the school office on arrival at school in the morning and collect them again at the end of the school day. However, pupils do not require mobile phones in school as pupils are allowed to make phone calls home, if necessary, from the school land line.

## **Photography and Images of Children**

At the beginning of each school year parents are asked for their permission to allow children to be photographed in school or participating in school-based activities. Photographs may be taken to record a particular activity of interest or by the press for charity or other special school events. Written permission is sought from parents and unless this is received a child's photograph will not be taken.

Parents are also reminded that they should not video or photograph children in or around school without seeking the permission of the Principal. The only exception to this will be school events where parents/grandparents etc will be permitted to photograph or video their child performing. Parents are reminded that these photographs and videos are for their own reference only and should not be shared on any social media sites. This will be highlighted prior to school events.

## **Intimate Care Policy**

All children have the right to be safe and to be treated with dignity and respect. These guidelines are designed to safeguard children and staff. They apply to every member of staff involved with the intimate care of children. Young children and children with Special Educational Needs can be especially vulnerable. Staff involved with their intimate care need to be particularly sensitive to their individual needs. All incidents of intimate care should be documented using the 'Record of Changing' form.

**The school has a duty to ensure that safeguarding permeates all activities and functions.**

This policy therefore complements and supports a range of other school policies including:

- Pastoral Care Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Special Educational Needs Policy
- Administration of Medication in School Policy
- Intimate Care Policy
- Personal Development and Mutual Understanding Policy
- Relationships and Sexuality Education Policy
- E-Safety Agreements
- Social Media Policy
- Mobile Phone Policy
- Code of Conduct

**These policies are available to parents on the school website and any parent requiring a paper copy should contact the School Office.**

## **REVIEWING OUR CHILD PROTECTION POLICY**

This policy will be reviewed annually by the Board of Governors and updated as necessary, particularly in the light of new advice from DENI or EA.

**Date ratified by Board of Governors: June 2018**

**Date of next review: School Year 2019/20**

## Appendix 1

### Code of Conduct for Staff and Volunteers in Schools

This Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff and volunteers are expected to observe. School staff and volunteers are role models and are in a unique position of influence and trust and must adhere to behaviour that sets a good example to all the pupils/students within the school. As a member of a school community, each person has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This Code of Conduct applies to all staff and volunteers of the school.

This Code of Conduct does not form part of any employees' contract of employment.

#### 1. Setting an Example

- All staff and volunteers who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times.
- All staff and volunteers must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
- All staff and volunteers must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- This Code helps all staff and volunteers to understand what behaviour is and is not acceptable and regard should also be given to the disciplinary rules set out by the employing authority.
- All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.

#### 2. Safeguarding Pupils/Students

- All staff and volunteers have a duty to safeguard pupils/students from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.
- The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student or colleague to a member of the school's Safeguarding team (Designated Teacher (DT)/Deputy Designated Teacher (DDT) for Child Protection or the Principal).
- The school's DT is Mrs Carson and the DDT is Miss Mulholland.

- All staff and volunteers are provided with personal copies of the school's Child Protection Policy and Whistleblowing Policy and must be familiar with these documents and other relevant school policies e.g. e-Safety and Acceptable Use Policy.
- All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.
- All staff and volunteers should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.
- All staff and volunteers must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare. Staff should also complete risk assessments where appropriate in accordance with school policies.

### **3. Relationships with Students**

- All staff and volunteers must declare any relationships that they may have with pupils/students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff and volunteers should not assume that the school are aware of any such connections. A declaration form may be found in Appendix 1 of this document.
- Relationships with students must be professional at all times, sexual relationships with students are not permitted and may lead to an abuse of trust and criminal conviction.

### **4. Pupil/Student Development**

- All staff and volunteers must comply with school policies and procedures that support the well-being and development of pupils/students.
- All staff and volunteers must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/ students.

### **5. Honesty and Integrity**

- All staff and volunteers must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
- Gifts from suppliers or associates of the school must be declared to the Principal with the exception of 'one off' token gifts from students or parents. Personal gifts from individual members of staff or volunteers to students are inappropriate and could be misinterpreted and may lead to disciplinary action. A record will be kept of all gifts received.

## **6. Conduct Outside of Work**

- All staff and volunteers must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the staff/ volunteers own reputation or the reputation of other members of the school community.
- In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.
- Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school. It should not contravene the working time regulations or affect an individual's work performance in the school. Staff should seek advice from the Principal when considering work outside the school.

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

- Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work.
- Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have.
- Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.
- Contact with students must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students.
- If contacted by a student by an inappropriate route, staff should report the contact to the Principal immediately.
- Photographs/stills or video footage of students should only be taken using school equipment for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be retained and destroyed in accordance with the schools Records Management Policy and Disposal Schedules.

## **8. Confidentiality**

- Members of staff and volunteers may have access to confidential information about students in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.
- Confidential information about students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.
- There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.
- If a member of staff 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.
- Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.
- Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

## **9. Dress and Appearance**

- All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.
- Staff and volunteers should dress in a manner that is not offensive, revealing or sexually provocative.
- Staff and volunteers should dress in a manner that is absent from political or other contentious slogans.

## **10. Disciplinary Action**

Staff and volunteers should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including but not limited to dismissal.

## **11. Compliance**

All staff and volunteers must complete the form in Appendix 2 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

## Relationships with Students Outside of Work Declaration

It is recognised that there may be circumstances whereby staff and volunteers of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students.

Employee Name	Student Name	Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student outside of school, I am aware that the following must be adhered to:

- I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring.
- I emphasise to parents that this is done completely independently of the school.
- No monies come through the school at any point, informally (eg via the child) or formally.
- No private tutoring is to take place on the school premises.

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed \_\_\_\_\_ Date \_\_\_\_\_

## Confirmation of Compliance

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Name \_\_\_\_\_

Position/Post Held \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Once completed, signed and dated, please return this form to the Principal.**