

Child Protection Policy

Duneane Primary School

March 2017

Signed: _____ (Principal)

Date: _____

Signed: _____ (Chair)

Date: _____



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INTRODUCTION

It is the purpose of our school to provide an educational environment suited to all of the pupils entrusted to our care and we will seek to promote a caring supportive and safe environment whereby staff and pupils can work in an atmosphere of mutual respect; where pupils can enjoy their learning within a secure and stimulating environment, so that each individual should achieve the highest level of spiritual, moral, cultural, intellectual, personal, physical and social development of which he/she is capable.

We adhere and agree to the following statement:

'Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to 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 significant harm.' (Co-operating to Safeguard Children and Young People in Northern Ireland, DHSSPS, March 2016)

One way we seek to protect our pupils is by helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in the school, teachers, non-teaching staff and all volunteers, have clear guidance on the action which is required where abuse or neglect of a child is suspected.

Circular 1999/10 D.E.N.I Pastoral Care in Schools: CHILD PROTECTION provides advice to schools on child protection. A copy of the complete document may be obtained from either school.

KEY LEGISLATION

This policy takes into account:

- the rights of children under the Children (NI) Order 1995
- the United Nations Convention on the Rights of the Child (1991)
- Area Child Protection Committees- Regional Policy and Procedures (2005) and Amendments (2008)
- 'Pastoral Care in Schools. Child Protection' (DENI 1999)
- 'Co-operating to Safeguard Children' (DHSSPS 2016)
- DE Circulars 99/10, 03/13, 2012/19, 2013/01, 2014/27, 2015/13

GUIDING PRINCIPLES

The following principles underpin the guidance issued by the four Area Child Protection Committees and the Education Authority.

- The welfare of the child is paramount
- At all times, there must be a multi-disciplinary and multi-agency approach and commitment to the protection, support and safeguarding of children from harm
- Each agency involved must have an understanding of each other's professional values and accept each other's role, powers and responsibilities
- Any actions taken by agencies must be considered and well informed so that they are sensitive to and take account of the child's sex, age, stage of development, religious culture and race
- The right of confidentiality for parents, carers, teachers and children must be respected and information will only be shared in the interests of the child's welfare

The Designated Teacher with responsibilities for child protection is Mrs. Gail Cuthbertson, the Deputy Designated Teacher is Mrs. Kerrie. Any case of suspected abuse should be, in the first instance reported to either the Designated or Deputy Designated and the proper procedures applied.

AIMS

By following child protection procedures we:

- establish a safe environment in which children can learn and develop
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- Raise awareness of child protection issues and equip children with skills needed to keep themselves safe
- Support pupils who have been abused in accordance with their care plan

OTHER RELEVANT POLICIES

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies including:

- Pastoral Care
- Positive Behaviour and Discipline
- Anti-Bullying
- Safe-Handling
- Special Educational Needs
- Drugs Awareness
- Educational and Residential Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy
- Relationships and Sexuality
- ICT and E-Safety
- Intimate Care
- Keeping Safe

CHILD ABUSE

We in Duneane Primary School have a primary responsibility for the care, welfare and safety of the pupils in our charge and we will carry out this duty through our Pastoral Care policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential. One way in which we seek to protect our pupils is by helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All our staff and volunteers have been subject to appropriate background checks. The staff of our partnership has adopted a Code of Conduct for our behaviour towards pupils. This code is set out in the Appendix 1 to this policy statement.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our partnership – 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 overriding concern of all caring adults must be the care, welfare and safety of the child and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our partnership and we know that some forms of child abuse are also criminal offences.

Definition of a Child

For the purpose of these procedures an abused child is a person under the age of 18 years as defined in the Children (NI) Order 1995. (*ACPC Regional Policy and Procedures, 2005.*)

Definition of Abuse

We use the following definition taken from ACPC Regional Child Protection Policy and Procedures (2005):

‘Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them, or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them.’

WHAT IS CHILD ABUSE?

We use the following definitions taken from 'Co-operating to Safeguard Children and Young People in Northern Ireland (March 2016):

Neglect: 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.

Physical: 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.

Sexual: 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: 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.

Sexual 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.

Domestic Violence: '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' (*DHSSPS/NDOJNI 'Stopping Domestic and Sexual Violence and Abuse in Northern Ireland – A Seven Year Strategy 2016*)

Bullying *(see also anti-bullying policy)*

Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. All staff 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.

Any complaint by a parent that their child is, or may be, being bullied will be fully investigated by the Designated Teacher for Child Protection and team action will be taken to protect the victim. This will usually include ensuring that another child or small group of 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 Designated Teacher within one week of making the complaint, indicating the clarification which has been carried out and the action being taken.

The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of any privileges or position of responsibilities he/she holds 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, parents will again be contacted and suspension considered *(see anti bullying policy)* if the bullying continues the next stage will be to instigate the Child Protection procedures.

Cyber bullying will also be treated in the same manner and will not be tolerated. *(Please refer to ICT Policy)*

SIGNS AND SYMPTOMS OF CHILD ABUSE

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

PHYSICAL ABUSE

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

SEXUAL ABUSE

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

EMOTIONAL ABUSE

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation (“I’m stupid, ugly, worthless etc”)
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain (“I deserve this”)
- Neurotic behaviour (rocking, hair twisting, self mutilation)
- Extreme of passivity or aggression

NEGLECT

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

SEXUAL EXPLOITATION

- may go missing from home, care or education.
- involved in abusive relationships, intimidated and fearful of certain people or situations
- chooses to socialise with groups of older people and/or antisocial groups and/or with other vulnerable peers
- may associate with other young people involved in sexual exploitation
- could get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- be involved in petty crime such as shoplifting
- have unexplained physical injuries
- have a changed physical appearance, for example lost weight
- They may also show signs of sexual abuse or grooming

NSPCC

Note:

- ❖ **A child may be subjected to a combination of different kinds of abuse**
- ❖ **It is also possible that a child may show no outward signs and hide what is happening from everyone**

PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE

SAFEGUARDING TEAM

The Partnership has in place a safeguarding team.

Chair of the Board of Governors	Mrs. Sharon French
Designated Governor for Child Protection	Mrs. Pauline Herbison
Principal	Mrs. Kerrie Wilson
Designated Teacher	Mrs. Gail Cuthbertson
Deputy Designated Teacher	Mrs. Kerrie Wilson

ROLES AND RESPONSIBILITIES

The Chair of the Board of Governors

The Chair of the Board of Governors should:

- Ensure that a safeguarding ethos is maintained across the Partnership and within the individual school environment
- Ensure that the Partnership has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the EA Child Protection Support Service for Schools, the EA Governor Support and Human Resource Departments
- Ensure that a Designated Governor for Child Protection is appointed for their individual school
- Assume lead responsibility for managing any complaint/allegation against the school Principal of their school
- Ensure that their Board of Governors receive termly updates and a full written annual report in relation to child protection activity

The Designated Governor for Child Protection

The Designated Governor will provide the child protection lead in order to advise the Governors on:

- The role of the Designated teachers
- The content of the Partnership's Child Protection policy
- The content of a Code of Conduct for adults within the Partnership

- The content of the termly updates and full Annual Designated Teachers Report
- Recruitment, selection and vetting of staff
- The Designated Governor for Child Protection should avail of child protection awareness training delivered by CPSSS

The Principal

The Principal must ensure that:-

- DENI 1999 / 10 is implemented within their school
- That a Designated teacher and Deputy are appointed for their school
- That all staff receive annual child protection training
- That all necessary referrals are taken forward in the appropriate manner
- That their Chairman of the Board of Governors (and, when appropriate, their Board of Governors) is kept informed
- That child protection activities feature on the agenda of the their Board of Governors meetings and termly updates & annual report are provided
- Ensure that the school's Child Protection policy is reviewed annually and that parents and pupils receive a copy of this policy at least once every 2 years
- That confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis

The Designated Teacher

The Designated Teacher must:

- Avail of training so that they are aware of duties, responsibilities and role
- Ensure that all staff are aware of the procedures, including internal school arrangements
- Jointly lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents from their school
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate
- Liaise with the EA Designated Officers for Child Protection
- Maintain records of all child protection concerns for their individual school
- Keep the school Principal informed
- Promote a child protection ethos within the Partnership
- Provide written reports to their Board of Governors regarding child protection
- Attend Case Conferences when required (**Appendix 2**)
- Co-ordinate action by teachers in cases of suspected child abuse and reporting to the appropriate agencies and the Senior Management Officer (Schools) using the appropriate formats
- Ensure that the teaching staff and the school's Education Welfare Officer are aware of children in care or on the Child Protection Register

The Deputy Designated Teacher

- The Deputy Designated teacher must actively support their Designated Teacher in fulfilling their responsibilities. The Deputy works in partnership with the Designated teacher so as to develop their knowledge and expertise to undertake their duties when required

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.

Remember the 5 Rs: **Receive, Reassure, Respond, Record and Refer.**

The member of staff must:

- refer concerns to the Designated/Deputy Teacher for Child Protection
- 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 3**)
- 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

It is our aim through in-service training that all staff know:

- How to identify the signs and symptoms of abuse and when to make referral
- The E.A. Child Protection policies and procedures and the Designated Teacher's role within them
- The contact details for Care Call: 028 9024 5821
- The role and responsibilities of the investigating agencies, who to contact and how to liaise with them
- The requirements on record-keeping
- The conduct of a Child Protection conference and how the Designated Teacher or another member of staff can make an appropriate contribution to it

Parents

Parents should play their part in Child Protection by:

- telephoning school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation
- informing school whenever anyone, other than themselves, intends to pick up the child after school
- letting school know in advance if their child is going home to an address other than their own home
- familiarising themselves with the school's Pastoral Care, Anti Bullying, Positive Behaviour, eSafety and Child Protection Policies;
- reporting to the office when they visit the campus
- raising concerns they have in relation to their child or any other within the Partnership in line with the policy (**Appendix 4**)

Child Protection Support Services for Schools (CPSSS)

- This regional support service is available for schools and is able to provide support, advice and training for Child Protection Designated Teachers, Deputies, Principals and Governors
- They also provide a daily telephone service, in-service training and advice
- They are responsible for the dissemination of new information on training, DE circulars and guidance
- They provide support in developing and reviewing the Child Protection Policy

SCHOOL PROCEDURES FOR DEALING WITH SUSPECTED OR DISCLOSED CHILD ABUSE

This school's Safeguarding team school will discuss protocol and support the school in its response to incidents of a child protection nature. The Principal, in consultation with the Designated Teacher, 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, the school is obliged to make a referral. Unless there are concerns that a parent be the possible abuser, the parents will be informed immediately.

The Principal will seek clarification or advice and consult the E.A.'s Designated Officer for Child Protection before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and appropriate advice. The Safety of the child is our first priority.

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

- The Social Services,(by telephone and by completion of UNOCINI)
- E.A. Designated Officer, North Eastern Division (This will be done in an envelope marked "CONFIDENTIAL – CHILD PROTECTION")

Allegation against Staff

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated Teacher if s/he is not available) must be informed immediately. The procedures will apply (unless the complaint is about the Designated Teacher). Where the matter is referred to Social Services or PSNI, 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 investigation by Social Services. The Chairman of the Board of Governors will be informed immediately.

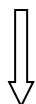
If a complaint is made against the Principal, the relevant Designated Teacher must be informed immediately. She will inform the relevant Chairman of the Board of Governors and together they will ensure that the necessary action is taken. (See **Appendix 5**)

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 the signs or symptoms of possible abuse, he/she should speak to their Designated Teacher.

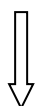
It should be noted that information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff may need to share information with other professional. However, only those who need to know will be told.

PROCEDURE FOR REPORTING AN INCIDENT OF CHILD ABUSE

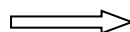
Child makes a disclosure to teacher or teachers has concerns about child either as a result of one observation or many observations over a period of time. Teacher does not investigate
MUST ACT PROMPTLY



Teacher refers matters to their relevant Designated Teacher, full notes made.



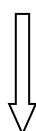
Designated Teacher meets with the Deputy Designated Teacher to plan the course of action and ensure the written record is made.



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

- E.A. Designated Officer
Tel: 9448 2223
- Northern Health and Social Care Trust
Tel: 0300 1234 333

When seeking advice no names are given. You are making an inquiry.

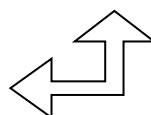


Designated Teacher makes referral to:

- Northern Health and Social Care Trust
Tel: 0300 1234 333 (Gateway Team).

Copies of pro-forma to:

- E.A. North Eastern Designated Officers
(Colleen Ellison, Margaret Brady, Elaine Craig and Paula McCreesh)
Tel: 9448 2223



Other Actions:

- Monitor Review
- Record advice given

INTEGRATING PERSONAL SAFETY PROGRAMMES INTO THE CURRICULUM

The welfare of the pupils of our Partnership has always been a priority. Within the curriculum children are taught on many different occasions in different subjects important lessons that relate to their welfare and the welfare of others.

From time to time outside agencies are invited to the school to promote personal welfare:

- Drug abuse
- Alcohol abuse
- Anti-smoking
- Road Safety
- Healthy Eating
- Bullying
- Home Safety

PREVENTATIVE CURRICULUM

All staff in the Partnership recognise the important responsibility that we share to ensure that pupils are educated in a safe and secure learning environment. Pupils are treated fairly and equally and their concerns are listened to.

In our Partnership the informal and formal curriculum is designed to give all pupils the important messages regarding safeguarding and child protection. The following is a summary of different approaches that are taken.

- Weekly Personal Development and Mutual Understanding (PDMU) lessons
- Circle Time discussions
- Age appropriate puberty talk (Primary 7)
- Regular training for staff
- Acceptable Use of the Internet policy
- Information and photograph of Designated Teacher and Deputy Designated Teacher 'If I am worried I can talk to...'
- Publicity of Child Protection arrangements on Newsletter
- Annual parental information leaflet
- Assemblies
- Policy on storage of photographs of pupils
- Pupil observation / incident records
- Women's Aid 'Helping Hands' Programme
- Keeping Safe Programme

GENDER IDENTITY

As an all-inclusive community we cater for children of all genders. Being transgender is a recognised medical condition known as 'Gender Dysphoria'. Any child who is transgender within our partnership will be allocated suitable bathroom and changing facilities and will be treated with respect and dignity.

VETTING OF VOLUNTEERS

Parents and other volunteers may from time to time be involved in supervising pupils. When doing so they will at all times be accompanied by a teacher. All volunteers will be vetted through the E.A.

RECORD KEEPING

All child protection records, information and confidential notes are kept in separate files in a locked cabinet. These records are kept separate from any other file that is held on the child or young person and are only accessible by the Designated Teacher, Deputy Designated Teacher and Principl.

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.

ATTENDANCE AT CHILD PROTECTION CASE CONFERENCES AND CORE GROUP MEETINGS

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review 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 the child protection plan.

An initial child protection case conference may be held as the result of a child protection referral to Social Services. The following people and agencies are usually invited to attend by Social Services who arrange the Case Conference:

- Social Services
- Senior Medical Officer
- Senior Health Visitor
- Designated Teacher/Principal
- Police

Other agencies may be involved:

Clinical or Educational psychologist

Consultant Psychiatrist (if hospital is concerned)
Senior Educational Welfare Officer
Designated teacher or deputy designated teacher
Principals' from siblings' school
Recognised voluntary organisations involved with the family
Emergency duty team (Social Services)

Sexual abuse cases are investigated by the Police. Social Services can be present to assist the Police when interviewing a child. It is not the school's responsibility to conduct this.

POLICY REVIEW

This policy will be reviewed and updated annually or in the event of further recommendations from D.E.N.I. or E.A.

A copy of the policy will be available in the Principal's office to be viewed by parents or other interested parties if they wish to do so.

Parents will be made aware of the procedures they can adopt should they want to make a complaint re: Child Abuse. A copy is appended to this policy.

Code of Conduct

**for all staff when interacting with pupils in
Duneane Primary School**

AT ALL TIMES PLEASE OBSERVE THE AGREED PRACTICE GUIDELINES

**REMEMBER THE CODE IS THERE TO SAFEGUARD
ALL MEMBERS OF OUR CAMPUS COMMUNITY**



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 in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children gain from positive interaction with staff within our community. It is intended to assist staff 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.

1. Private Meetings with Pupils

- a. Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open
- b. Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use but it is not advisable to use signs prohibiting entry to the room
- c. Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and each school should take active measures to facilitate this

2. Physical Contact with Pupils

- a. As a general principle staff are advised not to make unnecessary physical contact with their pupils
- b. 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 inhibited from providing this
- c. 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
- d. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint
- e. In particular circumstances, such as use of certain areas like the swimming pool, we have our own guidelines – Teachers should stay outside changing rooms and verbally encourage children to change quickly. Teachers should only enter changing rooms in the case of an emergency

- f. 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
- g. Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided
- h. 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 designated teacher or principal
- i. Staff should be particularly careful when supervising in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment

3. Choice and use of Teaching Materials

- a. Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice
- b. When using teaching materials of a sensitive nature, a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. Parents will be advised prior to sensitive issues being addressed in Health Education or Relationship and Sexuality Education
- c. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the principal before using it

4. Relationships and Attitudes

Staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought.

At all times, members of staff will exercise their professional judgement in matters concerning their conduct in relating to the pupils. At intervals, staff will reappraise their teaching styles, relationships with children and their manner and approach to individual children, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children or of their parents.

5. Confidentiality

Staff should ensure that information regarding pupils is only shared with the appropriate person.

All staff should be aware of the confidential nature of personal information about a child or young person and maintain that confidentiality.

Child Protection information regarding a pupil must be treated on a 'need to know' basis only and information should only be shared with the relevant personnel.

Staff cannot promise confidentiality regarding information which causes concern that a child had been or may be at risk of harm.

6. I.C.T.

In line with each school's ICT policy, the following Code of Safe Practice has been highlighted and agreed to by all staff -

- Staff should never accept a 'friend request' from a pupil on any social networking site
- As is normal good practice, staff should not use their mobile phones during teaching time, unless in an emergency and with permission from their principal. In addition staff should not share their mobile number with parents
- Pupils accessing the Internet should be supervised by an adult at all times
- Staff should ensure that all pupils are aware of the rules for the safe and effective use of the Internet
- Deliberate/accidental access to inappropriate materials or any other breaches of the school code of practice should be reported immediately to the principal
- In the interests of system security, staff passwords should only be shared with the network manager
- Teachers are aware that the C2K system tracks all Internet use and records the sites visited. The system also logs emails and messages sent and received by individual users
- Teachers should be aware of copyright and intellectual property rights and should be careful not to download or use any materials which are in breach of these
- Photographs of pupils should only be taken with a school camera and images stored on a centralised area on the school network. An external Hard Drive is used as a 'back up' of all folders. Consequently, staff should never take a photograph of a child with their mobile phone or store any images or data regarding any child on any personal laptop etc.
- School systems may not be used for any unauthorised commercial transactions i.e. permission must be sought from the principal
- All staff will be made aware of the contact details for Care Call Phone: 028 9024 5821

**RESTRICTED INFORMATION
CASE CONFERENCE REPORT**

CHILD	YEAR & REG	DATE OF BIRTH	ADDRESS

Academic Progress

Attendance

Physical Appearance

Behaviour

Integration with Peers

Other Comments

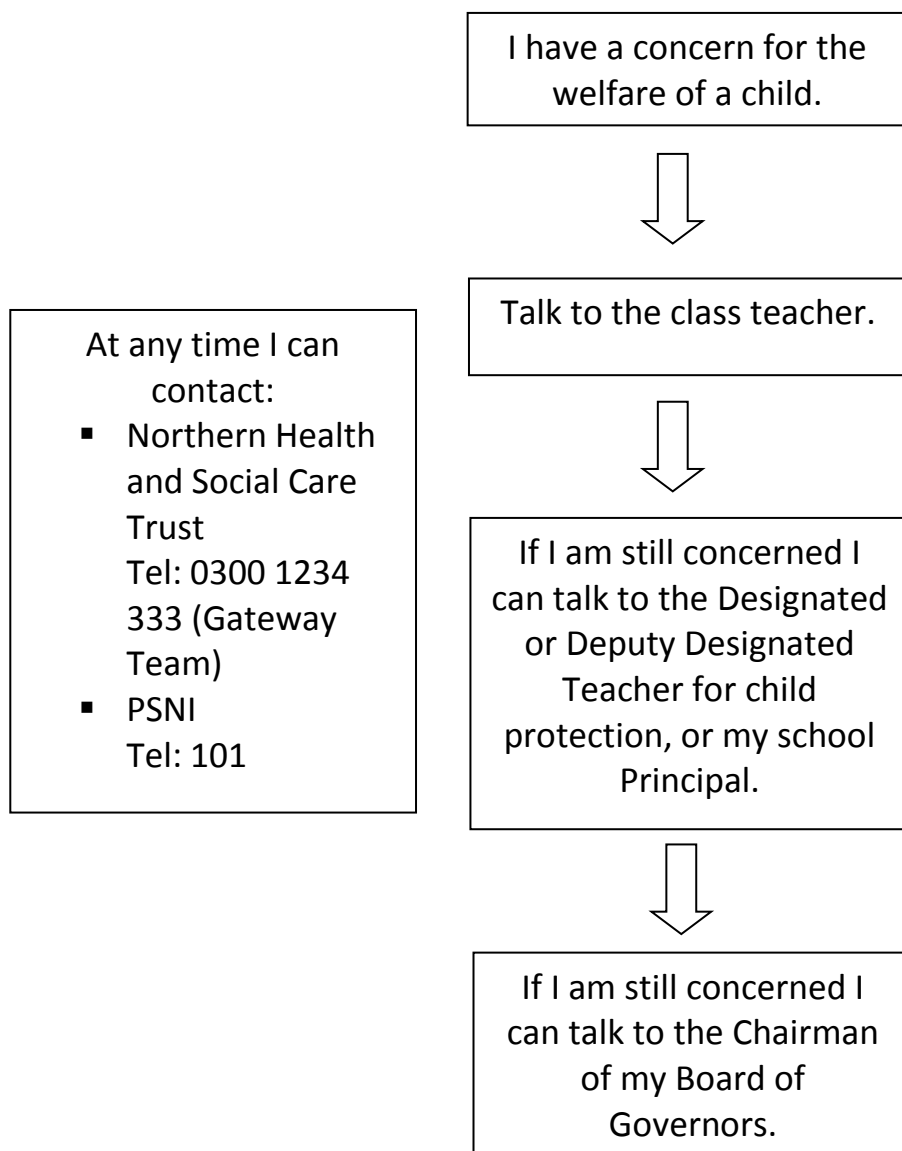
Class Teacher _____ **Principal** _____

Date: _____

M.C.1**Matter of Concern**

Location			
Name of Child		Class	
Date& Time			
Teacher/Person Recording Concern			
People Present			
Details <i>Observational Facts</i> <i>Child's statements</i>			
Signed		Date	

Parents Procedure for Reporting Concerns



Chair of the Board of Governors	Mrs Sharon French
Designated Governor for Child Protection	Mrs Pauline Herbison
Principal	Mrs Kerrie Wilson
Designated Teacher	Mrs Gail Cuthbertson
Deputy Designated Teacher	Mrs Kerrie Wilson

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

