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## **Child Protection Ethos**

We in The Royal School, Armagh have a primary responsibility for the care, welfare and safety of the children 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, in which all our young people can learn and develop to their full potential. One way we seek to protect our pupils is by helping them learn about the risk of possible abuse, helping them to recognise unwelcome behaviour in others and to acquire the confidence and skills to keep them safe. All staff, teaching and support staff, should be alert to the signs of possible abuse and should know the procedures to be followed. This policy sets out guidance on the action which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

## **Principles**

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools- Child Protection"(DENI Circular 99/10) and the Area Child Protection Committees' Regional Policy and Procedures(2005).

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

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident the child's welfare must be paramount; this overrides all other considerations.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families, but where there is conflict the child's interest must always come first.

The problem 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 criminal offences.

All staff, teaching and support staff, in The Royal School, Armagh are vetted prior to employment by Access Northern Ireland. The vetting procedure also applies to any volunteers and to members of the Board of Governors.

## **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 school policies including:

- Positive Behaviour Policy
- Anti-Bullying
- Use of Reasonable Force/Safe Handling
- Staff Code of Conduct

All policies are available to parents and any parent requiring a copy should contact the Principal or visit the school website at [www.royalschoolarmagh.co.uk](http://www.royalschoolarmagh.co.uk)

## **Types 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 on-going information sharing is key between professionals.

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

Harm can be caused by:

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect; and
- Exploitation.

**Physical Abuse** is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, biting, pinching, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

**Emotional Abuse** is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. It may include not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate. Emotional abuse may also involve bullying, including online bullying through social networks, online games or mobile phones by a child's peers. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

**Neglect** is the failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision which will result in the serious impairment of the child's or development. Children who are neglected often also suffer from other types of abuse.

**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.

**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:**

**Domestic Violence** may include behaviour in any of the above categories. *Tackling Violence at Home, Northern Ireland Office 2005* makes clear our duty to deal with domestic violence. If a child is a recipient of domestic violence or a witnesses and a disclosure is made to staff in The Royal School, Armagh, we will be obliged to progress the disclosure in keeping with this policy. If you are a victim of domestic violence support can be gained by contacting the Domestic Violence Helpline on **0800 9171414**.

### **Child Sexual Exploitation**

Sexual exploitation is a form of sexual abuse. It refers to a number of different possible scenarios in which children or young people are exploited, coerced and/or manipulated into engaging in some form of sexual activity, in return for something they need or desire and/or for the gain of a third person. Barnardo's 2011 identify the following as possible linked behaviours:

- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from STIs;
- Mood swings or changes in behaviour;
- Drug and alcohol misuse;
- Displaying inappropriate sexualised behaviour;
- Going missing for periods of time or regularly coming home late;
- Regularly missing school or not taking part in education;
- Appearing with unexplained gifts or new possessions.

**Female Genital Mutilation (FGM)** is a form of child abuse and within education falls within the responsibility of the school's Safeguarding Team to recognise warning signs and respond appropriately. Incidents of FGM may occur in within specific ethnic groups and responses to such occurrences will require multi-agency support.

### **Bullying**

Not all bullying is a child Protection issue and the majority of cases will be dealt with in accordance with the school's Anti-Bullying Policy.

Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. The school has a full and detailed anti-bullying policy. 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. Parents of both victim and bully may be contacted when bullying

behaviour is identified. Any complaint by a parent that their child is, or may be, being bullied will be fully investigated by the child's Year Head and action will be taken to help the victim. A parent making a complaint about bullying will have a personal response, as soon as possible, indicating the investigation which has been carried out and the action being taken. The designated teacher for child protection will be notified. The sanctions taken against a pupil who bullies will depend on the seriousness of the case. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped.

If a pupil's bullying behaviour persists, further action will be taken and in some cases this may be to instigate the child protection procedures described below.

### **Children in Need**

Children in need are children who:

- Are considered to be failing at school;
- Have offended;
- Are experiencing behavioural difficulties;
- Are in need of protection;
- Are experiencing ill health, either physical or psychological;
- Are having difficulty accessing services;
- Are homeless;
- Are unaccompanied and seeking asylum;
- Are suffering family breakdown;
- Are exposed to domestic violence;
- Are misusing substances;
- Are teenage parents;
- Are carers;
- Are disabled.

Staff at The Royal School, Armagh are committed to supporting any pupil who is a child in need by working closely with a range of agencies and the child's family and within the scope of this policy, to ensure the pupil's needs are met and that they are protected.

### **Young Carers**

Young carers are pupils who may have caring responsibilities at home. They may fulfil this role well but may struggle with keeping up with school work. Depending on the specific scenario, they or other siblings may be at risk. Young carers are defined as children in need. **Appendix 5** outlines The Royal School, Armagh's approach to identifying and supporting young carers. These procedures are in keeping with advice from Action for Children.

## Signs and symptoms of abuse ~ Possible Indicators

### Physical Abuse

<b><u>Physical Indicators</u></b>	<b><u>Behavioural Indicators</u></b>
<p>Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday</p>	<p>Self destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories</p>

### Emotional Abuse

<b><u>Physical Indicators</u></b>	<b><u>Behavioural Indicators</u></b>
<p>Well below average in height and weight; “failing to thrive”; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).</p>	<p>Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.</p>

### Neglect

<b><u>Physical Indicators</u></b>	<b><u>Behavioural Indicators</u></b>
<p>Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.</p>	<p>Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.</p>

## Sexual Abuse

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
<p>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.</p>	<p>What the child tells you; Withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self esteem; self devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.</p>

**Procedures in the case of a disclosure**

The following are guidelines for use by staff should a child disclose concerns of a child protection nature.

<b>Do:</b>	<b>Do not:</b>
<ul style="list-style-type: none"> <li>❖ Listen to what the child says</li> <li>❖ Assure the child they are not at fault</li> <li>❖ Explain to the child that you cannot keep it a secret</li> <li>❖ Document exactly what the child says using his/her exact words</li> <li>❖ Remember not to promise the child confidentiality</li> <li>❖ Stay calm</li> <li>❖ Listen</li> <li>❖ Accept</li> <li>❖ Reassure</li> <li>❖ Explain what you are going to do</li> <li>❖ Record accurately</li> <li>❖ Seek support for yourself</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ask leading questions.</li> <li>❖ Put words into the child's mouth.</li> <li>❖ Ignore the child's behaviour.</li> <li>❖ Remove any clothing.</li> <li>❖ Panic</li> <li>❖ Promise to keep secrets</li> <li>❖ Ask leading questions</li> <li>❖ Make the child repeat the story unnecessarily</li> <li>❖ Delay</li> <li>❖ Start to investigate</li> <li>❖ <b>Do Nothing</b></li> </ul>

**Receive:** listen, accept, take and retain notes;

**Reassure:** **do not** promise confidentiality; reassure and alleviate guilt if child refers to it;

**Respond:** **do not** ask leading questions; **do** ask open questions; **do not** criticise perpetrator; **do** explain what you have to do next and to whom you have to talk;

**Record:** make notes and write them up; **do not** destroy original notes; record date, time, place and noticeable non-verbal behaviour and the words the child used; record actual words used; injuries/bruises may be recorded on a diagram showing position and extent; note down when the suspicions were reported and to whom. sign and date all notes.

**Refer:** to designated

## **Procedures for making complaints in relation to child abuse**

The Designated Teacher for child protection is **Mrs Lynn Montgomery**. The Deputy Designated Teachers are **Mr Kenny Hooks and Mrs Fiona Millar**. 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 the Social Services - but should report these concerns immediately to the designated teacher, discuss the matter with her and make full notes. **(see Appendix 1 and Appendix 3)**

The Designated Teacher will discuss the matter with the Headmaster (if available), as a matter of urgency to plan a course of action and ensure that a written record is made. The Designated teacher will act on her own authority if the headmaster is not available.

The Headmaster, 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 may be the possible abuser, the parents will be informed immediately. The Headmaster/Designated Teacher may seek clarification or advice and consult with the Southern Education and Library Board's Designated Officer or the Senior Social Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our first priority.

When necessary the Designated Teacher or Principal may contact the Southern Education and Library Board's Designated Officer for Child Protection (028 38341975) for advice.

Where there are concerns about possible abuse, the Headmaster/Designated Teacher will inform:

- Gateway - Southern Trust 028 37415825/0800783 7745

This will be done on a UNOCINI form and sent in an envelope marked 'CONFIDENTIAL - CHILD PROTECTION' to:

Southern Trust Referrals:  
SHSCT Central Gateway  
Lisnally House  
Lisnally Lane  
Armagh

A UNOCINI form may be emailed to Gateway. However, the form must be password protected. The password must be sent in a separate email.

## **Procedures for Parents**

At The Royal School, Armagh we aim to work closely with the parents/guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the Designated Teacher for Child Protection, Mrs Montgomery or in her absence, a Deputy – Mr Kenny Hooks or Mrs Fiona Millar.

### **Procedures in case of emergency.**

If you have serious concerns about a child after school hours, please contact the following:

- Regional Out of Hours Emergency Social Services: 02895049999
- The PSNI: 101

### **Regional Out of Hours Emergency Social Services will accept referrals where:**

- There are concerns that a child has suffered, or is likely to suffer significant harm;
  - There are concerns in relation to children who are looked after by a Health and Social Care Trust or their carers including foster carers;
  - There is suspected or confirmed abuse of a child;
  - In cases where there is a serious and imminent risk of family breakdown both in the community, foster care or kinship placements;
  - An appropriate adult is required for young people who are subject of a care order;
  - There is need for authorised professionals to make an enquiry to the Child Protection Register.
- 
- Details of who to contact are shown in the flowchart in Appendix 2.

### **Procedures if a member of staff is allegedly involved (see Appendix 4)**

If a complaint about possible child abuse is made against a member of staff, the Headmaster must be informed immediately. The above procedures will apply (unless the complaint is about the Headmaster). Where the matter is referred to Social Services, the member of staff will 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, **Archbishop Clarke**, will be informed immediately.

If a complaint is made against the Headmaster, the Designated Teacher must be informed immediately. She will inform the Chairman of the Board of Governors and together they will ensure that 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 the signs or symptoms of possible abuse, he/she should speak to the Designated Teacher.

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

## **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.

## **Confidentiality And Information Sharing**

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

## **Record Keeping**

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

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.

## **Monitoring And Evaluation**

The Safeguarding Team in The Royal School, Armagh will update this policy and procedures in the light of any further guidance and legislation as necessary and review it annually.

## **Protocols for Safeguarding Training (Child Protection Training)**

### **New members of teaching and non-teaching staff**

#### **1. Teaching Staff**

- a) As part of their induction process, the **Designated Teacher for Child Protection** will ensure that the new member of staff is familiar with key designated personnel and ensure that they receive Child Protection Training by arranging appropriate training with the Designated or Deputy Designated teacher using the Safeguarding Training (Child Protection Training) Guidelines (updated annually).
- b) It is the responsibility of the new staff member to read through, sign and date the guidelines after the training has taken place to ensure all aspects and procedures are understood. The Designated or Deputy Designated teacher will address any issues or questions raised.
- c) When training is completed the name of the new staff member will be placed on the Register of Safeguarding Training (updated annually).

## 2. Non-teaching Staff

- a) As part of their induction process, the **Designated Teacher for Child Protection** will ensure that the new member of staff Register of Safeguarding Training (updated annually).

### Substitute Teachers

- a) Substitute teachers will meet with the **Cover Manager** after arrival at school to receive details on assigned cover for that particular day(s). On their first day in an academic year the substitute teacher should be made familiar with the Safeguarding Guidelines, which should be signed and dated.
- b) It is the responsibility of the substitute teacher to read through, sign and date the guidelines after the training has taken place to ensure all aspects and procedures are understood. The Designated or Deputy Designated teacher will address any issues or questions raised.
- c) Where it is planned that the substitute teacher will be employed in the school for a more prolonged period of time, the substitute teacher should follow the procedures for new staff.
- d) Where a substitute teacher is new to school, **Cover Manager or Vice-Principal Curriculum** may be used as an initial point of contact (if there is a need to report an incident), the **Cover Manager or Vice-Principal Curriculum** will then contact the Designated or Deputy Designated teacher, redirect the substitute teacher and a full disclosure/report can be made.

### Visitors to School

Please consult **The Royal School, Armagh Visitor Management Protocol**

## **A Code of Conduct for Employees within the Education Sector whose work brings them into contact with children and young people**

### Introduction

All actions concerning children and young people must uphold the best interests of the young person 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 and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. 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

- 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.
- 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.
- Where possible another pupil or (preferably) another adult should be present, or nearby, during the interview, and the school should take active measures to facilitate this.

## **2. Physical Contact with Pupils**

- As a general principle, staff are advised not to make unnecessary physical contact with their pupils. 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.
- 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. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (Power of member of staff to restrain pupils).
- Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- Staff who have to administer First-Aid to a pupil in the absence of the school nurse, 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.
- Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.
- Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be the norm 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**

- Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- 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 be criticised, after the event.
- If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal or Vice-Principal before using it.

## **4. New Technologies**

- Staff are advised not to share personal mobile numbers with pupils. If this is necessary in a school related event the number should be deleted after the event.
- Staff are advised not to communicate with pupils through internet chat rooms.
- Staff should not be 'friends' with pupils on Facebook or other social networking sites.
- Staff are advised not to befriend former pupils on social networking sites for 2 years after they have left school.
- Staff are advised to ensure they have high and robust privacy settings on their social media profiles.

## **5. Relationships and Attitudes**

Within the Pastoral Care Policies of the school and the employing authority, 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, particularly when staff are dealing with adolescent boys and girls.

## **6. School Photography**

Staff should only take photographs of pupils for official school photography/specified purposes. The photographs should be deleted afterwards and should never be taken in a private place.

Use of personal devices should be avoided. Efforts should be made to have school equipment available when representing school. Use of personal devices should be the exception and should be reported to a designated teacher.

All staff are required to sign to indicate their acceptance of school policy:

***When representing the school I will endeavour to ensure that school ipad/camera/equipment is used. In the event that it is necessary to use a personal device I will inform a designated teacher. If a personal device is used I commit to deleting the image(s) immediately after it is uploaded/used for official school use.***

***I accept that school can request to view my personal device.***

## **Conclusion**

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interact with children and young people, or where opportunities for their conduct to be misconstrued might occur. In all circumstances, employees' professional judgment should be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice. If employees have any doubts about the points in this policy, or how they should act in particular circumstances or if they are concerned about how a pupil is behaving towards them, they should consult their line manager or the Designated Teacher.

From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or of their parents/guardians.

**Child Protection Incident Report**

**Child's name:** \_\_\_\_\_

**DOB:** \_\_\_\_\_

**Class:** \_\_\_\_\_

Details of Incident/Disclosure \*

**Name of Person completing the report:** \_\_\_\_\_

**Designation:** \_\_\_\_\_

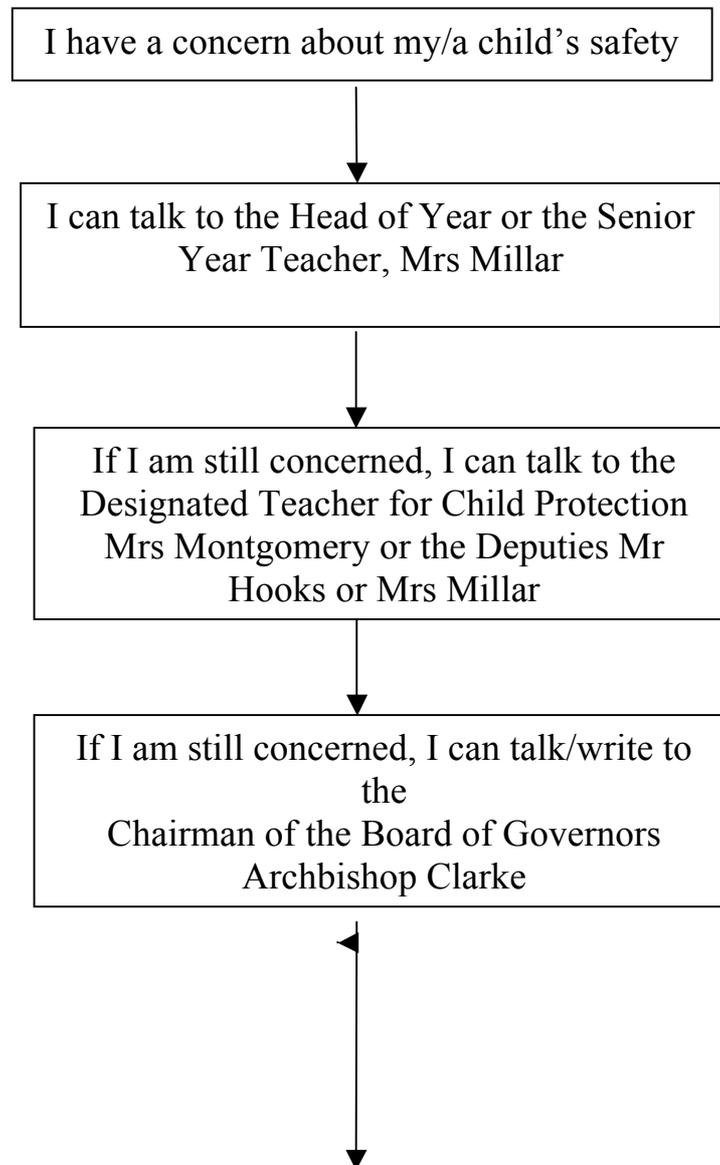
**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

\* Record actual words used by the child/young person

## Appendix 2

### How a parent can make a complaint

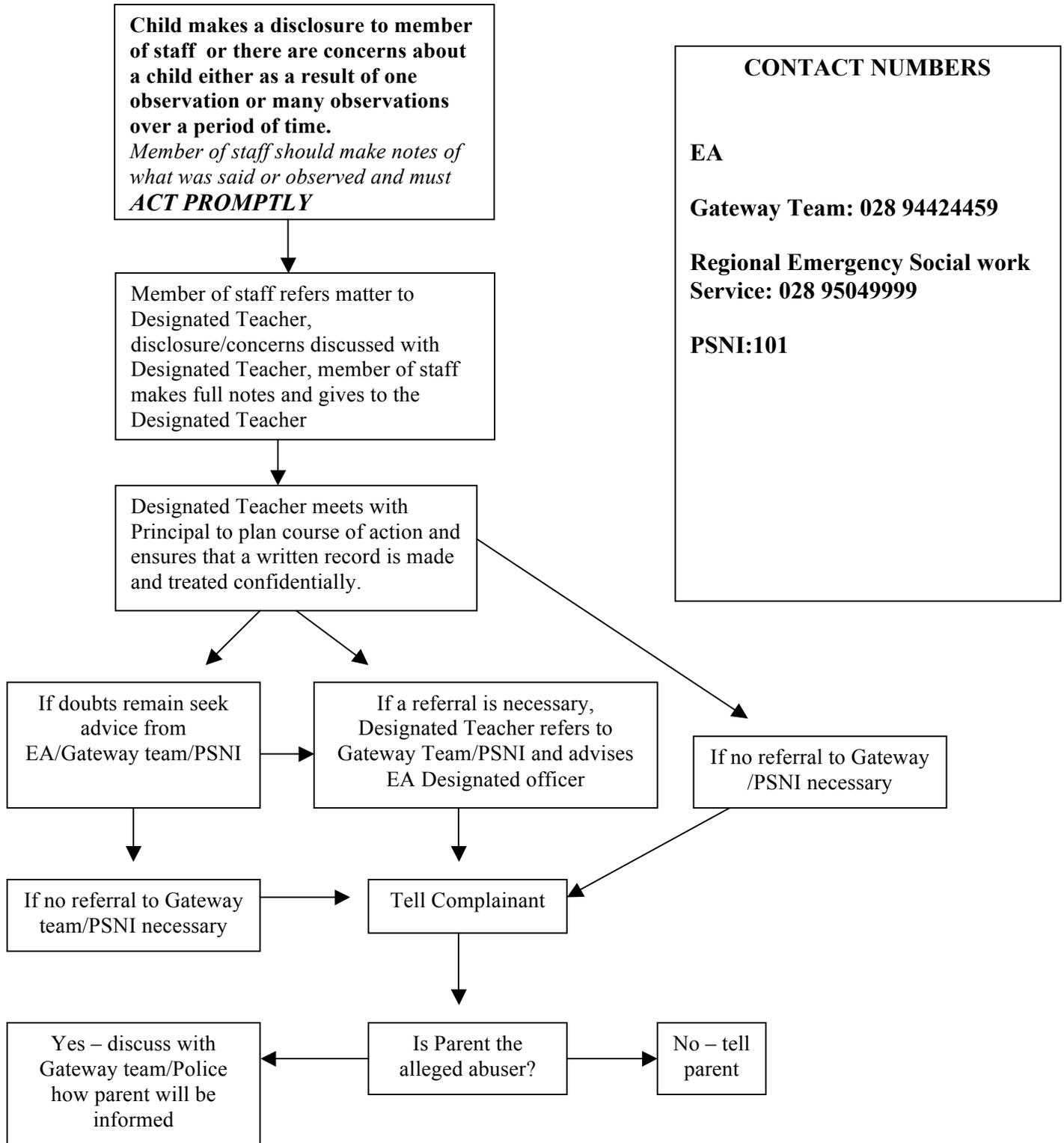


At any time a parent can talk to a social worker at:

- **Gateway Team: 02894424459**
- **The Regional Emergency Social Work Services: 02895049999**
- **PSNI 101**

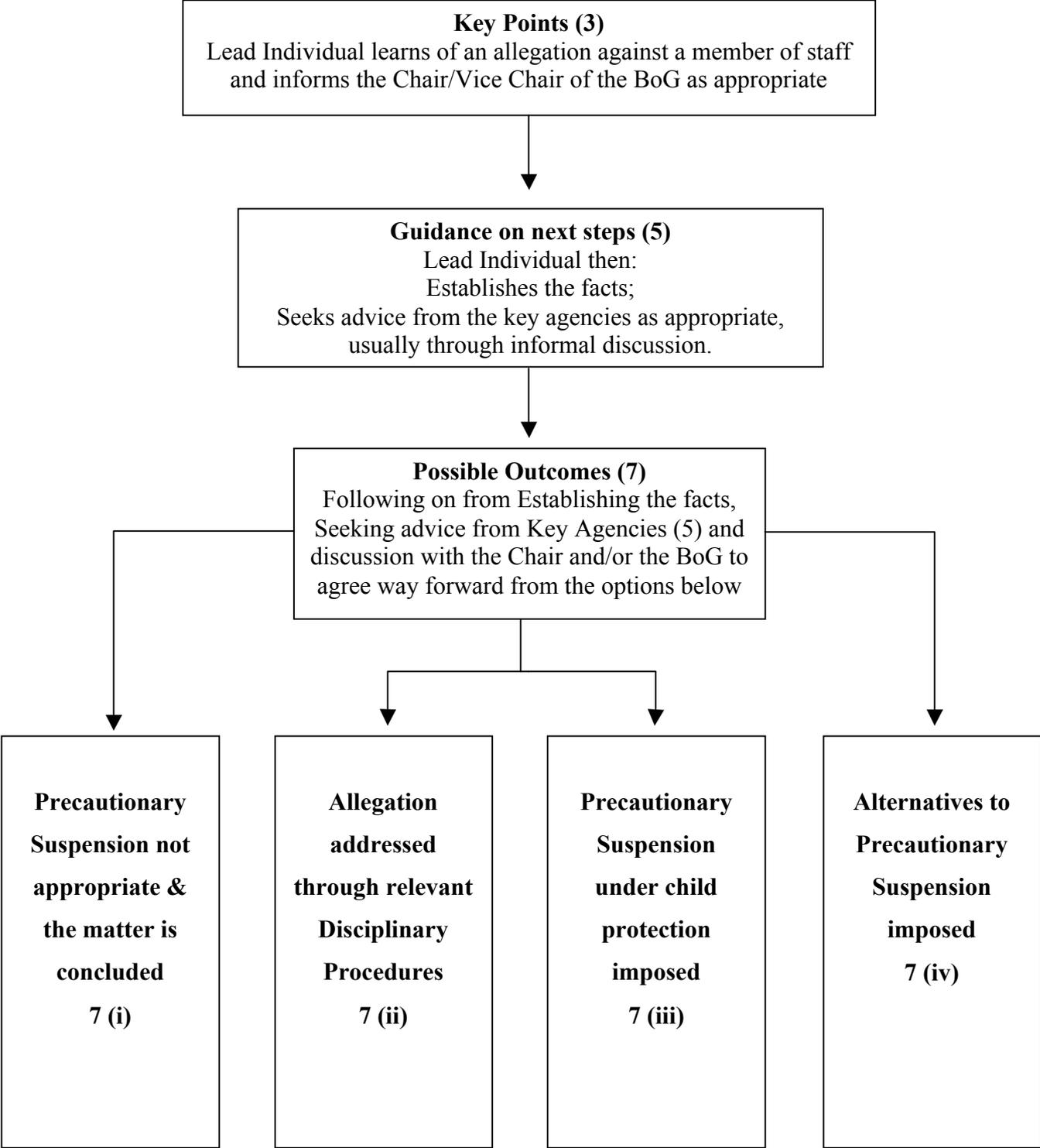
### Appendix 3

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



**Appendix 4**

**Dealing with allegations of abuse against a member of staff**



## Appendix 5

I think there may be a pupil in school with caring responsibilities at home.

### You might have observed:

Lateness	Appearance	Poor Attendance
Withdrawn	Behaviour	Disinterest
Isolation	Absence of parent(s)	Reluctance to talk about home life
Struggling with work	Tiredness	

### Support:

Discuss concerns with HOY/Member of Safeguarding Team  
Is the pupil from a sibling group – what have other colleagues observed?

Speak to pupil  
Listen  
Reassure

Speak to parent  
Advise of observations  
Ask how things are at home

### Pupil discloses:

Tell them about Action for Children  
Give them information and contact details.  
Pass on details to Action for Children – consent  
Project visits school

### Pupil/Parent do not disclose:

Provide information about services.  
If concerns remain - contact designated social worker/out of hours/Gateway.  
Project visits school.

### Facilitate possible additional support:

Homework club  
1-1 support in school  
Use of phone at break/lunch  
Do not label or single out  
Raise awareness among other pupils about young carers and the types of issues they face  
School support group for young carers  
Encourage staff to be understanding and flexible

Follow up.