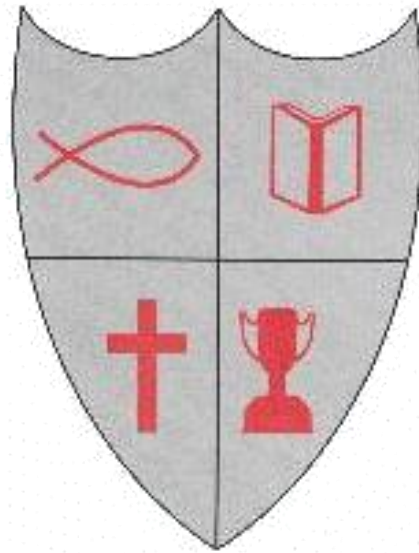


# Child Protection/Safeguarding Policy



# Aughnacloy Primary School

## Child Protection Policy

### INTRODUCTION

We at Aughnacloy Primary School have a responsibility for the Pastoral care, welfare and safety of the pupils in our charge and we will carry out this duty through our Pastoral Care Policy, the aims of which are to provide a caring, supportive and safe environment, in which all our pupils can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school

We aim to protect our pupils by helping them learn about the risks of possible abuse, helping them to recognize unwelcome behavior in others and acquire the confidence and skills they need to keep themselves safe.

The care, welfare and safety of each child is of paramount importance and the problem of child abuse will not be ignored by anyone who works in our school. We know that some forms of child abuse are a criminal offence.

## **General Principles:**

The principles and philosophy that underpin our work with children are those set out in the 'United Nations Convention on the rights of the child' (UK Agreement, 1991) and enshrined in the Children (NI) Order, 1995 (effective from November 1996). In particular the principle we support is that every child has the fundamental right to be safe from harm and with proper care by those looking after them given to their physical, emotional spiritual well being.

### UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

#### Article 3

"Children have the right to have their welfare considered paramount in all decisions taken about them."

#### Article 12

"Children have the right to be heard"

#### Article 19

"Children have the right to be protected from abuse and neglect."

#### Article 29

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment."

### **The other principles we practice under are:**

- **The child's welfare must be paramount;** this over-rides all other considerations. Where a child is disabled or has special needs these must be taken into consideration.(Article 23)
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is a conflict, the child's interests must always come first.
- Children have a right to be heard, to be listened to and to be taken seriously.(Article 19) Taking account of their age and understanding, they should be consulted in all matters and decisions that may affect their lives. Where a child has disability specialist assistance should be sought to achieve this.

- Parents/Carers have a right to respect and should be consulted and involved in matters that affect their family (article 16).
- Actions taken to protect the child (including investigation) should not in themselves be abusive by causing the child unnecessary distress or further harm.
- Intervention should not deal with the child in isolation; the child's needs should be considered and well informed so that they are sensitive to and take account of the child's gender, age, stage of development, religion, culture and race and any special needs.
- Where it is necessary to protect the child from further abuse, alternatives, which do not involve moving the child and which minimize disruption of the family, should be explored.

### **Context**

Aughnacloy Primary School is situated in Aughnacloy Village with our intake coming mainly from the surrounding rural environment. We have 135 pupils, 6 full time teachers, including a Principal Release Teacher, 7 classroom assistants, 3 lunchtime supervisors, 1 cleaner/care-taker and 1 part-time clerical officer.

As a safety measure there is a security system in operation that allows identification of all visitors before they are admitted to the premises. In the playground, children are supervised by a rota of teaching staff, classroom assistants and lunchtime supervisors.

### **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 Policy
- Policy for Administration of Medication in School
- Special Educational Needs
- First Aid Policy
- Health and Safety Policy
- Relationships and Sexuality Education
- E Safety
- Intimate Care Policy

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

### **SCHOOL SAFEGUARDING TEAM**

The following are members of the schools Safeguarding team

- Chair of the Board of Governors (Rev Rodger McElnea)
- Designated Governor for Child Protection (Mrs S Hudson)
- Designated Teacher (Mrs Karen Moore)
- Deputy Designated Teacher (Miss Leanne Kyle)
- Principal (Mrs Jane Clarke)

The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on Boards of governors to:

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

### **Roles And Responsibilities**

#### **The Designated Teacher and Deputy Designated Teacher**

The designated teacher and deputy designated teacher must:

- Avail of training so that they are aware of duties, responsibilities and role
- Organise training for all staff (whole school training)
- Lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents
- 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 Education Authority's {EA} Designated Officers for Child Protection
- Maintain records of all child protection concerns
- Keep the School Principal informed
- Provide written annual report to the Board of Governors regarding child protection

## **The Principal**

The Principal must ensure that:-

- DENI guidance is implemented within the school
- She attends training on Managing Safeguarding and Child Protection
- A designated teacher and deputy designated teacher are appointed
- All staff receive child protection training
- All necessary referrals are taken forward in the appropriate manner
- The Chair of the Board of Governors is kept informed
- Child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- The school's child protection policy is reviewed annually and that parents and pupils receive a copy/summary of this policy at least once every 2 years
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

## **The Designated Governor for Child Protection**

The Designated Governor should avail of child protection awareness training delivered by CPSSS and will take the lead in child protection issues in order 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 and vetting of staff

## **The Chair of the Board of Governors**

The Chair of the Board of Governors should:

- Ensure that he has received appropriate Education Authority training
- Ensure that a safeguarding ethos is maintained within the school environment

- Ensure that the school 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 Child Protection Support Service for Schools {CPSSS} and the Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Principal
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to child protection activity

### **Other Members of School Staff**

Staff in school see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse. They should remember the 5 Rs: *Receive, Reassure, Respond, Record and Refer*

### **The member of staff must:**

- refer concerns to the Designated/Deputy Teacher for Child Protection/Principal
- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child (**Appendix 1 Note of Concern**)
- Avail of whole school training and relevant other training regarding safeguarding children
- **Not** give children a guarantee of total confidentiality regarding their disclosures
- **Not** investigate
- **Not** ask leading questions

### **In addition the Class Teacher should:**

- Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child,

concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts.

The Designated/Deputy Designated teacher will immediately follow the school's child protection procedures.

## **Parents**

Parents should play their part in safeguarding by:

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

## **The Board of Governors**

The Board of Governors must ensure that the school fulfils its responsibilities in keeping with current legislation and DE guidance including

- having a Safeguarding and Child Protection Policy which is reviewed annually
- having a staff code of conduct for all adults working in the school
- attendance at relevant training by governors and that up-to-date training records are maintained
- the vetting of all staff and volunteers



## **Procedures**

Aughnacloy Primary School recognizes their main responsibilities in the areas of

- Prevention
- Recognition
- Response
- Referral
- Confidentiality/Record Keeping

Parents will be made aware of the school's responsibilities and procedures every two years and we hope that they will support us in our practice.

## **Prevention**

We offer a supportive environment to all children in the belief that all children are vulnerable.

The school has developed and provides a 'Child Protection' ethos and a preventative curriculum. We offer children an alternative model to violent or abusive behaviour and alternative methods of responding. We aim to involve the whole school in creating a 'Listening School'

The school offers protection on two levels:

- Immediate Protection- creating a listening environment that makes it easier for children to share their concerns
- Long term protection- - enhancing self-esteem and encouraging pro-social skills, breaking the cycle of abusive behaviour.

The Board of Governors ensures that the school has and follows the Code of Practice for the conduct of all staff (teaching, non-teaching) towards the pupils attending the school. The Code of Practice covers all activities organized in and by the school, whether on school premises or elsewhere.

We ensure that persons beyond the school staff who are invited to be involved as helpers/leaders on trips, residential visits or other out of school activities are subject to vetting procedures in keeping with current arrangements for the care and protection of young people.

## **RECOGNITION**

### **Categories of Abuse**

The categories of abuse which have been adopted by the Southern Area Child Protection Committee are as follows

- Potential physical abuse
- Suspected physical abuse
- Confirmed physical abuse
- Potential sexual abuse
- Suspected sexual abuse
- Confirmed sexual abuse
- Potential neglect
- Physical neglect
- Potential emotional abuse
- Emotional abuse
- Domestic Violence
- Exploitation

### **Recognition of Child Abuse (Signs and Symptoms)**

The detection of abuse is often very difficult and seldom clear-cut. Usually detection is like building a jigsaw. That is why it is important to share vague concerns with other professionals such as the school's Designated Teacher, E.A.S.R.'s Education Welfare Officer and Senior Social Worker for the area.

Teachers see individual children over prolonged periods and can notice physical behavioural indicators that may be evidence of abuse. No child will demonstrate all signs simultaneously. None of them individually or in any combination conclusively indicate child abuse. However, such signs are not inconsistent with abuse and where there is no other convincing explanation, the possibility of abuse cannot be ruled out.

All school staff teaching and non-teaching, must be aware of the definition of a 'child in need' and 'child abuse' in order to recognize and respond to it.

## We use the following definition for 'Child Abuse'.

**Neglect-** is the failure to provide 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.

**Domestic Violence** 'threatening, controlling, coercive behavior, 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).'

**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.

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

**Emotional Abuse-** is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and 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.

**Exploitation** – is the intentional ill-treatment, manipulation or abuse of power and control over a child or a young person; to take selfish or unfair disadvantage 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.

**Bullying** –

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. Parents of both victim and bully will be personally contacted immediately bullying behaviour is identified.

Any complaint made 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. A parent making the complaint about bullying will have a personal response from the designated teacher, indicating the investigation that 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 responsibility 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, the second stage will be to instigate the child protection procedures described below.

## RESPONSE

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

- a) **The designated teacher for child protection is Mrs Moore In her absence, Miss Leanne Kyle Deputy Designated teacher, will assume responsibility for child protection matters.**
- b) **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.**
- c) **She should not investigate- this is a matter for the Social Services- but should report these concerns to the designated teacher, discuss the matter with her and make full notes. The designated teacher will plan a course of action and ensure that a written record is made.**
- d) **The Principal, Mrs J Clarke and designated teacher Mrs Moore may seek clarification or advice and consult with the E.A'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.**
- e) **If there are concerns that the child may be at risk, the Principal/designated teacher will inform**
  - **Social Services - making referral on Form ACPC7.** Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.
  - **The E.A's Designated Officer for Child Protection** of the school's suspicions and the action that has been taken. The Principal/Designated Teacher will also forward him/her a copy of the referral form sent to Social Services.

**(This will be done in an envelope marked 'CONFIDENTIAL- CHILD PROTECTION)**

Where the suspected abuse is discovered by the Education Welfare Officer or the Educational Psychologist, he or she will inform the Designated teacher and Mrs A Barr. Social Services will be informed by Mrs A. Barr.

### **Allegations against a member of staff:**

If a complaint about possible child abuse is made against a member of staff, the Principal should be informed immediately. The above procedures will apply (unless the complaint is about the designated teacher). 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 will be informed immediately.

### **Allegations against the Principal**

If a complaint is made against the Principal/ the designated teacher, her deputy must be informed immediately. She will inform the Chairman of the Board of Governors and together they will ensure that necessary action is taken. 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.

### **Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers**

Where staff become aware of concerns or are approached by a child they should not investigate as this is the responsibility of Social Services and/or PSNI. Staff should report these concerns immediately to the Designated/Deputy Teacher and full notes should be made. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was

present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

The Designated/Deputy Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

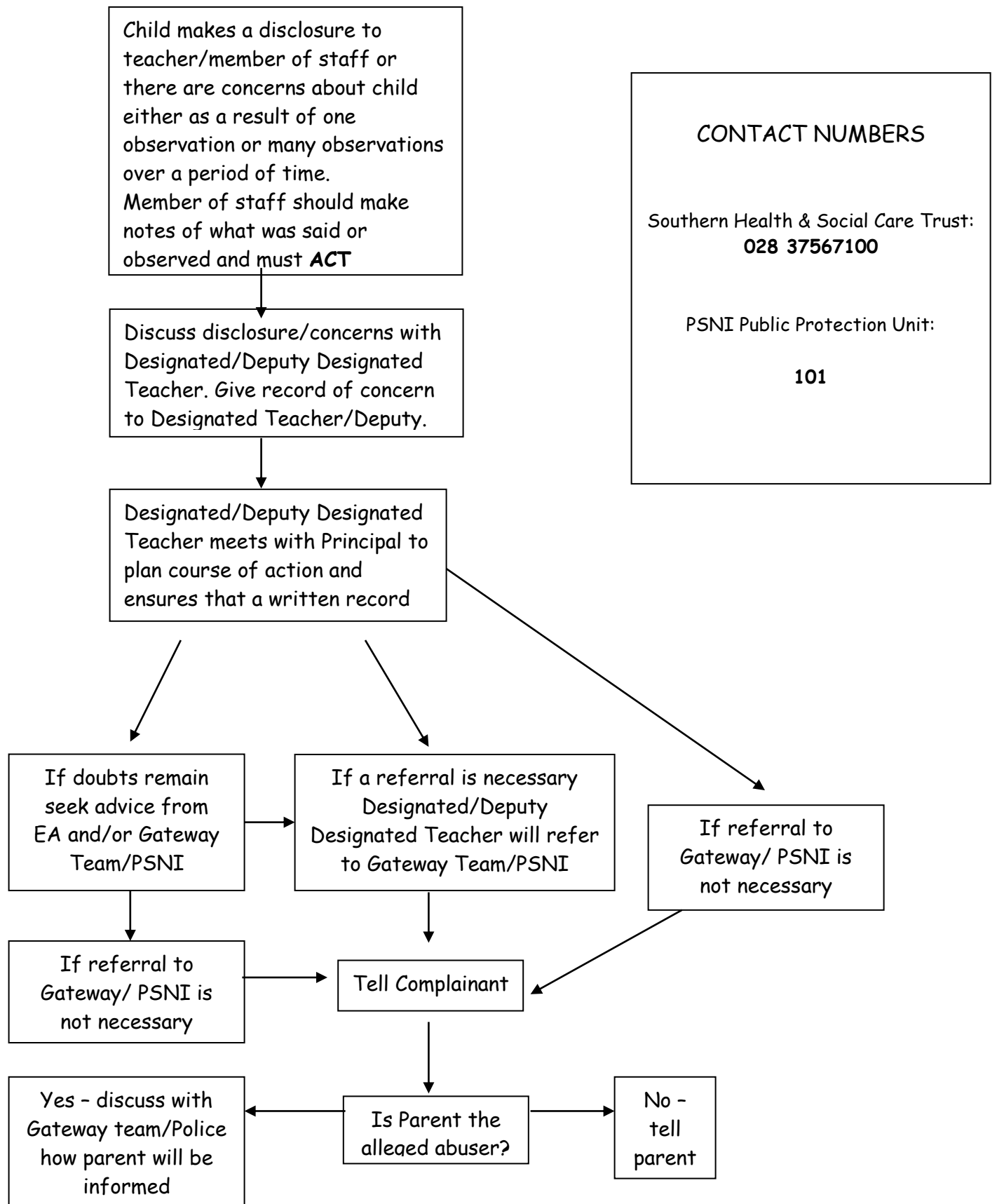
The Designated/Deputy Designated Teacher may consult with members of the school's safeguarding team, the Education Authority's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Education Authority's Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made the Designated/Deputy Designated Teacher will telephone Social Services Gateway Team. He/she will also notify the EA's Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the EA Designated Officer for Child Protection and a copy will be kept in the school's child protection file.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

This procedure with names and contact numbers is shown in **below**.

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



**CONTACT NUMBERS**

Southern Health & Social Care Trust:  
**028 37567100**

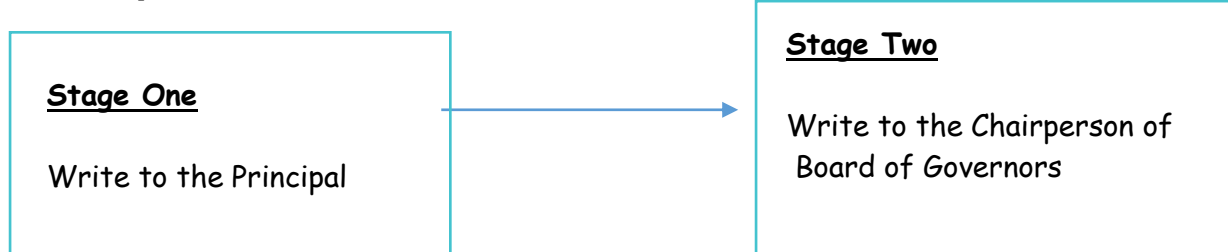
PSNI Public Protection Unit:  
**101**



# How a parent can make a complaint

## Aughnacloy Primary School Complaints Procedure (full policy)

### 1. Complaints Procedure – At a Glance



At any time a parent can talk to:  
A social worker at the Gateway Team  
Tel: 0800 1979995  
or the

**PSNI Public Protection Unit (PPU)**

Tel: 101 {Ask for PPU in 'E' District}

If dissatisfied with the management of a concern a parent can contact the  
Ombudsman

## **Confidentiality and Record-Keeping**

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

All records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from the pupil's individual report.

Where an allegation is made against a member of staff and is pursued either as a formal referral and/or under the school's disciplinary procedures, a summary is entered on a Record of Abuse Complaints. This entry, which will contain details of the complaint, will be made available to the Board of Governors at least annually.

## **REFERRAL**

### **WHAT HAPPENS NEXT? THE CHILD PROTECTION PROCESS**

A Social Worker will advise the Police and consult with appropriate persons whose knowledge of the child and family is relevant. A joint strategy for investigation will be agreed between Social Services and the Police. The purpose of the investigation is to establish the relevant factual circumstances of the child and the possible sources of harm or danger.

Matters which must be decided by the investigative agencies i.e. PSNI, Social Services, NSPCC include:

- i. What action, if any is necessary, immediately to protect the child or other children in the household and who will be responsible for this?
- ii. Whom to interview.
- iii. Who will conduct each of the interviews?
- iv. The timing of the interviews.
- v. Where the interviews will be conducted?
- vi. Is a medical examination appropriate at this stage?

Each person responsible for any part of the investigation must be clear about these arrangements.

## **CHILD PROTECTION CASE CONFERENCES**

When initial investigations have been completed a decision will be taken by Social Services in consultation with other services on the need to convene a case conference.

A case conference is a multi-disciplinary meeting convened to share information on a possible or confirmed case of child abuse, to assess risk and where appropriate to formulate an inter-agency child protection plan. While attendance at a conference is voluntary, the school may find it beneficial and so acquire a wider overview of the child's circumstances. A school's contributions may be made through a written report to the chairperson.

It is recommended that the school be represented by the Designated Teacher or the Principal rather than the class teacher.

### **Case conferences follow a sequence:**

- i. Initial Case Conferences- convened as soon as possible but normally within seven days of referral.
- ii. Assessment Review Case Conference- convened within the following three months
- iii. Review Case Conference- convened at least every 6 months thereafter until the child is de-registered.

If a child's name is placed on the Child Protection register, an Interagency Child Protection Plan is drawn up. Schools will be informed of registration and also, later, when a decision to de-register the child is taken.

A school shall also be informed when a child is placed on the Register because of circumstances outside the knowledge of the school. When a child whose name is on the Register changes school, the new school will be informed of the fact. Schools should share this information with the school's Education Welfare Officer. This information should also be shared with the school's medical team.

The Child Protection Register is a central index system, which records the names of children who meet the criteria for registration and are currently the subject of an Inter-Agency Child Protection Plan.

## **Professionalism**

At any type of case conference, teachers should offer only professional opinions based on their knowledge and experience as teachers. All opinions must be based on facts and be objective. Opinions should not be given on any other issues.

## GUIDELINES FOR STAFF

### The class teacher's role:

#### *What to do if a child tells you about abuse:*

##### ❖ **Receive**

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said
- Take notes

##### ❖ **Reassure**

- Reassure the child, but only so far as is honest and reliable for e.g. Don't make promises you may not be able to keep, like 'I'll stay with you' or 'Everything will be alright now'
- Don't promise confidentiality; you have a duty to refer. Explain to the child that you will need some help to deal with what he has told you.
- Do reassure and alleviate guilt, if the child refers to it, e.g. you should say 'You're not to blame'. 'You're not alone, you're not the only one this sort of thing has happened to'

##### ❖ **React**

- React to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.
- Don't ask leading questions e.g. what did he/she do next? (This assumes he/she did) or 'Did he/she touch your private parts?' Such questions may invalidate your evidence and the child's in any later prosecution in court.
- Do ask 'OPEN' questions like 'Anything else to tell me?' 'And?'
- Do not criticize the perpetrator; the child may love him/her and reconciliation may be possible.

- Do not explain what you have to do next and to whom you have to talk. Try to see the matter through yourself and keep in contact with the child. Ensure that if a Social Services interview is to follow that the child has a 'support person' present if the child wishes it (possibly yourself).

### ❖ Record

- Make some notes at the time on any paper that comes to hand and write them up as soon as possible.
- Do not destroy these original notes.
- Record the date, time, places any noticeable non-verbal behaviour and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper words' Any injuries or bruises noticed may be recorded on a diagram showing position and extent.
- Record statements and observable things rather than your 'interpretations' or 'assumptions'
- Note down when the suspicions were reported and to whom.

### ❖ Refer

- Refer to the designated teacher Mrs Karen Moore
- In her absence, Miss Leanne Kyle (Deputy Designated teacher)

### ❖ Remember

- To follow your Southern Area Child Protection Guidelines. Consult as appropriate.

### ❖ Relax

- Try to get some support for yourself.

# Code of Conduct for Staff and Volunteers

## ❖ Objective, Scope and Principles

- ❖ 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

- ❖ 1.1 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.
- ❖ 1.2 All staff and volunteers must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
- ❖ 1.3 All staff and volunteers must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- ❖ 1.4 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.



- ❖ 1.5 All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.
  
- ❖ **2. Safeguarding Pupils/Students**
  
- ❖ 2.1 All staff and volunteers have a duty to safeguard pupils/students from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.
  
- ❖ 2.2 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).
  
- ❖ 2.3 The school's DT is Karen Moore and the DDT is Leanne Kyle
  
- ❖ 2.4 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 eg e-Safety and Acceptable Use Policy.
  
- ❖ 2.5 All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.
  
- ❖ 2.6 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.
  
- ❖ 2.7 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**
  
- ❖ 3.1 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 2** of this document.

- ❖ 3.2 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**

- ❖ 4.1 All staff and volunteers must comply with school policies and procedures that support the well-being and development of pupils/students.
- ❖ 4.2 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**

- ❖ 5.1 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.
- ❖ 5.2 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**

- ❖ 6.1 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.
- ❖ 6.2 In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.
- ❖ 6.3 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

❖ 7.1 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.



❖ 7.2 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.

❖ 7.3 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.

❖ 7.4 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.

❖ 7.5 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

❖ 8.1 Members of staff and volunteers may have access to confidential information about students in order to undertake their every day 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.

- ❖ 8.2 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.

❖

- ❖ 8.3 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.
- ❖ 8.4 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.
- ❖ 8.5 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.
- ❖ 8.6 Additionally concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

## ❖ 9. Dress and Appearance

- ❖ 9.1 All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.
- ❖ 9.2 Staff and volunteers should dress in a manner that is not offensive, revealing or sexually provocative.
- ❖ 9.3 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 3** to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

### **STAFF INSERVICE**

The school is committed to on-going training for all staff. All staff will receive general training on Policy and Procedures with Designated Teacher, Deputy Designated Teacher and Principal receiving Level 2 and level 3.

### **MONITORING AND EVALUATING**

The Safeguarding Team at Aughnacloy Primary School will discuss all current Child Protection issues on a regular basis. The Board of Governors (who have reviewed and approved this policy) will also be advised of relevant Child protection issues at regular intervals during the course of the school year. Specific details will not be shared with the Governors and confidentiality will be maintained. The Safeguarding Team will review this policy annually and advise Governors and parents of changes when necessary. All parents will receive a summary (in the form of a pamphlet) once every two years outlining the basic Child Protection Procedures and Policy.

On-going evaluation will ensure the effectiveness of the Policy.

### **CONCLUSION**

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, employees' professional judgment will be exercised and for the vast majority of employees this Code of Conduct will serve to confirm what has always been their practice. If employees have any doubts about point in this booklet or how they should act in particular circumstances, they should consult the Principal.

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.

Date Policy Reviewed: \_\_\_\_\_

Signed:

\_\_\_\_\_ (Designated Teacher)

\_\_\_\_\_ (Principal)

\_\_\_\_\_ (Chair of Governors)

## Contacts and Helplines

**EASR Designated Officer for Child Protection**  
**Kathryn Anderson**  
**02838341975**

**Regional Emergency Social work Service - 08001979995**

***Child Protection Gateway Services- Southern Trust -***  
***02837567100***

***Vulnerable Adults***  
***Adult Protection gateway Team - Southern Trust -***  
***028 37564423 or email***

***adultsafeguard.team@southerntrust.hscni.net***

**NSPCC**  
**0800 800 5000**

**Childline (UK)**  
**[www.childline.org.uk](http://www.childline.org.uk)**  
**0800 1111**

**E.A. Child Protection Support Services for Schools (CPSSS)**  
**Central Number for all areas - 028 95985590**



**Appendix 1**



**Confidential**  
**NOTE OF CONCERN**  
**Aughnacloy Primary School**  
**CHILD PROTECTION RECORD – REPORTS TO DESIGNATED TEACHER**

Name of Pupil:
Year Group:
Date, time of incident/disclosure:
Nature & description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:
Action taken at the time:
Details of any advice sought, from whom and when:
Any further action taken:



<p>Written report passes to Designated Teacher: Yes: <input type="checkbox"/> No: <input type="checkbox"/></p> <p>If 'No' state reason:</p>
<p>Date and time of report to the Designated Teacher:</p>
<p>Written note from staff member placed on pupil's Child Protection file. <input type="checkbox"/></p> <p>Of 'No' state reason:</p>

Name of staff member making the report: \_\_\_\_\_

Signature of Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Designated Teacher: \_\_\_\_\_ Date: \_\_\_\_\_



Appendix 2

### 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 \_\_\_\_\_

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



## Appendix 3

### 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 Headteacher.**