



CASTLEROE PRIMARY
SCHOOL

Policy for
Safeguarding and
Child Protection

UPDATED JUNE 2019

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Safe Guarding Team

Designated Teacher:	Mr David McMillan
Deputy Designated Teacher:	Mrs Samantha Williams
Chair of BoG:	Rev Mark Goudy
Governor for Child Protection:	Mrs Tuesday Pollock

Castleroe Primary School

Policy for Safeguarding and Child Protection

RATIONALE

Castleroe Primary School provides a warm, welcoming, secure environment for both its pupils and staff. There is a caring atmosphere with good relationships between staff, pupils and parents. In this nurturing environment we will take all necessary steps to support the safeguarding and well-being of the child.

We will seek to meet all legal requirements with regard to Safeguarding and Child Protection. Through the implementation of our Policy on Safeguarding and Child Protection we will seek to create an environment in which each child feels safe and secure. Through procedures set in place, each child will have access to a course of action to ensure their personal safety and security. The Principle of Paramountcy underpins this policy.

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

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

ETHOS

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

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

Any concerns about possible abuse will not be ignored.

SAFEGUARDING AND PROMOTING WELFARE – DEFINITION

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

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

LEGISLATION RELATING TO CHILD PROTECTION

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

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

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

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

Sexual Offences Order 2008

This legislation reduced the age of consent in NI (in line with other areas of the UK), and strengthened the legal safeguards for young people between the ages of 16 and 17. Significantly, it introduced the concepts of grooming (including online behaviours), and 'Abuse of a Position of Trust'.

Safeguarding Vulnerable Groups (Northern Ireland) Order 2007

The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007 as amended by the Protection of Freedoms Act 2012 provides the legislative framework for the establishment of a Disclosure and Barring Service and requirements relating to individuals who work with children and vulnerable adults. This legislation, brought in to address concerns around the plethora of criminal justice legislation in recent years, defines 'regulated activity' with children and prevents persons on barred lists from engaging in regulated activity.

www.legislation.gov.uk/ukpga/2012/9/contents/enacted

Safeguarding Board Act (NI) 2011

- Statutory requirement for interagency cooperation

The Public Services Ombudsman Act (NI) 2016

- The Public Services Ombudsman Act (NI) 2016 gives a power to investigate education authorities in respect of complaints made by a member of the public (came into effect on 1 April 2016). The power to investigate extended to Boards of Governors of grant-maintained schools from 1 April 2017. This process of complaint must be referred to in the complaints policy.

www.legislation.gov.uk/nia/2016/4/schedule/1/paragraph/5

The Addressing Bullying in Schools Act (NI) 2016

The new provisions introduced by this Act have not yet been brought into operation.

Section 2 of the Act will require that the BoG of the school determine the anti-bullying measures pursued at the school, ensure these are properly implemented and are reviewed at intervals of no more than four years.

Section 3 of the Act will place a statutory duty on Boards of Governors of a grant-aided school to ensure that a record is kept of all incidents of bullying behaviours or alleged bullying behaviours involving a registered pupil at the school that occur:

- (a) on the premises of the school during the school day;
- (b) while travelling to or from the school during the school term;
- (c) while the pupil is in the lawful control or charge of a member of the staff of the school; or
- (d) while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

The Act can be found at:

www.legislation.gov.uk/nia/2016/25/pdfs/nia_20160025_en.pdf

Government Policies and Strategies

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

This policy replaces the ‘Co-operating to Safeguard Children’ guidance issued in 2003 and provides the overarching policy framework for safeguarding children and young people in the statutory, private, independent, community, voluntary and faith sectors. It outlines how communities, organisations and individuals must work both individually and in partnership to ensure children and young people are safeguarded as effectively as possible.

www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland

Safeguarding and Child Protection in Schools - A Guide for Schools 2017

This guide aims to assist the School Board of Governors (BoG) and other school staff in fulfilling their responsibilities regarding their safeguarding and child protection role, in order to promote clarity and consistency of approach across all schools.

DEFINITION OF ABUSE

Child abuse occurs when a child is neglected, harmed or not provided with the 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.

Types of Abuse

Physical Abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child 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 Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

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

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

Young Person whose Behaviour places him at Risk of Significant Harm – a child whose own behaviours, such as alcohol consumption or consumption of illegal drugs, whilst placing the child at risk of significant harm, may not necessarily constitute abuse as defined for the purposes of these Procedures. If the child has achieved sufficient understanding and intelligence to be capable of making up his own mind then the decision to initiate child protection action in

such cases is a matter for professional judgement and each case should be considered individually. The criminal aspects of the case will be dealt with by the Police.

Members of staff should take note of outwards signs of abnormality or change in appearance, behaviour, learning pattern or development. (See also Staff Code of Conduct – Appendix – A)

SIGNS AND SYMPTONS OF ABUSE

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

Indications of physical abuse

Physical Indicators

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

Behaviour Indicators

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

Indications of neglect

Physical Indicators

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

Behaviour Indicators

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

Indications of emotional abuse

Physical Indicators

Sudden speech disorders
Wetting and soiling
Signs of mutilation
Frequent vomiting

Behaviour Indicators

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

Indications of sexual abuse

Physical Indicators

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

Behaviour Indicators

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

Confidentiality

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

Roles and Responsibilities of the Safeguarding Team

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

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

Boards of Governors will ensure

Safeguarding and child protection training is given to all staff and governors including refresher training.

A Board of Governors must ensure that;

- A Designated Governor for child protection is appointed.
- A Designated and a Deputy Designated Teacher are appointed in their schools.
- They have a full understanding of the roles of the Designated and Deputy Designated Teacher for Child Protection.
- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016.
- Safeguarding and child protection training is given to all staff and governors including refresher training.
- The school has a Child Protection Policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- The school ensures that other safeguarding policies, are reviewed at least every three years, or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school, see Appendix A.
- All school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19.

- They receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff.
- The school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2016/20 Child Protection:
 - Record Keeping in Schools:
 - Safeguarding and Child Protection Concerns.
 - Complaints against Staff.
 - Staff Induction and Training
 - Disclosures of Abuse.

Chair of Board of Governors

The Chairperson of the Board of Governors plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment.

In the event of a safeguarding and child protection complaint being made against the Principal, the Chairperson will assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department, employing authorities, and the school's own policies and procedures.

The Chairperson is responsible for ensuring child protection records are kept and for signing and dating the Record of Child Abuse Complaints annually, even if there have been no entries.

Designated Governor for Child Protection

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

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

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

School Principal

The Principal, as the Secretary to the Board of Governors, will assist the Board of Governors to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from the Department of Education is shared promptly, and inclusion of child protection activities on the BoG meeting agenda. In addition, the Principal takes the lead in managing child protection concerns relating to staff.

The Principal has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of

suitable staff to the key roles of Designated and Deputy Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.

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

Designated Teacher for Child Protection (DT)

The role involves:

The induction and training of all school staff including support staff.

Being available to discuss safeguarding or child protection concerns of any member of staff.

Responsibility for record keeping of all child protection concerns.

Maintaining a current awareness of early intervention supports and other local services eg Family Support Hubs4.

Making referrals to Social Services or PSNI where appropriate.

Liaison with the EA Designated Officers for Child Protection.

Keeping the school Principal informed.

Lead responsibility for the development of the school's child protection policy.

Promotion of a safeguarding and child protection ethos in the school.

Compiling written reports to the Board of Governors regarding child protection

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

• **Child Protection/Safeguarding Activity e.g.**

(i) concerns of abuse

(ii) complaints of a child protection nature against staff

(iii) number of referrals to Social Services/PSNI

(iv) number of children known to Social Services

(v) number of children on the child protection register

(vi) number of child protection case conferences and other Trust meetings attended by school staff. No identifying details of any case should be shared.

• **Child Protection Training e.g.**

Designated / Deputy Designated Teacher

Principal

Governor

Whole School Training

• **Policy Reviews / Updates**

• **Safeguarding Initiatives**

Deputy Designated Teacher for Child Protection (DDT)

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

Responsibilities of those not on the Safeguarding Team

Responsibility of teachers

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

Responsibility of other staff members, visitors and volunteers

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

Responsibility of Parents

The primary responsibility for safeguarding and protection of children rests with parents and we encourage to raise any concerns they have in relation to their child.

It is important that parents take time to read these policies and know they are required to inform the school:

If the child has a medical condition or educational need.

If there are any Court Orders relating to the safety or wellbeing of a parent or child.

If there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility.

Parents of primary school children should tell the teacher if there are any changes to arrangements about who brings their child to and from school.

Parents should contact the school if their child is absent and send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence.

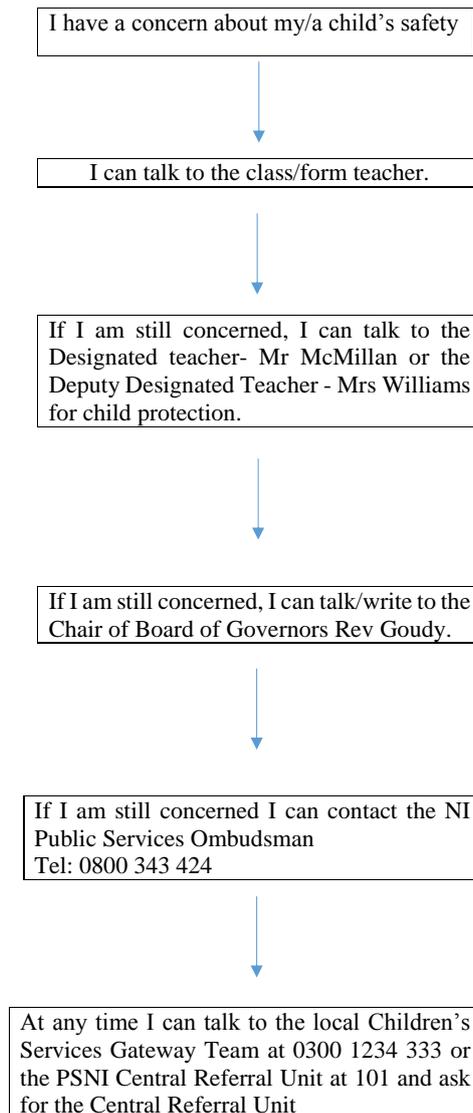
More information on parental responsibility can be found on the EA website at:
www.eani.org.uk/schools/safeguarding-and-child-protection/

PARENTS

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

Parents will be made aware of curriculum content in relation to the Health Education/Pastoral Care and R.S.E. programmes within the school.

If a parent has a potential child protection concern they should follow the steps outlined below.



VETTING PROCEDURE

All adults working in school with children and members of the Board of Governors must have undergone vetting procedure. Volunteers who wish to help with school activities are required to submit a written application to school accompanied by current required identification (eg

driving licence, passport, utility bills etc). This will be ratified by the principal and forwarded to the current vetting agency who will carry out an Access NI check. The results of this check will be returned to the principal before the adult is allowed to help with school activities and meet pupils.

Child Protection Procedures

Dealing with Disclosures

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

(a) Receive

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

(b) Reassure

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

(c) Respond

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

(d) Report

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

(e) Record

- Make some notes at the time on any paper which comes to hand and write them up as soon as possible. Do not destroy these original notes.
- Record vital fact, no opinions. When? Where? Who? What? Record facts not opinions, record the actual words used, rather than translating them into 'proper' words. Any injuries or bruises notices may be recorded on a diagram showing position and extent.
- Give a written report to DT using the proforma found in Appendix D.

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

Child Protection Records

Child protection records will be kept in a locked cabinet and will be disposed of following the guidance given in Circular 2016/20 see Appendix E. Where there is an ongoing child protection

case information from the records will be shared with other relevant agencies for the safeguarding of the pupil. When a child transfers to another school the DT will be informed of live child protection issues.

Referral by designated teacher

Where SERIOUS concerns exist about the welfare of a child the following steps will be taken:-

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

It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is reported immediately to the PSNI Central Referral Unit 02890259299 and Social Services to ensure that emergency protection measures are put in place. This is particularly important if there is a risk of the child at home.

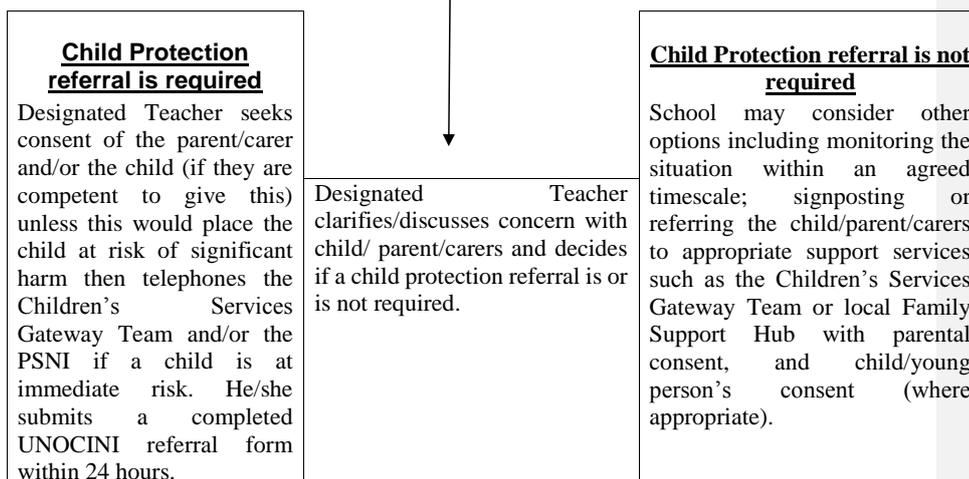
Processes for Referral are set out in the Flowcharts below:

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

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

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

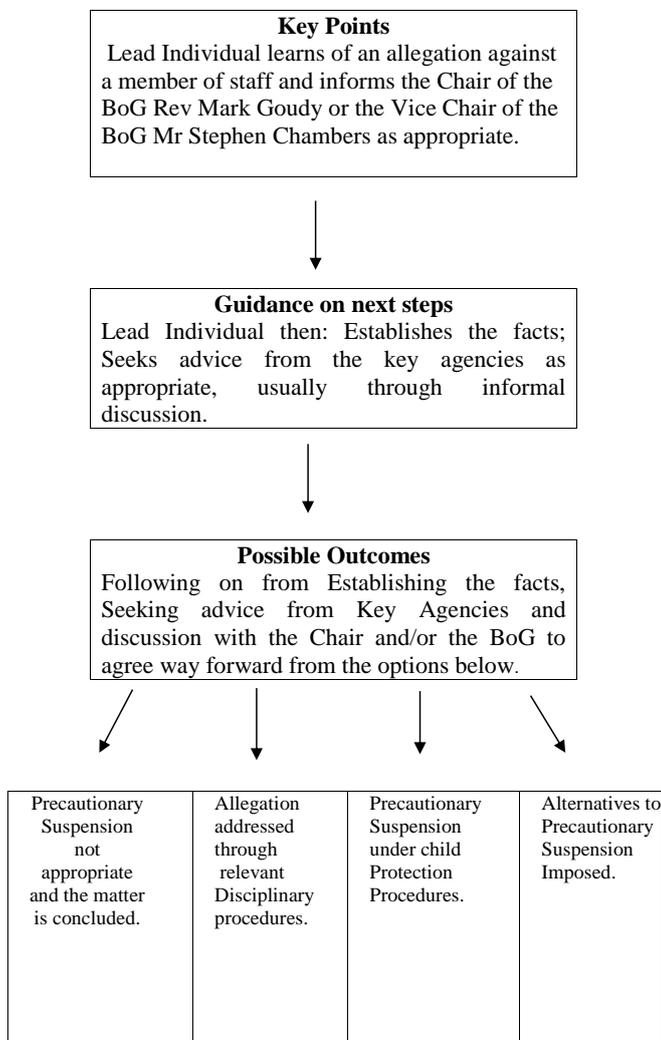
Designated Teacher should consult with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required advice may be sought from a CPSS officer.



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

Complaint Against a member of Staff

When there is a complaint against a member of staff follow the below flow chart. Further guidance can be found in Appendix F. This guidance is taken from DE Circular 2015/13



Preventative Curriculum

The Board of Governors and teaching staff will be proactive in promoting a preventative curriculum in relation to safeguarding and child protection. This will be linked into our PDMU programme and will be age appropriate. In Foundation Stage pupils engage in topics such as Ourselves and People Who Help Us which focus on staying safe. Key Stage 1 and 2 pupils

complete Pastoral Care Booklets which focus on staying safe. Pupils also receive talks from NSPCC, PSNI safety and Primary 6/7 pupils visit the RADAR Centre.

Other Policies Relating to Child Protection

SCHOOL POLICY ON PHOTOGRAPHY OF PUPILS

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

SCHOOL POLICY ON THE USE OF MOBILE PHONES/ELECTRONIC DEVICES

Pupils are not allowed to bring mobile phones or other electronic devices to school eg Ipad and hand held gaming devices etc. (Ref- Discipline Policy, school rules)

School staff will always help pupils to make contact with their parents if the need should arise throughout the school day eg children require swimming/ sports kit.

Teachers and Classroom Assistants have access to Ipads for use with pupils with Special Educational Needs. The procedures to be followed when using Ipads is out lined in the eSafety Policy.

ACCEPTABLE USE OF INTERNET AND ESAFETY POLICY

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

AFTER SCHOOL CLUBS/VISITORS

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

Other school Policies relating to Safeguarding and Child Protection

Discipline Policy
Anti Bullying Policy
RSE Policy
Safe Handling of Pupils
Intimate Care Policy

Appendix A

CODE OF CONDUCT FOR SCHOOL PERSONNEL

Code of Conduct for Staff and Volunteers in Schools

Objective, Scope and Principles

Commented [CE1]: Excellent but also needs something about Safe Touch and staff responsibility and adhere to Anti-bullying policy.

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.

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 David McMillan and the DDT is Anne McConaghie
- 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 must adhere to the school's anti-bullying policy. 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 1 of this document.

3.2 Relationships with students must be professional at all times.

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.

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 2 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

Appendix 1

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 2

Confirmation of Compliance

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

Name _____

Position/Post Held _____

Signed _____ Date _____

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

APPENDIX B

VOLUNTEER RECRUITMENT

POLICY

Castleroe Primary School
Volunteer Recruitment Policy

Castleroe Primary School recognises that engaging the service of volunteers can assist in providing specific time to helping pupils to have an enjoyable experience whilst attending the school. In addition, volunteers may add their own expertise in relation to science, technology, art and drama to assist staff and pupils alike.

Policy Statement

Castleroe Primary School believes in the value of providing quality opportunities for volunteering. As an equal opportunity employer, the school will strive to reflect this in its recruitment, management and use of volunteers.

Volunteers Value

- Staff will welcome and treat volunteers with the same respect and value as a paid colleague.
- Volunteers will not be a substitute for employed staff nor be asked in times of industrial action to do the work of paid staff.
- Volunteers will be assisted to fulfil their role, responsibilities and the school's guidelines for good practice by being given all the necessary information, guidance and support that is afforded to paid staff.

Recruitment and Selection of Volunteers

- The number of volunteer positions necessary within the school will be assessed regularly. This will be determined by taking into account the school's strategic and annual development plans, human and financial resource needs and other relevant management considerations, e.g. training and supervision requirements.
- Job descriptions and personnel specifications will be developed per volunteer opportunity.
- All parents will be advised of volunteering opportunities plus, when applicable, volunteering positions may be publicly advertised.
- All prospective volunteers will complete an application form.
- If claiming qualifications and competency in relation to a particular educational, arts subject, sport or a specialised skill, details and proof of the qualifications and competency will be required.

Before appointment to the volunteer position, the school will seek two references and checks in relation to criminal records. Proof of identity bearing details of the individual's National Insurance number will be required.

Conditions of Volunteering

- Recruited volunteers will be required to sign a volunteer agreement.
- A teacher will be appointed to manage each volunteer - maximum of four volunteers per teacher (1:4). Teachers will be given guidelines on their duties to volunteers.
- Volunteers will be covered by public and employee liability insurance.
- Volunteers should not contact pupils outside of school eg telephone/text pupils or communicate with pupils via the internet.
- Volunteers will be provided with a name badge, which they will collect and rescind each time they attend the school's premises.
- Volunteers will be advised of areas of the school's premises to which they are denied access.
- Volunteers may not use their organisational affiliation in connection with politics, religious or community matters contrary to positions taken by the school.
- Volunteers will receive a familiarisation session with the Principal or appointed teacher, advising the volunteer of:
 - The school's mission, values, programmes and activities.
 - The school's staff structure, roles and responsibilities.
 - The layout, access and egress of the building.
 - The roles and responsibilities of the volunteer position.
 - Fire and evacuation procedures.
 - Health and safety procedures.
 - Child Protection policy and procedures.
 - Behaviour Management policy and procedures.
 - Complaints procedures.
 - Other information as applicable.
- Volunteers will be invited to attend relevant in-house training in their own time.
- Following the familiarisation session, a trial period is required. The length of the trial period will be agreed per individual volunteer agreement dependent on the proposed length of the volunteering position and the range of responsibilities.
- Volunteers will have regular meetings with their supervisor to review how the volunteer is contributing to the school's functions and to explore any difficulties. If progress has not been satisfactory, the teacher and volunteer will decide what action is required, e.g. support and/or monitoring arrangements or it may be necessary to terminate the volunteer agreement.
- To ensure fire/health and safety regulations are adhered to volunteers are required to sign in at the beginning of each session.
- In the event of a problem arising, the volunteer should refer the matter in the first instance to the supervising teacher. If this is not suitable, the Principal should be approached.

Parents may volunteer for the following positions:

1. Supervision of pupils on school trips – this will involve:
 - Accompanying classes on outings
 - Assisting the teacher in various duties
e.g. giving out equipment
 - Being responsible for looking after a small group of pupils

2. Transportation of pupils – this will involve:
 - Transporting the pupils on school outings, sports events etc.
 - Ensuring that each child is wearing a seat belt/sitting on a booster seat if required.
 - Making sure that at least 2 children are always in the car at one time.

3. Classroom Assistant help – this will involve:
 - Assisting the teacher in the classroom e.g. with individuals or small groups of children
 - Assisting the teacher in secretarial duties e.g. filing, photocopying, collection of money.
 - Helping prepare and tidy materials in the classroom e.g. art equipment.

APPENDIX C

**GUIDELINES FOR THE USE OF MOBILE
PHONES IN SCHOOL**

Guidelines for use of Mobile Phones

1. *Governors do not permit pupils to have mobile phones or other electronic devices in school eg PSPs, Nintendos, IPads or any other hand held device.*
2. *Governors do not permit pupils to have mobile phones or other electronic devices eg PSPs, Nintendos, IPods on a school or residential trip due to Safe Guarding and Child Protection. (refer. Safe Guarding and Child Protection Policies)*
3. *Any mobile phone discovered in school or during a residential trip will be confiscated and kept securely as possible for the remainder of the school day or trip.*
4. *Staff cannot be held responsible for the loss of or damage to any personal property belonging to pupils.*
5. *While in school or on a school residential trip any child wishing to speak to their parents will have the opportunity to do so by means of the school phone/mobile phone.*
6. *Staff will always accommodate pupils who wish to speak to their parents.*

APPENDIX D

REORD OF CONCERN

CONFIDENTIAL

NOTE OF CONCERN

CHILD PROTECTION RECORD – REPORTS TO DESIGNATED TEACHER

Name of Pupil:
Year Group:
Date, time of incident/disclosure:
Circumstances of incident/disclosure:
Nature and 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:	
Written report passed to Designated Teacher: If 'No' state reason:	Yes: <input type="checkbox"/> No: <input type="checkbox"/>
Date and time of report to Designated Teacher:	
Written note from staff member placed on pupil's Child Protection file. If 'No' state reason:	<input type="checkbox"/>

Name of staff member making report: _____
Signature of Staff Member: _____ Date: _____
Signature of Designated Teacher: _____ Date: _____

APPENDIX E
RECORD KEEPING

Retention Periods for Child Protection Records

It is recommended that, in general, child protection records should be retained by the school for the following periods:

7.6 Record	Retention Period
Pupil Child Protection Case Files	DOB + 30 years
The school's confidential Record of Child Abuse Complaints	Indefinitely*
If Social Services inform the school that a child's name has been placed on the Child Protection Register	Maintain a record of this fact and associated documentation from Social Services on the child's file while he/she continues to attend. On transfer, the school should inform the new school and destroy all social services records. The record on the Child Protection File will remain until D.O.B + 30 years.
If Social Services inform the school that a child's name is removed from the Child Protection Register	On transfer to a new school, the school should destroy any child protection records on the child supplied by Social Services, including records of case conferences. The record on the Child Protection File will remain until D.O.B + 30 years.
Complaint against a member of staff Staff members file ⁶	Indefinitely* unless totally exonerated (see para. 3.16)
Child's Child Protection File	D.O.B + 30 years
Record of Child Abuse Complaints	Indefinitely*
Complaint to be pursued under the school's disciplinary procedures	
Staff members file	5 years
Child's Child Protection File	D.O.B + 30 years
Record of Child Abuse Complaints	Indefinitely*

APPENDIX F

**DEALING WITH ALLEGATIONS AGAINST
A MEMBER OF STAFF**

DEALING WITH ALLEGATIONS OF ABUSE AGAINST A MEMBER OF STAFF

Guidance

Ref Circular 2015/13

The procedure when dealing with allegations of abuse against a member of staff should be applied with expediency, sensitivity, common sense and judgement. All actions taken should comply with the inter-agency arrangements outlined in the Area Child Protection Committees (ACPC) Regional Policy and Procedures.

5.1 Establish the facts

While it is necessary for the Lead Individual to establish the facts of the allegation, he/she **MUST NOT** investigate the incident by interviewing either those directly involved or any witnesses. It is the role of Social Services/PSNI to conduct any investigations.

Interviews undertaken by untrained staff are likely to jeopardise any subsequent criminal/disciplinary investigation, and may lead to unjust outcomes for the child/pupil or the member of staff who is the subject of investigation.

Where possible the Lead Individual should establish the following:

- The general nature of the allegation.
- That the allegation is of a child abuse nature⁵.
- When and where the incident is alleged to have occurred?
- Who was involved?
- Whether any other persons were present?
- If *the records of the educational establishment* are likely to be able to support or contradict the allegation.
- Any history of similar allegations being made about the member of staff or by the person making the allegation.

5.2 Seek advice from Key Agencies

The Lead Individual should not unduly delay seeking advice, even if all information is not immediately available to them. A discussion with key agencies may be the most appropriate mechanism to do this. The Lead Individual should seek advice in the first instance from CPSSS and/or their Employing Authority.

This discussion can be an organised meeting or more likely a series of phone calls that provide the Lead Individual with the opportunity to seek advice from and hear the views of the other key agencies involved in safeguarding children. These can include:

- The Chair.
- The Designated/Deputy Designated Teacher for Child Protection.
- CPSSS.
- Employing Authority.
- Social Services.
- PSNI.

The outcome of the discussion with key agencies should be used to inform what action, if any, is appropriate and/or necessary.

In this discussion the agencies involved should share all relevant information pertaining to the allegation.

Where the police are investigating, the employer should ask them to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process, if appropriate.

Social Services should adopt a similar procedure when making enquiries to determine whether the child/pupil named in the allegation is in need of protection or other services, so that any information obtained in the course of those enquiries, which is relevant to a disciplinary case, can be passed to the employer without delay.

5.2.1 A discussion with key agencies may include:

i. When is precautionary suspension likely to be appropriate?

Precautionary suspension is most likely to be considered in any case where:

- A child/pupil is at risk of significant harm.
- The allegation is so serious that, if proven, there may be grounds for dismissal.
- It is necessary to allow the conduct of the investigation to proceed unimpeded
- e.g. there is a possibility of the member of staff named in the allegation exercising an influence over the child/pupil and other witnesses, or tampering with potential evidence.
- Following the discussion with the key agencies it is decided that any of the above apply.

Precautionary suspension can be considered at any stage of an investigation. However, Lead Individuals should also consider whether the result that would be achieved by suspension, could be obtained by alternative arrangements.

ii. Alternatives to precautionary suspension

Alternatives to precautionary suspension can include, where available and appropriate:

- Moving the member of staff to other duties that do not involve direct contact with a specific child or children identified as being at risk.
- Moving the member of staff to other duties that do not involve direct contact with children e.g. within the Employing Authority.
- Providing an assistant to be present when the individual has contact with children.

APPENDIX G

E-Safety Policy

Castleroe Primary School

E-Safety Policy

Mr McMillan is the ICT co-ordinator and has responsibility for e-safety under this role..

Rationale

The internet and other digital technologies permeate all aspects of life in a modern technological society. Internet use is part of the statutory Northern Ireland Curriculum and is a necessary tool for staff and pupils. It is the entitlement of every pupil to have access to the internet and digital technologies, in order to enrich his/her learning.

Scope

This policy applies to all pupils, all teaching staff, all support staff, all governors and all volunteers.

Aims

Our aims are to ensure that all pupils, including those with special educational needs:

- will use the internet and other digital technologies to support, extend and enhance their learning;
- will develop an understanding of the uses, importance and limitations of the internet and other digital technologies in the modern world including the need to avoid undesirable material;
- will develop a positive attitude to the internet and develop their ICT capability through both independent and collaborative working;
- will use existing, as well as up and coming, technologies safely.

Internet use will support, extend and enhance learning

- Pupils will be given clear objectives for internet use.
- Internet use will be embedded in the curriculum.

Pupils will develop an understanding of the uses, importance and limitations of the internet

- Pupils will be taught how to effectively use the internet for research purposes.
- Pupils will be taught to evaluate information on the internet.
- Pupils will be taught how to report inappropriate web content.
- Pupils will develop a positive attitude to the internet and develop their ICT capability through both independent and collaborative working.
- Pupils will use the internet to enhance their learning experience.
- Pupils have opportunities to engage in independent and collaborative learning using the internet and other digital technologies.

Pupils will use existing technologies safely

- Pupils will be taught about e-safety throughout the school. Pupils in Key Stage 2 will complete work from the Internet Safety room in Fronter

E-mail

- Pupils and staff will only use approved e-mail accounts when using the school network.
- Pupils will tell a member of staff if they receive inappropriate e-mail communications.
- Pupils will only use e-mail for approved activities.

Internet Access

- Staff will read and sign the *Acceptable Use Policy* before using any school ICT resource.
- Parents will read and sign an ICT Code of Practice Agreement before their children are given access to internet resources.
- Pupils will be taught to use the internet responsibly and to report any inappropriate content to a responsible adult.

Mobile Phones and other handheld technology

- Pupils are not permitted to have mobile phones in school. See guidance on the use of mobile phones in Discipline and Safeguarding Policies.

Web Filtering

- The school will work with C2k to ensure that appropriate filtering is in place. If there are any issues these will be reported via the C2K help desk 08706011666.
- Pupils will report any inappropriate content accessed to their teacher.

Communication of the e-safety policy to pupils

- Pupils will read (or be read) and sign the ICT Code of Practice Agreement before using these resources.
- e-safety rules will be posted in each room where a computer is used.
- Pupils will be informed that internet use will be monitored.
- e-Safety will be included in the curriculum and regularly revisited

Communication of the e-safety policy to staff

- The e-safety and policy will be given to all new members of staff along with the Code of Conduct.
- The e-safety policy will be signed by all staff and discussed with them at least annually.
- Staff will be informed that internet use will be monitored.

Communication of the e-safety policy to parents/carers

- The school website will include a list of e-safety resources and information for parents to access.
- Parents will be asked to sign a home-school agreement when their children join the school. This will include acceptable use policies relating to the internet and other digital technologies.
- The school will hold e-safety information events to highlight the importance of online safety

e-safety Complaints

- Instances of pupil internet misuse should be reported to a member of staff.
- Staff will be trained so they are able to deal with e-Safety incidents. They must log incidents reported to them in their behaviour diary and if necessary refer the matter to the ICT coordinator.
- Instances of staff internet misuse should be reported to, and will be dealt with by, the principal.
- Pupils and parents will be informed of the consequences of internet misuse.

Whole-School Responsibilities for Internet Safety

Principal

- Responsible for e-safety issues within the school but may delegate the day-to-day responsibility to the ICT co-ordinator.
- Ensure that the ICT co-ordinator is given appropriate time, support and authority to carry out their duties effectively.
- Ensure that developments at ea level are communicated to the ICT co-ordinator. Ensure that the Governing Body is informed of e-safety issues and policies.
- Ensure that appropriate funding is allocated to support e-safety activities throughout the school.

ICT co-ordinator

- Primary responsibility: establish and maintain a safe ICT learning environment (under the direction of the principal).
- Establish and maintain a school-wide e-safety programme.
- Work with the staff to develop, and review, e-safety policies and procedures.
- Respond to e-safety policy breaches in an appropriate and consistent manner in line with protocols set out in policies, and maintain an incident log.
- Establish and maintain a staff professional development programme relating to e-Safety.
- Develop a parental awareness programme.
- Develop an understanding of relevant legislation and take responsibility for their professional development in this area.

Governing Body

- The Designated Governor with responsibility for Child Protection will ensure that e-safety is included as part of the regular review of child protection and health and safety policies.
- Support the principal and the ICT co-ordinator in establishing and implementing policies, systems and procedures for ensuring a safe ICT learning environment.
- Ensure that appropriate funding is authorised for e-safety solutions, training and other activities as recommended by the principal and/or ICT co-ordinator (as part of the wider remit of the Governing Body with regards to school budgets).
- Promote e-safety to parents and provide updates on e-safety policies with the Safeguarding and Child Protection Policy.

Teaching and Support Staff

- Contribute to the development of e-safety policies.
- Adhere to acceptable use policies.
- Take responsibility for the security of data.
- Develop an awareness of e-safety issues, and how they relate to pupils in their care.
- Model good practice in using new and emerging technologies.
- Include e-safety regularly in the curriculum.
- Deal with e-Safety issues they become aware of and know when and how to escalate incidents.
- Maintain a professional level of conduct in their personal use of technology, both within and outside school see Code of Conduct.
- Take responsibility for their professional development in this area.

Parents and Carers

- Contribute to the development of e-safety policies.
- Read e-safety policy and encourage their children to adhere to them.
- Discuss e-safety issues with their children, support the school in its e-safety approaches and reinforce appropriate behaviours at home.
- Take responsibility for their own awareness and learning in relation to the opportunities and risks posed by new and emerging technologies.
- Model appropriate uses of new and emerging technologies.
- Liase with the school if they suspect, or have identified, that their child is conducting risky behaviour online.