



**Strangford
Integrated
College**

In hoc signo vinces

Child Protection Policy

Summary:

Our policy aims to set out clearly the procedures and regulations relating to the Protection and Safeguarding of students at Strangford Integrated Education.

Policy Number: 2023/17

Revision: 4

Previous Policy Number: 2021/17-2
2021/17, 2019/11
2017/1

Board of Governors

Submission for Ratification: September 2023

Chairperson:

Principal:

This policy replaces any previous policies and is valid from: 1st September 2023

To be reviewed & updated by: September 2025

By Mrs G Gibson



Article 12 (respect for the views of the child)
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

If any parent, member of staff or pupil, has concerns about the possible abuse or the welfare of a child, those concerns must be reported immediately to the Designated Teacher for Child Protection or the Deputy Designated Teacher.

Designated Teacher for Child Protection: Mrs Gillian Gibson

Deputy Designated Teachers for Child Protection: Mrs Nadine Dorrian
Mrs Leah McBride, Mrs Natasha McBurney & Mr Aaron Coffey

CONTENTS

3	Introduction/Our school's mission statement and aims.
4	Related Policies & The School's Safeguarding Team
5-6	Roles of the Safeguarding Team
8-9	Definitions of Harm
10-11	Possible Signs and symptoms of Child Abuse
12	Operation Encompass
13-14	The Reporting Process
15	How a parent can make a complaint about a possible Child Protection issue
15-16	Consent, Confidentiality, Information Sharing and Record Keeping
16	Safe Recruitment Procedures
17	The Preventative Curriculum
18-20	Code of Conduct

Appendix 1:	Allegations against Staff
Appendix 2:	The selection and use of volunteers and sports coaches to support school activities
Appendix 3:	Reference Documents
Appendix 4:	Sources of Advice
Appendix 5:	Code of Conduct for Coaches
Appendix 6:	How a Parent/Pupils can raise a Concern
Appendix 7:	Note of Concern

Introduction

In accordance with the aims of the College and in order to fulfil our statutory obligation under the Children (Northern Ireland) Order 1995, which requires schools to play their part in the prevention and reporting of child abuse, this Policy aims to ensure protection for all our pupils. The central thrust of the Children (Northern Ireland) Order 1995 is that the welfare of the child must be the paramount consideration and it is this essential principle which underpins the Policy which follows.

Our College Mission Statement

Strangford Integrated College offers students of different abilities, religions and cultural backgrounds the opportunity to be educated together in a caring, trusting and inclusive community, which seeks to maximise their full potential and celebrate their achievements.

In Strangford:

- We are committed to providing a safe, caring and supportive environment, where each child is valued for their unique talents and abilities, and in which all our young people can learn and develop to their full potential.
- We will take all reasonable steps to ensure each pupil's safety and welfare.
- We will encourage our pupils to acquire the skills and confidence they need to keep themselves safe.
- We will encourage parents to take all reasonable steps to secure a safe environment for their children outside school.
- We will foster trust and good relationships with pupils and parents.
- 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 harm to a child is suspected and outlines referral procedures within our school.

Key Principles of Safeguarding and Child Protection

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child which are enshrined in the Children (Northern Ireland) Order 1995, "Co-Operating to Safeguard Children and Young People in Northern Ireland" (DOH, 2017), the Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection in Schools" (DENI Circular 2017/04 and the Safeguarding Board for NI Core Child Protection Policy and Procedures (2017).

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

- The child or young person's welfare is paramount;
- The voice of the child or young person should be heard;
- Parents are supported to exercise parental responsibility and families helped stay together;
- Partnership
- Prevention
- Responses should be proportionate to the circumstances;
- Protection; and
- Evidence based and informed decision making.

Aims of the Policy

1. To ensure that staff act in the best interests of the child at all times.
2. To inform all staff (Teaching and Non-Teaching) of statutory requirements re: suspected or alleged child abuse.

3. To provide all staff with definitions of abuse.
4. To provide guidelines for recognition of signs of suspected abuse.
5. To enable parents to make a complaint or report of child abuse if necessary.
6. To provide clear procedures for staff to follow in a case of suspected abuse.
7. To explain the roles and obligations of personnel involved in reporting suspected abuse.
8. To provide guidelines for the protection of staff dealing with pupils.
9. To provide support for staff to cope with the anxieties of initial reporting and the aftermath of involvement in suspected abuse.
10. To help create a protective and supportive environment for all pupils and staff.

RELATED POLICIES

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

- Anti-Bullying Policy
- Attendance Policy
- Positive Behaviour Policy
- Code of Conduct
- Complaints
- Critical Incident
- Data Protection Policy
- Drugs Education
- E-Safety Policy
- Intimate Care
- Mobile Phone
- Pastoral Care
- Relationships and Sexuality Education
- Special Education Needs

The School Safeguarding Team

- Chair of the Board of Governors –
- Designated Governor for Child Protection –
- Designated Teacher for Child Protection – Mrs G Gibson
- Deputy Designated Teachers for Child Protection – Mrs N Dorrian, Mrs L McBride, Mr T Carlin, Mrs N McBurney, Mr A Coffey

THE ROLES OF THE DESIGNATED AND DEPUTY DESIGNATED TEACHERS

Every school is required to appoint a Designated Teacher with responsibility for Child Protection. They must also appoint a Deputy Designated Teacher(s) who as members of the safeguarding team will actively support the Designated Teacher in carrying out the following duties:

- the induction and training of all school staff including support staff;
- ensuring that all staff are aware of the procedures, including internal school arrangements;
- being available to discuss safeguarding or child protection concerns of any member of staff;
- co-ordinating actions by teachers in cases of suspected child abuse and reporting to the appropriate agencies;
- responsibility for record keeping of all child protection concerns
- maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs;
- 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; and
- compiling written reports to the Board of Governors regarding child protection.
- ensuring that the teaching staff and the school's Education Welfare Officer are aware of children in care or on the Child Protection Register.
- the Child Protection procedures and the Education Authority's policy and procedures and the Designated Teacher's role within them
- the role and responsibilities of the investigating agencies, who to contact and how to liaise with them;

Principal

- as secretary to the Board of Governors, assist in fulfilling its safeguarding and child protection duties;
- ensure the Board of Governors are kept fully informed of all developments relating to safeguarding including changes to legislation, policy, procedures, DE circulars, inclusion of child protection on the termly meeting agenda;
- to manage allegations / complaints against school staff;
- to establish and manage the operational systems for safeguarding and child protection;
- to appoint and manage designated teacher/deputy designated teachers who are enabled to fulfil their safeguarding responsibilities;
- to ensure safe and effective recruitment and selection including awareness of safeguarding and child protection for new staff and volunteers;
- ensure that parents and pupils receive a copy or summary of the child protection policy at intake and at a minimum every 2 years; and
- to maintain the schools record of child abuse complaints.

Board of Governors

- a designated governor for child protection is appointed;
- a designated and deputy designated teacher are appointed in their schools;
- they have a full understanding of the roles of the designated and deputy designated teachers for child protection;
- 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 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;

- there is a code of conduct for all adults working in the school;
- 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; and
- 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.

Chair of Board of Governors

The chair of the board of governors:

- has a pivotal role in creating and maintaining a safeguarding ethos;
- receives training from CPSS and HR;
- assumes lead responsibility in the event of a CP complaint or concern about the principal; and
- ensures compliance with legislation, Child Protection record keeping and policies.

Designated Governor for Child Protection

Advises the board of 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; and
- recruitment, selection, vetting and induction of staff.

Other members of school staff

- members of staff **must** refer concerns or disclosures initially to the designated teacher for child protection or to the deputy designated teacher if he/she is not available;
- any member of staff should complete the note of concern if there are safeguarding concerns such as: 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 and concerns about home circumstances including disclosures of domestic abuse;
- **staff should not** give children a guarantee of total confidentiality regarding their disclosures, should not investigate nor should they ask leading questions.

Support Staff

- If any member of the support staff has concerns about a child or staff member they should report these concerns to the designated teacher or deputy designated teacher if he/she is not available. A detailed written record of the concerns will be made and any further necessary action will be taken.

Parents

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child.

Parents can play their part in safeguarding by informing 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;
- if there are any changes to arrangements about who brings their child to and from school;
- if their child is absent and should 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

It is essential that the school has up to date contact details for the parent/carer.

Visitors

Visitors to school; including speakers in assembly, external organisations, suppliers of goods and services, those who carry out maintenance, charity representatives, careers staff or external examination candidates (this list is not exhaustive) do not need to be vetted before being allowed on the school site. However, such visitors will be managed by school staff and their access to areas and movement within the school will be restricted as needs require.

Visitors will be:

- a. met by school staff/representatives
- b. signed in and out by school staff
- c. if appropriate, given restricted access to only specific areas of school
- d. where possible, escorted by a member of school staff
- e. clearly identified with a visitor/contractor pass
- f. access to pupils will be restricted during their visit
- g. if delivering or carrying out building/ maintenance work or repair tasks, work should be cordoned off from pupils for health and safety reasons

Child Protection Definitions

Definition of Harm:

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals.

(Ref: 2.6, Co-operating to Safeguard Children and Young People in Northern Ireland. March 2016)

Child abuse occurs in families from all social classes and cultures and it also occurs in agencies and organisations. Abusers come from all walks of life and all occupations and professions. The following is an extract from “Co-operating to Protect Children”; (DHSS Guidance and Regulations).

“Children may be abused by a parent, a sibling or other relative, a carer, an acquaintance or a stranger, who may be an adult or a young person. The abuse may be the result of a deliberate act or of a failure on the part of a parent or carer to act or provide proper care, or both. The abuse may take a number of forms, including;

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

(Ref: 2.6, Co-operating to Safeguard Children and Young People in Northern Ireland. March 2016)

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

(Ref: 2.6, Co-operating to Safeguard Children and Young People in Northern Ireland. March 2016)

- **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.

(Ref: 2.6, Co-operating to Safeguard Children and Young People in Northern Ireland. March 2016)

- **Emotional Abuse:** 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 on-line bullying through social networks, online games or mobile phones by a child’s peers.

(Ref: 2.6, Co-operating to Safeguard Children and Young People in Northern Ireland. March 2016)

- **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: 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.

(Ref: 2.6, Co-operating to Safeguard Children and Young People in Northern Ireland. March 2016)

- **Child Sex Exploitation:** a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

(Ref: 2.6, Co-operating to Safeguard Children and Young People in Northern Ireland. March 2016)

- **Female Genital Mutilation (FGM):** FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a criminal offence in Northern Ireland.

(Ref: 7.2.3, Co-operating to Safeguard Children and Young People in Northern Ireland. August 2017)

- **Forced Marriage:** A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced marriage is a criminal offence in Northern Ireland.

(Ref: 7.2.4, Co-operating to Safeguard Children and Young People in Northern Ireland. August 2017)

- **Honour Based Violence (HBV):** The term 'Honour based violence' is used to refer to a range of violent practices used to control behaviour within families or other social groups to sustain or promote perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative or another has shamed, or may shame, the family and/or community by breaking their 'honour code'. The punishment can include assault, abduction, restrictions of liberty, confinement, threats and murder.

- **(Ref: 7.2.5, Co-operating to Safeguard Children and Young People in Northern Ireland. August 2017)**

(Each of these definitions uses the term 'actual or likely'. For practical purposes, 'actual' can be taken to mean 'confirmed', i.e. that the teacher is satisfied that the abuse has actually happened, and 'likely' can be taken to equate with 'potential' or 'suspected', i.e. that the teacher believes that the abuse probably happened, or will, or will probably, happen.)

POSSIBLE SIGNS AND SYMPTOMS OF CHILD ABUSE

Since they are in regular and frequent contact with pupils, school staff are particularly well placed to observe outward signs of abuse or unexplained changes in behaviour or performance, which may indicate abuse.

In all cases where symptoms displayed by a child give rise to concerns about possible abuse, or about the welfare of the child, the teacher or other member of staff should report these concerns to the Designated Teacher. A parent or other carer may also give information to a member of staff of the school which gives rise to concern about possible child abuse by someone outside the school, or by a person working in the school in a volunteer capacity. The member of staff should advise the person making the complaint that the matter will be brought to the attention of the Designated Teacher or Deputy Designated Teacher.

It is not possible to give complete lists of symptoms, only indicators of abuse. The following signs do not necessarily point to abuse, as they can be due to other medical or social reasons, but if staff are concerned by any or a combination of these signs, they should pass on their concerns to the Designated Teacher or Deputy Designated Teacher.

A child who is neither being abused nor at risk of abuse may nevertheless be in need of help from Social Services and such cases need to be made known to Social Services. Social Services welcome indications of concern at an early stage, and often can provide assistance to a family and prevent circumstances from reaching a stage when child protection proceedings become necessary.

- **Signs of Physical Abuse**

- unexplained injuries or burns particularly if they are recurrent
- improbable excuses given to explain injuries
- refusal to discuss injuries
- untreated injuries
- disclosure of punishment which appears excessive
- fear of parents being contacted
- bald patches
- withdrawal from physical contact
- arms and legs kept covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- chronic running away

- **Signs of Emotional Abuse**

- physical, mental and emotional development delay
- disclosure of punishment which appears excessive
- over-reaction to mistakes
- continual self-deprecation
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour
- self-mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- chronic running away

- compulsive stealing/scavenging
- **Signs of Neglect**
 - constant hunger
 - poor personal hygiene
 - constant tiredness
 - poor state of clothing
 - emaciation
 - frequent lateness or non-attendance at school
 - untreated medical problems
 - destructive tendencies
 - low self-esteem
 - neurotic behaviour
 - no social relationships
 - chronic running away
 - compulsive stealing or scavenging
- **Signs of Sexual Abuse**
 - being chronically depressed/suicidal
 - using drugs/drink excessively/self-mutilation
 - unexplained pregnancies
 - being anorexic/bulimic
 - chronic running away
 - being inappropriately seductive
 - being fearful about certain people like relatives and friends
 - not being allowed to go out on dates or have friends around
 - soreness, bleeding in the genital or anal areas or in the throat
 - excuses not to go home or to a particular place
 - recurring nightmares/being afraid of the dark
 - being unable to concentrate/playing truant
 - a sudden change in school/work habits
 - having a friend who has 'a problem'
 - chronic ailments such as stomach pains/upsets and headaches
 - sexually abusing a child sibling or friend
 - being withdrawn, isolated/becoming excessively worried
 - outbursts of anger or irritability
 - being fearful of undressing for PE
 - having unexplained sums of money

For a fuller, more detailed list of signs and symptoms of abuse please consult Appendix II of the Area Child Protection Committees' Regional Policy and Procedures. (Copy available from Mrs G Gibson)

Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information see [The Domestic Abuse Information Sharing with Schools etc. Regulations \(Northern Ireland\) 2022](#).

THE REPORTING PROCESS FOR CHILD PROTECTION CONCERNS

**All Child Protection concerns must be recorded by teachers and support staff on
a Note of Concern Form**

Responding to abuse

On suspicion:

- Be the sort of person a child or young person can talk to
- Be available and prepared to listen
- Discuss concerns with DT or DDT
- Don't sit back and ignore signs
- Don't keep things to yourself
- Don't rely on someone else to take action.

On disclosure:

- Remain calm, accessible and receptive
- Listen carefully
- Be aware of non-verbal cues
- Make it clear you take the pupil seriously
- Reassure them and commend their courage
- RECORD what they say, using their actual words
- Tell Designated or Deputy Designated Teacher as soon as possible
- No promise of confidentiality can or should ever be made to a child or anyone else giving information about possible disclosure.

On disclosure DO NOT:

- Promise not to tell anyone else
- Ask leading question. Ask simply: what happened?
- Express disbelief in what pupil is telling you
- Seem to reproach pupil
- Keep it to yourself
- Do nothing
- Make angry or insulting comments about the alleged abuser
- Attempt to investigate.

What to record:

- Facts, in neutral language
- Nature of information
- Days, dates and times
- Evidence and observations
- The DT or DDT will also record:
 - Personnel advised and referrals made to
 - Decisions taken and reasons
 - A record will be signed and dated by principal and countersigned by DT or DDT.

The Five Rs

RECEIVE – listen to what a child says but do not ask leading questions except when to show you have understood.

REASSURE – ensure the child is reassured that he/she will be safe and their interests come first.

RESPOND – only to ensure the child is safe and secure.

RECORD – make note of what you have seen or heard and the date and time.

REFER – refer to the Designated Teacher as soon as you have any concern for a child.

Procedure for reporting an incident of child abuse in Strangford Integrated Education

Child makes a disclosure to a member of staff, or a member of staff has concerns about a child either as a result of one observation or many observations over a period of time. The member of staff does not investigate but **MUST ACT PROMPTLY**.

The member of staff refers matter to one of the designated teachers; discusses issue with the designated teacher and makes full notes.

Designated Teacher meets with Principal (in case of Principal's absence Deputy Principal) to plan a course of action and ensures that a written report is made.

Principal/ Designated Teacher makes a referral using the UNOCINI FORM to:

- Social Services and Care Unit Copies of proforma to:
- EA Designated Officer

Indicate that it is a Child Protection issue in an envelope marked **CONFIDENTIAL**

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

- EA Designated Officer
- Social Services

When seeking advice you do not give any names. You are making an enquiry.

Other Action

Record Advice given

Monitor and review

If a member of staff requires support following a disclosure from a student, this will be offered by a member of the safeguarding team and where necessary Inspire.

HOW A PARENT CAN MAKE A COMPLAINT ABOUT A POSSIBLE CHILD PROTECTION ISSUE

In Strangford College we aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner.

If a parent or guardian has a concern about the safety of his/her own child or any other child, the parent/guardian should contact the Designated Teacher for Child Protection or Deputy Designated Teacher without delay.

Designated Teacher for Child Protection: Mrs G Gibson

Deputy Designated Teachers: Mrs L McBride, Mr T Carlin, Mrs N McBurney, Mr A Coffey, Mrs N Dorrian

The Designated Teacher(s) will inform the Principal and will carry out a discreet preliminary investigation. The Designated Teacher(s) will refer the matter to Social Services if it is deemed necessary and will report back to the parent/guardian on the progress and outcome of the complaint as soon as possible. If a parent/guardian is still concerned he/she may contact the Principal directly.

If they are still concerned they can talk to the Chairperson of the Board of Governors. In the event that a parent is still dissatisfied after the complaint has been dealt with by the Board of Governors they can bring the complaint to the Northern Ireland Public Services Ombudsman (NIPSO).

Northern Ireland Public Services Ombudsman

Progressive House
33 Wellington Place
Belfast, BT1 6HN
Telephone: 02890 233821
Freephone: 0800 34 34 24
Email: nipso@nipso.org.uk

In the event of bullying occurring in school, teachers should consult the School's Bullying Policy.

Printed Policies are always available from Mrs G Gibson.

Consent

Concerns about the safety or welfare of a child/young person, should, where practicable, be discussed with the parent and consent sought for a referral to children's social services in the local HSC Trust, unless seeking agreement is likely to place the child/young person at further risk through delay or undermine any criminal investigative process (for example in circumstances where there are concerns or suspicions that a crime has taken place); or there is concern raised about the parent's actions or reactions. The communication/language needs of the parents/carers should be established for example in relation to disability/ethnicity and the parent's/carer's capacity to understand should be ascertained. These should be addressed through the provision of appropriate communication methods, including, where necessary, translators, signers, intermediaries or advocacy services.

Effective protection for children/young people may, on occasions, require the sharing of information without prior parental/carer consent in advance of that information being shared.

Where staff decide not to seek parental consent before making a referral to children's social services in the local Health and Social Care Trust or the police, the reason for this decision must be clearly noted in the child/young person's records and included within the verbal and written/UNOCINI referral.

When a referral is deemed to be necessary in the interests of the child/young person, and the parents/carers have been consulted and do not consent, the following action should be taken:

- the reason for proceeding without parental consent must be recorded;
- the withholding of permission by the parent/carer must be included in the verbal and written referral to children's social services;
- the parent/carer should be contacted to inform them that, after considering their wishes, a referral has been made.

Staff making a referral may ask for their anonymity to be protected as far as possible because of a genuine threat to self/family. In such instances this anonymity should be protected with an explanation to the staff member that absolute confidentiality cannot be guaranteed as information may become the subject of court processes.

Confidentiality and Information Sharing

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

Where there have been, or are current, child protection concerns about a pupil who transfers to another school we will consider what information should be shared with the Designated Teacher in the receiving school.

Where it is necessary to safeguard children information will be shared with other statutory agencies in accordance with the requirements of this policy, the school data protection policy and the General Data Protection Regulations (GDPR).

Record Keeping

In accordance with DE guidance we must consider and develop clear guidelines for the recording, storage, retention and destruction of both manual and electronic records where they relate to child protection concerns.

In order to meet these requirements all child protection records, information and confidential notes concerning pupils in our school are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with DE guidance on the disposal of child protection records these records will be stored from child's date of birth plus 30 years. If information is held electronically, whether on a laptop or on a portable memory device, all must be encrypted and appropriately password protected.

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.

Safe Recruitment Procedures

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate. All staff paid or unpaid who are appointed to positions in Strangford College are vetted / supervised in accordance with relevant legislation and Departmental guidance.

Code of Conduct For all Staff - Paid or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach. All members of staff are expected to

comply with the school's Code of Conduct for Employees and Volunteers which has been approved by the Board of Governors

The Preventative Curriculum

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours.

1. Our school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's personal development programme and is also addressed where it arises within the context of subjects. Through the preventative curriculum we aim to build the confidence, self-esteem and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations.
2. Throughout the school year child protection issues are addressed through class assemblies and there is a permanent child protection notice board in school and relevant information in each resource area, which provides advice and displays child helpline numbers.
3. To support our pupils we have within the school a Pupil Counselling Service. The Counsellor liaises with the designated teacher for child protection. The Counselling Service recognises that while the commitment to confidentiality is a necessary part of the service, the guarantee of confidentiality cannot be absolute. If the Counsellor has good grounds for believing that a pupil is himself or herself in danger or will cause physical harm to himself / herself or to others, or when the school has a statutory or ethical obligation to notify parents or the authorities of illegal activity. Some pupils feel more comfortable communicating with someone on the telephone or by email. Through the Pupil Counselling Service and PD lessons, pupils are made aware of national and local help lines / websites provided by social services. This information is also displayed on school notice boards. Our PD classes have programmes in place to help our young people to recognise and deal with potentially dangerous situations.
4. The school also welcomes numerous visitors including the PSNI, Youth Justice, The YMCA and Extern to school.
5. Strangford College has a full-time nurse to deal with any day-to-day medical concerns.
6. School trips, visits and extra-curricular activities provide many opportunities to promote well-being.

TRAINING

The criteria governing all courses of initial teacher training (ITT) require newly qualified teachers to have acquired the necessary foundation to develop a working knowledge of their contractual, legal, administrative and pastoral responsibilities as teachers. Within that framework, it is a matter for individual institutions to determine appropriate coverage, in ITT courses, of awareness and recognition of child abuse, reporting arrangements, roles and responsibilities within education and the need for the education service to work together with the other statutory agencies. Strangford Integrated Education recognises the need for appropriate in-service training on Child Protection issues for all those involved in implementing these procedures. EA has the responsibility to make appropriate in-service training in consultation with schools. This training should include induction training for newly qualified teachers, and provide opportunities for designated teachers to attend multi-agency Child Protection training. In-service training should aim to maintain a working awareness among staff of Child Protection issues and procedures.

INDEMNITY FOR TEACHERS

The Board of Governors of Strangford Integrated Education indemnifies its employees who act in accordance with these procedures in reporting any incident of child abuse or suspected child abuse.

PROFESSIONAL CODE OF CONDUCT

Introduction

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

Code of Conduct

1. Private Meetings with Pupils

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

2. Physical Contact with Pupils

- As a general principle, staff is advised not to make unnecessary physical contact with their pupils.
- It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (Power of member of staff to restrain pupils).
- Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- Schools should, in particular circumstances, such as use of certain areas like the photographic darkroom, draw up their own guidelines for these circumstances.

- Staff who have to administer first aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first aid in an emergency simply because another person is not present.
- Any physical contact which would likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the designated teacher for child protection.

3. **Choice and Use of Teaching Materials**

- Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. Parents should be consulted when proposing to use materials such as those in sex education / relationship education programmes or other areas where parents may wish to withdraw their children
- Where sensitive topics are being taught as part of the curriculum, teachers should ensure that all teaching materials have been agreed with the head of department and, if necessary, approved by the Senior Link Teacher and/or the Principal before using it. All materials should be available to parents upon request.

4 **Relationships and Attitudes**

Within the Pastoral Care Policies of the school and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff is dealing with adolescent boys and girls.

5 **Gender Identity Issues/ Sexual Orientation**

The College will strive to provide a happy environment where all young people feel secure.

“All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity, and not to be treated any less favourably due to their actual or perceived sexual orientation.” (*Safeguarding and Child Protection in Schools, A Guide for Schools 2017*)

6 **School Trips and Residential**

In the event of a child protection issue arising during a trip or residential all child protection procedures will be adhered to as far as possible and a report made to the designated teacher immediately. A statement to this effect will be included in risk assessments.

7 **Child Protection Training**

Child Protection Training will also be given to students within school who are dealing with other school aged pupils, e.g. Special Olympics, Community Link.

8 Leaving School Early

All students in Years 8 -12 leaving school early for an appointment or due to illness must sign out in the front office and be collected by a parent or responsible adult.

Any student on "Safety Net" - Years 8 through to 14 - leaving school early for an appointment or due to illness must sign out in the front office and be collected from school by a parent or responsible adult.

9 "Safety Net": Attendance

If a student on "Safety Net" is recorded as absent at Registration first thing in the morning the Form Teacher must contact the school office or phone home to check that the student is off school for a legitimate reason. If this is not the case, the student's absence must be reported straight away to a member of the College Safeguarding Team.

10 Photographs and Videos for PR Purposes

Teachers should at no time take photos or videos of students on a personal mobile device. Photos / vidoes of school activities may be taken with parental permission on a C2k school Managed device.

11 Consent for Counselling

Children under the age of 16 can consent to their own treatment if they're believed to have enough intelligence, **competence** and understanding to fully appreciate what's involved in their treatment. This is known as being **Gillick competent**. Otherwise, someone with parental responsibility can consent for them.

Conclusion

It would be impossible and inappropriate to lay down hard 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 judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice. If employees have any particular circumstances, they should consult their line manager or a representative of the professional association.

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.

Policies on specific issues such as use of physical restraint/intimate care/ use of images/ school trips/ extended school activity can be found in the DENI circulars. (Copies of DE circulars are available from Mrs G Gibson). These are listed at the end of this policy.

"The Preventative Curriculum," see child Protection November report, appendix 3, safe guarding initiatives.

The school's E-Safety policy which is directly linked to the Child Protection policy.

Monitoring and Evaluation

This policy will be reviewed annually by the safeguarding team and approved every 2 years by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the school's staff induction and training programme and as part of day to day practice. Compliance with the policy will be monitored on an on-going basis by the designated teacher for child protection and periodically by the School's Safeguarding Team. The board of governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the designated teacher.

Date Policy Reviewed: Sept 2023

G Gibson (Designated Teacher)

C Foster (Principal)

R Murray (Chair of Board of Governors)

Appendix 1 –ALLEGATIONS AGAINST STAFF

A complaint or allegation may be made, in the context of child protection, about the conduct or activities of a member of staff towards a pupil or pupils.

If the complaint has not been made directly to the Principal and he/she is not the subject of the complaint, it should be referred directly to him/her by the person to whom it was made. To form a clearer view of the complaint, the Principal may need to seek discreet preliminary clarification from the person making the complaint or giving the information, or from others who may have relevant information. It is not, however, the responsibility of the school to carry out investigations into cases of suspected abuse, or to make extensive enquiries of members of the child's family or other carers. Deciding what to do when such an allegation is made is a difficult and sensitive matter. The need to protect children must be paramount, but the need to protect members of staff against unfounded, but nonetheless potentially damaging, allegations must also be considered.

The Principal should also bear in mind that the behaviour complained of may constitute an arrestable offence. The Principal will immediately:

- inform the Designated Teacher (if he/she is not the subject of the complaint), who will initiate the record of the complaint
- consult the Chairperson of the Board of Governors
- consult the EA Designated Officer for Child Protection.

The Principal (where he/she is not the subject of the complaint), in consultation with the Chairperson of the Board of Governors, will decide that:

- a) the allegation is apparently without substance, and no further action is necessary; or
- b) an immediate referral to the Social Services or the PSNI is warranted; or
- c) the allegation concerns inappropriate behaviour which needs to be considered under the disciplinary procedures.

Clear, detailed allegations which give rise to concerns about possible abuse or inappropriate sexual conduct, either verbal or physical, towards a child, whether or not corroborated, should always merit a referral.

Where it is decided that no further action is necessary, it is the Principal's responsibility to:

- advise the member of staff concerned (where this has not already been done) that a complaint has been made and the nature of it; and also of the fact that it is considered to be without substance and no further action is being taken.
- advise the complainant, in writing, of the action taken on foot of the complaint and its outcome, including information on other means of pursuing their complaint if they remain dissatisfied: for example, to the Chairperson of the Board of Governors, including how he/she can be contacted through the school.

The Principal should place a brief record of the complaint on the file of the pupil concerned, indicating the nature of the complaint, when, by whom and to whom it was made, and a short explanation why it was considered that no further action should be taken, together with copies of any correspondence on the complaint.

Where the Principal decides that a formal referral of the complaint is necessary, it is his/her responsibility to ensure that the following are notified immediately:

- the Social Services or, especially where physical or sexual abuse is suspected or alleged, the PSNI
- EA Designated Officer for Child Protection.

The Chairperson of the Board of Governors should bring the matter to the attention of the Board of Governors at the next available opportunity.

In all cases where the Principal has decided that a formal referral is warranted the member of staff should be immediately removed from direct contact with children and should undertake non-contact duties. Depending on the nature and severity of the allegation and the potential risk to children, it may be necessary for the member of staff to be suspended immediately. Where a suspension is implemented by the Principal, the Chairperson or, in his/her absence, the Vice-Chairperson, must be informed immediately. All members of the Board of Governors must be informed of the suspension as soon as possible. Once a decision has been taken to make a formal referral and that the member of staff will be suspended, he/she should be advised, in writing, of the nature of the allegation and the reason for precautionary suspension, and should also be advised to seek professional advice before making any form of response. The right of the member of staff to consult with a recognised trade union representative should always be respected. Where the member is initially informed verbally of his/her suspension, written notification should follow as soon as possible.

The person making the complaint (and the pupil's parent, where different) should also be informed immediately, in writing, of the decision to make a formal referral and of the suspension of the member of staff concerned.

Where a formal referral is made it is particularly important that the Principal should ensure that a detailed written record of the complaint, including dates and times, is maintained. This record should be signed and dated by the Principal, counter-signed by the Designated Teacher (where neither is the subject of the allegation) and retained in the school, on the files of both the pupil and the member of staff concerned. An entry should also be made on the school's Record of Child Abuse Complaints. If, on foot of a subsequent investigation by one of the investigating agencies, the member of staff concerned is totally exonerated, the record on the file of the member of staff concerned must be expunged, and the entry in the school's Record of Child Abuse Complaints deleted or struck through. The record on the pupil's file should be noted accordingly, and should stand until the pupil's twenty-first birthday in case there should be subsequent complaints. In all other cases, the record on both the child's file and the staff member's file should be maintained indefinitely.

Where a member of staff receives a complaint concerning possible child abuse by the Principal, all aspects of the above procedures for complaints against a member of staff should be followed, save that the role set out above for the Principal should be exercised by the Chairperson of the Board of Governors, in whom the power to suspend is vested.

School authorities must notify the Department of Education of any instance where a teacher is dismissed on grounds of gross misconduct, so that his or her further employment as a teacher can be considered.

A complaint may be made in the context of child protection about the conduct or behaviour of a member of staff towards a pupil or pupils which, in the opinion of the Principal, does not warrant a formal referral as a child protection matter but nevertheless warrants pursuit as a disciplinary matter. In such an instance, the disciplinary procedures agreed by the Teachers' Negotiating Committee and issued to all schools should be followed, but in addition the Principal should ensure that details of the complaint and the disciplinary sanction, including dates and details of all spoken communications and copies of all correspondence, are maintained on the file of both the member of staff and the pupil or pupils concerned, for a period of 5 years, and a summary entered in the College's Record of Child Abuse Complaints. (It should be noted that this recording procedure in disciplinary cases applies only to those cases raised in the context of child protection.) As soon as possible after the decision is taken, the complainant should be informed that the complaint is being pursued under disciplinary procedures, and he/she should be kept regularly informed of the proceedings and the result, including the sanction taken, as appropriate.

Appendix 2 –

THE SELECTION AND USE OF VOLUNTEERS AND SPORTS COACHES TO SUPPORT SCHOOL ACTIVITIES

Volunteers can have an important and beneficial role in supporting the work of teachers and other paid staff in schools and in contributing to the life of the school. Ensuring that schools obtain the maximum benefit from the involvement of volunteers requires careful preliminary planning to ensure that the volunteer has appropriate and worthwhile duties, understands and is equipped to carry out his/her role and can complement and support the activities of the teacher or other member of staff. It is also essential that appropriate steps are taken, through screening and selection arrangements, to ensure that children are not placed at risk through allowing the unsupervised and unmanaged access of unsuitable adults to the school.

The engagement of volunteers will only be undertaken with the knowledge and agreement of the Principal. Acceptance of any individual's offer of help should not be automatic. Appropriate areas of work and the duties attached to these, the supervisory arrangements, the implications for Child Protection and the conditions attached to the volunteer's role will be clearly established before any volunteer is accepted by the school.

All potential volunteers will be asked to provide the following information:

- Personal details such as name (including any previous names) and address, date of birth and any relationship with the school e.g. parent, relative of member of staff
- Details of any qualifications and of any previous work with children
- A declaration that they have never been convicted of a criminal offence or been the subject of a Caution or of a Bound-over Order
- A declaration as to whether they have been investigated by Social Services for child protection (and the outcome of the investigation) or had a child removed from their care
- The names of two referees who are not family members or members of the staff of the College.

The volunteer must agree to submit an application for an Enhanced Disclosure to be carried out by Access NI. Volunteers will not commence work until the Access NI process has been satisfactorily completed.

The volunteer must attend an interview with the Principal or his nominee.

Some fundamental principles are observed in using volunteers in the school:

- i. The purpose of the volunteer is to assist staff, whether teaching or non-teaching. They should not be used as substitutes either to cover activities normally undertaken by paid staff who are absent, or to release such staff to undertake other duties;
- ii. Volunteers should only work under the supervision and guidance of paid staff and these arrangements should be such as to minimise the opportunities for direct, unsupervised, access to pupils;
- iii. Volunteers should not be placed in a position of sole responsibility for the security of pupils, premises or equipment;
- iv. Volunteers should understand the tasks which they are to undertake and receive appropriate training to enable them to perform these;
- v. Volunteers should only be allocated duties after consultation and agreement with the teacher or other member of staff with whom the volunteer will be most closely involved;

- vi. Volunteers should not be afforded access to records or other information relating to staff or pupils. An exception might be made where a pupil has a medical or other condition of which all those working with him/her should be made aware, and where the agreement of the parent has been sought.

Volunteers are owed a duty of care under the requirements of Health and Safety legislation. The College will therefore ensure that volunteers are treated no less favourably than paid employees in terms of the school's obligations under the legislation.

The volunteer will receive information on:

- The school's behaviour and discipline policies and the extent of the volunteer's authority within them;
- Child protection procedures.

Complaints against a Volunteer/Sports Coach

Any complaint about the conduct of a volunteer or sports coach will be treated in the same manner as complaints against a member of staff.

If the Principal has any concern that a pupil may be at risk the services of the volunteer will be terminated immediately.

The volunteer/sports coach should report any issue of concern relating to the welfare of pupils to the Designated or Deputy Designated Teacher.

Sports Coaches – Additional Checks

In addition to an Enhanced Disclosure being carried out by Access NI evidence will be sought of:

- A current qualification through a national governing body coaching award;
- Successful completion of specific training in work with children and young people or previous experience of working with children and young people over a period of time.

Sport Northern Ireland has produced a Code of Conduct for coaches (Appendix III).

APPENDIX 3 - REFERENCE DOCUMENTS

SAFEGUARDING AND CHILD PROTECTION: DE CIRCULARS

- ☐ Circular 99/10
Guidance for schools on child protection policy and procedures
- ☐ Circular 03/13
Guidance for schools on the Welfare and Protection of Pupils Education and Libraries (NI) Order 2003
- ☐ Circular 06/06
Guidance on safer recruitment practices for education authorities
- ☐ Circular 06/07
Guidance for schools on the employment of substitute teachers
- ☐ Circular 06/08
Guidance for schools on the requirement for child protection training in relation to interviewing and selection panels
- ☐ Circular 06/09
Guidance on the vetting of paid and unpaid staff
- ☐ Circular 06/25
Guidance on the requirement for vetting of school governors
- ☐ Circular 07/01
Acceptable use of the internet and digital technologies in schools
- ☐ Circular 08/03
Pre-employment checking of persons to work in schools – new arrangements
- ☐ Circular 08/10
From 1st August 2008 substitute teachers must be booked on line via NISTR
- ☐ Circular 2010/01
Guidance on Relationships and Sexuality Education
- ☐ Circular 2010/18
Every School a Good School – The Governors' Role
- ☐ Circular 2011/22
Internet Safety (addendum to 2007/01). Advice and guidance on arrangements for preventing the accessing of inappropriate material on the internet, the use of materials from blocked sites, and the provision of information to parents.
- ☐ Circular 2012/18
Replaces Circular 2010/07. New aspect: guidance on study leave

❏ Circular 2012/19

Disclosure and barring arrangements: changes to pre-employment vetting checks for volunteers working in schools from 10 September 2012.

❏ Circular 2013/01

Disclosure and barring arrangements. Guidance for Schools and employing authorities on pre-employment vetting checking and safer recruitment practices.

❏ Circular 2013/16

Relationships and sexuality education policy in schools.

❏ Circular 2014/27

Managing Information on Persons who Pose a Risk of Harm to Pupils.

❏ Circular 2016/20

Child Protection Record Keeping in Schools.

❏ Circular 2016/26

Effective Educational Use of Mobile Digital devices.

❏ Circular 2016/27

Online Safety.

❏ Circular 2017/04

Safeguarding and Child Protection in Schools, A Guide for Schools.

❏ Circular 2017/13

Recording Information about Looked After Children on C2K.

❏ Circular 2018/7

Self-Assessment Audit Tool for Schools.

APPENDIX 4

SOURCES of ADVICE

Whether or not to make a referral, which could activate a Child Protection investigation, is a serious decision.

Confidential advice is available from:

- The EA Designated Officer for Child Protection;
- or
- Social Services (without disclosing names) as indicated in the 'Flow Chart'.

However if a designated teacher or Principal has a general concern about a child's health or development, he or she may wish to seek advice, information or guidance from a number of local services in addition to those listed above namely:

- NSPCC
- Clinical Medical Officer
- School Nurse
- Education Welfare Officer
- Educational Psychologist

Appendix 5

CODE OF CONDUCT FOR COACHES

Sport Northern Ireland

Coaches/Volunteers

Coaches/volunteers are expected to:

- Ensure the safety of all children by careful supervision, proper pre-planning of coaching sessions, using safe methods at all times.
- Actively encourage all children and not to discriminate on the grounds of religious beliefs, race, gender, social classes or lack of ability.
- Not allow any rough or dangerous play, bullying, or the use of bad language or inappropriate behaviour.
- Always be positive and to promote the objectives of the club at all times.
- Not let any allegations of abuse of any kind to go unchallenged or unrecorded if appropriate. Incidents and accidents to be recorded in the club incident/accident book. Parents will be informed.
- Report accidents or incidents of alleged abuse to the designated person.
- Administer minor first aid in the presence of others and where required refer more serious incidents to the club "first aider"
- Have access to telephone for immediate contact to emergency services if required.
- Foster team work to ensure the safety of youth members in their care
- Ensure the rights and responsibilities of youth members are enforced
- Report suspected abuse to the appropriate designated officer
- Not abuse members physically, emotionally or sexually
- Maintain confidentiality about sensitive information
- Be a role model (disciplined/committed/time keeping), remember children learn by example
- Refrain from smoking and consumption of alcohol during club activities or coaching sessions
- Protect themselves from false accusation by:
- Not spending excessive amounts of time alone with children away from others
- Avoid taking children alone in a car on journeys, however short
- Never taking children to their home.
- Not administering First Aid involving the removing of children's clothing unless in the presence of others.

Coaches/Volunteers have a right to:

- Access on going training and information on all aspects of leading/managing activities for youths, particularly on child protection
- Support in the reporting of suspected abuse
- Access to professional support services
- Fair and equitable treatment by the Governing Body
- Be protected from abuse by children/youths, other adult members and parents
- Not to be left vulnerable when working with children

Any misdemeanours and general misbehaviour will be dealt with immediately and reported verbally to the designated person.

Persistent breach of the code will result in dismissal from the club.

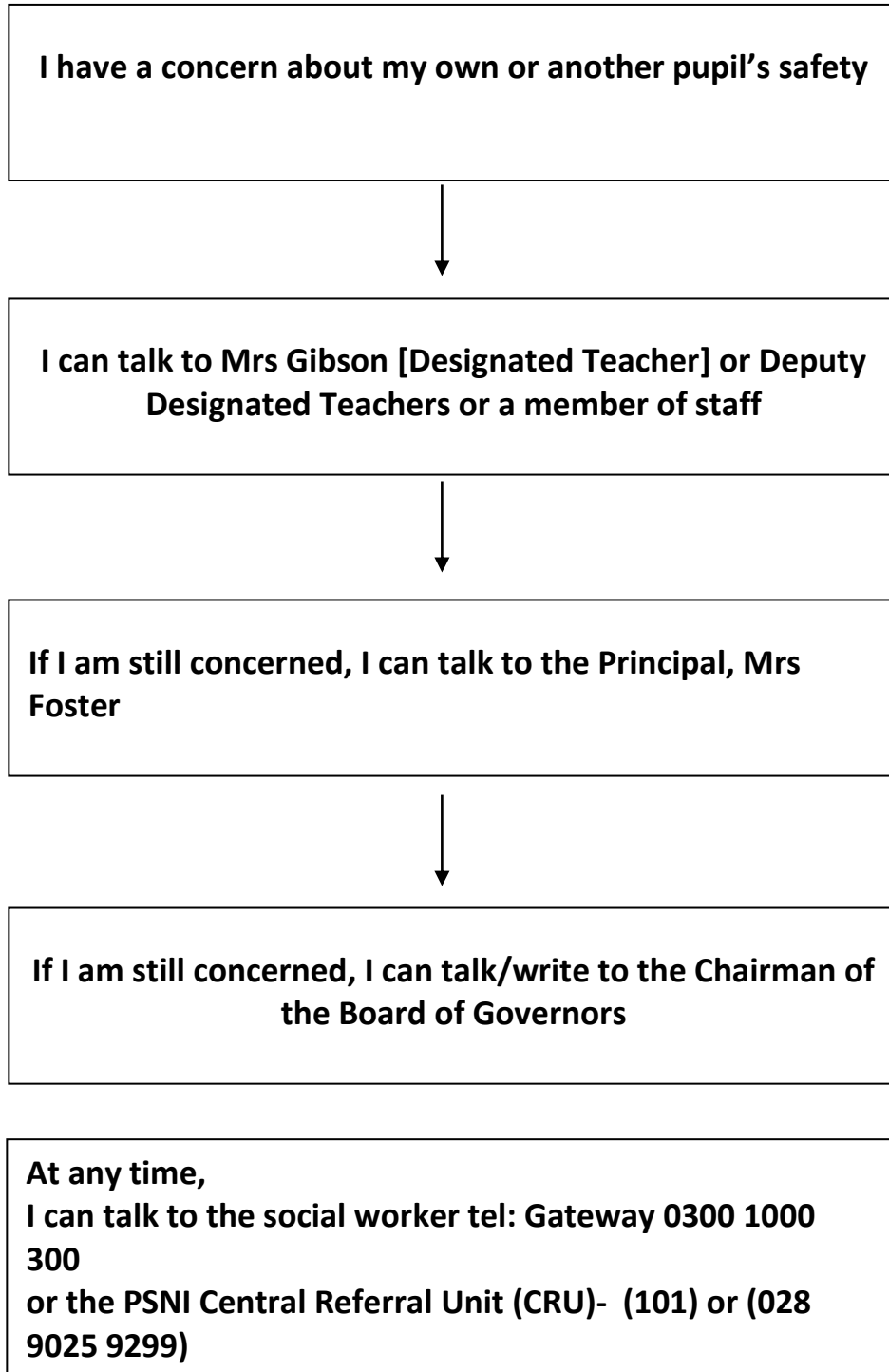
Dismissals can be appealed by the coach/volunteer with final decisions taken by the club committee.

Appendix 6

Strangford Integrated Education

Child Protection

How a Parent / Pupil can raise a concern or complaint



Appendix 7

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 style="width: 50px; height: 20px;" type="text"/>	No: <input style="width: 50px; height: 20px;" type="text"/>
Date and time of report to the Designated Teacher:		
Written note from staff member placed on pupil's Child Protection file If 'No' state reason:		<input style="width: 50px; height: 20px;" type="text"/>

Name of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____