



SAFEGUARDING & CHILD PROTECTION POLICY

Reviewed: January 2020
To be Reviewed: January 2021

Chair of Board of Governors	Date
Principal	Date

We care ~ We share ~ We learn

Reviewing the Safeguarding & Child Protection Policy

The Safeguarding Team at New Row Primary School will review this Policy annually, or in the event of a change of legislation or following an incident, when the Policy's effectiveness will be evaluated. Any necessary changes will be made in light of any lessons learnt.

Signed:

_____ Chairperson of Governors

_____ Designated Teacher

_____ Principal

We care – We share – We learn

Our vision is to enable independent and happy pupils to acquire a capacity for lifelong learning

in

a Christian atmosphere that translates into daily life

by

promoting a learning environment which motivates creativity and achievement in an atmosphere of respect and responsibility

while

highlighting and nurturing strengths and celebrating successes

through

fostering successful, productive and enjoyable partnerships:

within school,

between home and school,

and

with the community in which our school belongs

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School Safeguarding Ethos

All children deserve the opportunity to achieve their full potential. This should be free of impediment, obstruction or discrimination. At New Row PS we recognise that every child has the right to:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution; and
- achieve economic wellbeing.

Every Child Matters (Government Green Paper 2003/cm5860)

Introduction

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. In New Row Primary School, we recognise our responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our Pastoral Care Policy, which aims to provide a caring, supportive and safe environment in which all our pupils can learn and develop to their full potential. We also aim to strengthen children's resilience by teaching them about welcome and unwelcome behaviours.

The Governors and staff, both paid and unpaid, of New Row Primary School fully recognise the contribution they make to safeguarding children. We recognise that all staff, including volunteers, have a full and active part in protecting our pupils from harm.

This Policy is informed by the guidance and procedures set out by DE Pastoral Care in Schools: Child Protection (1999), the Area Child Protection Committee (ACPC) Regional Policy and Procedures (2005) and the amendments to the ACPC Policy and Guidelines (2008). We have consulted on this Policy with pupils, parents, teachers and Governors.

The central thrust of The Children (Northern Ireland) Order (1995) is that *the welfare of the child must be the paramount consideration* in all decisions concerning the child. This is also reflected in Article 3 of the UN Convention on the Rights of the Child: *the best interests of the child shall be of primary consideration*. This "paramountcy of the child" principle underpins our Child Protection Policy and procedures.

Our Policy applies to all staff, Governors and volunteers working in the school. The purpose of the procedures set out in this Policy is to safeguard and protect our pupils by ensuring that every adult who works in our school – teachers, non-teaching staff and volunteers – has clear guidance on the action which is required where abuse or neglect of a child is suspected. The issue of child abuse will not be ignored by anyone who works in our school and we know that some forms of child abuse are also a criminal offence. We also recognise that domestic violence may be a cause of a range of physical, emotional and behavioural difficulties for children.

Aims and Objectives

This Policy ensures that all staff in our school are clear about the actions necessary where a safeguarding Child Protection issue arises. In putting the Policy into practice, our aims are to:

- establish a safe environment in which children can learn and develop
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- to ensure effective communication among all staff when dealing with safeguarding issues
- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of Child Protection issues and equip children with the skills needed to keep them safe
- raise the awareness of all staff and identify responsibility in reporting possible cases of abuse
- support pupils who have been abused in accordance with his/her agreed Child Protection plan.

The purpose of the following procedures on Safeguarding is to protect our pupils by ensuring that everyone who works in New Row Primary School - teachers, non-teaching staff and volunteers – has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. We believe that children cannot learn effectively unless they feel secure. This document lays out the procedures, roles and responsibilities relevant to addressing allegations of child abuse.

Safeguarding Team

Designated teacher for Child Protection	Miss Oonagh Gribbin
Deputy designated teacher for Child Protection	Mrs Karen McElroy
Principal & Safeguarding Team (Online Safety)	Mrs Deirdre Graffin
Chairperson of Governors	Mrs Mary White
Designated Governor for Child Protection	Mr Maurice Diamond

In the event of a longer-term absence/unavailability of a member of the Safeguarding team, responsibilities will be reassigned as appropriate by the principal/Designated Teacher to ensure continuity of provision

Roles and Responsibilities of Staff

If any teacher suspects that a child in his/her class may be a victim of abuse, they immediately inform the Designated Teacher (DT) about their concerns. Abuse may be of a sexual, emotional or physical nature. It may also be the result of neglect, and we recognise that domestic violence has an impact on children.

The school's DT works closely with Social Services and any other relevant and authorised agency when investigating any allegations of abuse. All parties involved handle such investigations in a sensitive and confidential manner, but the well-being of the child is of paramount importance. The following principles will apply:

- the Principal will liaise with Social Services or the Education Authority (EA) to determine if a referral is necessary
- the complainant will be informed of the outcome, if appropriate
- if the parent is not the alleged abuser, then he/she will be informed
- if the parent is the alleged abuser, then discussions will follow with Social Services and PSNI to determine how the parent will be informed.

If a child alleges abuse in the form of a disclosure, then the DT will contact Social Services. **Social Services will investigate the disclosure – this is not within the remit of the school.**

Staff will work closely with statutory agencies and will attend case conferences as required. The case conference offers the opportunity to share information and formulate a plan of action to safeguard the child. Staff are expected to attend and participate in all case conferences and meetings held under statutory guidelines.

Our teaching of PDMU (Personal Understanding and Mutual Understanding) helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations and how to respond to unhealthy and unsafe behaviours from others. School staff will continue to remind children regularly about their own personal safety.

All Adults

It is the responsibility of **ALL** adults working in the school to record and report possible/disclosed abuse to the DT. It is the responsibility of all adults to:

- adopt safeguarding guidelines, including the staff Code of Conduct
- act upon any concern, no matter how small it may seem, in accordance with the school's procedures
- promote safe practice and challenge poor and unsafe behaviour
- ensure all health and safety procedures are adhered to
- ensure they are aware of safeguarding procedures and are appropriately trained.

Chairperson of the Board of Governors

The Chairperson of the Board of Governors will:

- ensure that a safeguarding ethos is maintained within the school environment
- ensure that the school has a current Safeguarding and Child Protection Policy in place and that staff implement the Policy
- ensure that appropriate Governors undertake appropriate training in Child Protection and Recruitment & Selection
- assume lead responsibility for managing any complaint/allegation against the school Principal.

Designated Governor for Child Protection

The Designated Governor will provide the lead in keeping the Governors informed of:

- the role of the Designated Teachers
 - the content of the Safeguarding and Child Protection Policy
 - the content of a code of conduct for all adults within the school
 - the content of the termly updates and Designated Teacher's Full Annual Report
 - recruitment, selection and vetting of staff.
-

Principal

The Principal takes the lead in managing safeguarding and Child Protection concerns relating to adults in the school. The role of the Principal is to ensure that:

- a Designated Teacher and Deputy Designated Teacher (DDT) are appointed
- this Policy is adopted and followed in the school
- the Chairperson of the Board of Governors and the Governors are kept informed where appropriate
- the school's Safeguarding and Child Protection Policy is reviewed annually
- confidentiality is paramount.

Designated Teacher for Child Protection

The role of the Designated Teacher is:

- to provide Induction for all adults and to deliver training to all school staff, including support staff, on the Safeguarding and Child Protection Policy
- being available to discuss the Child Protection concerns of any member of staff
- responsibility for the management and keeping of all Child Protection concerns
- to make referrals to Social Services or PSNI Public Protection Units where appropriate
- to develop effective links with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters, including attendance at case conferences
- to liaise with EA Designated Officers for Child Protection
- responsibility for the development and updating of the school's Safeguarding and Child Protection Policy
- to ensure parents receive a copy of the Policy every two years
- to promote an ethos of safeguarding within the school
- to provide annual reports to the Board of Governors regarding Child Protection
- to maintain all records pertaining to Child Protection and to keep them in a secure location (accessed only by The Safeguarding Team as appropriate)

- when a child changes school, to ensure that the Designated Teacher in the receiving school is informed of the child's circumstances and the name of their Social Worker
- to ensure that when a child on the Child Protection Register has been absent from school for two consecutive days, that the child's Social Worker is informed of the situation (following regionally agreed protocols).

Deputy Designated Teacher

The role of the DDT is to support and undertake the duties of the Designated Teacher for Child Protection as required.

It should be noted that safeguarding takes precedence over collegiate loyalty or management structure.

Definitions

Child Abuse occurs when “a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them, or more rarely by a stranger” (Area Child Protection Committee/ACPC, 2005).

Types of Abuse

Physical Abuse is the deliberate physical injury to a child, or the wilful neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour (ACPC, 2005).

Possible signs or symptoms of physical abuse include:

- unexplained bruises (in places difficult to mark)
- human bite marks, welts or bald spots
- unexplained lacerations, fractures or abrasions
- untreated injuries
- self-destructive tendencies
- chronic running away
- fear of going home.

Emotional Abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of another person. It may involve causing a child frequently to feel frightened or in danger, or the exploitation or corruption of a child. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse (ACPC, 2005).

Possible signs or symptoms of emotional abuse include:

- bullying of others or low self-esteem
- change in personality from outgoing to withdrawn
- difficulty in forming or maintaining relationships with others
- depression
- signs of mutilation
- attention-seeking behaviour
- chronic running away
- wetting and soiling
- sudden speech disorders.

Sexual Abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways (ACPC, 2005).

Possible signs or symptoms of sexual abuse include:

- bruised or sore genitals
- genital infection
- difficulty in walking or sitting
- inappropriate sexualised language or behaviour
- low self-esteem
- chronic depression
- substance abuse
- personality changes
- fear of going home.

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (ACPC, 2005).

Possible signs or symptoms of neglect include:

- poor hygiene
- constant hunger/cramming food
- inadequate/inappropriate clothing
- constant tiredness
- exposed to danger/lack of adequate supervision
- untreated illness
- lack of peer relationships
- compulsive stealing/begging.

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

Any combination of the above may be accompanied by marked deterioration in school performance and/or increased absenteeism.

Domestic Abuse is any incident of threatening behaviour, violence or abuse - psychological, physical, sexual, financial or emotional (between adults who are or have been partners) that has been seen or heard by a child.

“threatening behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on one person by another where they are or have been intimate partners or family members, irrespective of gender or sexual orientation.”

(DHSSPS / NIO Tackling Violence at Home, 2005, p10)

Possible signs or symptoms of witnessing domestic abuse include:

- anxiety and depression
- temper tantrums
- truanting
- aggression
- becoming withdrawn
- lowered sense of self worth
- self-harm
- eating disorders

Confidentiality

Where a child confides in a member of staff or a volunteer and requests that the information is kept secret, it is important that the child is told sensitively that it may be necessary to share the information with those who need to know about it, in order to ensure the child's safekeeping.

All staff and volunteers who receive sensitive information about children or parents in the course of their professional duties should be aware that such information is confidential, and is not to be made the subject of general conversation or disclosed to others outside the school other than statutory officials, as required by this Policy.

All records of a safeguarding/Child Protection nature are held securely within the school. Access to such records is restricted to the Designated Teacher and Deputy Designated Teacher for Child Protection.

How to Respond to a Child who makes a Disclosure

Receive

- Stay calm.
- Listen to what the child is saying without displaying shock or disbelief.
- Accept what the child is saying.
- Be discreet.

Reassure

- Reassure the child that they have done the right thing by talking to you, but **do not make promises that you cannot keep** (such as, “Everything will be all right now”).
- Do not promise confidentiality. Staff have a duty to refer the matter to the Designated Teacher. Explain that you will need to talk to Miss Gribbin (DT) or Mrs McElroy (DDT), who will know what to do next.
- Reassure and alleviate guilt if the child refers to it.

Respond

- Respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter to the DT.
- Ask open questions (such as, “Can you tell me what happened?” “Is there anything else you wish to tell me?”)
- Do not ask closed questions (those that will evoke a yes/no response, such as, “Did _____ do this to you?”) Such questions invalidate evidence where a subsequent court action is necessary.
- Do not criticise the perpetrator as the child may love that person.
- Explain what you will do next (talk with the DT, who will know how to get help).

Record

- Make notes as soon as possible after hearing what the child has said and write them up.
- Do not destroy these original notes.
- Record the date, time, place, people present and any noticeable non- verbal behaviour. Record the words the child used as much as possible (if the child uses ‘pet’ words, record those rather than translating them into ‘proper’ words). Any injuries or marks noticed can be depicted on a diagram showing position and extent.
- Record statements and observable things, rather than your interpretations and assumptions.
- Sign the record and hand it to the DT.

All written records of concerns about children, even where there is no need to refer the matter immediately, are securely maintained, separate from the main pupil file and in a locked location.

Refer

Concerns about possible abuse must be referred to the DT as soon as possible within the working day.

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional Child Protection agencies, following a referral from the DT.

Procedures for Reporting Suspected or Disclosed Abuse

The Designated Teacher for Child Protection (DT) is Miss Gribbin. In her absence, the Deputy Designated Teacher for Child Protection (DDT), Mrs McElroy, or Mrs Graffin, will assume responsibility for Child Protection.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly. **He/she should not investigate** - this is a matter for Social Services – but should report these concerns immediately to the DT, discuss the matter with him, make full notes (signing and dating them) and hand the notes to the DT.

The DT will plan a course of action and ensure that a written record of decisions is made. He will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. If there are concerns that the child may be at risk of significant harm, the school is obliged to make a referral to Social Services. Unless there are concerns that a parent/guardian may be the possible abuser, the parents/guardians will be informed immediately.

Before a referral is made, the DT may seek clarification or advice and consult with the Designated Officer for Child Protection at EA's Child Protection Support Service for Schools or a senior Social Worker. No decisions to refer a child to Social Services will be made without full consideration and appropriate advice. The safety of the child is our first priority.

Where there are concerns about possible abuse of a child, the DT will inform:

- EA's Designated Officer for Child Protection.
- Social Services - using the regional UNOCINI framework (Understanding the Needs of Children in Northern Ireland). The UNOCINI referral will be made within 24 hours of the initial telephone referral to Social Services' Gateway Team. This will be sent in an envelope marked 'CONFIDENTIAL - CHILD PROTECTION' or sent electronically by encrypted email.

If any member of staff feels unsure about what to do if he/she has concerns about a child, or unsure about being able to recognise signs or symptoms of possible child abuse, he/she should talk to the DT. It should be noted that the information given to members of staff about possible child abuse cannot be held in confidence.

Record Keeping

The school will keep accurate records of concerns expressed and action taken. These records will be maintained in a secure location, separate from general records.

It will be the responsibility of the Designated Teacher to ensure that such records are kept up-to-date and forwarded when a child moves school (in compliance with DE guidance).

Only the DT/DDT will have access to Child Protection records. However, in the case of an emergency where neither the DT/DDT are onsite then the responsibility will fall to the Senior teacher named with the Child Protection Team.

Child Protection Register

Where pupil names are known by the school to be on the Child Protection Register maintained by Social Services, they will also be entered in the Child Protection Register held by the school. All teaching staff will be informed of and will monitor pupils whose names are on the CPR.

The DT or DDT will attend case conferences where practical. If this is not possible, a written report will be provided to the relevant Social Worker. This written report will be provided by the DT/DDT (upon request) on a pastoral care recording sheet.

The procedures for the reporting suspected or disclosed abuse are made clear within the diagrams mentioned below:

FIGURE 1 - The procedure where the school has concerns, or has been given information, about possible abuse by someone other than a member of staff.

FIGURE 2 – The procedure where a safeguarding concern has been raised about possible abuse by a member of the school’s staff.

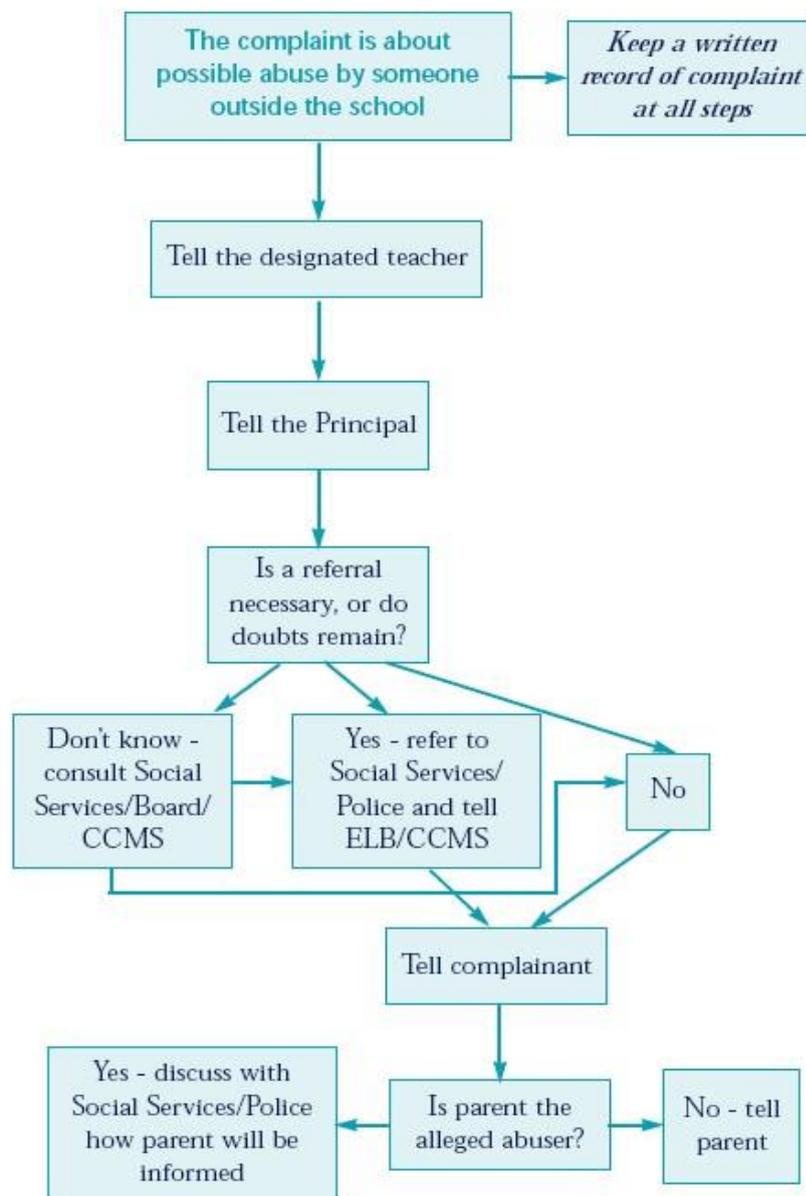
FIGURE 3 – How a parent can raise a safeguarding concern about their child/another child.

Fig. 1 Procedures for staff raising a Safeguarding concern about someone outside of the school

Pastoral Care in Schools:
CHILD PROTECTION

Figure 1

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



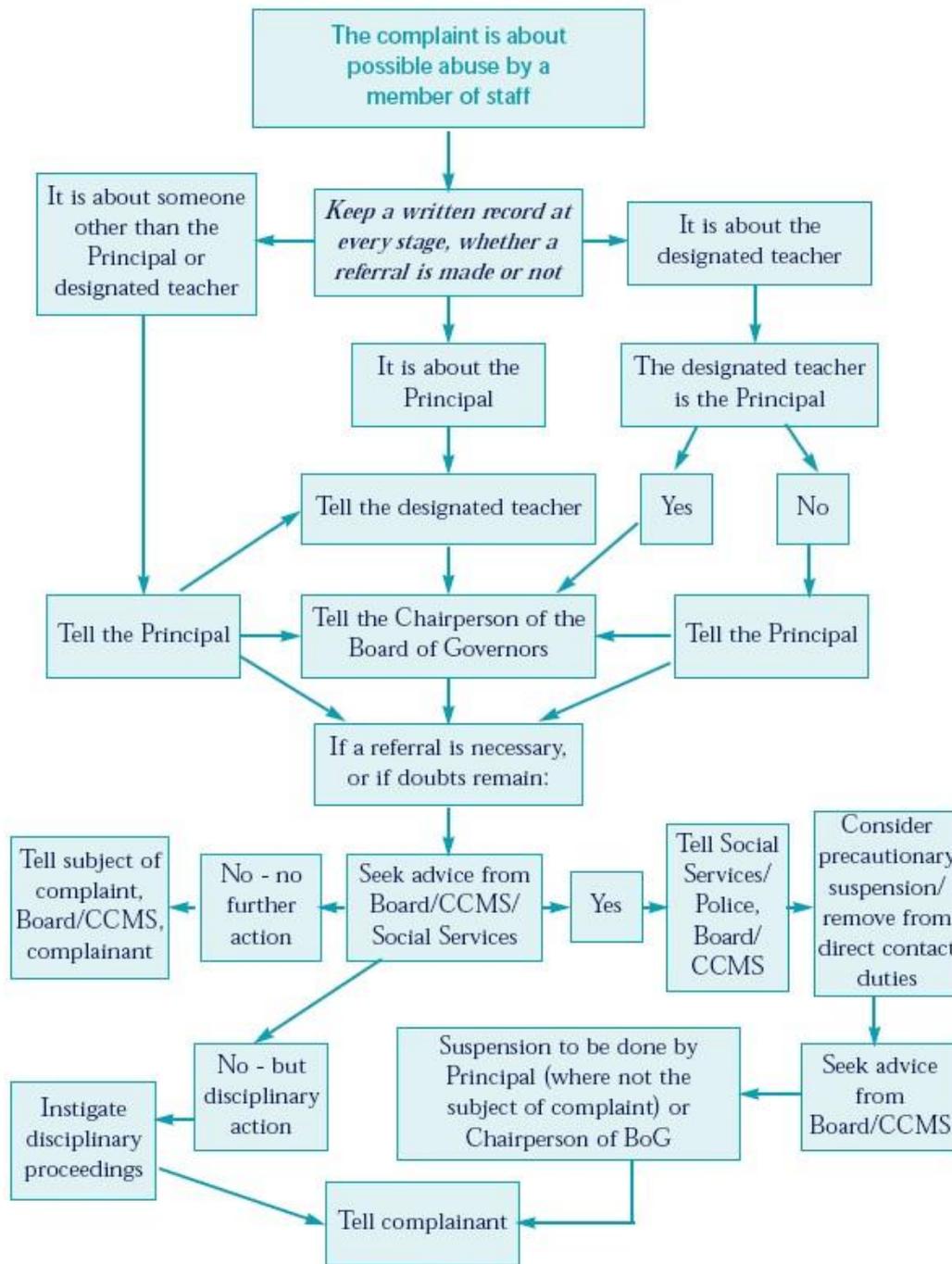
**Please note update: for NEELB please assume reference to EA

Fig. 2 Procedures for raising a Safeguarding concern about an employee of the school

Pastoral Care in Schools:
CHILD PROTECTION

Figure 2

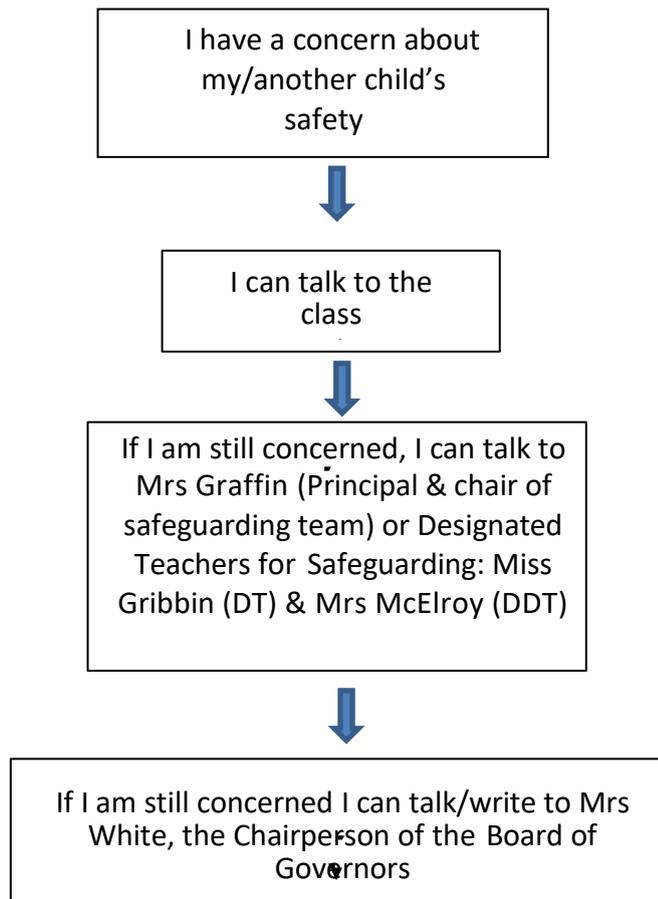
Procedure where a complaint has been made about possible abuse by a member of the school's staff



**Please note update: for NEELB please assume reference to EA

Fig. 3 How a Parent/Carer can raise a Safeguarding concern

There is a Designated staff member in our school who is the Safeguarding coordinator. This is Mrs Graffin as principal and chair of our safeguarding team, Miss Gribbin as Designated Teacher and Mrs McElroy (Vice Principal) as the Deputy Designated Teacher. Any parent may use the following procedure to raise a concern about the safety of their (or another) child at the school:



At any time, I can talk to:
Duty Social Worker at Referral Gateway Tel: 028 95985590 (SPOE)
PSNI Tel: 101
Out of hours Duty Social Worker: Tel: 02895049999

Supporting Vulnerable Children

The staff of New Row Primary School recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging or they may be withdrawn. We will endeavour to support pupils who are exposed to risk of harm in accordance with their agreed protection plan.

Support for all pupils in developing confidence and skills of self-protection will be provided through:

- lessons in Personal Development and Mutual Understanding
- promotion of the school's ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of value
- the school's Positive Behaviour Policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils understand the difference between acceptable and unacceptable behaviours towards themselves and others
- liaison with other agencies that support the pupil, such as Social Services, Education Welfare Service, Educational Psychology, PSNI and the school nurse.

Safeguarding Concerns about an Adult working in the School

Where a concern is raised about possible child abuse by an adult working in the school, the DT must be informed immediately. These procedures will apply, unless the complaint is about the Designated Teacher.

When the matter is referred to Social Services, the member of staff may be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigations by Social Services. The Chairperson of the Board of Governors will be informed immediately.

If a concern is raised about possible child abuse by the DT, the DDT must be informed immediately. He will inform the Chairperson of the Board of Governors and together they will take appropriate advice from the Child Protection Support Service for Schools (EA) and ensure appropriate action is taken.

New Row Primary School's Vetting Procedures

The selection and appointment process is the starting point for ensuring that only those who are suitable are employed to work in close proximity with children, in either a paid or unpaid capacity in our school.

In order for all reasonable steps to be taken to employ and engage suitable staff to work with the children in our care, we follow the following guidance on pre-employment checking and safe recruitment practices provided by the Department of Education and have adopted the new arrangements for vetting and checking of staff prior to appointment or volunteering within the school:

- DE Circular 2006/06: Child Protection: Recruitment of People to Work with Children and Young People in Educational Settings
- DE Circular 2006/07: Child Protection: Employment of Substitute Teachers
- DE Circular 2006/08: Child Protection: Training Requirements for School Governors on Staff Recruitment and Selection Panels
- DE Circular 2006/09: Child Protection: Criminal Background Checking of Staff in Schools – Programme to Extend Coverage
- DE Circular 2006/25: Child Protection: Vetting of School Governors
- DE Circular 2008/03: Pre-Employment Checking of Persons to Work in Schools – New Arrangements
- DE Circular 2008/10: Employment of Substitute Teachers.
- DE Circular 2012/19: Disclosure and Barring Arrangements.
- DE Circular 2013/01: Disclosure and Barring Arrangements.

Copies of these circulars are available on the DE website: www.deni.gov.uk and click on 'Circulars'.

All staff – whether paid or unpaid – are inducted in our Safeguarding and Child Protection Policy.

Links with other School Policies

Anti-Bullying

Bullying is not tolerated in New Row Primary School. The DE publication Pastoral Care in Schools: Child Protection (1999) defines bullying as “deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him or herself”.

Our Anti-Bullying Policy is set out as a separate Policy and we acknowledge that to allow or condone bullying may lead to consideration under Child Protection procedures.

Staff are vigilant at all times to the possibility of bullying occurring, and will take immediate steps to stop it happening to protect and reassure the victim and to discipline the bully. Parents of both the bully and the victim will be personally contacted when bullying has been identified.

Any complaints by a parent that their child is, or may be, being bullied will be fully investigated by the DT for Child Protection, and team action will be taken to protect the victim. This will usually include ensuring that another child or group of children befriends and supports the child being bullied during the school day. A parent making a complaint about bullying will have a personal response from the DT within one week of making the complaint, outlining the investigation and the action taken.

The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of privileges in the school. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped. If a pupil's bullying behaviour persists, the second stage will be to consider instigation of the Child Protection procedures.

The Preventative Curriculum

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with clear lines of communication with trusted adults, supportive friends and an ethos of safeguarding and protection. The school community will therefore:

- establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to
- ensure that all children know that there is an adult in the school whom they can approach if they are worried or in difficulty
- follow the curriculum for Personal and Development for Mutual Understanding, which equips children with the skills they need to stay safe from harm and teaches who they should turn to for help if the need arises.

Physical Restraint and Safe Handling

Staff guidelines on Physical Restraint by staff are set out in a separate Policy, in accordance with guidelines from EA. It acknowledges that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to the child, to another person or to school property.

E-safety

Our ICT Policy is set out in a separate document. It includes acceptable use of the Internet and is informed by DE guidance (DE Circular 2007/01). It acknowledges the opportunities for learning as well as the risks attached to the Internet and digital technologies. In school, we take the following precautions:

- all computer systems are protected by username and password
- access to the Internet is passed through a filtering system that blocks inappropriate websites
- e-safety education is provided to pupils across the curriculum to help them understand what safe and responsible online behaviour means and how to report any concerns they may have.

Cyberbullying

Cyberbullying can be defined as using IT, particularly mobile phones and the Internet, to upset someone else. School staff, parents and pupils aim to work together to prevent such behaviour and to act appropriately and effectively when it occurs.

Deliberate abuses which happen outside school, but which impinge upon or affect school pupils and staff, will be dealt with through appropriate disciplinary and, where appropriate, external agency action.

Grooming and images of child abuse

If school staff, parents or pupils suspect or are made aware of any of the following illegal acts, the matter must be reported to the Designated Teacher immediately:

- a child enticed or coerced to engage in sexually explicit conduct on- line
- importing or transporting obscenity using telecommunications public networks
- knowingly receiving images of child abuse whether via the Internet or other digital device (such as mobile phone); these include images which appear to be photographs, whether made by computer graphics or otherwise.

Educational Visits

Our Policy on Educational Visits is informed by the Educational Visits Best Practice 2009 document which provides guidance in planning and carrying out educational visits in accordance with Health and Safety and Child Protection requirements.

Intimate Care

Our Policy on Intimate Care is adapted from the regional Intimate Care Policy and Guidelines Regarding Children (ACPC).

Code of Conduct

Our Policy on Conduct of staff outlines the guidelines for employees in relation to child protection and their position as role models.

Emergency Numbers

Should any adult in the school find themselves in the rare position of being the only adult remaining in the school and in need of immediate safeguarding advice, they should use the contacts below (in the given order) to seek help:

ChildLine:	0800 1111
Child Sexual Exploitation Helpline NSPPC :	0800 3891701
PSNI:	0845 600 8000
24 Hour <u>Domestic</u> & Sexual Violence Helpline	08088021414
NSPPC Adult Helpline	08088005000 text 88858

Appendix

GUIDELINES FOR VOLUNTEERS

Volunteers have an important and beneficial role in supporting the work of teachers and other support staff in our school and in contributing, by their efforts and initiative, to the life of the school.

It is essential, however, 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.

Who is a Volunteer?

A volunteer is an individual who, subject to the satisfactory procedures below, either:

- assumes unpaid duties in a school on a regular basis, *or*
- is engaged by the school to accompany or assist in school visits or trips, residential activities or to undertake coaching in sports activities.

Under the new DBA (Disclosure & Barring Arrangements) the law regarding the vetting of school volunteers has changed. There are now two types of volunteers working in schools:

- Those who work supervised; and
- Those who work under supervision

Volunteers that work unsupervised are defined as persons carrying out Regulated Activities and these activities include:

- teaching
- training
- instructing
- caring for or supervising children
- providing advice/guidance on well-being
- driving a vehicle only for children

In order to be regarded as Regulated Activities such activities must be performed on a regular basis, Regular means carried out by the same person frequently (once a week or more often), or on four or more days in a 30 day period (or in some cases, overnight).

ALL VOLUNTEERS CARRYING OUT REGULATED ACTIVITIES THAT ARE NOT SUPERVISED REQUIRE AN ENHANCED DISCOURE CERTIFICATE (EDC) FROM ACCESSNI.

Activities that are not regarded as Regulated activities (under the new DBA) include:

- Activities performed by volunteers that are supervised at a reasonable day to day level, or
- Volunteers work occasionally or temporary by providing a service that assists with maintenance or repairs with the school setting

IF A VOLUNTEER IS SUPERVISED THEN UNDER THE NEW DBA THEY ARE NOT REGARDED AS WORKING IN REGULATED ACTIVITY AND THERE A SCHOOL IS NOT REQUIRED TO OBTAIN AN EDC FROM ACCESSNI.*

*Schools may still require an EDC if they wish but cannot seek a barred list check for volunteers working in unregulated activities that are supervised.

The Department of Education continues to fund all EDC checks for volunteers.

Use of Volunteers

There are three main categories into which the use of volunteers might be grouped and to which guidance will apply:

- during school hours involving direct contact with pupils
- outside school hours involving direct contact with pupils
- during school hours but not usually involving direct contact with pupils.

Recruiting and Selecting Volunteers

The school may canvass for volunteers or people may come forward to offer assistance. In many cases, potential volunteers may already be known to the school. Others may come forward from the local community.

Engagement of volunteers is only undertaken with agreement of the Board of Governors.

Initial Appraisal

As a minimum requirement, all potential volunteers are asked to provide the following information:

- personal details
- qualifications and previous work with children
- a declaration as to whether they have been investigated by Social Services for Child Protection
- agreement to a criminal record search being carried out
- the names of two referees who are not family members or members of staff in the school
- agreement to meet the school Principal and provide proof of identity.

No individual will be admitted to the school as a volunteer until these basic steps have been completed and the results assessed.

Accepting Volunteers

Where the previous procedures have been followed as appropriate and the school is satisfied that:

- the volunteer is a suitable person to have contact with the children and has the character, skills and experience to support the work of the school in a voluntary capacity
- well-defined and worthwhile activities have been identified for the volunteer to undertake and he/she is competent to undertake them

Once the school has completed the above audit then the school will notify the individual that he/she has been accepted for voluntary duties in the school.

The Use of Volunteers

These are the fundamental principles observed when using volunteers:

- the purpose of the volunteer is to assist staff, whether teaching or non-teaching. They are not used as substitutes either to cover activities normally undertaken by paid staff who are absent, or to release such staff to undertake other duties
- volunteers only work under the supervision and guidance of paid staff; these arrangements should minimise the opportunities for direct, unsupervised access to children
- volunteers are not placed in a position of sole responsibility for the security of children, premises or equipment
- volunteers should understand the tasks they are to undertake and should receive relevant training
- volunteers are allocated duties only after consultation and agreement with the teacher or other member of staff with whom the volunteer will be closely involved. Teachers are not to be placed under any pressure to accept a volunteer in their classroom
- volunteers are not given access to records or other information relating to staff or pupils. An exception might be made where a child has a medical condition and where agreement of the parent has been provided.

Health and Safety Insurance

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

Information and Training

The school ensures that the volunteer receives such information, guidance, preparation and, where necessary, training to enable him/her to perform tasks effectively. As a minimum, volunteers are briefed on:

- the school's Policies on Pastoral Care and Safeguarding/Child Protection
- the school's Health and Safety Policy.