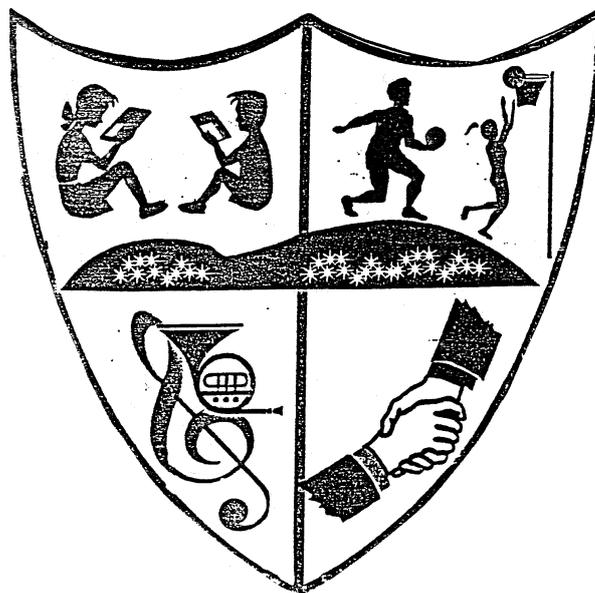


St. Colman's Primary School and All Saints' Nursery Unit Annaclone

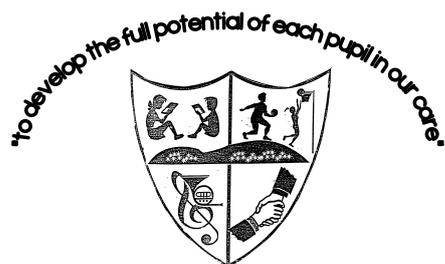
"to develop the full potential of each pupil in our care"



Child Protection

Policy

Principal: Mr. K. O'Neill
Phone Number: 028 40671363
Web: www.stcolmansandallsaints.co.uk
Email: info@stcolmans.annaclone.ni.sch.uk



Vision Statement

Vision Statement

To be an inclusive, caring School where childhood and community are valued; one, which inspires learning for life and develops the personal qualities needed to succeed in a rapidly changing World. This vision will be best realised as we undergo a continual journey of collaboration and progress through partnership.

Mission Statement

We believe that each child will succeed through experiencing quality in:

- A broad and challenging curriculum
- Innovative teaching and an investigative approach to learning
- A stimulating learning environment
- An enriching programme of extra-curricular activities and visits
- A rich, varied and up-to-date range of learning resources
- An ethos of support, challenge and encouragement to succeed
- Learning partnerships between the school, home and parish community

We demonstrate our commitment to working as a learning community by:

- Striving for continuous improvement in all that we do
- Working collaboratively towards common goals

Aims for the Pupils

St. Colman's Primary School and All Saints' Nursery Unit (Annaclone), promote high achievement and learning for life by working with the staff and children to:

- Develop enquiring minds and a spirit of curiosity
- Promote well-being and the importance of a healthy work/life balance
- Encourage excellence and the development of new skills
- Ensure the children in our school are immersed in their community but are also forward facing and expansive in outlook
- Achieve their highest standards in all areas of the curriculum
- Have high self esteem – respecting themselves, others and the environment by our positive approach to behaviour thus ensuring that each individual is motivated to do his/her best
- Utilise and provide opportunities to develop their thinking skills enabling them to work independently or collaboratively



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- ❑ Be an integral part of the Parish community – one which fosters a faith commitment to Christ and prepares pupils for a fuller participation in the life of the Church
- ❑ Seek to extend themselves in mind, body and spirit
- ❑ Become highly motivated life-long learners
- ❑ Gain advanced technological skills and an awareness of Global Issues
- ❑ Be flexible and adaptable for the modern world

Our School Values:

- **Happiness and enjoyment**
- **Effort, attitude and perseverance**
- **Team, school and community spirit**
- **Honesty, fairness and trustworthiness**
- **Respect and tolerance**
- **Politeness, kindness and caring**
- **High standards of behavior**
- **Partnerships and collaboration**



Ethos of the School

St Colman's Primary School and All Saints' Nursery Unit sets out to create a caring and supportive environment, where all children can develop intellectually, emotionally, physically, socially, morally and spiritually.

In addition, the delivery of the curriculum is designed to develop interest and motivation in children using enthusiastic teaching and interesting and relevant learning activities.

- Children are encouraged to achieve high standards and are given as much help as they may need in order to achieve success.
- There are many extra curricular activities that encourage co-operation and discipline through team games. Children are further encouraged through a variety of musical/dramatic productions to develop self-discipline.
- Within this context there is a code of discipline that is consistently enforced to ensure that the education of children takes place in an orderly and caring environment.
- Through continual monitoring of individual children's achievements, class teachers provide work pitched at a level that challenges each child yet does not frustrate.
- Good relationships within the School are vital. The staff set an example by working well together with a harmony of purpose and providing an interesting and caring environment within their classrooms.
- As part of the pastoral dimension of the School, children are taught how to care for others, to respect other people's points of view and to respect property. Children are encouraged to contribute to charity and to help people who are less fortunate than themselves.



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Introduction

We, in St Colman's Primary School and All Saints' Nursery Unit have a primary responsibility for the care, welfare and safety of the children in our charge. All members of our school community are committed to safeguarding and staff take their responsibility seriously. In our school we all work towards creating a culture of mutual trust and respect, through which the best interests of the pupils entrusted to our care is of paramount importance.

The school's Safeguarding and Child Protection Policy is reviewed annually taking on board changes to guidance, procedure or legislation relating to safeguarding and child protection.

Training, advice and support is available from the Child Protection Support Service (CPSS) based in the Education Authority.

Parents receive a copy of the Safeguarding and Child Protection Policy at intake and a flyer at every every parent teacher meeting thereafter. This policy is not a stand -alone policy but operated in conjunction with a suite of policies

As an aspiring Right's Respecting School the UN Convention on the Rights of the Child is at the heart of our planning, policies, practice and ethos. By taking these steps, we are helping improve well-being and develop every child's talents and abilities to their potential. A rights respecting school not only teaches about children's rights but also models rights and respect in all its relationships.

Aims of Safeguarding and Child Protection Policy

- To promote a safeguarding and child protection ethos within the St Colman's and All Saints school environment, ensuring that there is a culture of mutual trust and respect which contributes to the care, safety and well-being of our pupils
- To ensure that all adults in our school community take responsibility for protecting our pupils and ensure that those in key positions have a clear understanding of their roles in adhering to policies and procedures
- To ensure that all in key positions have undergone initial CPSS training and refresher training
- To ensure that the Designated and Deputy Designated Teachers cascade child protection training to the whole school.
- To ensure that a high priority is given to the delivery of a preventative education programme so that children can make informed choices in their lives so that they can protect themselves
- To offer support to families and promote early intervention to meet the needs of our pupils
- To ensure a culture in which our pupils feel safe, and that they are confident



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and secure talking to staff about matters that concern them, knowing that staff will listen to them, take them seriously taking into account their age and understanding

- To treat pupils' and parents' concerns in a confidential manner, whilst recognising the need to take appropriate action as and when required in the best interests of the pupil
- To ensure that all staff are familiar with St Colman's Primary School and All Saints' Nursery Unit Code of Conduct for Staff. This extends to both teaching and non- teaching staff and volunteers.

Keeping Our Pupils Safe

We seek to protect our pupils by adopting a preventative education approach:

- Helping them learn about the risks of possible abuse through a tailored Personal Development Programme (PDMU), and Relationships and Sexuality Education lessons (RSE). Also, through the use of outside agencies e.g. NSPCC workshops for pupils and parents, Love for Life and our Diocesan Advisors RSE programme
- Helping them to recognise unwelcome behaviour in others and acquire the confidence, knowledge, understanding and skills they need to keep themselves safe.
- Keeping the school safe and being vigilant regarding strangers on the school site
- Responding immediately and appropriately to any concerns regarding potential abuse
- Implementing the safeguarding elements of the school's ICT Policy

Key Principles of Safeguarding and Child Protection

In accordance with the Children (NI) order 1995 and with DENI May 2017 'Safeguarding and Child Protection in schools,' the key principles of Safeguarding and Child Protection are:

- The child's welfare is paramount
- The voice of the child/young person should be heard
- Parents are supported to exercise parental responsibility and families helped to stay together
- Partnership – safeguarding is a shared responsibility
- Prevention – the importance of preventing problems occurring or worsening through the introduction of timely support measures
- Responses should be proportionate to the circumstances
- Protection – children should be safe from harm
- Evidence based and informed decision making- decisions and actions taken must be well informed



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Recruitment, Vetting and Induction of Staff and Volunteers

All our staff are vetted in compliance with Department of Education circulars 203/01 which sets out vetting requirements for schools. All new paid teaching and non-teaching staff must have an Enhanced Disclosure Certificate (EDC) before taking up post. There are two types of volunteers working in schools. Volunteers who work unsupervised and who are required to have an EDC, and a volunteer who works under supervision who is not required to obtain an EDC.

We also ensure that volunteers, coaches music tutors etc., who are employed by others, have the necessary clearances in place.

All vetting documentation and individual confirmation of suitability from Access NI are stored in the main office.

The staff of our school have also adopted the Code of Conduct for our behaviour towards pupils. This Code is set out in the Appendix to this policy statement.

Visitors to Schools

Visitors to schools, such as parents, suppliers of goods services, to carry out maintenance etc. do not routinely need to be vetted before being allowed onto school premises. However, such visitors are managed by the office and caretaking staff and their access to areas and movement within the school is restricted. The school security system operates on all doors from 8.15 am to 3.00pm on a daily basis. All visitors report to reception.

Visitors are:

- Met/directed by school staff
- Requested to sign in and out of the school using the Visitor's Book
- If appropriate be given restricted access to specific areas of the school
- Escorted by a member of staff where possible
- Access to pupils restricted to the purpose of their visit
- If delivering good or carrying out building/maintenance or repair tasks their work should be cordoned off from pupils for health and safety reasons

Pupils coming into school on work experience do not require Access NI clearance if they are fully supervised by school staff. The normal induction process will apply.



THE SAFEGUARDING TEAM AT ST. COLMAN'S PS AND ALL SAINTS' NU

Principal: Mr K O'Neill

Designated Teacher for Child Protection: Mrs A Morgan

Deputy Designated Teachers for Child Protection: Mrs A Hanna, Mrs E McCann and Mrs C Burns

Chair of Governors: Mrs G Fusciardi

Designated Governor for Child Protection Governance: Mrs R Greenan

ROLE OF THE DESIGNATED TEACHER (DT) AND DEPUTY DESIGNATED TEACHER (DDT)

The DT:

- To provide training to all staff including support staff
- Being available to discuss the child protection concerns of any member of staff
- Responsibility for managing and keeping of all child protection concerns
- Making referrals to Social Services or PSNI Public Prosecution Units where appropriate
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences
- Liaising with EA 'Southern Region'/CCMS Designated officers for Child Protection
- Keeping the school Principal informed
- The lead responsibility for the development and updating of the school's Safeguarding and Child Protection policy
- Ensures parents receive guidance with regards to the Safeguarding and Child Protection policy every 2 years which alerts them to the fact that referrals may be made and the obligations on the school's behalf in this regard
- Promotion of a child protection ethos in the school
- Written reports to the Board of Governors regarding child protection
- Maintains all record pertaining to child protection in a secure location (accessed only by The Safeguarding Team as appropriate)
- Ensures that, where a pupil on the child protection register changes school that, the Designated Teacher in the receiving school is informed of the child's

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circumstances and who the social worker is

- Ensures that where a child on the child protection register has missed two consecutive days from school, that the child's social worker is informed of the situation (following regionally agreed protocol)

DDT:

To support and undertake the duties of the Designated Teacher for Child Protection as required.

We use the following definitions taken from Co-operating to Safeguard Children and Young People in Northern Ireland (March 2016)

them from harm. It is everyone's responsibility. Safeguarding is more than child protection. Safeguarding begins with preventative education and activities which enable young people to grow up safely and securely in circumstances where their development and well-being is promoted. It includes support to families and early intervention to meet the needs of children and continues through to child protection, which refers specifically to the action that is undertaken to protect individual children or young people who are suffering or likely to suffer harm. In all matters relating to safeguarding and child protection procedures and policies, the best interests of the child must be the paramount consideration

Child Protection

Child Protection refers specifically to the activity that is undertaken to protect individual children who are suffering, or likely to suffer significant harm.

Child Abuse

Child Abuse occurs in families from all social classes and cultures and in communities' agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child Abuse can manifest in a number of ways and can involve a combination of the forms of abuse. Those working with children and young people must have an awareness and understanding of the nature and prevalence of different manifestations within their practice area.

Abuse & Definitions of Abuse

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



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Effective and ongoing information sharing is key between professionals. Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm or significant harm.

Harm can be caused by:

- Physical Abuse;
- Sexual Abuse;
- Emotional Abuse;
- Neglect; AND
- Exploitation.

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

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault 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.

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.



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

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

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Protection Procedures in St Colman's Primary School and All Saints' Nursery Unit.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone 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 or disclosed. The over-riding 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. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence. We also recognise the impact on children of living with domestic abuse.

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, and explain that this is important 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.



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All records of a safeguarding/child protection nature are held securely in a locked filing cabinet within the school. Access to such records are restricted to the Principal and the Designated teacher (DT) /Deputy Designated Teachers (DDTs) for Child Protection.

Procedures for suspected (or disclosed) child abuse

The designated teacher for child Protection (DT) is Mrs Morgan, Vice Principal. In her absence Mrs Hanna/ Mrs Burns/Mrs McCann (the Deputy Designated Teachers for Child Protection) will assume responsibility for Child Protection matters.

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. The guidance below details the immediate steps all staff should follow. (COMMONLY KNOWN AS THE 5R's)

How to respond to a child who makes a disclosure: -

1. Receive

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

2. Reassure

- Reassure the child that they have done the right thing by talking to you, **do not make promises that you cannot keep** (e.g. everything will be all right now, I'll stay with you)
- Do not promise confidentiality, staff have a duty to refer the matter to the designated teacher for Child Protection. Explain that you will need to talk to Mrs Roche (DT) who will know what to do next
- Do reassure and alleviate guilt if the child refers to it

3. Respond

- Respond to the child only as far as necessary for you to establish whether or not you need to refer the matter to the designated teacher for child protection
- Do ask open questions (can you tell me what happened? Anything else you wish to tell me? Yes.....)
- Do not ask closed questions (those that will evoke a yes/no response, e.g. 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
- Do explain what you will do next (talk with the designated teacher who will know how to get help)



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4. 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 designated teacher

All written records of concerns about children, even when there is no need to refer the matter immediately

5. Refer

- **Concerns about possible abuse must be referred to the designated teacher as soon as possible within the working day.**

The designated teacher will liaise with the Principal in the decision making process regarding possible referral to statutory services. The school Child Protection Incident Record will be completed by the Designated Teacher (Appendix 3).

The Principal in consultation with the designated teacher, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services using Understanding the Needs of Children in Northern in Northern Ireland (UNOCINI) referral documentation. If there are concerns that the child may be at risk, the school is obliged to make a referral.

The Principal/DT may seek clarification or advice and consult with the CCMS designated officer, Designated Officers for Child Protection at the EA 'Southern Region' or Senior Social Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our first priority.

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

- **The Social Services**
- **The CCMS designated officer for child Protection**
- **Designated Child Protection Officer 'Education Authority – Southern Region'**

This will be done in an envelope marked '**Confidential – Child Protection**'.



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- A phone-call referral is followed within 24 hrs with written documentation using the regionally agreed format of Understanding the Needs of Children in Northern Ireland (UNOCINI)

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 abuse, he/she should speak to the designated teacher.

Complaint made against a member of staff

If a complaint about possible abuse is made against a member of staff, the Principal (or the designated teacher if he is not available) must be informed immediately and manages the response. The above procedures will apply (unless the complaint is about the designated teacher). Where the matter is referred to Social Services the member of staff will be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chair of the Board of Governors will be informed immediately. Decision –making will be made jointly between the Principal and Chair of Governors. If a complaint is made against the Principal, the designated teacher or her deputy if she is not available, must be informed immediately. He/she will inform the Chair of the Board of Governors and together they will ensure that the necessary action is taken.

Use of Internet and Digital Technology

We in St Colman's Primary School and All Saints' promote the safe, healthy, acceptable and effective use of the Internet and other Digital Technologies (following DE guidance as set out in DE Circular 2013/25, Effective and Educational Uses of Mobile Digital Devices 2016/26, Online Safety 2016/27). We actively promote safe and acceptable working practices for all staff and pupils which reassures parents that all relevant procedures are in place safeguarding all of the children. As we are living in a rapidly changing technological world we constantly keep children, staff and parents updated in relation to what is deemed safe/unsafe practices through School Website, School social media (Facebook and Twitter), Training opportunities for whole school including parent assemblies and workshops.

Children

All children are given clear guidance with regard to the use of Internet and Digital Technology in school. They are made aware of the benefit of these technologies, but are also made aware of the dangers i.e. giving personal details over the internet, knowing to talk to a trusted adult if they are concerned about something they hear and see over the internet etc. Our school is an Online Safety enriched environment which impacts upon all areas of school life.

Children are informed at the beginning of each school year that mobile phones are not permitted in school.



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Staff

Staff have participated in training and signed and agreed to an Acceptable Use Policy Agreement and an Acceptable Use of Social Media Policy Agreement for ICT provision in school.

Staff all take an accredited course on Level 1 Safeguarding every two years. Certificates are kept in the school office.

Parents

Parents have had opportunities to access and receive training relating to online safety practices. Parents are aware of the designated Online Safety Officer – Mrs Morgan (formerly Mr O'Neill), who regularly keeps online safety procedures up to date with current developments in the digital world.

At the beginning of the school year parents also give their written consent with regard to use of their children's photographs and moving images taken only on school devices. These are used for classroom displays, the school website, school social media platforms and local / regional media as well as written work being used for display purposes.

Parents are informed at the beginning of the school year that children are not permitted to bring mobile phones into school in keeping with the school mobile phone policy. If throughout the course of the day parents need to be contacted, this will be done by the main office.

We recognise that parents /extended family members may on occasion wish to capture children's performance on digital devices during special events throughout the school year- Christmas Concerts, Assemblies, Sacramental Services, Sport's Day etc
Parents are strongly advised that they are permitted to do so but that the footage taken is solely used with the best of intentions and in the best interests of the child. Online safety procedures must be adhered to as outlined on our school website.

Extended After Schools Club

All planned activities are an extension of the current good practice that already exists in the school. All staff/coaches have been vetted and are appraised of the school's Safeguarding and Child Protection policy and procedures. The Extended School's Co-ordinator monitors and supervises all activities. Any concerns by staff are reported directly to Mr O'Neill (Principal) or Mrs Morgan (Designated teacher), and appropriate procedures ensue as detailed in the earlier section for disclosed (suspected) child abuse.



School Trips

To ensure safety of children at all times, there are high levels of supervision on school trips, with a favourable adult-child ratio. **Risk assessments are conducted prior to any school trip.** All volunteers who assist with educational trips are given a copy of the school's Safeguarding and Child Protection Policy/Code of Conduct so that they act in compliance when supporting the school.

Staff are made aware of the importance of high levels of supervision required when children are off site. Particular attention is given to the additional needs children may have when spending a day off site i.e. inhalers, epi pens, blood sugar monitor etc All staff are advised of our Trips Policy Document and all trips are compliant with the guidance set out within.

In the event of an emergency the lead member of staff on a given trip will make immediate contact with the Designated Teacher/Principal and school procedures will apply.

A Code of Conduct for all members of Staff of St Colman's Primary School and All Saints' Nursery Unit.

Principal, Vice-Principal, School Leadership Team, Class Teachers, Classroom Assistants, Secretarial Staff, Cleaners, Caretakers, Lunchtime Supervisors, Support Agencies, Coaches, Placement staff, School Chaplain and Kitchen Staff, Volunteers.

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.

Code of Conduct

Code of Conduct for Staff and Volunteers in Schools

Objective, Scope and Principles

This Code of Conduct is designed to give clear guidance on the standards of behaviour that all school staff and volunteers are expected to observe. School staff and volunteers are role models and are in a unique position of influence and trust and must adhere to behaviour that sets a good example to all the pupils/students within the school. As a member of a school community, each person has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This Code of Conduct applies to all staff and volunteers of the school.

This Code of Conduct does not form part of any employees' contract of employment.

1. Setting an Example

- 1.1 All staff and volunteers who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times.
- 1.2 All staff and volunteers must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
- 1.3 All staff and volunteers must also avoid putting themselves at risk of



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allegations of abusive or unprofessional conduct. Private meetings with pupils must be avoided. These should only be conducted in an open classroom environment with visual access or with the door open.

- 1.4 This Code helps all staff and volunteers to understand what behaviour is / is not acceptable and regard should also be given to the disciplinary rules set out by the employing authority.
- 1.5 All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.

2. Safeguarding Pupils / Students

- 2.1 All staff and volunteers have a duty to safeguard pupils / students from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.
- 2.2 The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student or colleague to a member of the school's Safeguarding team (Designated Teacher (DT)/Deputy Designated Teacher (DDT) for Child Protection or the Principal).
- 2.3 The school's DT is Mrs A Morgan and the DDT are Mrs A. Hanna, Mrs C. Burns and Mrs E. McCann.
- 2.4 All staff and volunteers are provided with personal copies of the school's Child Protection Policy and Whistleblowing Policy and must be familiar with these documents and other relevant school policies e.g. e-Safety and Acceptable Use Policy.
- 2.5 All Staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.
- 2.6 All staff and volunteers should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.
- 2.7 All staff and volunteers must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare. Staff should also complete risk assessments where appropriate in accordance with school policies.



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3. Relationships with Students

- 3.1 All staff and volunteers must declare any relationships that they may have with pupils/students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff and volunteers should not assume that the school are aware of any such connections.
- 3.2 Relationships with students must be professional at all times, sexual relationships with students are not permitted and may lead to an abuse of trust and criminal conviction.

4. Pupil/Student Development

- 4.1 All staff and volunteers must comply with school policies and procedures that support the well-being and development of pupils/students.
- 4.2 All staff and volunteers must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students.

5.0 Honesty and Integrity

- 5.1 All staff and volunteers must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

6. Conduct Outside of work

- 6.1 All staff and volunteers should not engage in conduct outside work which could seriously damage the reputation and standing of the school or the staff/volunteers own reputation or the reputation of other members of the school community.
- 6.2 In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.
- 6.3 **Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school.** It should not contravene the working time regulations or affect an individual's work performance in the school. **Staff should seek advice from the Principal when considering work outside the school.**

7.0 E-Safety and Internet Use

- 7.1 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work.

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- 7.2 Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. **Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have. Any breach of conduct out of your control will be dealt with accordingly. *****
- 7.3 Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others.
- 7.4 Contact with students must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students.

If contacted by a student by an inappropriate route, staff should report the contact to the Principal immediately.

- 7.5 Photographs/stills or video footage of students should only be taken using school equipment for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be retained and destroyed in accordance with the schools Records Management Policy and Disposal Schedules.

8.0 Confidentiality

- 8.1 Members of staff and volunteers may have access confidential information about students in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate or embarrass the student.
- 8.2 Confidential information about students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.
- 8.3 There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. **In such cases, individuals have a duty to pass information on without delay to the Principal and Vice Principal (DT)**
- 8.4 If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from the Principal / Vice



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Principal (DT). Any media or legal enquiries should be passed to Principal Vice Principal or a member of the Senior Leadership Team.

8.5 Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.

8.6 Additionally concerns and allegations about adults should be treated as confidential and passed to the Principal / Vice Principal (DT) without delay.

9. Dress and Appearance

9.1 All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.

9.2 Staff and volunteers should dress in a manner that is not offensive, revealing or sexually provocative.

9.3 Staff and volunteers should dress in a manner that is absent from political or other contentious slogans.

10. Disciplinary Action

Staff and volunteers should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including but not limited to dismissal. Where the offense is not the result of the person signing this document the matter will be dealt with accordingly. ***

11. Compliance

All staff and volunteers must complete the form in Appendix 1 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

Policy Date : September 2018

Review Date: September 2019



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Appendix 1

Confirmation of Compliance

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

Name: _____

Position / Post held: _____

Signed: _____

Date: _____

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



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Appendix 2

Principal : Mr K O'Neill
B.Ed (Hons) PQH (NI)

Tel: 028 40671363
Email: info@stcolmans.annaclone.ni.sch.uk

Concern about a child - RECORDING Sheet

CHILD's Name: _____

Date	Time	Place	People Present

What was said (quoting actual words) and observed, including any NOTICABLE non verbal behaviour



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Date and time	Action taken:
	<p>Received by Social Services:</p> <p>Named duty officer: _____</p> <p>Date: _____</p> <p><u>OUTCOME:</u></p>

Signed: _____ Date: _____

