

# St. Joseph's Grammar School

Scoil Ghramadaí Naomh Iósaef



## **Safeguarding and Child Protection Policy**

**2015-2016**

**Designated Teacher for Child Protection:**

**Mrs A. Mc Gleenan**

**Deputy Designated Teachers for Child Protection:**

**Mrs G. Donnelly – Principal**

**Mr N O'Neill      Ms O. Goodwin**

**Ms C. Taggart      Mr P Quinn**

**Mr P. Corrigan      Ms M. McCoy**

**Mrs S Mhic Giolla Cholaim**

## **Introduction**

We in St. Joseph's Grammar School have a primary responsibility for the care, welfare and safety of the pupils in our charge. We will carry out this duty through our pastoral care policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential. One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe. This is achieved through the Personal Safety, Internet Safety, RSE and Drugs Education aspects of the PD Programme.

### **Principles on which this policy is based**

- the child's welfare must always be paramount; this overrides all other considerations;
- a proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is a conflict, the child's interest must remain paramount;
- children have a right to be heard, to be listened to and to be taken seriously. Taking account of their age and understanding they should be consulted and involved in all matters and decisions which may affect their lives;
- parents/carers have a right to respect and should be consulted and involved in matters which concern their family;
- actions taken to protect a child (including investigation) should not in themselves be abusive by causing the child unnecessary distress or adding to any damage already suffered;
- intervention should not deal with the child in isolation; the child must be seen in a family setting. The criminal dimension of any action cannot be ignored;
- children with disabilities are children first and have equal rights to protection. They have particular needs which require specialist attention.

- where it is necessary to protect the child from further abuse, alternatives which do not involve moving the child and which minimise disruption of the family should be explored;
- actions taken by agencies must be considered and well informed so that they are sensitive to and take account of the needs of the child's gender, age, stage of development, religion, culture and race;
- all agencies concerned with the protection of children must work together on an interagency basis in the best interests of children and their families;
- each agency must have an understanding of each other's professional values and accept each other's role, powers and responsibilities.

*From the Children (Northern Ireland) Order 1995, Guidance and Regulations, Volume 6, "Co-operating to Protect Children".*

## **Procedures**

St. Joseph's Grammar School recognise their five main responsibilities in the areas of Child Protection. These are in the areas of prevention, recognition, response, referral and confidentiality/record keeping. Parents will be made aware of the school's responsibilities and procedures and we hope they will support us in our practice.

## **Prevention**

We offer a supportive environment to children and young people who are being abused, have been abused and may in the future be abused. All children and young people are valued and will receive our support.

The school has developed and provides a 'child protection ethos' and a preventative curriculum. We offer children an alternative model to violent or abusive behaviour and alternative methods of responding. We aim to involve the whole school in creating a 'listening educational establishment'.

The school offers protection on two levels:

- Immediate protection - creating a listening environment that makes it easier for pupils to share their concerns.
- Long term protection, enhancing self esteem and encouraging partnership with parents/guardians and other agencies.

The Board of Governors ensures that the curriculum and “preventative curriculum” includes a programme for pupils on personal protection. Where it is appropriate to deliver relationship and sexuality education, (RSE), management ensure the programme is consistent with the Department of Education’s circular on this topic. Where the curricular programme in RSE forms part of several subjects, there is careful co-ordination and planning of what is provided.

The Board of Governors ensures that the school has and follows the Code of Practice for the conduct of all members of staff, towards the pupils attending the school. (See Appendix 3). The Code of Practice covers all activities organised in and by the school, whether on school premises or elsewhere.

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

We will ensure that we will provide effective management for our staff through adequate training and supervision.

## **Recruitment and Vetting Procedures**

All staff (permanent, teaching, non-teaching, casual, volunteers, sports coaches etc.) are vetted through the Access N.I. system. Substitute Teachers have Access N.I. compliance verified through the NISTR Register.

## **Collaboration**

If a student from the home school makes a disclosure in the provider school to a member of staff the member of staff should refer the matter immediately to the Designated Teacher for Child Protection in the **provider school**. The Designated Teacher will then refer the matter to the Designated Teacher for Child Protection in the home school.

## **Work Experience**

Work experience placements provide insights into the world of work and are an invaluable educational opportunity. During the work placement the Health and Safety of the young person and those working with them is paramount. In preparing students for work experience personal safety issues will be addressed. Students will be advised on the procedures to be followed in the event of a student having concerns or feeling unsafe, uneasy or uncomfortable through the use of inappropriate language or behaviour or if anything untoward occurs to them during work experience placements.

In the event of a student having concerns they should contact Mrs McGleenan the Designated Teacher for Child Protection who will follow the school Child Protection Policy and Procedures. A written record should be made.

## **Internet and E-Mail Policy**

St. Joseph's Grammar School encourages use by pupils of a wide variety of Information and Communication Technologies. Pupils are given access to the Internet provided they act in a considerate and responsible manner. This privilege can be withdrawn if they fail to maintain acceptable standards of use as outlined in the Computer Access, Internet, E-Mail and Printing Policy and BYOD Policy 2014 which is included in student planner and is available as a download on policy page of St. Joseph's website.

In St. Joseph's Grammar School it is felt that the benefits to pupils from access to information resources and increased opportunities for collaboration exceed the disadvantages. Through the introduction of C2K, all internet filtering is controlled by Surf Control who deem whether internet material is suitable or unsuitable. All internet access for pupils and staff in St. Joseph's is **via C2K** and therefore all access is subject to this filtering.

All E-Mails are automatically filtered for unsuitable size and content. Mail which is blocked may be viewed by the Principal, who will then decide whether to allow the mail through the system.

In order to ensure appropriate use of internet access and e-mail, school can and does track and record the sites visited, the searches made on the internet and e-mail sent and received by individual users. Unacceptable use of these facilities will result in sanctions being imposed (see policy). This policy is up-dated in light of evolving technology.

## **Mobile Phone Policy**

Pupils are discouraged from bringing mobile phones to school. Those who do so must keep all phones switched off during the school day and observe the school's policy on the use of mobile phones.

There is an outright ban on the use of all media messaging (picture/video) phones in school at any time.

## **Overall Objectives**

To establish, maintain and review child abuse procedures.

To establish and review role of designated teachers.

To identify and promote the development of a staff training strategy

To ensure that parents/guardians are aware of our:

Child Protection Policy  
Structures and Procedures

Through consultation and communication of policy, to establish and develop child protection issues in the school curriculum.

## **Definitions of Abuse**

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. There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards the child.

### **Neglect:**

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 (faltering growth).

### **Physical 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.

## **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.

## **Emotional abuse:**

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. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic Violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

## **Child Sexual Exploitation:**

Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

“Child sexual exploitation is a form of sexual abuse in which a person(s) exploits, coerces and/or manipulates a child or young person into engaging in some form of sexual activity in return for something the child needs or desires.” (The Include Youth Working Group, 2014).

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age,

gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability. (This definition of child sexual exploitation was created by the UK National Working Group for Sexually Exploited Children and Young People (NWG)).

### **Child sexual abuse online**

When sexual exploitation happens online, young people may be persuaded, or forced, to:

- send or post sexually explicit images of themselves
- take part in sexual activities via a webcam or smartphone
- have sexual conversations by text or online.

Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity.

Images or videos may continue to be shared long after the sexual abuse has stopped.

### **Child sexual exploitation in gangs**

Sexual exploitation is used in gangs to:

- exert power and control over members
- initiate young people into the gang
- exchange sexual activity for status or protection
- entrap rival gang members by exploiting girls and young women
- inflict sexual assault as a weapon in conflict.

## **Domestic Violence:**

Domestic Violence is defined as “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”

Tackling Domestic Violence at Home, (2005) NIO & DHSS&PS

### **The Recognition of Child Abuse - Signs and Symptoms.**

The detection of abuse is often very difficult and seldom clear cut. It is important therefore to share concerns with the designated teacher - Mrs McGleenan, who will then share concerns if appropriate with EWO, child care Social Workers etc.

School staff especially teachers but also ancillary and auxiliary staff, are particularly well placed to observe outward symptoms or change in appearance, behaviour, learning pattern or development. It is important to be able to recognise these signs and symptoms. None of the indications either singly, or in any combination prove conclusively that a child has been abused.

### **Physical Abuse**

#### **Physical indicators**

Unexplained bruises - in various stages of healing - grip marks on arms; slap marks; human bite marks; welts bald spots; unexplained, untreated burns; especially cigarette burns or immersion burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear - symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday.

#### **Behavioural Indicators**

Self destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; comes to school early or stays late as if afraid to be at home; clothing inappropriate to weather - to hide part of body; violent themes in art work or stories.

## Neglect

### Physical Indicators

Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress, poor hygiene; repeatedly unwashed; smelly; repeated accidents especially burns.

### Behavioural Indicators

Tired or listless (falls asleep in class); steals food; compulsive stealing; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.

## Emotional Abuse

### Physical Indicators

Well below average height and weight; “failure to thrive”; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).

### Behavioural Indicators

Apathy and dejection; inappropriate emotional response to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.

## Child Sexual Exploitation

### Child Sexual Exploitation – Signs, symptoms and effects

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Young people who are being sexually exploited may:

- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers

- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- go missing from home, care or education.

They may also show signs of sexual abuse or grooming.

### **Things you may notice**

If you're worried that a child is being abused, watch out for any unusual behaviour.

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

# Domestic Violence

## Signs of Domestic Violence

**Destructive criticism and verbal abuse:** shouting/mocking/accusing/name calling/verbally threatening.

**Pressure tactics:** sulking, threatening to withhold money, disconnect the telephone, take the car away, commit suicide, take the children away, report person to welfare agencies unless they comply with his demands regarding bringing up the children, lying to the person's friends and family about them, telling the person that they have no choice in any decisions.

**Disrespect:** Persistently putting the person down in front of other people, not listening or responding when they talk, interrupting their telephone calls, taking money from their purse without asking refusing to help with childcare or housework.

**Breaking trust:** lying, withholding information from the other person, being jealous, having other relationships, breaking promises and shared agreements.

**Isolation:** monitoring or blocking telephone calls, telling the person where they can and cannot go, preventing them from seeing friends and relatives.

**Harassment:** following and checking up on the other person, opening mail, repeatedly checking to see who has telephoned, embarrassing the person in public.

**Threats:** making angry gestures, using physical size to intimidate, shouting the person down, destroying their possessions, breaking things, punching walls, wielding a knife or a gun, threatening to kill or harm the other person and the children.

**Sexual violence:** using force, threats or intimidation to make the person perform sexual acts, having sex with the person when they don't want to have sex, any degrading treatment based on the other person's sexual orientation.

**Physical violence:** punching, slapping, hitting, biting, pinching, kicking, pulling hair out, pushing, shoving, burning, strangling.

**Denial:** saying the abuse doesn't happen, saying the other person caused the abusive behaviour, being publicly gentle and patient, crying and begging for forgiveness, saying it will never happen again.

## **Sexual Abuse**

### **Physical Indicators:**

Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.

### **Behavioural Indicators**

What the child tells you; withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; overly concerned for siblings; poor self esteem; self devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.

### **Grooming: signs and symptoms**

The signs of grooming aren't always obvious. Groomers will also go to great lengths not to be identified.

Children may:

- be very secretive, including about what they are doing online
- have older boyfriends or girlfriends
- go to unusual places to meet friends
- have new things such as clothes or mobile phones that they can't or won't explain
- have access to drugs and alcohol.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

## Self-Harm

Levels of self-harm are one indicator of the mental health and mental well-being of young people in our society in general.

Self-harm describes a wide range of things that people do to themselves in a deliberate and usually hidden way. Self-harm is a symptom rather than the core problem. It masks underlying emotional and psychological trauma. In the vast majority of cases self-harm remains a secretive behaviour that can go on for a long time without being discovered. Self-harm can involve:

- cutting
- burning
- scalding
- banging or scratching one's own body
- breaking bones
- hair pulling
- ingesting toxic substances or objects.

Young people who self-harm mainly do so because they have no other way of coping with problems and emotional distress in their lives. This can be to do with factors ranging from bullying to family breakdown. But self-harm is not a good way of dealing with such problems. It provides only temporary relief and does not deal with the underlying issues.

## **Procedures for staff to follow in reporting suspected (or disclosed) child abuse**

The Designated Teacher for child protection is Mrs. Annette McGleenan, Vice Principal. In her absence the Principal, Mrs. G. Donnelly or Mr N. O'Neill, Ms O. Goodwin, Ms C. Taggart, Mr P. Corrigan, Bn. Mhic Giolla Cholaim, Mr P. Quinn and Ms M. McCoy will assume responsibility for child protection matters.

1. 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 the Social Services - but should **report these concerns immediately** to the Designated Teacher, discuss the matter with her and make full notes. (In the absence of the Designated Teacher or Vice-Principal, the Principal should be informed directly).

2. The Designated Teacher will immediately notify the Principal to plan a course of action, and ensure that a written record is made.

The Principal in consultation with the Designated Teacher, will decide whether, in the best interests of the pupil the matter needs to be referred to Social Services. **If there are concerns that the pupil may be at risk, the school is obliged to make a referral.** Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

The Principal may seek clarification or advice and consult with the Designated Officers from the Education Board Mrs Jennifer McCann, Mrs Cathy McCann and Mrs Kathryn Anderson or the Duty Social Worker of the Gateway Team, 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 pupil is our first priority.**

3. Where a referral is to be made the Designated Teacher will immediately contact the Duty Social Worker at the Gateway Team. The referral will be confirmed in writing using the UNOCINI referral form and a copy sent to one of the Designated Officers for Child Protection at the SELB.
4. The parent/carer of the child will be informed by the school that a referral is to be made to Social Services unless the parent/carer is the subject of the allegation.
5. The Designated Teacher will make a record of all the discussions held and actions taken within **24 hours** of a referral.

6. If an acknowledgement of the referral is not received from Social Services within 5 working days, the Designated Teacher will follow this up.
7. The Principal will inform the Chairperson of the Board of Governors.

### **Confidentiality and Record Keeping**

For reasons of confidentiality the number of people advised of any concern/incident or who have access to this recorded information will be strictly limited on a need to know basis.

### **WHAT TO DO IF A CHILD TELLS YOU OF ABUSE.**

- Listen carefully to what the child says.
- Accept what is said.
- Take notes.
- React calmly without displaying shock or disbelief. Over reactions can frighten the child and compound feeling of guilt.
- Reassure the child and tell her she is not to blame. Children can often feel guilty. Remember they are the victims - never the cause!
- Don't give false reassurance e.g. "Don't worry, everything will be alright now".
- Use the words the child uses. If the child is aware that you are reluctant to use particular words she may be reluctant to use the words or may not speak at all.
- Do not promise confidentiality.
- Do not ask leading questions e.g. "Did she hit you there?" or "Did he touch your private parts?" This approach may invalidate evidence, in court, at a later date.
- Remember it is not your responsibility to investigate the child abuse. That is for Social Services to manage.
- It may be necessary though, to ask questions. You can prompt the child in a neutral way, with open-ended questions such as, "Can you say anything more about that?"

- Control your feelings towards the perpetrator, and do not criticise him/her. The child may love the perpetrator and reconciliation may be possible.
- Check out your understanding of what has happened with the child if you are not clear what is being disclosed to you.
- **Write up your notes as soon as possible and retain these.** Make sure you record time, date, location, exactly what the child said, non-verbal behaviour. Note, too, any injuries, bruises etc. Note, as well, when you referred your suspicions.
- Explain what you have to do next and that you have to refer to the Designated Teacher.
- Safeguard everyone's interests by following the Child Abuse Procedures (Consult as appropriate).
- **Refer to the Designated Teacher.**
- It takes courage and determination for a child to tell an adult that they are being, or have been abused. Children may be frightened by the threat of violence to themselves, or other members of the family, or of being taken away from, or breaking up the family. Some children never disclose abuse and, as a result suffer throughout their childhood, and sometimes, for the rest of their lives.
- Consequently, when children confide in someone, it is usually a person they trust and with whom they feel safe.
- Seek support for yourself, e.g. Staff Care Service 'Carecall' at SELB. Listening to children talk about their experience of being abused can be very upsetting. That in turn can affect the help you give. It is important to understand these feelings so that they do not cloud professional judgement. In these circumstances, you should have easy access to support structures. Within this context it is likely you will be encouraged not to talk about the facts of the case but, rather how you feel about the facts.

## **Procedures where a complaint has been made against a member of staff**

If a complaint about possible child abuse is made against a member of staff the Principal (or the designated teacher, if she is not available) must be informed immediately and a written record should be made.

Designated Teacher will be informed (if she is not the subject of the complaint) and she will record details.

Principal will consult with and seek advice from the SELB's Designated Officers Jennifer Mc Cann, Cathy Mc Cann, Kathryn Anderson and Social Services Armagh/Dungannon Trust to assess the situation.

If no further action is indicated the subject of the complaint will be advised accordingly.

If there is a decision to refer Social Services and the Police will begin their investigations of the complaint.

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.

If a complaint is made against the Principal, the Designated Teacher (or her deputy, if she is not available) must be informed immediately. She will inform the Chairperson of the Board of Governors and together they will ensure that the necessary action is taken as for the above procedure.

### **Record Keeping**

**All records, information and confidential notes are kept in separate files in a locked drawer. These only identify the pupil by their initials and date of birth. These records are kept separate from any other file which is held on the pupil.**

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

## **Conduct of Staff**

Staff are aware of and adhere to the Code of Conduct which has been drawn up and agreed by the Board of Governors.

The duty to safeguard and promote the welfare of the children and young people in their charge rests with all members of staff, teaching and non-teaching, and implicit in it is the assumption that the conduct of educational establishment staff towards the children must be above reproach. This assumption holds true whatever the age, sex or maturity of the children and young people. Clearly the younger the child or young person, or the greater the degree of learning difficulties he/she has, the less likely it will be that he/she will be able to recognise and respond appropriately to an abuse by any member of staff of the trust that his/her position confers. Any abuse of that position of trust by any member of staff is unacceptable.

## **Boarding Departments/Residential Trips**

Employers, governors, management committees and senior staff have a responsibility to ensure that professional behaviour applies to relationships between staff and children and young people; that all staff are clear about what constitutes appropriate behaviour and professional boundaries; and that those boundaries are maintained with the sensitive support and supervision required. This is important in all educational establishments, but schools with boarding departments, and staff on residential trips, need to be particularly mindful of this responsibility, as do individuals in circumstances where there is one-to-one contact with children and young people, for example in extra-curricular activities or in counselling.

When organising residential trips it is imperative all young people must be provided with a separate bed.

## **Procedures for staff to follow in reporting suspected (or disclosed) child abuse during Extra Curricular Activities or Outside of School Hours**

In the eventuality of a disclosure being made to a member of staff **outside normal school hours (5.00p.m - 9.00 a.m.)** and in the absence of the Designated Teacher for child protection Mrs. A. McGleenan, or any of the Deputy Designated Teachers- Mr N. O'Neill, Ms O. Goodwin, Ms C. Taggart, Mr P. Corrigan, Bn. Mhic Giolla Cholaim, Mr P. Quinn and Ms M. McCoy and the Principal Mrs G. Donnelly the following procedures should be followed.

- 1.** 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 the Social Services - but should **report these concerns immediately** to the **Regional Emergency Social work Service (028 95049999)**. A switchboard operator will take details such as the referrers contact details and nature of the call. The Telephonist will pass details to a Social Worker.

- 2.** The **Social Worker** will ring back to the member of staff to obtain more information and advise further.
- 3.** The member of staff must ensure that a written record is made and referred to the Designated Teacher as soon as possible.

## **Code of conduct**

A Code of Conduct for staff in schools, teaching and non-teaching, in their contact with pupils has been drawn up and agreed by the Board of Governors and is attached at Appendix 3. Adherence to the Code will reduce the risk of allegations being made.

Children and young people have a right to be treated with respect. Members of staff should be alert to the risk of emotional abuse, such as persistent and vindictive sarcasm, verbal bullying, or severe and persistent negative comment or actions, particularly when directed consistently at a single child or young person or a small number of children or young people in a class. Such bullying behaviour is unacceptable. Members of staff should be encouraged to reflect on every aspect of their contact with children and young people which may give rise to perceptions or allegations of this form of abuse.

If a parent accuses a teacher of emotional abuse it will be investigated by the principal who will follow up on the complaint, keep a record and get back to the parent. It does not need a referral to social services provided the issue can be resolved in school. Teacher shouting, intimidating child, child afraid to come to school etc. all constitute this.

### **Physical contact with pupils**

Integral to a clear understanding of standards of behaviour expected of staff is an understanding of the acceptable boundaries of physical contact with children and young people. The Code of Conduct makes it clear that it is unnecessary and unrealistic to suggest that teachers should touch pupils only in emergencies. Particularly with younger children, touching them is inevitable and can give welcome reassurance. However, teachers must bear in mind that even perfectly innocent actions can sometimes be misconstrued. Children may find being touched uncomfortable or distressing for a variety of reasons. It is important for teachers to be sensitive to a child or young person's reaction to physical contact and to act appropriately. It is also essential not to touch pupils in ways, or on parts of the body or in circumstances that might be considered inappropriate. It is also possible that physical contact may result in a child or young person's responding inappropriately: this may in itself be indicative of abuse in another setting, and the teacher should bring any concerns to the attention of the designated member of staff.

## **Staff - in - service**

The school is committed to in-service training for all staff. Each member of staff annually will receive general training on Safeguarding and Child Protection and will be issued with the schools Safeguarding and Child Protection Policy. The Designated Teacher and Deputy Designated Teacher will attend specialist training in line with their roles and responsibilities. All new members of staff will be inducted on the schools Safeguarding and Child Protection Policy and Procedures. A record of attendance will be recorded.

## **Safeguarding Meetings**

The Safeguarding Committee in school –Mrs G. Donnelly, Mrs A. McGleenan, Mr N. O’Neill, Ms O.Goodwin, Ms C. Taggart, Mr P. Corrigan, Bn. Mhic Giolla Cholaim, Mr P. Quinn and Ms M. McCoy meet every month where an up-date is provided on any student about whom there are concerns of a child protection nature, discussion takes place about further intervention or support needed and the outcome of Child Protection conferences and up-dates in relation to policy and procedures are tabled. Minutes are retained by Mrs McGleenan.

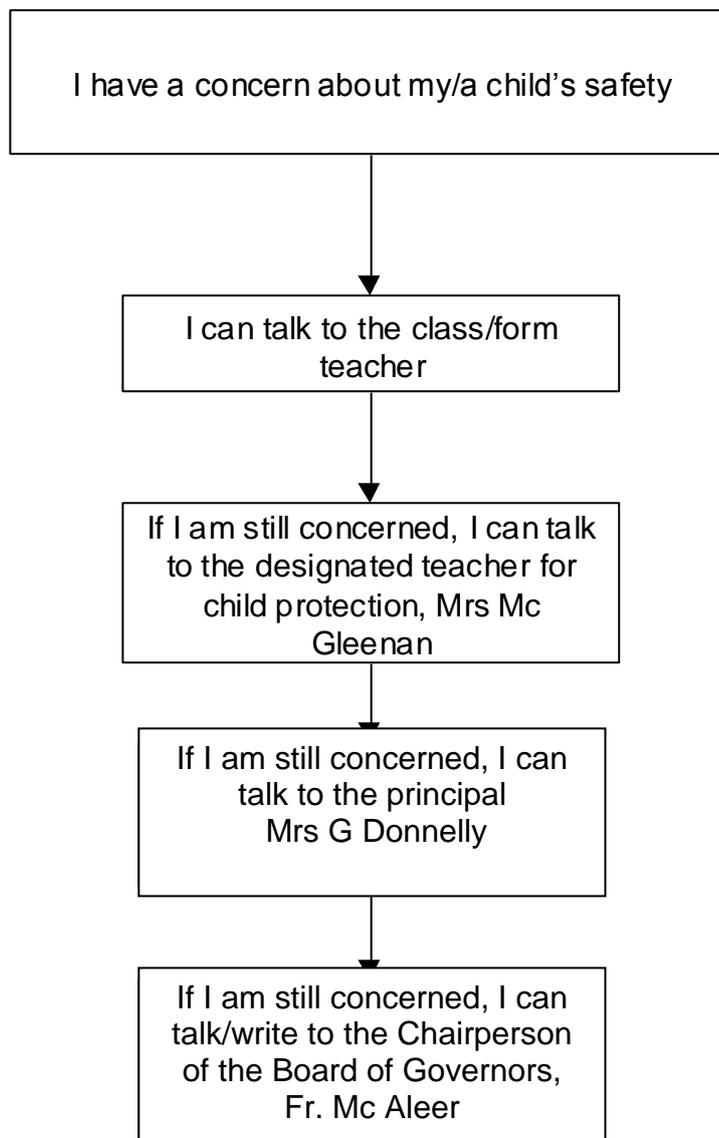
## **Monitoring and Evaluation**

The school will update this Policy and Procedures in the light of any further guidance and legislation as necessary, and review and renew it annually. Participation and consultation with, staff, children and parents will be undertaken.

A monitoring instrument has been drawn up to be used to ensure that the agreed Policy and Procedures have been implemented. On-going evaluation will ensure the effectiveness of the Policy.

## Appendix 1

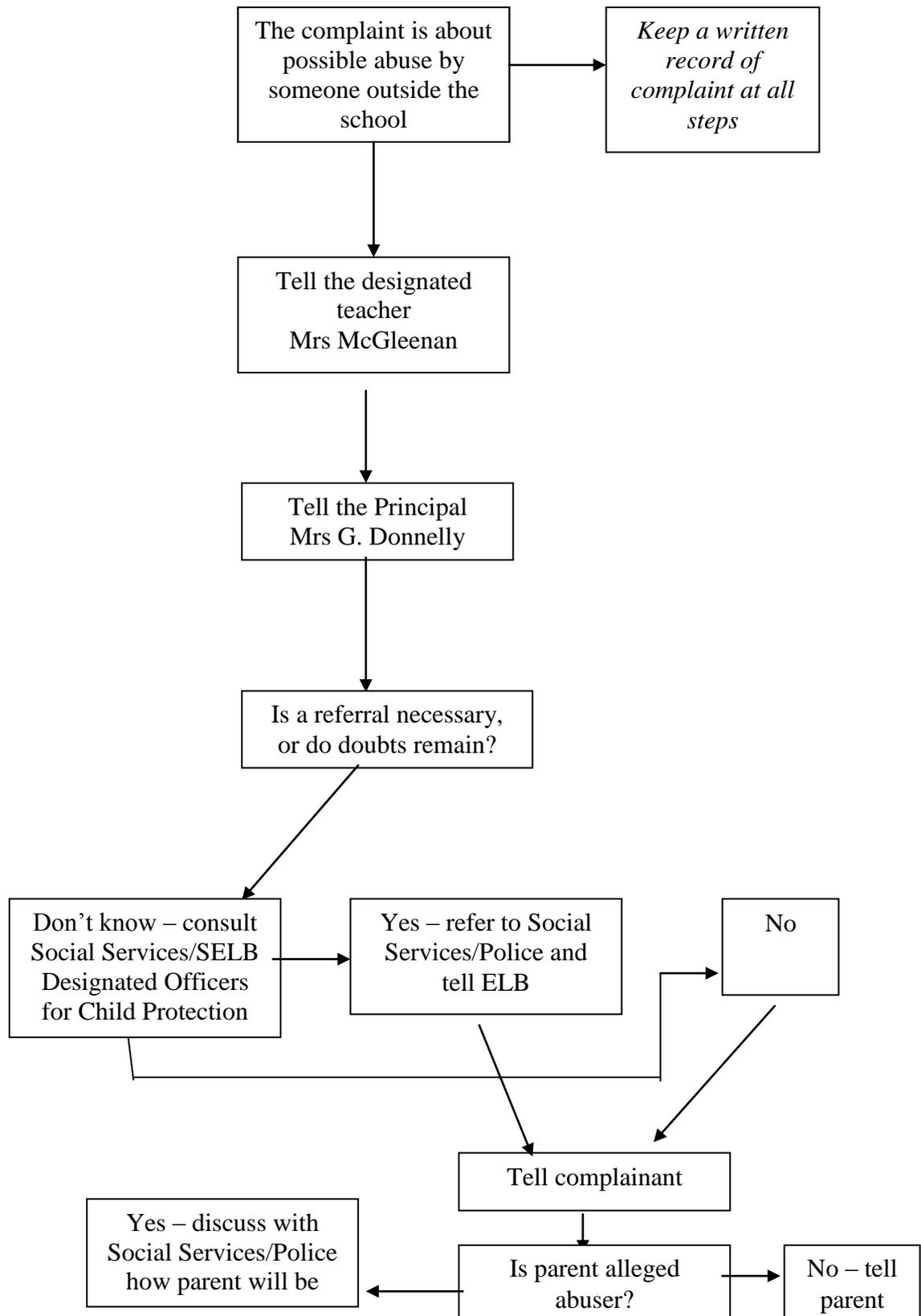
### How can a parent make a complaint



**At any time, I can talk to the social worker (028 877 23101)  
Or  
between 5.00pm and 9.00am the Regional Emergency Social work Service  
(028 95049999)  
or the Police (028 867 66000)**

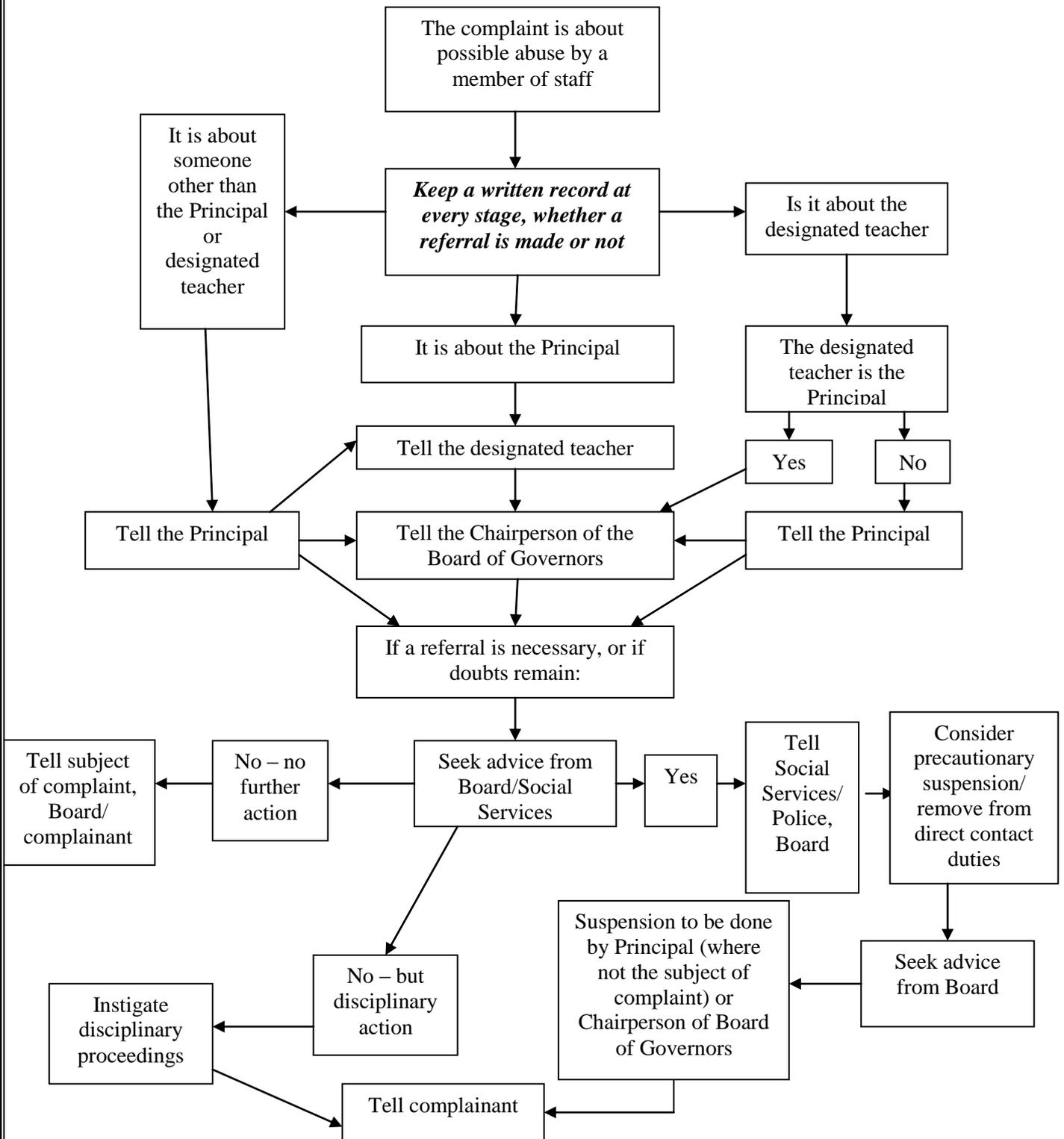
## Appendix 2

### 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



### Appendix 3

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



## **Appendix 4**

### **A Code of Conduct for Staff in SJS regarding contact with children/young people**

#### **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 SJS. It is intended to assist staff in respect of the complex issue of child protection, by drawing attention to the areas of risk for staff and by offering guidance on student conduct.

#### **Code of Conduct**

##### **1. Private Meetings with Students**

- (a) Staff should be aware of the dangers which may arise from private interviews with individual students. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews, preferably with another member of staff present, in a room with visual access, or with the door open.
- (b) Where such conditions cannot apply, staff are 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.
- (c) Where possible another student or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

##### **2. Out of School and After-School Activities**

Staff should take particular care when supervising students in the less formal atmosphere of a residential setting or after-school activity. The more relaxed relationships that may promote successful activities can be misinterpreted by young people. It is important to emphasise that the standards of professional conduct and behaviour expected of Staff should be no different to that which applies within school. Staff should be aware of the particular care, which should be taken with older, more mature students in these circumstances.

### **3. Physical Contact with Students**

(a) As a general principle, staff are advised not to make unnecessary physical contact with their students.

(b) It is unrealistic and unnecessary, however, to suggest that staff should touch students 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.

(c) 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 students).

(d) Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.

(e) Staff who have to administer first-aid to a student 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.

(f) Any physical contact which would be likely to be misinterpreted by the student, parent or other casual observer should be avoided.

(g) 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 his/her HoD or SLT.

(h) Staff should be particularly careful when supervising students in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to students in circumstances very different from the normal school/work environment.

### **4. Choice and Use of Teaching Materials**

(a) Staff should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice - PD materials.

(b) When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by students or by the teacher, might after the event be criticised.

- (c) If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

## **5. Relationships and Attitudes**

Within the Pastoral Care Policies of SJS staff should ensure that their relationships with students are appropriate to the age, maturity and sex of the students, 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 are dealing with adolescent boys and girls.

## **6. Visitors to SJS**

In the interests of safety and child protection all visitors to school should immediately on arrival report to reception where they will be issued with a visitor pass which must be returned upon leaving the school. All visitors must comply with the School Visitors Policy and Procedures – Appendix 6. Failure to do so may result in the visitor's escorted departure from the school.

## **7. Personal letters and on-line communication**

It will rarely be appropriate for staff to write personal notes, letters, phone texts, or to send e-mail, to individual students. If a teacher believes it to be necessary to write a personal note to a student, s/he should discuss the purpose and context with a senior colleague, who should refer to the Principal or Designated Teacher if they require further advice.

This advice is not intended to curtail the use of e-mail or texting where SJS has agreed the use of this medium for submission of work, advice over aspects of subjects being covered or other professional matters and have ensured that parents and carers are aware of the school's policy. However, all staff and other adults using e-mail or texting in this context need to be aware of the less formal style that can characterise this form of communication and should ensure that responses do not convey an inappropriate tone. In particular, a friendly and chatty style committed to e-mail or text can easily be misconstrued by the recipient as the 'conversation' is effectively private to just two individuals, with all that this implies.

Staff should keep passwords secure and ensure that no other person can gain access to their e-mail account and maliciously send messages which appear to have been written by them. Any email communication between staff and pupils should be restricted to school related business. All such emails must be conducted using the C2K email accounts, even if they are sending messages while working at home as these services can be monitored, they provide a measure of protection for both parties as detailed in the Computer Access, Internet, Email and Printing Policy. If staff or students receive inappropriate e-mail or text messages from any source they should inform the Principal or a member of SLT.

Staff should not use their personal/home phones to contact students. Staff can use the school mobile phone or the text2parents facility which enables sending text messages to mobile phones or landlines. This system offers protection as it can be monitored as a delivery report is available which records what messages were sent and to whom. As the system is web-based it can be used from anywhere and is protected by a SSL 128 bit certificate.

The increased availability of internet 'chat rooms' and similar on-line forums also poses risks for children and staff. While they are popular among young people and offer many positive experiences, there is widespread concern about their potential abuse by paedophiles attempting to groom new victims. The SELB's advice is that staff should not use unregulated chat rooms for children and should be aware that it is impossible to determine the age of any participant in these environments. Managed services are available in which on-line discussions for educational purposes can be organized in a secure environment for bona fide participants. C2K can provide advice on these and other related facilities.

Refer to 'Draft Acceptable Use and Social Media Policy for Staff' and 'Draft Twitter Social Media Acceptable Use Policy for Staff.'

### **Use of school lap-top/digital/electronic equipment**

The computer equipment, software and services provided are the property of St. Joseph's Grammar School. They are provided to staff for the duration of their period as a teacher at this school and should not be used for personal use. Use of school lap-top/digital/electronic equipment should be used in line with the Computer Access, Internet, E-Mail and Printing Policy. Staff should be aware that the security of private information and data is their responsibility. Staff are advised that simply deleting files does not permanently remove them.

### **Conclusion**

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

In all circumstances, staff's professional judgement will be exercised and for the vast majority of staff this Code of Conduct will serve only to confirm what has always been their practice. If staff have any doubts about points in this policy, or how they should act in particular circumstances, they should consult SLT or a representative of their 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.

## Appendix 5

# Safeguarding and Child Protection Team

In St. Joseph's Grammar we have a primary responsibility for the care, welfare and safety of the pupils in our charge. In all their contact with pupils all staff in St. Joseph's follow the guidelines and procedures described in the DENI publication 'Pastoral Care in School - Child Protection' (1999) and St. Joseph's Child Protection Policy & Procedures.

Safeguarding Team members include:

<p><b>Mrs A. Mc Gleenan</b> (Vice-Principal) Designated Teacher for Child Protection</p> 	<p><b>Mrs G. Donnelly</b> (Principal) Deputy Designated Teacher for Child Protection</p> 
<p><b>Mr N. O'Neill</b> (Senior Teacher) Deputy Designated Teacher for Child Protection</p> 	<p><b>Ms O. Goodwin</b> (Senior Teacher) Deputy Designated Teacher for Child Protection</p> 
<p><b>Mr P. Corrigan</b> (Senior Teacher) Deputy Designated Teacher for Child Protection</p> 	<p><b>Mrs S. Mhic Giolla Cholaim</b> (Senior Teacher) Deputy Designated Teacher for Child Protection</p> 
<p><b>Ms C. Taggart</b> (Senior Teacher) Deputy Designated Teacher for Child Protection</p> 	<p><b>Mr P. Quinn</b> (Senior Teacher) Deputy Designated Teacher for Child Protection</p> 
<p><b>Ms M. McCoy</b> (SENCO) Deputy Designated Teacher for Child Protection</p> 	<p><b>Dr. Tanya Gribben</b> Designated Governor for Child Protection</p>

In all cases of suspected child abuse the action that will be taken in St. Joseph's is that of informing Social Services and the SELB. The school will not be involved in investigating the suspected abuse.

## Appendix 6

### St Joseph's Grammar School Donaghmore School Visitors Policy and Procedures 2015-2016

#### Policy Statement

The Governing Body assures all visitors a warm, friendly and professional welcome to St Joseph's Grammar School, whatever the purpose of their visit.

The School has a legal duty of care for the health, safety, security and wellbeing of all pupils and staff. This duty of care incorporates the duty to "safeguard" all pupils from subjection to any form of harm, abuse or nuisance. It is the responsibility of the Governing Body and senior staff to ensure that this duty is not compromised at any time.

In performing this duty, the Governing Body recognises that there can be no complacency where child protection and safeguarding procedures are concerned. The School therefore requires that **ALL VISITORS** (without exception) to comply with the following policy and procedures. Failure so to do may result in the visitor's escorted departure from the school site.

#### Policy Responsibility

Mrs A McGleenan, is the member of staff responsible for implementation, coordination and review of this policy. Mrs A McGleenan will also be responsible for liaising with the reception staff to ensure compliance. All breaches of this procedure must be reported to Mrs A. McGleenan Designated Teacher for Child Protection.

The Bursar Mrs A McCall is to ensure compliance by all contract and maintenance personnel and is to advise Mrs A McGleenan accordingly.

#### Aim

To safeguard all children under this school's responsibility both during school hours curriculum and out of school hours activities which are arranged by the school.

#### Objectives

To have in place a clear protocol and procedure for the admittance of external visitors to the school which is understood by all staff, governors, visitors and parents and conforms to child protection and safeguarding guidelines.

#### Where and to whom the policy applies

The school is deemed to have control and responsibility for its pupils anywhere on the school site (i.e. within the school boundary fence), during normal school hours, during after school activities and on school organised (and supervised) off-site activities. The policy applies to:

- All staff employed by the school
- All external visitors entering the school site during the school day or for after school activities (including music tutors, peripatetic tutors, sports coaches, and topic related visitors e.g. authors, journalists)
- All governors of the school
- All parents and volunteers
- All pupils
- Other Education related personnel ( Advisors, Inspectors etc)
- **Building & Maintenance and all other Independent contractors visiting the school premises**
- Independent contractors who may transport students on minibuses or in taxis

## **Protocol and Procedures**

### **Visitors to the School**

All visitors to the school may be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below). They must follow the procedure below.

- Once on site, all visitors must **report to reception first**. **No visitor** is permitted to enter the school via any other entrance under any circumstances.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
- All visitors will be asked to sign the Visitors Record Book which is kept in reception at all times making note of their name, organisation, who they are visiting and car registration.
- All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
- Visitors will then be escorted to their point of contact **OR** their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List
- Visitors should not have any unauthorised contact with pupils

## **Approved Visitor List**

The School will hold an approved visitor list for visitors who frequently visit the school site to undertake work within the school (including contractors and supply staff).

To qualify for this list the visitor must have demonstrated, prior to the visit that:

a) They have a current clear Enhanced Access NI Check

Visitors on the Approved List **MUST** follow the same procedures on entry to the premises (i.e. come to reception and sign in the visitors book). A copy of the approved visitor list will be kept behind reception at all times.

## **Visitors' Departure from School**

On departing the school, visitors **MUST** leave via reception and:

- Enter their departure time in the Visitors Record Book alongside their arrival entry
- Return the identification badge to reception
- A member of staff should escort the visitor to the reception.

## **Unknown/Uninvited Visitors to the School**

Any visitor to the school site who is **not wearing** an identity badge should be challenged politely to enquire who they are and their business on the school site.

They should then be escorted to reception to sign the visitors book and be issued with an identity badge.

The procedures under "Visitors to the School" above will then apply. In the event that the visitor refuses to comply, they should be asked to leave the site immediately and a member of the SLT informed.

The SLT member will consider the situation and decide if it is necessary to inform the police. If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for.

### **Staff Development**

As part of their induction, new staff will be made conversant with this policy for External Visitors and asked to ensure compliance with its procedures at all times.

### **Linked policies**

This policy and procedures should be read in conjunction with other related school policies, including:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Fire Policy

### **Policy Review**

The policy will be monitored and reviewed annually or in light of any further guidance and legislation as necessary.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Principal

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Visitor/Contractor

## **Appendix 7**

### **Contact Addresses and Telephone Numbers**

#### **Child Protection Support Service for Schools**

Tullygally P.S.  
21 Meadowbrook Road  
Lurgan  
BT65 5AA

Tel: 028 38341975

#### **Designated Officers for Child Protection:**

Jennifer Mc Cann     Jennifer.mccann@selb.org  
Cathy Mc Cann        cathy.mccann@selb.org  
Kathryn Anderson     kathryn.anderson@selb.org

Tel: 028 38341975

#### **Gateway Service – (Referrals)**

Tel: 028 37415285  
0800 783 7745

#### **Senior Social Workers - Dungannon**

Family Intervention Team  
E Floor  
South Tyrone Hospital  
Dungannon  
BT71 4AU

Tel: 028 87 723101

#### **Senior Social Worker – Cookstown**

Family Intervention Team  
Unit T2  
Enterprise Centre  
Derryloran Industrial Estate  
Sandholes Road  
Cookstown  
BT80 9LU

Tel: 028 867 58877

**NI Childline**

Tel: 0870 336 2945

**NSPCC Child Protection Helpline**

24 hours Call Free

Tel: 0800 800 555