

VICTORIA PARK PRIMARY SCHOOL



Safeguarding and Child Protection Policy

Date	Policy Reviewed	Policy Amended and published online
	Sept 2017	Jan 2018
04/12/19	Dec 2019	Feb 2020
Sept 2020	Sept 2020	Nov 2020
22/09/21	Sept 2021	Oct 2021
11/05/23	Sept 2022, May 2023	May 2023

CONTENTS

1. Introduction	3
2. Definition of Child Abuse	3
3. The School Safeguarding Team	6
4. Designated and Deputy Designated Teachers for Child Protection	6
5. Guidance on Dealing with Suspected or Disclosed Child Abuse	7
6. Procedures for Reporting Suspected or Disclosed Child Abuse	9
7. How a Parent Can Make a Complaint about Possible Child Abuse	9
8. Recruitment of Staff and Volunteers	10
9. Guidelines for Outside Visitors	10
10. Contribution of the Preventative Curriculum	10
11. Staff Code of Conduct	11
12. Bullying	11
13. Domestic Violence	11
14. Safe Handling	12
15. Intimate Care	12
16. Educational Visits	13
17. Online Safety and Acceptable Use of the Internet and Digital Technologies	13
18. Whistleblowing	13
19. Attendance	13
20. Children Who Display Harmful Sexualised Behaviours	13
21. Review and Monitoring of the Policy	13
22. Covid and Home Learning	13
Appendix 1	UNOCINI Referral Form
Appendix 2	How a Parent Can Report a Potential Child Protection Concern
Appendix 3	Code of Conduct

1. INTRODUCTION

“In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be of primary consideration”

Article 3 UN Convention on the Rights of the Child

The central thrust of the Children (Northern Ireland) Order 1995 is that *the welfare of the child must be the paramount consideration*, and it is this essential principle which underpins Victoria Park Primary School’s Safeguarding and Child Protection policy and procedures.

We fully recognise that the pupils in our charge have a fundamental right to be protected from harm and we will do whatever is reasonable to safeguard our pupils’ safety and well-being. Children cannot learn effectively or develop unless they feel secure.

There are three main elements to our policy:

1. Procedures for identifying and reporting cases, or suspected cases, of child abuse.
2. Ensuring we practise safe recruitment in checking the suitability of staff and volunteers who work with our pupils.
3. Raising awareness of child protection issues and equipping our pupils with strategies to keep them safe.

This policy is consistent with the guidance and procedures set out in DE Revised Circular 2017/04, ‘Safeguarding and Child Protection – A Guide for Schools - Update’ (2 Sep 2019); ‘Co-operating to Safeguard Children and Young People in NI’ (DHSSPS 2016, refreshed Aug 2017); Regional Core Child Protection Procedures (Update Dec 2018) and Amendments (2008) and ‘Stopping Domestic and Sexual Violence and Abuse in Northern Ireland. A Seven Year Strategy 2013 – 2020’, and subsequent action plans.

2. DEFINITION OF CHILD ABUSE

Child abuse occurs when a child is neglected, harmed or not provided with proper care. There are different types of abuse and a child may suffer more than one of them.

Types of Abuse

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

Possible signs and symptoms of physical abuse include:

- unexplained bruises or burns, particularly if they are recurrent
- human bite marks, welts or bald spots
- unexplained lacerations, fractures or abrasions
- untreated injuries
- self-destructive tendencies
- improbable excuses given to explain injuries
- chronic runaway
- aggressive or withdrawn
- fear of returning home
- reluctant to have physical contact
- clothing inappropriate to weather – worn to hide part of the body

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.

Possible signs and symptoms of emotional abuse include:

- sudden speech disorder
- signs of self-harm or mutilation
- compulsive stealing or scrounging
- signs of drug or solvent abuse
- eating problems
- wetting and/or soiling
- attention-seeking behaviour
- poor peer relationships
- continual self-deprecation
- neurotic behaviour (e.g. rocking, hair twisting, thumb-sucking)
- reluctance for parent liaison
- fear of new situations
- chronic runaway
- inappropriate emotional responses to painful situations

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.

Possible signs and symptoms of sexual abuse include:

- soreness or bleeding in the genital or anal areas or in the throat
- torn, stained or bloody underclothes
- chronic ailments such as stomach pains or headaches
- difficulty in walking or sitting
- frequent urinary or yeast infections
- episodes of chronic depression or suicidal tendencies
- inappropriately seductive or precocious behaviour
- use of sexually explicit language
- low self-esteem, self-devaluation, lack of confidence
- recurring nightmares/fear of the dark
- outbursts of anger or hysteria
- overly protective to siblings

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.

Possible signs and symptoms of neglect include:

- constant hunger
- poor state of clothing and/or personal hygiene
- untreated medical problems
- emaciation/distended stomach
- constant tiredness
- lack of social relationships
- compulsive stealing or scrounging
- frequently absent or late
- low self-esteem

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.

Possible signs and symptoms of exploitation include:

- UTIs / STIs
- stomach pains or headaches
- bruising or other marks on the body

- not in class / frequently going AWOL
- sexual knowledge that is beyond their age
- acting in sexually explicit ways towards adults
- going missing from school, home, care
- extreme relationship difficulties with adults
- substance or drug misuse
- suddenly having unexplained sources of money
- association with older people, particularly men
- self-harm

Signs such as those described above and others are not in themselves proof that abuse has occurred. All staff, however, should be aware of the possible implications of, and alert to, all such signs, particularly if they appear in combination or are regularly repeated. More detailed guidance regarding the signs and symptoms of child abuse can be found in Regional Core Child Protection Procedures (update Dec 2018), types of abuse.

3. THE SCHOOL SAFEGUARDING TEAM

Designated Teacher for Child Protection
Deputy Designated Teacher for Child Protection
ICT Co-ordinator and Head of Online Safety
Designated Governor for Child Protection
Principal
Chair of Governors

Mrs Gillian McDougall
Mr Daniel Ryden
Mr Jonathan Bleakley
Miss Linda Dawson
Mrs Andrea Gourley
Rev Francie McCrea

4. DESIGNATED AND DEPUTY DESIGNATED TEACHERS FOR CHILD PROTECTION

The Designated Teacher for Child Protection has responsibility for co-ordinating action on child protection matters within the school and liaising with Social Services and the PSNI over cases of actual or suspected abuse of children. The Deputy will carry out these responsibilities in the Designated Teacher's absence.

The Designated Teacher for Child Protection is Mrs McDougall. In her absence, Mr Ryden will assume responsibility for child protection matters as the Deputy Designated Teacher for Child Protection.

The broad areas of responsibility for the Designated Teacher for Child Protection are:

Referrals

The Designated Teacher:

- refers cases of suspected abuse or allegations to the relevant investigating agencies using the agreed regional UNOCINI (Understanding the Needs of Children in Northern Ireland) referral forms (Appendix 1);

- acts as a source of support, advice and expertise within the school when deciding to make a referral by liaising with relevant agencies;
- liaises with the Principal to inform her of any issues and ongoing investigations;
- liaises with the Head of Online Safety regarding any issues;
- maintains a current awareness of early intervention supports and other local services, e.g. Family Support Hubs, to provide assistance to families in need.

Training

The Designated Teacher:

- takes responsibility for the training of all school staff, including support staff, on how to recognise signs and symptoms of child abuse and when it is appropriate to approach the Designated Teacher with concerns;
- ensures that all school staff has a copy of and understands the school's child protection policy, including new or part-time staff and volunteers who may work with different educational establishments;
- ensures that the school staff have an understanding of the school use of SECURUS and online safety;
- ensures that all new staff and volunteers have induction training covering child protection and are able to recognise and report any concerns immediately when they arise;
- maintains detailed, accurate, contemporaneous written records of referrals and/or concerns in a secure location;
- accesses resources and attends any relevant training courses provided by the Child Protection Support Service (CPSS);
- liaises with the EA Designated Officers for Child Protection for advice and support;
- develops a working knowledge of the conduct of a child protection conference, attends the case conference (where appropriate) and provides a written report to the conference.

Raising Awareness

The Designated Teacher:

- reports on all aspects of child protection activity to the Board of Governors monthly and in a written annual report to the governors;
- ensures the school's child protection policy is updated and reviewed annually and works with the Safeguarding Team regarding this;
- will be available to discuss safeguarding or the child protection concerns of any member of staff;
- ensures parents receive a copy of the child protection policy at intake and every two years;
- promotes a safeguarding and child protection ethos in the school in collaboration with the Safeguarding Team.

5. GUIDANCE ON DEALING WITH SUSPECTED OR DISCLOSED CHILD ABUSE

Where a teacher receives a disclosure or sees signs which cause them concern, they should, as a first step, seek some clarification from the child with tact and understanding. Where a classroom assistant or another member of the school's non-teaching staff receives a disclosure or

sees such signs, he/she should immediately bring them to the attention of either the class teacher or the Designated Teacher, and it may be appropriate for the necessary clarification to be carried out by the teacher.

Care must be taken in asking, and interpreting children's responses to, questions about indications of abuse. The same considerations apply when a child makes an allegation of abuse, or volunteers information which amounts to that. In some circumstances, talking to the child will quickly clarify initial concerns into a suspicion that abuse has occurred, and point to the need for an immediate referral. Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings, and the extent of questioning should, therefore, be kept to a minimum:

- Staff should not ask the child leading questions, as this can later be interpreted as putting ideas into the child's mind.
- Staff should not, therefore, ask questions which encourage the child to change his/her version of events in any way, or which impose the adult's own assumptions. For example, staff should say, "Tell me what has happened", rather than, "Did they do _____ to you?"
- The priority at this stage is to actively listen to the child, and not to interrupt or try to interpret if he/she is freely recalling significant events, and as soon as possible afterwards to make a note of the discussion to pass on to the Designated Teacher. The note should record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed should be described in detail, but *under no circumstances should a child's clothing be removed*. Physical injury could be represented on a drawing to indicate the location and shape of the injury.
- Any comment by the child, or subsequently by a parent or carer or other adult, about how an injury occurred should be written down as soon as possible afterwards, preferably quoting words actually used.
- Staff should not give the child undertakings of confidentiality, although they can and should, reassure that information will be disclosed only to those professionals who need to know.
- Staff should also be aware that their note of the discussion may need to be used in any subsequent court proceedings. It is therefore essential that accurate contemporaneous records are maintained.
- Staff should **not** ask the child to write an account of their disclosure for the record.
- Disclosures and concerns should be recorded on Note of Concern Forms.

6. PROCEDURES FOR REPORTING SUSPECTED OR DISCLOSED CHILD ABUSE

In all cases where symptoms displayed by a child give rise to concerns about possible abuse, or about the welfare of the child, the teacher or other member of staff should report these concerns to the Designated Teacher promptly. A Note of Concern needs to be completed on what has been observed or shared. Records relating to child welfare concerns will be retained in accordance with guidance included in DE Circular 2016/20 “Child Protection: Record Keeping in Schools.”

1. The Designated Teacher will consult with the Principal or other relevant staff before deciding upon the action to be taken. If required, advice may be sought from a CPSS officer as part of the decision-making process. **If there are concerns that the child may be at risk, the school is obliged to make a referral.** The Designated Teacher will seek the consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm.
2. If the decision to refer is made, the Designated Teacher will telephone the Children’s Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she will submit a completed UNOCINI referral form (Appendix 1) within 24 hours. Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.
3. If a complaint about possible child abuse is made against a member of staff, the procedures in DE Circular 2015/13 will be followed. **All allegations should be reported immediately** to the Principal or Designated Teacher. A Lead Individual will manage the handling of the allegation from the outset. He/she will advise the Chairperson of the Board of Governors or the Vice-Chairperson in their absence as soon as is practicable. In accordance with agreed disciplinary procedures the Board of Governors, the Chair or the Principal can impose a precautionary suspension on a member of staff but will only do so following full consideration of the individual case in conjunction with the Lead Individual and advice from the Education Authority. **All allegations** of a child abuse nature will be recorded in the Record of Child Abuse Complaints book, which is retained securely.
4. If a complaint is made against the Principal, the allegation should be reported immediately to the Chair of the Board of Governors, Deputy Chairperson, Designated Governor for Child Protection and the person acting as the Lead Individual.

7. HOW A PARENT CAN MAKE A COMPLAINT ABOUT POSSIBLE CHILD ABUSE

The school is committed to helping parents understand its responsibility for the welfare of all the children in our charge. Parents/carers will be made aware of the school’s child protection policy, within our pastoral care policy, and that the school will always protect the best interests of the child and may refer cases direct to the investigative agencies in cases of suspected abuse.

The school includes in its prospectus a summary of the child protection policy and the arrangements parents should follow to make known to staff any concerns they may have about the safety of their (or another) child (Appendix 2). The policy is reissued every two years.

8. RECRUITMENT OF STAFF AND VOLUNTEERS

Vetting checks are a key preventative measure in preventing unsuitable individuals access to children and vulnerable adults through the education system and we ensure that all persons on the school property are vetted, inducted and supervised as appropriate in:

- DE Circular 2012/19, “Disclosure and Barring Arrangements: Changes to Pre-Employment Vetting Checks for Volunteers Working in Schools from 10 September 2012”;
- DE Circular 2013/01, “Disclosure and Barring Arrangements: Vetting Requirements for Paid Staff Working in or Providing a Service for Schools”.

9. GUIDELINES FOR OUTSIDE VISITORS

All outside visitors are briefed on the school’s child protection procedures and provided with a pack containing the child protection policy and other useful information. Visitors are managed by school staff and their access to areas and movement within school is restricted as needs require. Visitors will:

- be met/directed by school staff;
- be signed in and out of the school by school staff;
- if appropriate, be given restricted access to only specific areas of the school;
- where possible, be escorted by a member of staff;
- be clearly identified with visitor/contractor passes;
- have access to pupils restricted to the purpose of their visit;
- if delivering goods or carrying out building/maintenance or repair tasks, cordon off their work from pupils for health and safety reasons.

10. CONTRIBUTION OF THE PREVENTATIVE CURRICULUM

The school is committed to playing a part in the prevention of child abuse through the curriculum. Our pupils are taught about the risks of different kinds of abuse and are equipped with the skills they need to help them to stay safe in PDMU (Personal Development and Mutual Understanding) lessons. We have also developed effective links with the local PSNI and the NSPCC to support our work in school.

The pupils are made aware that they can specifically talk to the Designated Teacher or Deputy Designated Teacher if they are worried that something is happening to them or to someone they know. This is done through the use of age-appropriate signs displayed in classrooms and around the school and the teachers introducing themselves in assembly time. Posters promoting the NSPCC’s Child Line service are also displayed prominently around the school.

11. STAFF CODE OF CONDUCT

The protection and promotion of the welfare of our pupils is a responsibility for all members of staff. In meeting this, we work towards a culture of mutual trust and respect in school through which the best interests of the children entrusted to our care is paramount. We operate a Code of Conduct (Appendix 3) which extends to staff, both teaching and non-teaching, and volunteers. The contents have been agreed with teaching and non-teaching staff. The Code cannot address every possible circumstance in which staff might find themselves, however it is intended that staff will be mindful of the Code which will raise awareness of issues and situations which can potentially arise. In all circumstances, our staff will exercise professional judgement and the Code of Conduct serves only to confirm what has always been their safe practice.

12. BULLYING

Bullying also constitutes a form of abuse. The school defines bullying as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

The school's policy on bullying is set out in our Anti-Bullying policy.

13. DOMESTIC VIOLENCE

Domestic violence is 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. Domestic violence can include violence inflicted on, or witnessed by children. The wide adverse effects of living with domestic violence are therefore recognised as a child protection issue by the school and the procedures for reporting suspicions or disclosures of domestic violence are the same as those for reporting other forms of abuse.

Operation Encompass

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

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

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

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

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

14. SAFE HANDLING

The school's 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 to the child. Nevertheless, all members of staff should be conscious of the fact that even perfectly innocent actions can sometimes be misconstrued. Children may find being touched uncomfortable or distressing for a variety of reasons. Our members of staff will therefore be sensitive to a child's reaction to physical contact and act appropriately. They are also aware that it is essential not to touch pupils in ways that might be considered indecent. It is also possible that physical contact may result in a child responding inappropriately: this may in itself be indicative of abuse in another setting, and the member of staff will bring any concerns to the attention of the Designated Teacher.

In extreme cases, a member of staff might have to restrain a pupil physically to prevent him or her from committing an offence, from causing injury to him- or herself, to others or to property, or otherwise from behaving in an undisciplined way. Where such physical contact is necessary, members of staff will follow the school's policy on the use of reasonable force which is set out in our Use of Reasonable Force to Restrain or Control Pupils policy.

15. INTIMATE CARE

The school's policy on intimate care is set out in our Intimate Care policy.

16. EDUCATIONAL VISITS

The school has adopted the Education Authority's Educational Visits Interim Guidance (2017).

17. ONLINE SAFETY AND ACCEPTABLE USE OF THE INTERNET AND DIGITAL TECHNOLOGIES

The school's policy on online safety and the acceptable use of the Internet and digital technologies is set out in our Online Safety and Acceptable Use of the Internet and Digital Technologies policy.

18. WHISTLEBLOWING

If any adult working in the school has a child protection concern in relation to any other adult who works there, it must be reported to the Principal immediately. This course of action is supported by the EA's Whistleblowing Policy.

19. ATTENDANCE

The school's policy on attendance is set out in our Attendance policy.

20. CHILDREN WHO DISPLAY HARMFUL SEXUALISED BEHAVIOURS

Learning about sex and sexual behaviour is a normal part of a child's development. Sexual behaviours can be defined as 'healthy', 'problematic' or 'harmful'. If a child exhibits harmful sexualized behaviour, the school will always intervene as with any child protection issue and seek support from the EA CPSS if required.

21. REVIEW AND MONITORING OF THE POLICY

The review of this policy is timetabled annually within the school's school development programme.

22. COVID AND HOME LEARNING

During periods of lockdown or when a pupil is unable to attend school due to self-isolation or Covid- related illnesses, school will be in contact. Pastoral calls will form a part of our safeguarding procedures and reflect the caring ethos of the school.

Contact can also be made through SeeSaw, the School App, the Dinner All, or by Email. Emails for Designated and/or Deputy Designated teachers are always monitored and staff and parents should continue to notify the school of any safeguarding concerns in the normal way.

APPENDIX 1

Section 1: Child or Young Person's Details		
Surname:		ID No.
Forename:		
Known As:		HCN:
Address:		Previous Address:
Postcode:		Previous Postcode:
Telephone No:		Locality:
Mobile No:		
Date of Birth:		Gender
GP Name:		GP Tel No:
GP Address:		GP Email Address:
GP Postcode:		
School Name:		School Tel No:
School Address:		School Postcode:
Does the Child have a Disability? Yes ☐ No ☐	If Yes, What Disability: (& source of diagnosis)	Other Special Needs:
Nationality:		Ethnic Origin:
Religion:		Country of Origin:
Language Spoken:		Communication Support: Yes ☐ No ☐
Interpreter ☐	Signer ☐	Document Translator ☐

Section 2a: Referrer's Details	
Name of Referrer:	Designation:
Address:	Date of Referral: Click here to enter a date.
Postcode:	Contact Details:
Section 2b: Reason for Referral	
Section 2c: Immediate Actions	
Are Immediate /Actions necessary to safeguard the child(ren) or young person(s)? Yes ☐ No ☐	

Section 3a: Primary Carers & Other Household Members (Incl. non-family members)				
	Member 1	Member 2	Member 3	Member 4
Last Name:				
Alternative Last Name:				
First Name:				
Telephone No:				
Mobile No:				
Date of Birth:				
Relationship to Child/ YP:				
Language Spoken:				
Nationality:				
Communication Support:	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details
Section 3b: Significant Others (Incl. family members who are not members of the child(ren) or young person(s) household)				
	Other 1	Other 2	Other 3	Other 4
Last Name:				
Alternative Last Name:				
First Name:				
Address:				
Postcode:				
Mobile No:				
Date of Birth:				
Relationship to Child/ YP:				
Language Spoken:				
Nationality:				
Communication Support:	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details

Section 4a: Summary of Referrer's Previous Involvement

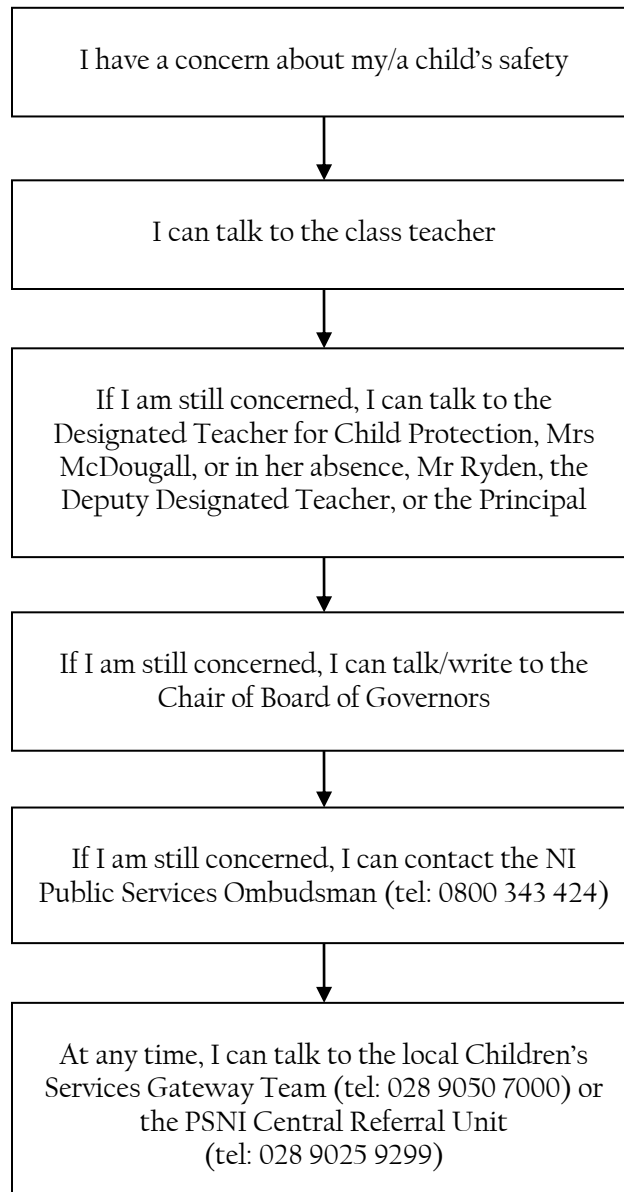
Section 4b: Referral Consent

Child(ren) / Young Person(s)	
Is the Child(ren) / Young Person(s) subject to this referral aware the referral is being made?	Yes ☐ No ☐
Does the Child(ren) / Young Person(s) consent to the Referral?	Yes ☐ No ☐
If NO, please explain	
Parent/ Carer	
Is the Parents/ Carers aware that Referral has been made?	Yes ☐ No ☐
Do they consent to the Referral?	Yes ☐ No ☐
If NO, please explain	

Section 5: Additional Information: Agencies Currently Working with Child or Young Person**Agency and Contact Details****Name:****Role:****Tel No:****Email:****Name:****Role:****Tel No:****Email:****Name:****Role:****Tel No:****Email:****Name:****Role:****Tel No:****Email:**

APPENDIX 2

If a parent has a potential child protection concern



APPENDIX 3



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 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.

1.0 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 and volunteers must therefore for example avoid using inappropriate or offensive language at all times, avoid smoking or drinking alcohol during a school trip.
- 1.2 All staff and volunteers must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
- 1.3 All staff and volunteers must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- 1.4 This code helps all staff and volunteers to understand what behaviour is and is not acceptable and regard should also be given to the disciplinary rules set out by the employing authority.
- 1.5 All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.

2.0 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 Gillian McDougall and the DDT is Mr Daniel Ryden.

- 2.4 All staff and volunteers are provided with personal copies of the school's Child Protection Policy and Whistleblowing Policy and must be familiar with these documents and other relevant school policies eg e-Safety and Acceptable Use Policy.
- 2.5 All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.
- 2.6 All staff and volunteers should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.
- 2.7 All staff and volunteers must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare. Staff should also complete risk assessments where appropriate in accordance with school policies.

3.0 Relationships with Students

- 3.1 All staff and volunteers must declare any relationships that they may have with pupils/students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff and volunteers should not assume that the school are aware of any such connections. A declaration form may be found in Appendix 1 of this document.
- 3.2 Relationships with students must be professional at all times, sexual relationships with students are not permitted and may lead to an abuse of trust and criminal conviction.

4.0 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.
- 5.2 Gifts from suppliers or associates of the school must be declared to the Principal with the exception of "one off" token gifts from students or parents. Personal gifts from individual members of staff or volunteers to students are inappropriate and could be misinterpreted and may lead to disciplinary action. A record will be kept of all gifts received.

6.0 Conduct Outside of Work

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

7.0 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 items both inside and outside of work.
- 7.2 Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have.
- 7.3 Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by "liking" certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.
- 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 Record Management Policy and Disposal Schedules.

8.0 Confidentiality

- 8.1 Members of staff and volunteers may have access to 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/her family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.
- 8.2 Confidential information about students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.
- 8.3 There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.
- 8.4 If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.
- 8.5 Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.
- 8.6 Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

9.0 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.

10.0 Disciplinary Action

Staff and volunteers should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including but not limited to dismissal.

11.0 Compliance

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

APPENDIX 4

Covid and Home Learning

Covid

During periods of lockdown or when a pupil is unable to attend school due to self-isolation or Covid- related illnesses, pastoral calls will form a part of our safeguarding procedures and reflect the caring ethos of the school. Emails for Designated and/or Deputy Designated teachers are always monitored and staff and parents should continue to notify the school of any safeguarding concerns in the normal way.

Code of Conduct for Staff and Volunteers in Schools

Date originally ratified by BOG:- 21 November 2017

Review Date: 11/05/23

Relationships with Students Outside of Work Declaration

It is recognised that there may be circumstances whereby staff and volunteers of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students.

Employee Name	Student Name	Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student outside of school I am aware that the following must be adhered to:

- I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring.
- I emphasise to parents that this is done completely independently of the school.
- No monies come through the school at any point, informally (eg via the child) or formally.
- No private tutoring is to take place on the school premises.

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed _____ Date _____

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

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 Headteacher.