POLICY SULLIVAN UPPER SCHOOL

November 2018

CHILD PROTECTION POLICY

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In this document staff refers to all persons working with children and young people in either a paid or unpaid capacity and other adults working in school.

1. INTRODUCTION

This school document has been written in accordance with advice contained in the Department of Education Circulars and the booklet entitled Safeguarding and Child Protection in Schools which was produced by the Department of Education for Northern Ireland and is found on the following website: https://www.education-ni.gov.uk/publications/safeguarding-and-child-protection-schools-guide-schools. This comprehensive booklet contains the most current and authoritative statement available for schools on their responsibilities in relation to child protection. It includes advice on the action to be taken by schools to enable cases of suspected abuse to be properly considered and pursued and also guidance on how complaints against school staff should be handled. It is expected and required that all teaching and non-teaching staff will have read the DE booklet and will be familiar with its contents, specifically as to how the advice given relates to their own particular duties and responsibilities in dealing with events and concerns linked to child protection issues.

This school policy statement includes a summary of some of the more important points and is primarily a working document which is designed to ensure that these difficult and sensitive issues are dealt with properly, consistently and effectively by the relevant staff. The guidance contained in this policy is designed to protect the pupils of our school and to enable the staff to discharge their legal obligations to look after the safety and welfare of the children in their care.

2. BASIC PRINCIPLE

Enshrined in the Children [Northern Ireland] Order 1995 is the fundamental principle that it is the welfare of the child which must be the paramount consideration. This principle then underpins our response to the challenge of ensuring child protection and is the cornerstone of this policy document. That is to say when decisions are taken as to the appropriate course of action in a given set of circumstances then it is the **welfare of the child** that should guide the decision making process.

3. DESIGNATED TEACHERS

Every school is required to designate a teacher to have specific responsibility for child protection matters. For Sullivan Upper School the Designated Teachers are:

SECONDARY DEPARTMENT: Miss Dines
PREPARATORY DEPARTMENT: Mrs Smith

If the appropriate Designated Teacher is not available then Mr Peel/Mrs McBrien will fulfil that role in the secondary department, telephone 028 90428790 and Mr Peel/Mrs Galway in the Preparatory Department, telephone 028 90425326. For roles see Appendix 4.

Also, there is a designated Governor, Mrs A Gordon, who can be contacted via the secondary department, telephone 028 90428780.

4. **CATEGORIES OF ABUSE**

Abuse of children can and does take many forms. There are currently 5 categories of abuse that are generally recognised although it should be recognised that more than one type can occur simultaneously in any given case. The 5 categories are actual or suspected.

(a) **NEGLECT : PHYSICAL INJURY : SEXUAL ABUSE : EMOTIONAL ABUSE : EXPLOITATION** [see **Appendix 2**]

(b) **FEMALE GENITAL MUTILATION**: This is a form of child abuse and violence against girls and women [see **Appendix 2**]

5. **DOMESTIC VIOLENCE**

If a member of staff has reasonable cause to suspect that a child is affected by domestic violence, then they should discuss the matter with the Designated Teacher. Domestic violence is dealt with under Child Protection procedures because merely witnessing an act is likely to be harmful to a child.

6. **IDENTIFYING SIGNS OF ABUSE**

As school staff are in day-to-day contact with children they are uniquely placed to observe changes in appearance, behaviour, learning pattern or development that may indicate that abuse is taking or has taken place. Moreover, as staff have positive relationships with the pupils and are trusted by them they are also likely to be chosen as adults to whom disclosure of abuse can be made. It is also clear that the first step in being able to recognise abuse is to entertain the possibility that abuse may be taking place.

7. **RESPONDING TO SIGNS OR DISCLOSURE OF ABUSE**

IT IS THE DUTY OF STAFF TO REPORT IMMEDIATELY TO THE DESIGNATED TEACHER FOR CHILD PROTECTION THE DETAILS OF ANY SUSPECTED OR DISCLOSED INCIDENT OF CHILD ABUSE. PLEASE USE THE NOTE OF CONCERN (on lilac paper) (**see Appendix 1**). Please refer to the Child Protection Referral Process flowchart for guidance (see **Appendix 5**)

8. **ADVICE TO STAFF CONCERNED ABOUT POSSIBLE SIGNS OF ABUSE**

- Observe the child.
- Observe the staff (if appropriate).
- Talk to the Designated Teacher.
- DO NOT INVESTIGATE.
- IF IN DOUBT REPORT USING THE PROCEDURE TO THE DESIGNATED TEACHER.

9. **ADVICE TO STAFF ON RESPONSE TO DISCLOSURE**

- STAY CALM, LISTEN, TAKE NOTES USING THE CHILD'S WORDS.
- DO NOT ASK LEADING QUESTIONS.
- REFLECT BACK WHAT YOU HAVE HEARD.
- REASSURE THE CHILD, for example,
  - using the child's words;
  - "I am glad you have told me";
  - "I am sorry this has happened to you";
  - "It is not, nor ever was your fault";
  - "We are going to do something together about this".

- DO NOT PROMISE CONFIDENTIALITY
  but explain that you have to inform the Designated Teacher.

- REPORT TO THE DESIGNATED TEACHER USING THE NOTE OF CONCERN (on lilac paper) [see **Appendix 1**].

10. **GENERAL PROCEDURE TO BE FOLLOWED THEREAFTER**

[a] A member of staff who suspects abuse or who receives a disclosure of abuse from a child informs the Designated Teacher.

[b] The Designated Teacher informs the Headmaster. Social Services or other appropriate agencies may be contacted for advice. A decision is taken whether or not the matter should be referred. NB Where there is doubt a referral will always be made. If the decision is made to refer then the Headmaster will immediately notify:

[i] The Designated Officer for child protection in the Education Authority (EA).

[ii] The Social Services or Police.

[c] In discussion with the Social Services an early consideration will be to agree how, when and by whom the parent[s] will be informed. Where the Headmaster decides not to make a referral, the parent[s] and the complainant will be informed as soon as possible of this decision and of the information which the school was given. They will also be advised that if concerns persist or re-emerge the matter will be raised with the appropriate authorities.

[d] The Headmaster will ensure that all proper records are kept in an appropriate fashion and will advise the person who initially raised the matter whether or not the complaint has been referred to an investigating agency.

[e] The Chairperson of the Board of Governors will be informed of the matter at the earliest opportunity.

11. **PROCEDURE TO BE FOLLOWED WHERE A COMPLAINT IS MADE ABOUT POSSIBLE ABUSE BY A MEMBER OF STAFF**

If the complaint has not been made directly to the Headmaster, it should be referred to the Headmaster by the person to whom it was made. The Headmaster may need to seek clarification of the matter from appropriate sources without however undertaking any investigation into a case of suspected abuse. A complaint having been made, the Headmaster will inform the Designated Teacher [who will initiate the record], and will then consult with the Designated Officer of the EA and will inform the Chairperson of the Board of Governors.

In consultation with the Chairperson of the Board, the Headmaster will decide whether or not further action is necessary or an immediate referral to Social Services, EA or the Police is necessary or whether the allegation concerns inappropriate behaviour which needs to be considered under disciplinary procedures. In each and every case the Headmaster will advise the member of staff concerned, the Designated Officer in the EA and the complainant and will keep and make all appropriate records as specified in the DE booklet.

NB If the original complaint is against the Headmaster all aspects of the above procedure will be followed but the role of the Headmaster will be exercised by the Chairperson of the Board of Governors. If the original complaint is against the Designated Teacher, then he

or she will not be asked to initiate the record of the complaint which will in this case be done by the Headmaster.

12. **CODE OF PRACTICE FOR STAFF**

A specimen code of practice for employees within the education sector whose work brings them into contact with children/young people has been drawn up and agreed through Teachers' Negotiating Machinery. This code provides useful advice on the conduct of interviews and meetings, physical contact with pupils, the choice and use of teaching materials and attitudes and relationships between staff and pupils. This code has been adopted by the staff of Sullivan Upper School. [See Appendix 3]

13. (a) **THE PASTORAL PROGRAMME – SECONDARY DEPARTMENT**

The Learning for Life and Work programme will include appropriate Relationships and Sexuality Education (RSE) and age-related issues regarding safety and child protection. Appropriate training and the development of relevant teaching and learning methods will be kept under review. Details of the current programme are published elsewhere and will include reference not only to the risks of different kinds of abuse but also development of the skills children need to stay safe in a variety of contexts. Use will be made of relevant advice and available programmes including the booklet "Integrating Personal Safety Programmes into the Curriculum "published by CCEA in 1999.

(b) **THE PASTORAL PROGRAMME – PREPARATORY DEPARTMENT**

The Pastoral Programme in the Preparatory Department is taught through the Northern Ireland Curriculum guidelines of the Personal Development & Mutual Understanding (PDMU) programme. We will include age-appropriate Relationships and Sexuality Education (RSE) and age-related issues regarding safety and child protection. This area is integrated into all of the Areas of Learning for example: the Arts where drama can be used to explore aspects of personal safety; Language & Literacy where activities can develop a vocabulary to discuss emotions and feelings; Mathematics & Numeracy where statistical data can be used to inform children about PD&MU issues; PE where they develop an understanding of relationships between physical activity and good health; and the World Around Us where children can explore their insights and experiences with others in the wider community.

14. **COMMUNICATION WITH PARENTS AND CHILDREN**

Parents and pupils of the school will be informed of the school's Child Protection Policy. The Policy is included in the Information for Parents Booklet issued annually to parents in the Secondary Department and copies will be available from the School Office and on the school website.

In the Preparatory Department, details of procedures are given to new parents and then all parents on an annual basis. The school's Child Protection Policy will also be available from the school office and on the school website.

15. **BULLYING**

Bullying constitutes a form of abuse by another child or young person although in most cases it would not set in train the child protection procedures described in this policy document. The school condemns bullying, will treat all allegations of bullying seriously and will investigate them thoroughly and take appropriate and effective action.

In the secondary department, a more detailed outline of the school's policy with respect to bullying, including cyber bullying, is found in our Anti Bullying Policy and in the Positive Behaviour Policy.

In the Preparatory Department, policies are available on the school website or from the Prep office. These policies include Anti Bullying and Positive Behaviour.

16. **ANXIETY, SELF-HARM AND EATING DISORDERS**

If a member of staff has reasonable cause to suspect that a child is suffering from high anxiety which is having a severe negative impact on their behaviour, or is self-harming, or suffering from an eating disorder, then they should discuss the matter with the Designated Teacher.

Where necessary, the next step in the procedure is to contact parents and ask them to take their child to the GP for an assessment.

17. **RECRUITMENT OF PERSONS WORKING WITH CHILDREN AND YOUNG PEOPLE IN EITHER A PAID OR UNPAID CAPACITY**

Recruitment procedures include steps to identify unsuitable individuals in line with DE guidance.

(a) AccessNI Clearance

DE Circular 2013/01 (updated September 2015) sets out vetting requirements for schools. The following groups must have an Enhanced Disclosure Certificate (EDC) from AccessNI before taking up post:

- all new paid teaching and non-teaching staff;
- examination invigilators;
- private contracted transport providers – named drivers.

(b) Volunteers

There are two types of volunteers working in schools. Those who work unsupervised and those who work under supervision. Volunteers who work unsupervised are required to have an EDC. A volunteer who works under supervision is not required to obtain an EDC, however, schools must determine whether the level of supervision meets the statutory standard of:

- a regulated activity, ie an unsupervised activity with opportunity for contact with children;
- be regular and day-to-day and not tail off as time goes on;
- depend on the age, number and vulnerability of the children.

18. **VISITORS TO SCHOOL**

Visitors to schools, such as parents, suppliers of goods and services, to carry out maintenance etc, do not routinely need to be vetted before being allowed onto school premises. However, such visitors will be managed by school staff and their access to areas and movement within the school will be restricted as needs require. This applies to past pupils who return to school for any reason including preparing for and sitting examinations and any external candidates. In addition, staff should not conduct private tutoring on school premises.

Visitors will be:

- met/directed by school staff/representatives;
- 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, escorted by a member of staff/representative;
- clearly identified with visitor/contractor passes;
- access to pupils restricted to the purpose of their visit;
- if delivering goods or carrying out building/maintenance or repair tasks, their work should be cordoned off from pupils for health and safety reasons.

LINKED POLICIES

- **Anti-Bullying Policy**
  (https://sullivanupper.co.uk/images/Pastoral/AntiBullyingMay2012.pdf)
- **e-Safety, ICT Acceptable Use and Digital Media Policy**
  (https://sullivanupper.co.uk/images/Pastoral/eSafetyICTAcceptableUseandDigitalMediaNov14.pdf)
- **Positive Behaviour Policy**
  (https://sullivanupper.co.uk/images/Pastoral/PositiveBehaviourJan2015.pdf)
- **Intimate Care Policy**
- **First Aid Policy**
- **Relationships and Sexuality Education (RSE) Policy**
  (https://sullivanupper.co.uk/images/Pastoral/RelationshipsandSexualityEducationJan2011.pdf)
- **Mobile Phone Policy**
- **Safe Handling Policy**

APPENDIX 1

PROFORMA

CONFIDENTIAL

NOTE OF CONCERN

CHILD PROTECTION RECORD – REPORTS TO DESIGNATED TEACHER

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:

Action taken at the time:
Details of any advice sought, from whom and when:
Any further action taken:
Written report passed to Designated Teacher If 'No' state reason: Yes: ❑ No: ❑
Date and time of report to the Designated Teacher:
Written note from staff member placed on pupil's Child Protection file ❑ If 'No' state reason.

Name of Staff Member making the report: _____

Signature of Staff Member: _____ Date:

Signature of Designated Teacher: _____ Date: _____

Print on Lilac Paper

APPENDIX 2

TYPES OF ABUSE

Child abuse may take a number of forms, including:

- **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.

Physical Indicators
- constant hunger
- exposed to danger, lack of supervision
- inadequate/inappropriate clothing
- poor hygiene
- untreated illness
- persistent tiredness

Behavioural Indicators
- listlessness
- lack of poor relationships
- low self-esteem
- compulsive stealing/begging

- **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.

Physical Indicators
- scratches
- bite marks or welts
- bruises in places difficult to mark (behind ears, groin)
- burns
- untreated injuries

Behavioural Indicators
- self-mutilation tendencies
- chronic runaway
- aggressive or withdrawn
- fear of returning home
- undue fear of adults
- fearful, watchfulness

- **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.

Physical Indicators
- soreness, bleeding in genital or anal areas
- itching in genital area
- stained or bloody underwear
- stomach pain and headaches
- pain on urination
- difficulty in walking or sitting
- bruises on inner thighs or buttocks
- anorexic/bulimic

Behavioural Indicators
- chronic depression
- inappropriate language and sexual knowledge for age group
- making sexual advances to adults or other children
- low self-esteem
- afraid of the dark
- worried of being approached by anyone
- evidence of substances misuse

Physical Indicators

Behavioural Indicators
- acquisition of money, mobile phones, etc, without plausible explanation
- association with older people, particularly men, outside the usual range of contacts
- phone calls/message from adults outside the normal range of contacts

- **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.

Physical Indicators
- sudden speech disorders
- wetting and soiling
- signs of mutilation
- frequent vomiting

Behavioural Indicators
- rocking, thumb sucking
- fear of change
- chronic runaway
- poor peer relationships
- attention seeking behaviour

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.

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

CHILD SEXUAL EXPLOITATION (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Potential indicators of CSE:

- Acquisition of money, clothes, mobile phones etc without plausible explanation.
- Truanting/leaving school without permission.
- Persistently going missing or returning late.
- Receiving lots of texts/ phone calls prior to leaving.
- Change in mood - agitated/stressed.
- Appearing distraught/dishevelled or under the influence of substances.

- Inappropriate sexualised behaviour for age.
- Physical symptoms eg bruising; bite marks.
- Collected from school by unknown adults or taxis.
- New peer groups.
- Significantly older boyfriend or girlfriend.
- Increasing secretiveness around behaviours.
- Low self-esteem.
- Change in personal hygiene (greater attention or less).
- Self-harm and other expressions of despair.
- Evidence or suspicion of substance abuse.

While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring. More importantly, nor does their absence mean it is not.

FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

FGM is a form of child abuse and, as such, staff have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed and established school procedures.

In the UK, FGM has been a specific criminal offence since the Prohibition of Female Circumcision Act 1985. The Female Genital Mutilation Act 2003 replaced the 1985 Act in England, Wales and Northern Ireland and the Serious Crime Act 2015 further strengthened the law on FGM.

FGM is a complex issue with many men and women from practising communities considering it to be normal to protect their cultural identity. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases are thought to take place between the ages of five and eight, putting children in this age bracket at highest risk.

EXTENDED SCHOOL ACTIVITIES

- All extra-curricular activities must be carried out in accordance with the Child Protection Policy.

- The leader of a school trip and support staff have a duty to safeguard and promote the welfare of all the pupils in their care. This duty of care remains throughout a trip and is not confined to particular hours or situations. Staff should act professionally and take all reasonable measures to make sure that the pupils are safe and protected from unacceptable risks.

- Staff must be aware of how to deal with disclosures of abuse, allegations against school staff or other adults or children. They must know who they should report concerns to and before undertaking any school trips all staff should familiarise themselves with the school's Child Protection Policy.

CHILD PROTECTION POLICY

APPENDIX 3

ADDITIONAL DOCUMENT FOR INCLUSION IN THE STAFF HANDBOOK – SECTION F 15

GUIDELINES FOR PERSONS WORKING WITH CHILDREN AND YOUNG PEOPLE IN EITHER A PAID OR UNPAID CAPACITY (STAFF AND OTHER ADULTS WORKING IN SCHOOL) BEST PRACTICE ON INTERACTIONS WITH PUPILS

A INTRODUCTION

The role of education has a long and honourable history and the relationship between staff and pupil recognised as a special one, especially as it plays such a crucial role in facilitating learning. However, the perception of what features should characterise that relationship have changed over time and have certainly moved far from the days when corporal punishment was accepted as a legitimate means of reinforcing instruction and correcting misdemeanours!

The current understanding and expectancy is underpinned by the recognition of human rights for all and the need for staff as adults and professionals to discharge responsibility for the welfare of pupils as a paramount obligation. Therefore, over and above the characteristics and behaviours that constitute educational practice are the features of the staff-pupil relationship which guarantee respect for the individual, understanding of the child's needs and the establishment of a positive wholesome caring ethos. This also means that staff must refrain from behaviour that frighten, demean, humiliate or threaten pupils and that even or especially when dealing with pupils who have broken school rules, the staff-pupil interaction must be characterised by respect for the individual and personal and professional control. This is a challenging and difficult obligation to meet under certain circumstances, however, adults and carers in the school situation are expected to show and exemplify the highest possible standards. Any attempt to codify or list all the possible situations or all possible staff-pupil interactions is necessarily doomed to failure. However, the following specific examples are presented as best practice guidelines which represent the standards expected within the traditional culture and ethos of Sullivan Upper School.

B BEST PRACTICE GUIDELINES

1. Pupils should be spoken to and treated with respect with the normal social courtesies observed (eg please, thank you)

2. Pupils should be addressed by their first name as far as possible and impersonal expressions of "You!", "Boy!" or "Girl!" avoided.

3. Pupils should never be shouted at, threatened, abused or publicly humiliated in any way - this includes the use of sarcastic comments. [Shouting to warn of danger is of course not only acceptable but necessary on occasion]

4. Pupils should be encouraged, supported and praised for their efforts as far and as much as possible.

5. Punishments, when necessary, should be proportionate and humane and as specified in the school's Positive Behaviour Policy.

6. Staff must avoid physically touching pupils, particularly in any way that could be misconstrued although it is recognised that in certain emotionally charged instances a

friendly arm around the shoulder, for example, is a legitimate and socially acceptable demonstration of adult support.

7. Staff must avoid putting themselves in situations when they could be vulnerable to allegations of professional misconduct, both in and out of school, with respect to their relationship with pupils. There are instances when one-to-one interchanges are inevitable but care should be taken with regard to the age and history of the pupil, to ensure the interaction is in a safe place, is observable by others and that appropriate distance is maintained.

8. Staff should be familiar with the Child Protection Policy of the school and all other Pastoral policies and documents and should conduct themselves in accordance with the guidance they provide.

C **CONCLUSION**

The relationship between staff and pupils is fundamental to the processes of teaching and learning and underpins the whole business of real education. Staff must act professionally and as adults to discharge their duty of care and must be mindful of the dangers of allowing understandable human emotion to intrude into their dealings with the pupils in their charge. This has always been problematic and is increasingly so with the challenges that children coming to school in the early 21st century present. However, it has been and continues to be the case that is in the nature of their positive, productive and fulfilling relationships with pupils that staff can derive their greatest source of professional satisfaction and achievement.

STAFF CODE OF CONDUCT FOR PERSONS WORKING WITH CHILDREN AND YOUNG PEOPLE IN EITHER A PAID OR UNPAID CAPACITY

Introduction

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

This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staffing in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

Code of Conduct

1. Private meeting with pupils

(a) Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct themselves 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 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 pupil or (preferably) another adult should be present or nearby during the interview and the school should take active measures to facilitate this.

Further Guidance following risk assessment:

i Any afternoon detentions with one pupil should be re-arranged for another date or held in En1.

ii Music lessons should be held in the Music Practice rooms according to the agreed timetable.

iii Lengthy interviews with pupils should involve at least two members of staff – one to represent the pupil and one to represent the member of staff (the member of staff can waive their right to the presence of a member of staff being present).

2. Physical Contact with Pupils

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

(b) However, it is unrealistic and unnecessary to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.

(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 or others or property from harm (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education on Article 4 of the Education [Northern Ireland] Order 1998 (Power of a member of staff to restrain pupils).

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

(e) Schools should in particular circumstances, such as use of certain areas like the photography dark room, draw up their own guidelines for these circumstances.

(f) Staff who have to administer first-aid to a pupil should ensure wherever possible that it is done in the presence of other children or an adult. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.

(g) The school recognises the unique role of the school nurse, and in order to effectively discharge her/his duties, it is expected that she/he sees pupils on an individual basis (see Intimate Care Policy).

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

(i) 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 line manager.

(j) Staff should be particularly careful when supervising pupils 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 pupils in circumstances very different from the normal school environment.

(k) The rule within school is that mobile telephones should be switched off and out of sight. However, if a member of staff needs to take or make a call in an emergency, then they should do so, but not in the presence of pupils.

(l) Matters relating to Sullivan Upper School should not be posted on social networking sites and staff should refer to the e-safety, ICT Acceptable Use and Digital Media Policy in order to protect themselves.

(m) The use of emails as a means of communication with pupils should be restricted to the C2K system and again staff should refer to the e-safety, ICT Acceptable Use and Digital Media in order to protect themselves.

3. 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.

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

(c) If in doubt about the appropriateness of a particular teaching material the member of staff should consult with the Headmaster before using it.

Relationships and Attitudes

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

APPENDIX 4

ROLES

HEADMASTER

The Headmaster will assist the Board of Governors to fulfil its safeguarding and child protection duties, keep them informed of any changes to guidance procedures or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from the Department of Education is shared promptly and termly inclusion of child protection activities on the Board of Governors' meeting agenda. In addition, the Headmaster takes the lead in managing child protection concerns relating to staff.

DESIGNATED TEACHER FOR CHILD PROTECTION

Every school is required to have a Designated and Deputy Designated Teacher with responsibility for child protection. These are highly skilled roles, developed and supported through a structured training programme, requiring knowledge and professional judgement on complex and emotive issues. The role involves:

- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Maintaining a current awareness of early intervention supports and other local services eg Family Support Hubs.
- Making referrals to Social Services or PSNI where appropriate.
- Liaison with the EA Designated Officers for Child Protection.
- Keeping the Headmaster informed.
- Lead responsibility for the development of the school's child protection policy.
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the Board of Governors regarding child protection.

DEPUTY DESIGNATED TEACHER FOR CHILD PROTECTION

The role of the Deputy Designated Teacher is to work co-operatively with the Designated Teacher in fulfilling his/her responsibilities.

It is important that the Deputy Designated Teacher works in partnership with the Designated Teacher so that he/she develops sufficient knowledge and experience to undertake the duties of the Designated Teacher when required. Deputy Designated Teachers are also provided with the same specialist training by CPSS to help them in their role.

Sullivan Upper School has **two** Deputy Designated Teachers in the secondary department and **two** in the preparatory department because of its size.

APPENDIX 5

Child Protection Referral Process

Member of staff completes the Note of Concern on what has been observed or shared and must ACT **IMMEDIATELY**

Source of concern is notified that the school will follow up appropriately on the issues raised.

Staff member discusses concerns with the Designated Teacher or Deputy Designated Teacher in his/her absence and provides note of concern.

Designated Teacher should consult with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required advice may be sought from a CPSS officer.

Designated Teacher clarifies/discusses concern with child/ parent/carers and decides if a child protection referral is or is not required.

Child Protection referral is required

Designated Teacher seeks 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 then telephones the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours.

Child Protection referral is not required

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).

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.