



Woodlawn Primary School

CHILD PROTECTION POLICY

Updated: August 2018

Due to be reviewed: August 2019

Principal: Mr I Mullen

Designated Teacher for Child Protection: Mrs M Beattie

Deputy Designated Teacher for Child Protection: Mrs K Edwards

Designated Governor for Child Protection Governance: Miss T. McClean

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INTRODUCTION

The governors and staff of Woodlawn PS fully recognise the contribution they make to the safeguarding of children. We recognise that all staff, including volunteers, have a full and active part in protecting our pupils from harm.

Parents are asked to work with us by updating school information regularly, disclosing relevant advice on court orders, etc. and by informing the school about anything which could cause distress and change to a child, such as bereavement, family disruption or social problem.

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child.

This policy is informed by the guidance and procedures set out by DE 'Pastoral Care in Schools: Child Protection (1999), Safeguarding and Child protection in Schools, a guide for schools (2017) and the revised SBNI Core Child Protection Policies and Procedures (2017). The Children (Northern Ireland) Order 1995 states that *the welfare of the child must be the paramount consideration* in all decisions concerning the child. This is also reflected in Article 3 of the UN Convention on the Rights of the Child – *the best interests of the child shall be of primary consideration*. The 'paramount' of the child principle underpins our Child Protection policy and procedures.

Our policy applies to all staff, governors and volunteers working in the school. The purpose of the procedures set out in this policy is to safeguard and protect our pupils by ensuring that every adult who works in our school – teachers, non-teaching staff and volunteers – has clear guidance on the action which is required where abuse or neglect of a child is suspected. The issue of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

There are five main elements to our policy:

1. Establishing a safe environment in which children can learn and develop
2. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
3. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
4. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
5. Supporting pupils who have been abused in accordance with his/her agreed child protection plan

THE SAFEGUARDING TEAM AT WOODLAWN PS

Chair of Governors:

Designated Governor for Child Protection Governance: Miss T. McClean

Principal: Mr I Mullen

Designated Teacher for Child Protection: Mrs M Beattie

Deputy Designated Teacher for Child Protection: Mrs K Edwards

WHAT IS CHILD ABUSE?

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

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Through their day-to-day contact with individual children, school staff, especially teachers, but also non-teaching staff, including lunch-time supervisors and ancillary or auxiliary staff, are particularly well placed to observe outward symptoms, change in appearance, behaviour, learning pattern or development.

A child in need of protection is a child who is at risk of, or likely to suffer significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm. **'Harm'** means ill treatment or the impairment of health or development, and the question of whether harm is significant is determined in accordance with Article 50(3) of the Children Order. More detail on the concept of harm and significant harm can be found in Section 2.4 of Co-operating to Safeguard Children and Young People in Northern Ireland (March 2016) and in the Children (NI) Order 1995.

Staff should be alert to all types of abuse and to their legal obligations, including reporting of offences - Section 5 of the **Criminal Law Act (NI) 1967** makes it an offence to fail to disclose an arrestable offence. This includes crimes against children.

Observation of signs and symptoms of possible abuse can do no more than give rise to concern - they are not in themselves proof that abuse has occurred. It must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms of possible abuse. However, teachers and other staff should be aware of the possible implications of, and alert to, all such signs, particularly if they appear in combination or are repeated regularly.

Where a member of staff is concerned that abuse may have occurred, he/she must report this immediately to the Designated Teacher who has specific responsibility for child protection. ***The designation of a teacher for this purpose should not be seen as diminishing the role of all members of staff in being alert to signs of abuse and being aware of the procedures to be followed***, including those in cases where an allegation is made against any member of the school's staff, teaching or non-teaching (see Section 5.5 on Dealing with Allegations Against a Member of Staff - DE Circular 2015/13).

It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is reported **immediately** to the PSNI and Social Services to ensure that emergency protection measures are put in place. This is particularly important if there is a risk of the child at home.

Pupils who are the victims of abuse often display emotional or behavioural difficulties, which may require a holistic assessment of need to determine appropriate level and types of intervention.

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.

Possible signs or symptoms of neglect include:

- Poor hygiene
- Constant hunger/cramming food
- Inadequate / inappropriate clothing
- Constant tiredness
- Exposed to danger / lack of adequate supervision
- Untreated illness
- Lack of peer relationships
- Compulsive stealing / begging

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 or symptoms of physical abuse include:

- Unexplained bruises (in places difficult to mark)
- Human bite marks, welts or bald spots
- Unexplained lacerations, fractures or abrasions
- Untreated injuries
- Self-destructive tendencies
- Chronic runaway
- Fear of going home

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). Adult males do not solely perpetrate sexual abuse. Women can commit acts of sexual abuse, as can other children.

Possible signs or symptoms of sexual abuse include:

- Bruised or sore genitals
- Genital infection
- Difficulty in walking or sitting
- Inappropriate sexualised language or behaviour
- Low self-esteem
- Chronic depression
- Substance abuse
- Personality changes

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 opportunity 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 or symptoms of emotional abuse include:

- Bullying of others
- Change in personality from outgoing to withdrawn
- Difficulty in forming / maintaining relationships with others
- Depression
- Signs of mutilation
- Attention seeking
- Chronic runaway
- Wetting and soiling
- Sudden speech disorders
- 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.

**All the above definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2016)*

www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland

These types of abuse apply equally to children with disabilities but the abuse may take slightly different forms, for example, lack of supervision, or the use of physical restraints such as being confined to a wheelchair or bed.

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

Specific Types of Abuse

The staff of Woodlawn Primary will endeavour to be alert to signs that may indicate specific types of abuse, and take early action in line with their child protection and safeguarding policies and procedures to enable preventative action to be taken, if possible, before harm occurs.

Grooming - involves perpetrator(s) gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming.

Child Sexual Exploitation - 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. CSE does not always involve physical contact and can happen online.

Domestic and Sexual Violence Abuse - 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.' At least 15,000 children are estimated to be living in a culture of/or are survivors of violence in the home.

Female Genital Mutilation – 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. 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.

Harmful Sexualised behaviour -

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or
- The perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim

Harmful sexualised behaviour can include:

- Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Bullying

Ref: Woodlawn PS Anti-bullying Policy

Bullying is a highly distressing and damaging form of abuse and will not be tolerated in Woodlawn PS.

Our **Anti-bullying Policy** is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

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

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

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

E-Safety/Internet Abuse - Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device.

Woodlawn Primary has a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and will be energetic in teaching pupils how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues and, individually, be able to demonstrate what a positive digital footprint might look like.

PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE

The designated teacher for child protection **(DT) is Mrs Beattie.**

In her absence the deputy designated teacher for child protection **(DDT) is Mrs K Edwards.** She will assume responsibility for child protection. On the rare occasion that neither DT nor DDT are in the school the **Principal, Mr I Mullen,** will assume responsibility for child protection.

1. Detection

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, **the member of staff must act promptly.**

The following are guidelines for use by staff should a child disclose concerns of a Child Protection nature.

Do	Do Not
Listen to what the child says	Ask leading questions
Assure the child they are not at fault	Put word's in the child's mouth
Explain to the child that you cannot keep it a secret	Ignore the child's behaviour
Document exactly what the child says using his/her exact words	Remove any clothing
Remember not to promise the child confidentiality	Panic
Stay Calm	Promise to keep secrets
Listen	Make the child repeat the story unnecessarily
Accept	Delay
Reassure	Start to investigate
Explain what you are going to do	Do nothing
Record accurately	
Seek support for yourself	

2. Referral to Designated Teacher

The staff member should not investigate - this is a matter for social services, but should report these concerns immediately to the DT, discuss the matter with her, make full notes (signing and dating them), and hand the note to the DT.

3. Action Planning

The DT in consultation with other members of the safeguarding team and/or The Child Protection Support Service (CPSS) will plan a course of action, and ensure that a written record of decisions is made.

4. Action

The DT, in consultation with the Principal, will decide whether, in the best interests of the child, the matter needs to be referred to social services. **If there are concerns that the child may be at risk of significant harm, the school is obliged to make a referral to social services and /or the PSNI.** Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

The DT may seek clarification or advice and consult with The Child Protection Support Service (CPSS) or a senior social worker before a referral is made. No decisions to refer a child to social services will be made without full consideration and on appropriate advice. The safety of the child is our first priority.

Where there are concerns about possible abuse, the DT may inform:

- Social Services
- The Child Protection Support Service (CPSS)
- A referral may be made using the Understanding the needs of Children in Northern Ireland (UNOCINI) referral form and forwarded to Referral Gateway in Northern Health and Social Services Trust.

If a complaint about possible child abuse is made against a member of staff, the Principal (or the DT if the Principal is unavailable) must be informed immediately. The above procedures will apply (unless the complaint is about the designated teacher or the Principal). Where the matter is referred to social services the member of staff may be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigations by social services. The Chairperson of the Board of Governors will be informed immediately.

If a complaint about possible child abuse is made against the Principal, the DT must be informed immediately. She will inform the Chairperson of the Board of Governors and together they will take appropriate advice and ensure the necessary action is taken.

School Management will ensure that the DE guidance is adhered to with particular reference to Circular 2015/13 <https://www.education-ni.gov.uk/sites/default/files/publications/de/2015-13-dealing-with-allegations-of-abuse-against-a-member-of-staff.pdf>

If any member of staff feels unsure about what to do if he/she has concerns about a child, or unsure about being able to recognise signs or symptoms of possible child abuse, he/she should talk with the DT.

It should be noted that the information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be informed.

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

The DT:

- To provide training to all school staff including support staff
- Being available to discuss the child protection concerns of any member of staff
- Responsibility for recordkeeping of all child protection concerns
- Making referrals to Social Services or PSNI Public Protection Units
- Liaising with The Child Protection Support Service (CPSS)
- The lead responsibility for the development and updating of the school's child protection policy
- Ensures parents receive a copy of the child protection policy every 2 years which alerts them to the fact that referrals may be made to Social Services and the role of the school regarding this
- Promotion of a child protection ethos in the school
- Written reports to the Board of Governors regarding child protection
- Maintains all records pertaining to child protection in a secure location (accessed only by the Designated Teacher, Deputy Designated Teacher and the School Principal as appropriate)

DDT:

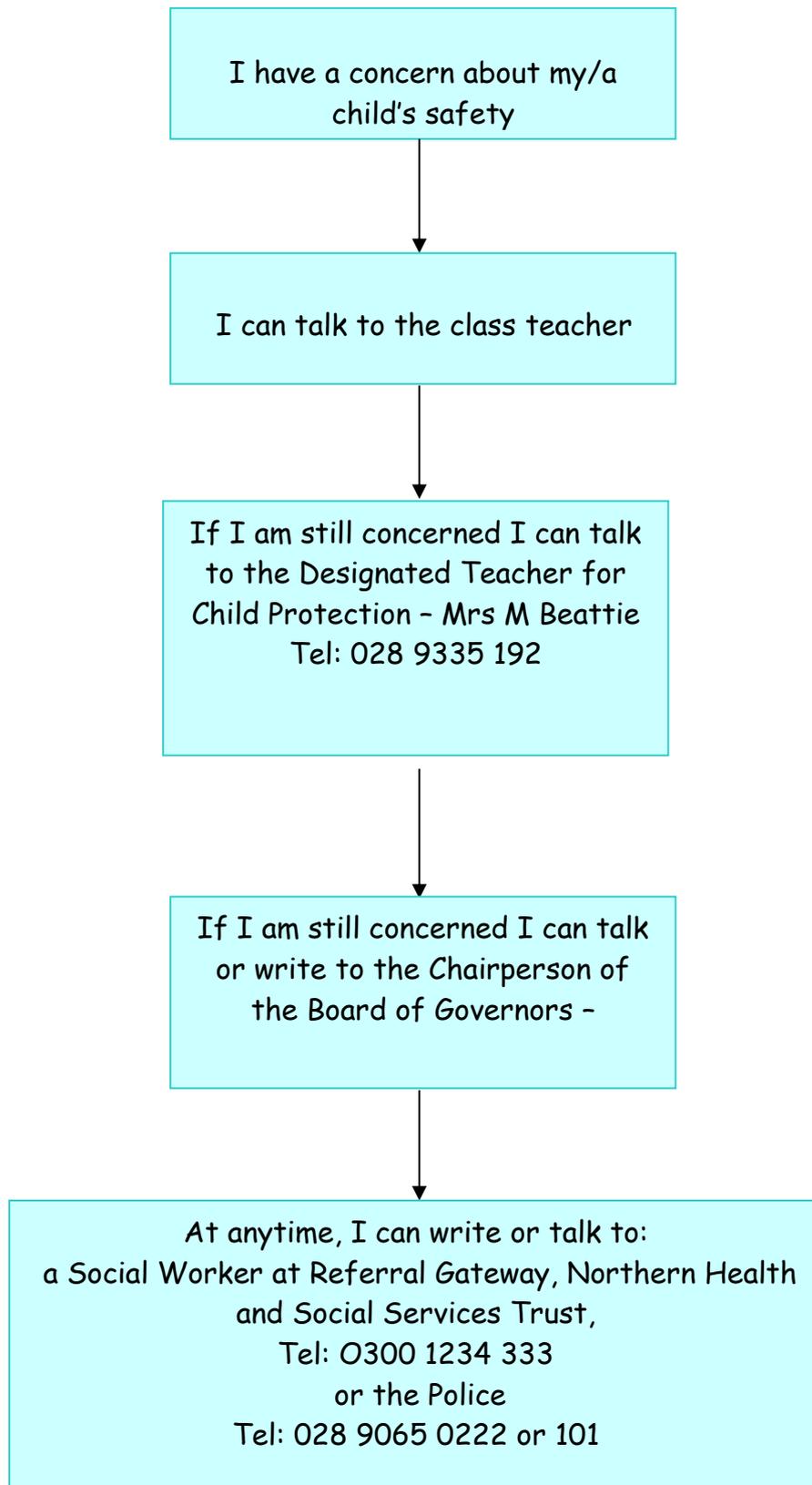
- To support and undertake the duties of the Designated Teacher for Child Protection as required

Training

Governors, Principal, DT for Child Protection and DDT for Child Protection will receive update training in line with the EA's programmes. Training of staff will take place annually. Any member of staff who misses CP training will receive mop-up training during the term.

HOW A PARENT CAN MAKE A RAISE A CHILD PROTECTION CONCERN

If a parent has a child protection concern they can follow the guide below:



WOODLAWN PS'S VETTING PROCEDURES

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

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

- DE Circular 2006/06: Child protection: Recruitment of People to Work with Children and Young People in Educational Settings
- DE Circular 2006/07: Child Protection: Employment of Substitute Teachers
- DE Circular 2006/08: Child Protection: Training Requirements for School Governors on Staff Recruitment and Selection Panels
- DE Circular 2006/09: Child Protection: Criminal Background Checking of staff in Schools – programme to extend coverage
- DE Circular 2006/25: Child Protection: Vetting of School Governors
- DE Circular 2008/03: Pre-Employment Checking of Persons to Work in Schools – New Arrangements
- DE Circular 2008/10: Employment of Substitute Teachers
- DE Circular 2012/19: Disclosure and Barring Arrangements
- DE Circular 2013/01: Disclosure and Barring Arrangements
- DE Circular 2016/20: Child Protection- Record Keeping in Schools

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

All staff whether paid or unpaid are inducted in our Safeguarding Children/ Child Protection Policy.

GUIDANCE FOR VOLUNTEERS

The school will ensure that volunteers supply two good references and submit to a criminal record check upon appointment. Criminal record checks are carried out by AccessNI.

CODE OF CONDUCT FOR ALL STAFF

All staff – permanent and non-permanent and volunteers know the code of conduct. It reflects the safeguarding ethos of the school and is set out in Appendix 2

THE PREVENTATIVE CURRICULUM

We recognise that the school plays a significant part in the prevention of harm of our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protections. An awareness of "stranger danger"; an understanding of how to respond to perceived threats; care in regard to e-safety; and the development of standards of behaviour that are appropriate for primary school children are all reinforced through the school's work on PDMU within the Northern Ireland Curriculum. They are also the focus of assemblies, visits from outside professionals and on-going guidance opportunities as they arise, such as circle time.

Alongside the use of curricular resources we also use Women's Aid materials, the NSPCC speak out campaign and Childline in Schools. Internet safety is addressed by using CEOP resources and materials and contact with PSNI.

The school community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to;
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- Include in the curriculum opportunities for Personal and Social Development which equip children with the skills they need to stay safe from harm and to whom they should turn for help if the need arises.

PHYSICAL RESTRAINT

Our policy on physical restraint by staff is set out in a separate policy **Reasonable Force and Safeguarding Policy**, in accordance with guidelines from EA-NE Region. It acknowledges that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

HEALTH AND SAFETY

The **Health and Safety Policy**, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

E-Safety

Our **policy on the Internet and digital technologies** is set out in a separate document and is informed by DE guidance. It acknowledges the opportunities for learning as well as the risks attached to the Internet and digital technologies. Specifically it addresses safeguarding issues that may arise in the use of the Internet and digital technologies.

PHOTOGRAPHY AND IMAGES OF CHILDREN

Our practice on taking and using photographs is shared on our initial letter to parents in August. It explains usage of photographs and what parents should do if they have any concerns.

EDUCATIONAL TRIPS / VISITS

Our school trip is run following the guidelines outlined in 'Educational Visits', Best Practice 2009. Day trips and visits are consistently planned across the school.

INTIMATE CARE POLICY

The **Intimate Care Policy**, set out in a separate document, reflects our intention to develop independence in each child, whilst recognising that all children have the right to be safe and to be treated with dignity and respect.

REVIEWING OUR CHILD PROTECTION POLICY

Our Child Protection Policy is reviewed annually.

Date of next review: August 2018

Appendix 1

GUIDELINES FOR VOLUNTEERS

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

It is essential however, that appropriate steps are taken, through screening and selection arrangements, to ensure that children are not placed at risk through allowing the unsupervised and unmanaged access of unsuitable adults to the school.

Who is a Volunteer?

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

1. Assumes unpaid duties in a school on a regular basis on more than two occasions or
2. Is engaged by the school to accompany or assist in school visits or trips; residential activities or to undertake coaching in sports activities.

Formal arrangements as to selection and vetting should not be required for volunteers who are involved outside school hours and who do not have unsupervised contact with pupils. These would include fund-raisers, people using school premises for meetings etc.

Use of Volunteers

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

- During school hours involving direct contact with pupils
- Outside school hours involving direct contact with pupils
- During school hours but not usually involving direct contact with pupils

Recruiting and Selecting Volunteers

The school may canvass for volunteers or people may come forward to offer assistance at their own initiative. In many cases the school may already know potential volunteers. Others may come forward from the local community. Engagement of volunteers is only undertaken with agreement of the Board of Governors.

Initial Appraisal

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

- personal details
- qualifications and previous work with children
- a declaration that they have never been convicted of a criminal offence or been the subject of a Caution or of a Bound-over Order
- a declaration as to whether they have been investigated by Social Services for child protection
- agree to a criminal record being carried out

- provide the name of two referees who are not family members or members of staff in the school
- attend an interview with the school Principal with proof of identity
- Undergo an annual criminal record check through Access NI (via NEELB)

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

Accepting Volunteers

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

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

the school will notify the individual that he/she has been accepted for voluntary duties in the school

The use of Volunteers

These are the fundamental principles observed when using volunteers:

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

Health and Safety Insurance

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

Duration

Woodlawn PS places a time limit on the period of the volunteer's service. This is done where the work earmarked for the volunteer is likely to be completed within a specific period. Where a volunteer's involvement is likely to be long term, the school advises the volunteer that he/she will be subject to a trial period, during which the Principal monitors the volunteer's effectiveness in contributing to the life and work of the school.

Information and Training

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

- the policy of the school and the management authority in relation to pastoral care and child protection, including its behaviour/discipline policy, including rewards and sanctions, and the extent of the volunteer's authority within it; its child protection procedures
- Woodlawn PS's Health and Safety Policy

Arrangements are made for the volunteer to have a formal line of communication to the Principal for reporting issues of concern or the welfare of the children in the school.

School Security

Woodlawn PS has drawn on the advice from the guidance Document "Security and Personal Safety in Schools" 1997 to establish arrangements for the admission and supervision of volunteers on school premises. Particular attention is drawn to:

- The volunteer registering at the beginning of each visit
- Providing the volunteer with a readily identifiable name badge or pass giving his/her name and status

The school ensures passes are surrendered at the end of each day and when the volunteers' involvement with the school comes to an end.

Appendix 2

A CODE OF CONDUCT FOR ALL STAFF

(Pastoral Care in Schools CHILD PROTECTION 1999)

All staff and volunteers are aware of and have received a copy of our code of conduct. The Code is informed by guidance from DE.

This Code of Conduct is not intended to detract from the enriching experiences pupils at Woodlawn PS gain from positive interaction with staff. It is intended to assist staff 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.

1. Private Meetings with Pupils

Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there are occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.

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.

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.

2. Physical Contact with Pupils

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

It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child may need reassurance involving physical comforting. Staff should not feel inhibited from providing this in an age appropriate way.

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.

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

Staff who administer first-aid to a pupil should ensure whenever 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.

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

Following any incident where a member of staff feels that his/her actions have been, or maybe, misconstrued, a written report of the incident should be submitted immediately to the Principal or Vice Principal.

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/work environment.

3. Choice and Use of Teaching Materials

Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.

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

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

4. Relationships and Attitudes

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. Staff are aware that they are in a position of trust in relation to the children and young people at the school.

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

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice.

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.

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. Setting an Example

1.1 All staff and volunteers who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times.

1.2 All staff and volunteers must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.

1.3 All staff and volunteers must also avoid putting themselves at risk of 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. 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 M Beattie and the DDT is Mrs K Edwards.

2.4 All staff and volunteers are provided with personal copies of the school's Child Protection Policy and must be familiar with this document 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. 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. 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. 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. 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. E-Safety and Internet Use

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

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 Records Management Policy and Disposal Schedules.

8. Confidentiality

8.1 Members of staff and volunteers may have access to confidential information about students in order to undertake their every day responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.

8.2 Confidential information about students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.

8.3 There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, 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. Dress and Appearance

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

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

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

10. Disciplinary Action

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

Appendix 3

Emergency Contact Details

PSNI:	0845 600 8000 028 9065 0222 or 101
Child Protection School School Support Service (CPSSS)	028 9448 2223
Social Services, Gateway Team:	0300 1234 333
Out of Hours Duty Social Worker	028 9504 9999
NSPCC Adult Helpline (For adults concerned about a child):	0808 800 5000 or Text: 88858
24 Hour Domestic & Sexual Violence Helpline:	0808 802 1414
Childline:	0800 1111
Child Sexual Exploitation Helpline NSPCC:	0800 389 1701