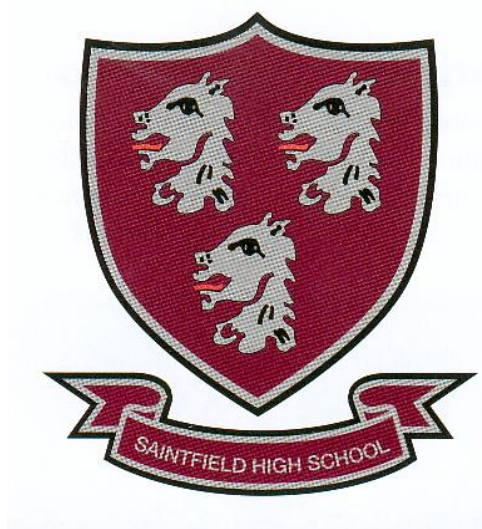


# **SAINTFIELD HIGH SCHOOL**



# **CHILD PROTECTION POLICY**

UPDATED JUNE 2022

SAINTFIELD HIGH SCHOOL  
CHILD PROTECTION POLICY



### **Child Protection Ethos**

Saintfield High School is a child centred school. The work of the Pupil Well-Being team is at the very heart of the school's internal fabric and plays a central role in promoting the holistic development of each and every child. We aim to provide a safe and happy learning environment for all pupils and acknowledge and appreciate the importance of pupils' emotional and mental well-being. We strive to give each child the opportunity to develop their self-confidence and reach their academic potential in an atmosphere of mutual respect. We pride ourselves on the strong relationships that exist between pupils and staff, allowing each child to feel a sense of belonging and value. At the very heart of this is our determination to ensure the welfare of our pupils is of paramount concern, and their safety or welfare will never be compromised. Our school mission statement seeks to ensure personal success for all pupils.

All staff, both teaching and non-teaching, should be alert to the signs of possible abuse and should know the procedures to be followed.

This policy sets out clearly guidance on the action which is required where abuse or neglect of a young person is suspected or disclosed and outlines how Saintfield High School's Safeguarding Team will respond to this.

### **Principles**

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (NI) Order 1995, the DoEd (NI) guidance 'Pastoral Care in Schools – Child Protection (DENI Circular 99/10) and 'Dealing with allegations of abuse against a member of staff' (DENI Circular 15/13) and the Area Child Protection Committees' Regional Policy and Procedures (2005).

The following principles form the basis of our Child Protection Policy:

- It is a young person's right to feel safe at all times, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the pupils in our care and should take all reasonable steps to ensure their welfare is of paramount importance. The needs of the child overrides all other considerations.

- A proper balance must be struck between protecting young people and respecting the rights and needs of parents and families – where there is conflict – the young person's interests will always come first.

### **Other relevant Policies**

The school has a duty to ensure that safeguarding is evident amongst all activities and functions. This policy therefore complements and supports a range of other school policies including:

Anti - Bullying Policy

Pupil Well-Being Policy

Community Code of Conduct

Drugs Policy

ICT Acceptable Use

Social Media Policy

Relationships & Sexuality Policy

Special Educational Needs and Inclusion Policy

Health & Safety Policy

CSE Policy

Equality & Inclusion Policy

These policies are available to parents/carers to view on the school's website and a hard copy can also be requested via the General Office.

### **School Safeguarding Team**

The Principal, Miss S Hynds, is responsible for overseeing Child Protection issues.

The Vice-Principal, Mrs V Derby, is responsible for Pupil Well-Being.

The Chairperson of the Board of Governors is Mr W Dick.

The designated member of the Board of Governors for Child Protection is Mr James Megraw.

The designated teacher for Child Protection is Mrs R Bradley.

The Deputy Designated teacher for Child Protection is Mrs S Convill and will carry out the above duties in the absence of Mrs R Bradley.

## **Roles and responsibilities**

DTTCP (Mrs R Bradley) & DDTCP (Mrs S Convill) must carry out the following duties:

- Training staff and Governors in Child Protection awareness, including reference to CSE, policy and procedures;
- Act as a point of contact for staff and parents/carers;
- Co-ordinating action by teachers in cases of suspected child abuse and ensuring it is reported to the appropriate agencies;
- Reviewing and updating the Child Protection Policy every two years and making it available to parents/carers;
- Reporting annually to the Board of Governors;
- Maintain records of all child protection concerns in line with EA guidance;
- Liaise with the Education Authority (SE Region) Designated Officers for Child Protection.

### **Miss SL Hynds (Principal) must ensure that:**

- DENI 1999/10 & DENI 15/13 is implemented within the school;
- A Designated Teacher and Deputy Designated Teacher are appointed to act as Safeguarding Champions within the school;
- All staff receive annual CP training;
- That all necessary referrals and signposting are taken forward in a professional and appropriate manner;
- The Chairman of the Board of Governor's (Mr W Dick) is kept informed of child protection matters;
- That Child Protection activities feature on the agenda of the BoG meetings and an annual report is provided;
- That the school's CP Policy is reviewed bi annually and that parents/carers and pupils are reminded where the policy is available and are made aware of any changes;
- That confidentiality is paramount – information of a CP nature should only be disclosed to the entire BoG on a need to know basis.

### **The Designated Governor for Child Protection must ensure they advise Governors on:**

- The Role of the Designated Teachers;
- The content of child protection policies;
- The content of the Staff Code of Conduct;
- The Content of the annual Designated Teacher's report;
- Recruitment, selection & vetting of staff (in safeguarding matters).

### **The Chair of the Board of Governors must –**

- Ensure that a safeguarding ethos is maintained within the school community;
- Ensure that the school has a working Child Protection Policy in place and that staff adhere to this

- Ensure that the Governors undertake appropriate CP recruitment and selection training provided by the EA, SE Region CPSS and the Governor Support and Human Resource Departments;
- Ensure a Designated Governor for CP is appointed;
- Assume lead responsibility for managing any complaint/allegation against the school Principal;
- Ensure that the BoG receive a full written report in relation to CP activity.

The Board of Governors must ensure that –

- The school has a working CP policy in place and this is reviewed appropriately;
- Relevant CP training is up to date and a record of this is kept by at least one governor and a record kept of the same;
- Confidentiality is paramount – information should only be passed to an entire BoG on a need to know basis.

**Administrative staff must ensure that –**

- On behalf of Saintfield High School and its Board of Governors, complete the internal administration needed for Access NI vetting procedures of all staff, who are appointed to positions in the school;
- A copy of the Safeguarding Policy will be issued to all adults working with pupils, including those in a non-paid capacity;
- A copy of the Safeguarding Policy is available in key work room areas.

**Other members of staff (including those in a middle management role) must ensure that – (See Appendix 4)**

- Refer any concerns to the DT/DDTCP;
- Listen to what is being said without displaying shock or disbelief;
- Act promptly;
- Make a concise written account of the concern/disclosure, using the Note of Concern template
- Participate in whole school training regarding Child Protection Policy and procedures;
- Never give a guarantee of confidentiality;
- Never investigate;
- Never ask leading questions.

## **What is Child Abuse?**

The following definition is taken from the Area Child Protection Committees' Regional Policy and Procedures (2005) –

'Child Abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger'.

There are different types of abuse and a child may experience more than one of them. The procedures outlined in this policy document are intended to safeguard children who are at risk of significant harm because of abuse or neglect they may face from a parent, carer or any other person who has a duty of care towards them.

## **Types of Abuse**

The following is from 'Cooperating to Safeguard Children and Young People in Northern Ireland', March 2016.

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

Although the harm from the abuse might take a long time to be recognisable in the child or the young person, professionals may be in a position to observe the indicators earlier, for example, in the way that a parent/carer interacts with their child. Effective and ongoing information sharing is key between professionals.

## **The abuse may take a number of forms, including:**

**Neglect:** This is the failure to provide a child's basic needs, whether it is inadequate 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 Abuse:** Is deliberately hurting a child. It might take a variety of forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

**Sexual Abuse:** This 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 a sexually inappropriate way or grooming a child in preparation for abuse (including e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

**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. It doesn't always involve physical contact; it can happen online also. **See Appendix 7 for School's CSE Policy.**

**Female genital mutilation (FGM)** is also a form of sexual abuse and can be defined as 'a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other nontherapeutic reasons.

**Emotional Abuse:** This is the persistent emotional maltreatment of a child. It is also sometimes referred to as psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. It may involve deliberately telling a child that they are worthless, or unloved or inadequate. It may include not giving a child the 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.

**Other types of abuse:**

Domestic violence and abuse is '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. (DHSSPS/DOJ, 'Stopping domestic and sexual violence and abuse in NI', March 2016)

From September 2021, in conjunction with CPSS and the PSNI, we are one of several schools piloting the 'Operations Encompass' initiative -

***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.***

***When the PSNI have attended a domestic incident and one of our pupil's 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 safeguarding school. This will allow the school's safeguarding team to provide direct or indirect support to this child and family.***

***This information will be treated like any other child protection information as per DE circular 2020/07. It 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 the online Operation Encompass Training, so they are able to take these calls. Any staff responsible for answering the phone will be made aware of Operation Encompass and the need to pass these calls on with urgency.***

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, engaging 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 exploitation. Exploitation can be sexual in nature.

Domestic violence and exploitation are not classified as separate categories of abuse; they are types, however, both will link to some or all above categories of abuse.

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

Sexual Activity – The DT has a duty to share information with Social Services, as appropriate, in line with the advice issued to schools in Section 4 DE letter to schools (2/2/09) – please refer to School’s CSE Policy for further clarification. **Appendix 7**

- All sexual activity involving a child of 12 years and under is sexual abuse and must be reported to the investigating agencies – PSNI or other relevant Social Services.
- A child of 13 years can be every bit as vulnerable as their younger peers and information that indicates they are engaged in sexual activity should be treated very seriously. In all such cases, the matter should always be discussed with Social Services in the relevant Trust area.
- Sexual activity involving a child between the ages of 14 – 15 years, while illegal, may not necessarily indicate sexual abuse or exploitation. The decision to initiate CP action in such cases is a matter of personal judgement, following discussions with School Principal and South Eastern Region’s Designated Officer for CP.
- Sexual activity by children aged 16, although not illegal, still may require that child to be protected. It is important to always clarify that there are no concerns about sexual abuse, abuse of trust or exploitation.



## **2 Identifying Abuse**

Due to their day-to-day contact with individual children, school staff - especially teachers, lunch-time supervisors, ancillary or auxiliary staff - are particularly well placed to observe outward symptoms. However, some symptoms may be due to bereavement, other disruption in family circumstance, drug, alcohol or solvent misuse.

### **List of Signs and Types of Behaviour**

*Note* - There can be other explanations for a child showing such signs. "Even for 'experts' abuse is not easy to diagnose".

#### **Signs**

- repeated minor physical injuries (e.g. bruising, cuts etc.)
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to
- deterioration in school work or significant changes in behaviour without explanation
- aggressive behaviour, severe tantrums
- an air of 'detachment or don't care' attitude
- overly compliant behaviour 'watchful' attitude
- sexually explicit behaviour - inappropriate for the child's age
- the child who is reluctant to go home or is kept away from school by a parent/carer for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' - with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed-wetting
- running away from home, suicide attempts, self-inflicted wounds
- reverting to younger behaviour, depression, withdrawal
- relationships between the child and adults which are secretive and exclude others
- pregnancy - overly secretive about father or complete denial of the pregnancy

#### **Physical Abuse**

Alerting features - all without reasonable explanation of cause.

Bruises and Skin Marks - particularly bruises of an irregular shape which may suggest the use of a strap or mark of a hand.

### **Typical sites for non-accidental bruises are:**

- lower back and buttocks
- inner thighs
- ear lobe -black ear
- cheek
- upperlip and frenulum
- neck - marks on neck, Pattern hand marks, grab marks, slap marks, pinch marks, bites, scratches, strap marks, rod marks.
  - Eye Injuries - "Black eye" - particularly two black eyes.
  - Lacerations
  - Burns - particularly lesions that look like cigarette burns
  - Fractures
  - Bite Marks

### **Neglect - where parents/carers fail to meet the basic and essential needs of their children**

- 1 Medical care neglect eg lack of treatment for illnesses
- 2 Educational neglect - non-attendance, persistent lateness etc
- 3 Nutritional neglect - inadequate feeding, failure to thrive, hunger
- 4 Physical neglect - inadequate clothing, uncleanliness

### **Sexual Abuse**

Behaviour especially noticeable in school

- 1 Inability to make friends.
- 2 Inability to concentrate, sudden drop in school performance.
- 3 Unusual reluctances to participate in physical activity or to change clothes for physical education classes.
- 4 Regular avoidance and fear of school medical examinations.
- 5 Unusual or bizarre sexual themes in their art work or stories. Frequent absences from school that are justified by one parent/carer only without any regard to the child's school performance.
- 7 Unusual reluctance or fear of going home after school.
- 8 Display over-sexualised behaviour inappropriate for their age.

Physical Signs:

- 1 Recurrent urinary tract infections.
- 2 Pregnancy, especially where the identity of the father is vague or secret or where there is complete denial of the pregnancy by the girl and her family.

### **Behavioural Indicators:**

- 1 Frequent running away from home.
- 2 Sleep problems - insomnia, recurrent nightmares, fear of going to bed or overdressing for bed.
- 3 Dependence on alcohol or drugs.
- 4 Suicide attempts and self-mutilation.
- 5 Hysterical behaviours, depression, withdrawal, mood-swings.
- 6 Fear of intimate relationships or promiscuity.
- 7 Diet problems - anorexia nervosa and bulimia.
- 8 Low self-esteem and low expectations of others.
- 9 Persistent stealing.
- 10 Fear or abhorrence of one particular "individual".

### **Child Sexual Exploitation**

Physical indicators:

1. New friendships groups (may be considerably older)
2. New image/clothing
3. Use of second mobile
4. Staying away from their home overnight on a regular basis
5. Whereabouts often unknown
6. Truancy
7. Increased use of drugs/alcohol
8. Cuts, bruising & burns that cannot often be explained

Behavioural indicators

1. Moody
2. Sudden interest in guns/knives
3. New found interest in politics and foreign affairs with strident viewpoints
4. Increasingly secretive
5. Changes in behaviour at school

### **3. Procedures for making complaints in relation to child abuse**

#### **How a Parent/carer can make a complaint**

Saintfield High School aims to work closely with parents/carers in supporting all aspects of a pupil's development and well-being. Any concerns that a parent/carer may have will be taken seriously and dealt with in a swift, professional manner. If a parent/carer has a concern of a Child Protection nature, they are to contact the school's DTCP (Mrs Bradley), or in her absence Mrs Conwill (DDTCP). Miss Hynds (Principal) is available also to discuss concerns of a Child Protection nature. After speaking with the Safeguarding Team/and/or the Principal, you may speak to the Designated Governor for Child Protection (Mr Megraw) or Chairman of the Board of Governors (Mr W Dick).

At any point a parent/carer can report any concerns to a Social Worker in the local Gateway Team or to the PSNI (Public Protection Unit).

Details of who can be contacted are shown in the flowchart in Appendix 1.

#### **How will Saintfield High School respond?**

When staff become aware of concerns, or are approached by a pupil, they should not investigate – this is a matter for Social Services. Concerns should be reported to the DTCP or in her absence DDTCP, with an accompanying report of the disclosure/concern, recorded on a record of concern document. These notes should be factual, objective and include what was seen, heard, said or reported. Diagrams of any injuries can also be included – but these have to be labelled accurately. Who was present and what time the disclosure/concern was made and this document must be passed on to the DTCP immediately. The reporter must treat this document and its details with the utmost confidentiality.

The DTCP, in consultation with the Principal, will decide whether it is in the best interests of the child to refer this matter on to Social Services and /or PSNI. If there are concerns that the child may be at risk, the school is obliged to make the referral. Unless there are concerns that the parent/carer is the potential abuser, the parent/carer should be informed immediately – via telephone or meeting (dependant on which one is appropriate at that point).

The DTCP may consult with CPSS (South Eastern DO for CP) or Gateway before the referral is made. During consultation with the DO for CP, the child details will be shared. No decision to refer a child to Social Services will be made without due care and consideration. The child will be kept informed at every point, and reassured that the action taken is in their best interests.

Where there are concerns of possible abuse, a referral will be made initially via telephone to Gateway (South Eastern Region/Belfast Region). The CPSS will also be informed at this point, and a UNOCINI will be emailed to the relevant Gateway team (within 24/48 hours), depending on severity. A copy of this UNOCINI will be sent to CPSS (South Eastern Region) and stored in Pupil CP file.

If the Principal has concerns that a child may be at risk from a volunteer, the services of the volunteer will be terminated with immediate effect.

This procedure, including names and contact numbers is shown in Appendix 2.

### **How will a complaint about possible abuse by a member of staff will be dealt with?**

If a complaint of possible abuse is made against a member of staff, the Principal (or in her absence the DT) must be informed immediately. The procedures (Appendix 3) will apply, unless the accused is the Principal or the DTCP.

If a complaint is against the Principal, it is the responsibility of the DT to inform the Chairperson of the Board of Governors, who will ensure that the necessary action is taken at this point.

If the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with children (and may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities). The Chairperson of the Board of Governors will be informed immediately. The procedures will be in line with current EA guidance – shown in Appendix 3.

### **Attendance at Child Protection Case Conferences**

The DT/DDTCP or Principal may be invited to attend initial and review CP Case Conferences, hosted by the relevant HSC Trust. They will provide a written report which has been compiled following consultation from relevant staff. Feedback will be given to staff on a 'need to know basis'. Children whose names are on the CPR will be monitored and supported in accordance with the Child Protection Plan.

### **Confidentiality and Information Sharing**

Information given to staff about possible abuse cannot be held in confidence – it is imperative that all members of staff make a child aware that information that they are given will have to be passed on. Staff should never inform a child that they will keep any information that could prove detrimental to the child's safety between them and the child. As the adult, the staff member has a duty of care to pass all concerns on to the Safeguarding Team. Where abuse is suspected, Saintfield High School will honour their legal duty to refer to the Statutory Agencies. Also, in keeping with the principle of confidentiality, the sharing of information with school staff will be kept to a 'need to know basis'.

### **Record Keeping – Appendix 5**

All child protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person and are only accessible to the DT, DDTCP and the Principal.

In the event of a child transferring to another school, current child protection concerns will be shared by the DTCP to the DTCP at the receiving school.

Where an allegation is made against school staff and is pursued either as a formal referral or under the education establishment's disciplinary procedures, a summary is entered in the Record of Child Abuse Complaints Book, which is stored in the Principal's office. This will be made available to the Board of Governors annually.

### **Vetting procedures**

All staff, paid or unpaid who are appointed to positions in the School are vetted in accordance with relevant legislation and Department guidance. It is the responsibility of all members of staff to inform the Principal and administrative staff regarding any adults or volunteers they wish to bring into the school and who are likely to work alone with pupils, so that appropriate Access NI vetting procedures can be carried out in line with school policy. Volunteers who will work with pupils alongside Saintfield

High School staff do not need to be brought to the attention of any member of staff responsible for vetting.

### **Code of Conduct for all staff**

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

The school provides a code of conduct for teaching staff and non-teaching staff.

### **See Appendix 8 for staff Code of Conduct**

### **Staff Training**

All members of staff are trained on an annual basis on policy and procedures. Staff are provided with a checklist of what to do in the event of a disclosure and this is discussed in detail.

Staff will also be given scenarios and asked what the best course of action would be in that situation, with active discussion around do and don'ts.

Basic Child Protection awareness training and annual refresher training is provided for all staff.

Principal/DTCP/DDTCP/Chair of the BOG and Designated Governor for Child Protection will also attend relevant CP training provided by CPSS.

When a new member of staff is appointed, they will be briefed on the school's CP Policy and Code of Conduct and will be supplied with these policy documents.

A list of key Safeguarding staff is provided for substitute teachers within their working folder.

### **Resilience Curriculum**

Saintfield High School prides itself on the high quality wrap around care it provides for every pupil. An atmosphere of mutual respect, empathy and tolerance is encouraged so that pupils feel comfortable sharing their concerns and comfortable to seek appropriate help.

A Familyworks counsellor attends school each Wednesday and all pupils have access to this, either through the online referral system or completing an appointment slip and passing on to the School Counsellor Coordinator (Mrs R Bradley). Mrs Bradley will meet with the School Counsellor each week to discuss referrals and any other information of importance. Referrals to the school counsellor is made by the DT/DDT via the Familyworks website.

Throughout the roll out of the Resilience Curriculum each year, CP issues are addressed through whole school, Year and Form Tutor assemblies and CP information is displayed in main corridors, Form Tutor rooms and the Staffroom. At the start of each academic year, each Form Class is given a run-down of who to contact in the event of a concern.

## **Pastoral – Preventative education programme –**

Year 8/Year 11 Induction programme - an introduction to the expectations of Year 8 and Senior School.

Year 11 Induction Evening.

Year 8 Parental Training afternoon.

Translink Safety Bus. This was a very worthwhile experience for the pupils in educating them about the importance of Road Safety and appropriate behaviour on the bus.

Prefect Training in the Lecture Theatre. The training centred on the roles and responsibilities of a prefect and how a prefect can contribute to the life of the school.

PSNI Internet Training for all pupils/ staff and parents/carers.

World Mental Health Day (Interdepartmental approach)

Bloom Project for Year 11

PSNI/Fire Brigade training on fire safety for all pupils.

Year 12 Health and Social Care class workshop with Action Mental Health - Saintfield Library.

Anti-bullying workshops and poster competition.

Substance Abuse Training delivered by the PSNI to Years 11 and 12.

Love for Life presentations to Years 10 & 12, in line with school's RSE provision

Year 9 and 11 Mental Health programmes.

Suicide Prevention Programme – presented by PIPS to all pupils, with parental consent, in Year 12.

Teenage Cancer Trust – presentation to Year 10 pupils offering advice on how to safeguard themselves against the risks of cancer.

Prefect Mentors appointed to assist Junior School Form Tutors

Pupil Well-Being Days coordinated by Head of Pastoral Care

Pupil mentoring scheme – Year 9 & 11

## **Overview of PD/Resilience Curriculum programme is included in Appendix**

### **Curriculum**

All pupils undertaking work experience were spoken to with regard to their personal safety by the Careers Team – Mrs Dempsey/Mrs Murphy (Health & Safety Executive NI).

Through Learning for Life and Work, Personal Development, and GCSE Health & Social Care, Years 11 and 12 pupils learn about different forms of abuse and neglect and services they may access for support and advice. Age appropriate information will also be provided to pupils in relation to gender/sexual orientation and this is included in our Relationships & Sexuality Policy.

**Monitoring & Evaluation**

The Safeguarding Team will update this policy and procedures in light of further guidance and legislation, when applicable, and review it annually. The Board of Governors will closely monitor child protection activity and a report will be presented annually to them by the Designated Teacher for Child Protection.

Throughout the academic year, Board of Governors will be updated on any pertinent CP issues by written reports from the Designated Teacher.

On-going evaluation of this policy and safeguarding procedures will ensure the effectiveness of the Policy.

Date Policy Reviewed: \_\_\_\_\_

Signed:

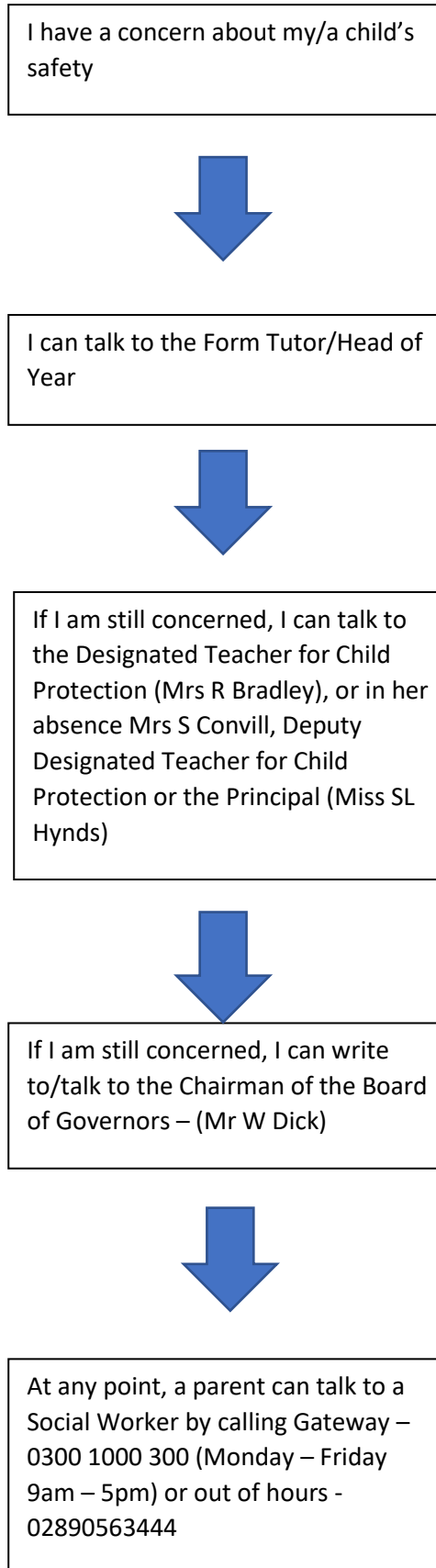
\_\_\_\_\_ (DTCP)

\_\_\_\_\_ (Principal)

\_\_\_\_\_ (Chair of Board of Governors)

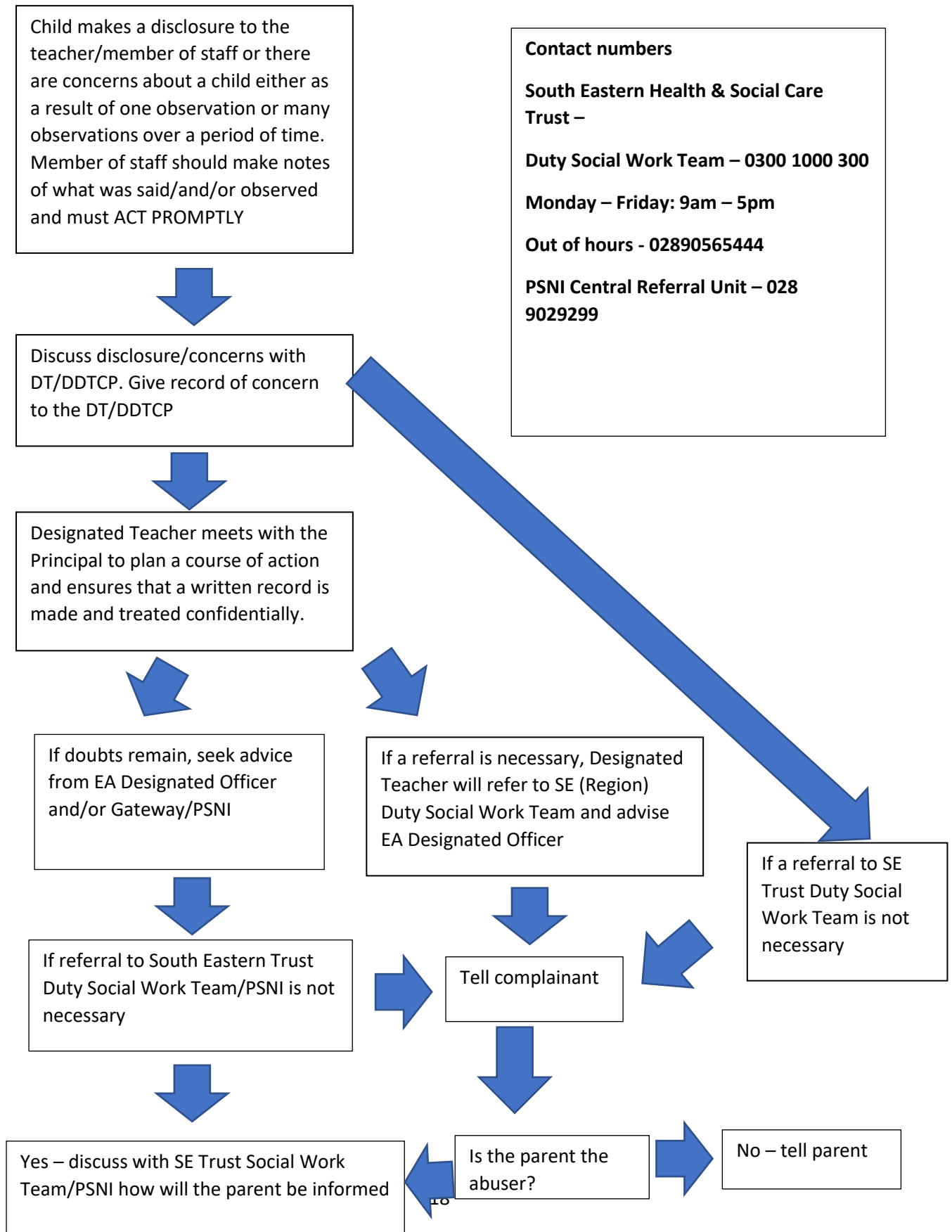


## Appendix 1: How can a parent/carer make a complaint?

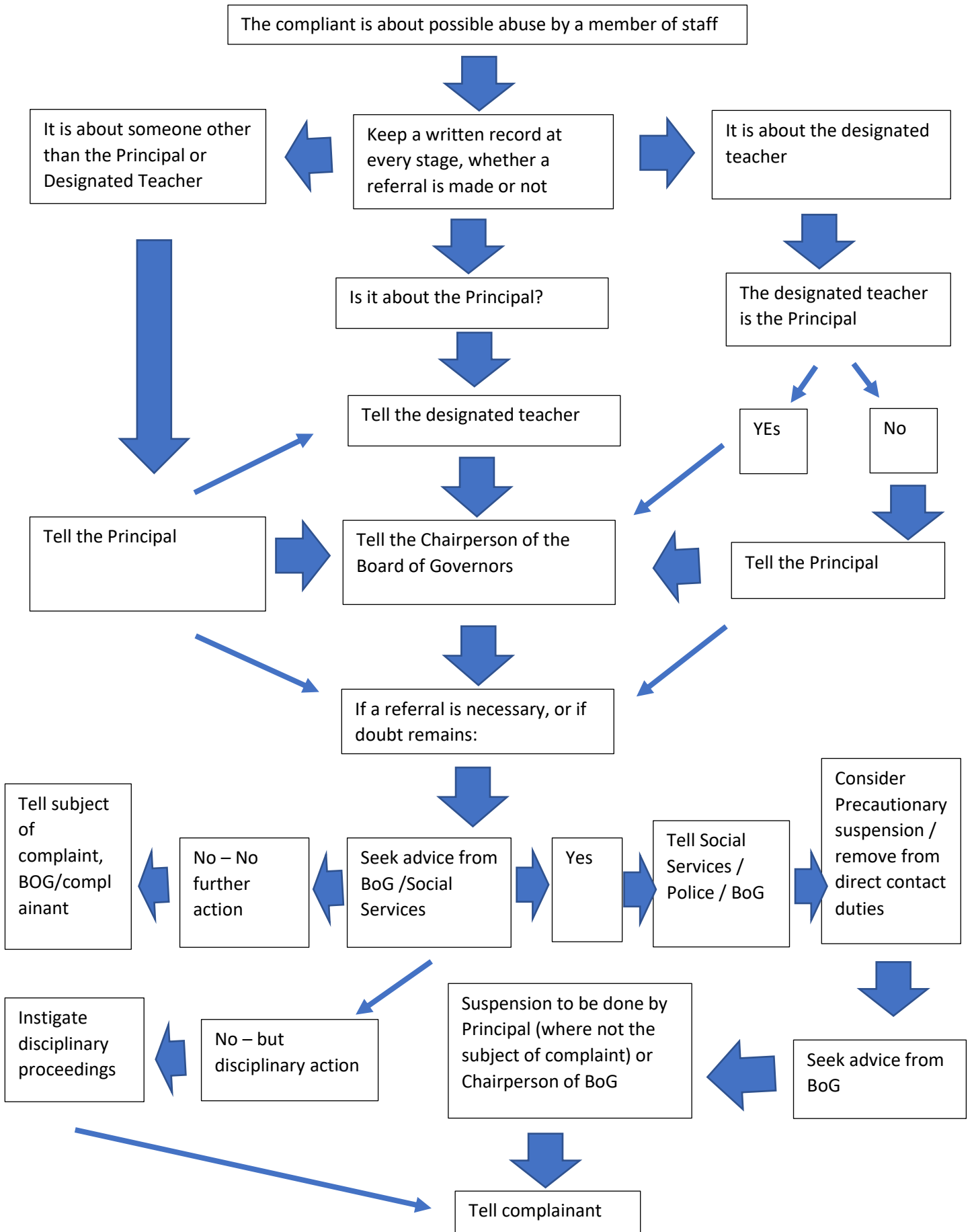


## Appendix 2

### Procedure where the school has concerns, or has been given information, about possible abuse by someone other than a member of staff



**Appendix 3 - Procedure where a complaint has been made about possible abuse by a member of the school's staff**



## Appendix 4

### Child Protection Checklist

We all have a duty of care to each and every child – it is of paramount importance that the safety and needs of the child are given priority, over everything else –

The following are guidelines for use by staff in the event of a pupil disclosure of a Child Protection nature:

<u>DO</u>	<u>DON'T</u>
<ul style="list-style-type: none"><li>✓ Listen to what the child has to say</li><li>✓ Give the child time</li><li>✓ Assure the child it is not their fault</li><li>✓ Explain to the child that you cannot keep this a secret</li><li>✓ Document exactly what the child has said – using his/her exact words (Use Note of Concern)</li><li>✓ Remember not to promise the child's confidentiality in any circumstances</li><li>✓ Stay calm</li><li>✓ Listen</li><li>✓ Accept</li><li>✓ Reassure</li><li>✓ Explain exactly what you are now going to do</li><li>✓ Record accurately</li><li>✓ Seek support for yourself (if needed)</li></ul>	<ul style="list-style-type: none"><li>✓ Ask leading questions</li><li>✓ Put words into the child's mouth</li><li>✓ Ignore the child's behaviour</li><li>✓ Remove any clothing</li><li>✓ Panic</li><li>✓ Promise to keep secrets</li><li>✓ Make the child repeat the story unnecessarily</li><li>✓ Delay</li><li>✓ Start to investigate</li><li>✓ Do nothing</li></ul>

## Appendix 5



### Saintfield High School

#### Child protection actions taken - following advice

To be completed by the Designated / Deputy Designated Teacher

Advise sought / conversation with – Board Officer for CP, CCMS Diocesan Officer, Social Services, Police CPSA Unit, date, time, place, advice.

In the case of REFERRAL: Decision to refer and why; any other actions taken; type of feedback to those involved – how and when relayed

In the case of NO REFERRAL: Decision not to refer and why; any other action; type of feedback to all those involved – how and when relayed

Signed by the DT/ DDT: \_\_\_\_\_

Date: \_\_\_\_\_

**CONFIDENTIAL**

**NOTE OF CONCERN**



**CHILD PROTECTION RECORD – REPORTS TO DESIGNATED TEACHER**

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

**Action taken at the time:**

**Details of any advice sought, from whom and when:**

**Any further action taken:**

**Written report passed to Designated Teacher: Yes No**  
**If 'No' state reason:**

**Date and time of report to the Designated Teacher:**

**Written note from staff member placed on pupil's Child Protection file: Yes No**  
**If 'No' state reason:**

**Name of staff member making the report:**

**Signature of Staff member:**

**Date:**

**Signature of Designated Teacher:**

**Date:**



# SAINTFIELD HIGH SCHOOL



## RESPONSE TO SUSPECTED OR CONFIRMED CHILD SEXUAL EXPLOITATION

Reviewed – January 2022

## **Rationale**

Saintfield High School recognises that not only does it have statutory obligations in relation to pupils learning, but it also carries a pastoral responsibility towards all pupils in its care. The School accepts that all pupils in its care have a fundamental right to be protected from harm and the school will do whatever is reasonable to safeguard and promote the safety and well-being of its pupils.

## **Introduction**

The purpose of this policy is to create a considered and consistent approach by all within our school community in relation to Child Sexual Exploitation (CSE). This policy falls within the established Child Protection and Safeguarding framework that is already in place within the school. A copy of the Child Protection policy can be obtained, upon request, from the General Office or viewed at [www.saintfieldhighschool.com](http://www.saintfieldhighschool.com)

### **The following information has been taken from ‘Co-operating to Safeguard Children and Young People in Northern Ireland’ – August 2017**

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

Sexual exploitation can range from opportunistic exploitation to a more calculated, progressive and protracted exploitative behaviours. Abusers are often skilled in manipulating and exploiting young people, using affection, attention, treats, alcohol, drugs or just a place to ‘hang out’ or stay to gain and abuse a young person’s trust.

Frequently, victims are subject to intimidation, threat and actual violence and/or actual violence against their family and others they care about. Whatever the method of exploitation, the young person is being taken advantage of, exploited and abused through this controlling behaviour.

Online sexual exploitation of children and young people involves a range of offending which includes, but is not limited to, online grooming and can occur without a child or young person’s knowing they are being targeted.

Sexual exploitation may also include a child or young person being trafficked, within and across domestic and international borders, to engage in sexual activity with multiple

perpetrators. Victims of sexual exploitation often have no obvious vulnerability factors and are not otherwise known to services, agencies or organisations.

Children and young people may not often disclose they are victims of CSE. This is due to feeling threatened, intimidation, fear of exploiters, loyalty to perpetrators, a negative perception or fears of authorities, or simply a failure to realise they are being exploited.

**Like all forms of child sexual abuse, child sexual exploitation:**

1. Can affect any child under the age of 18
2. Can still be abuse even if the sexual activity appears consensual
3. Can include both contact and non-contact sexual activity
4. Can take place in person or via technology, or a combination of both
5. Can involve force and/or enticement based methods
6. May occur without the child or young person's immediate knowledge
7. Can be perpetrated by individuals or groups, males or females, and children and adults.
8. Is typified by some form of power imbalance in favour of those perpetrating the abuse

The following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to CSE:

1. Having a prior experience of neglect, physical and/or sexual abuse
2. Lack of safe/stable home environment
3. Recent bereavement or loss
4. Social isolation
5. Absence of a safe environment to explore sexuality
6. Economic vulnerability
7. Homelessness
8. Connections with other children who are victims of CSE
9. Family members or other connections involved in adult sex work
10. Having a physical or learning difficulty
11. Being in care
12. Sexual identity

**It is important to note that not all children and young people with these vulnerabilities will experience CSE. CSE can occur without any of these vulnerabilities being present.**

**Potential indicators of CSE**

The difficulty with determining that CSE is actually taking place is that children and young people rarely self-report it. Due to this, it is absolutely vital that all within our school community are aware of the potential indicators of risk, including:

1. Acquisition of money, clothes, mobile phones etc without plausible explanation
2. Gang association and/or isolation from peers/social networks
3. Exclusion or unexplained absences from school, college or work
4. Leaving home/care without explanation and persistently going missing or returning late
5. Excessive use of calls/texts/social media
6. Returning home under the influence of alcohol/drugs
7. Inappropriate sexual activity for age/STI's
8. Evidence of/suspicions of physical or sexual assault
9. Relationships with controlling or significantly older individuals or groups
10. Multiple callers (unknown to victim's family)
11. Frequenting areas known for sex work
12. Concerning use of any social media
13. Increasing secretiveness around behaviours
14. Self-harm or significant changes in emotional well-being

It is important to note that CSE can occur without any of these risk indicators being obviously present.

### **CSE and the Law**

The main laws surrounding CSE are as follows:

Children's NI Order (1995)

Child Abduction Order (1985)

Licencing Act (2003)

Sexual Offences Order (2008)

### **The following information is taken from 'Sex, Young People and the Law' (Northern Ireland Office)**

On 2 February 2009 new laws were brought in by parliament to better protect young people from sexual abuse and exploitation.

The age of consent has changed from 17 to 16. This means that if you are 16 and say yes to sex, the law will accept that you gave your consent.

The change to the age of consent does not mean that the law is now saying that sex at an earlier age is fine. But, if you are 16, it is your responsibility to make sensible decisions about sex.

If you are 15 or less, the person who you have sex with will be breaking the law.

If you have sex with someone else who is also under 16 then you too could be breaking the law.

If someone of any age has sex with a child under 13 they will be guilty of rape and could go to prison for a long time.

It is against the law for anyone to have any sort of sexual activity with you if you are under 16.

If someone over 18 has any sexual activity with someone under 16 they could go to prison for up to 14 years.

If you are 16 or 17, the law also protects you in certain situations, for example, from the risk of abuse by family members or by other adults who might have a responsibility for you, such as a teacher or care worker. They are not allowed to have sex with you, even if you agree to it, until you are 18.

Where there is any reason to be concerned that you or another young person are being harmed, it may be necessary for you to talk to counselling or health professionals and/or the police.

### **What does the law say about people who pay for sex with young people?**

Anyone who pays for sex with a person under 18 could be put in prison for a very long time.

It is also a crime for anyone to take rude pictures of someone under 18. This is to help stop adults abusing young people. However, you should also remember that it could be a criminal offence if, for example, you take rude pictures on your mobile phone of someone under 18.

### **Some useful phone numbers**

If you need advice and help about issues relating to CSE, the following support services are available in NI:

Brook 028 9032 8866 FPA 0845 122 8687

Include Youth 028 9031 1007

Contact Youth 028 9032 0092 Childline 0800 11 11

Voice of young people in care - (VOYPIC) 028 9024 4888

Children's Law Centre CHALKY helpline number (freephone) 0808 808 5678

### **Monitoring and Evaluation**

As with all Child Protection and Safeguarding concerns within Saintfield High School, the identification or disclosure of CSE will be recorded and securely stored. Information will be shared on a 'need to know' basis to ensure the safety and well-being of all those involved.

This policy will be evaluated annually by all stakeholders. The outcomes of these evaluations will be shared with staff, parents/carers and students.

### **How do we ensure that people are aware of this Policy?**

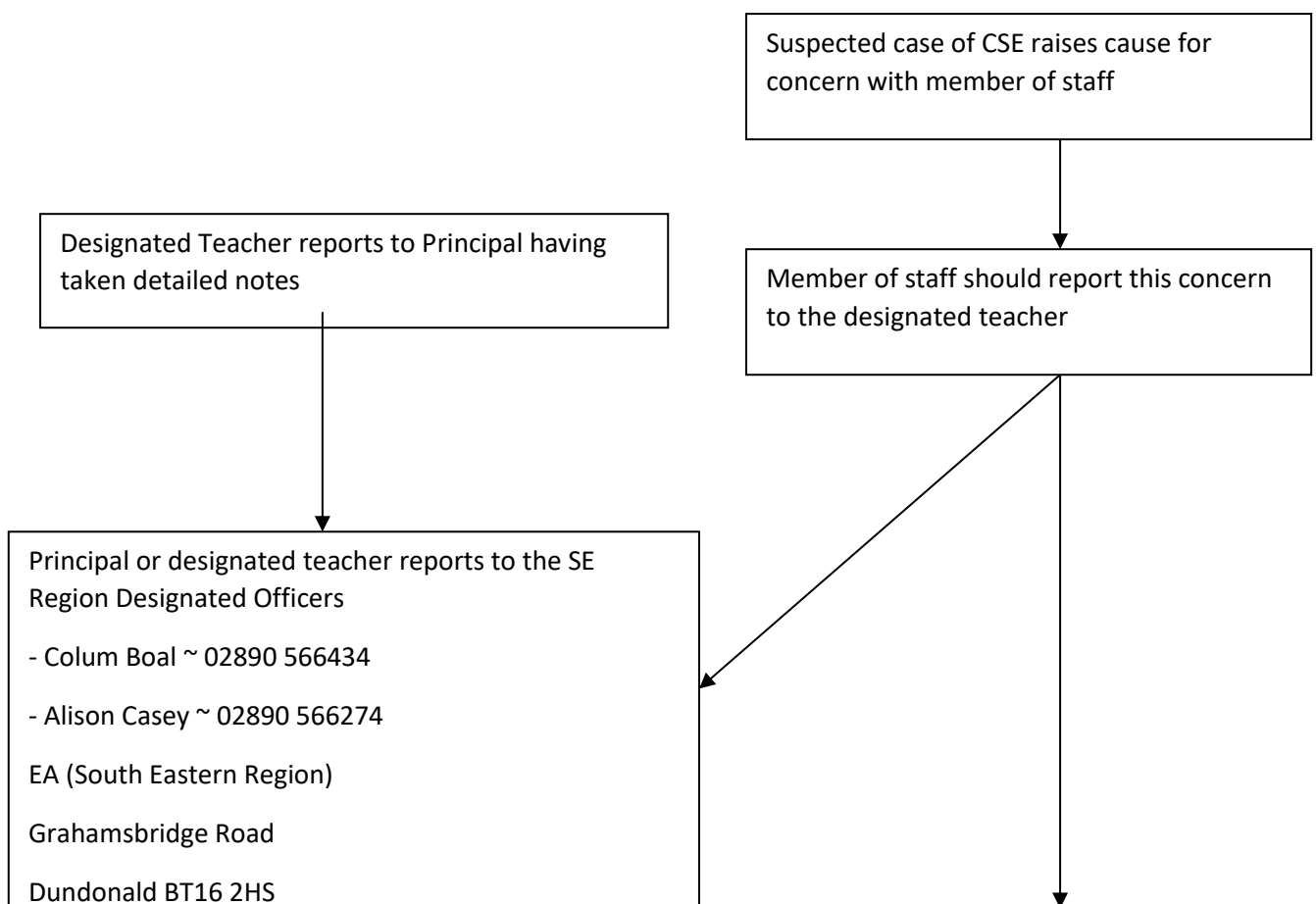
Formal acceptance by the Board of Governors.

This policy will be made available to staff, parents/carers and students on the school's website.

Students will be informed about Child Sexual Exploitation and the school policy through LLW lessons, Resilience Curriculum, Age of Consent Workshop and the PSE programme.

Students can speak to members of staff about their concerns and will be offered support, advice and guidance by trained safeguarding staff,

### **How do staff respond to cases of suspected or confirmed cases of CSE?**



**Addendum to Saintfield High School Child Protection Policy**

**Covid-19 Arrangements for Safeguarding and Child Protection**

**1. CONTEXT**

From 20 March 2020 parents/carers were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of key workers and children who are vulnerable.

The current national health concerns relating to Covid-19 creates uncertainty in the lives of children and young people. Daily routines, family life, friendship groups and the safe space that schools provide have been disrupted. For many children, the need to spend most of their day at home will bring an additional challenge, and for some this will be an additional safeguarding risk factor. It is important that the adults responsible for safeguarding children are sensitive to their physical, social and emotional needs in these most unusual circumstances. It is critically important that children who are or may be at risk are identified so that that a proportionate, compassionate and sensitive response can be taken.

**2. PROCEDURES**

Staff will continue to follow the procedures outlined in our school's Child Protection Policy which is available on our school website.

In addition the following arrangements have been put in place to support families and monitor pupil safety:

- The school email address, Head of Pastoral Care, Designated Teacher for Child Protection email and main school phone number have been made available to parents. Parents have been informed that the DT is available at all times on this number.
- Teachers provide online learning via the school website/ C2k platform with strict procedures in place to minimise risk.

- The website provides parents with a range of resources and links to additional online learning, support and guidance.
- We would remind everyone to stay safe when using online resources and to report any concerns to a member of the safeguarding team.
- The School Counsellor (ICSS) remains available for phone consultation and parents are made aware of this via the Pastoral Google Classroom and weekly pastoral email. DT C2K email has been given to all parents as School Counsellor liaison teacher.
- In line with the information previously provided to schools by the EA CPSS, teachers may make phone calls to parents. These will be pastoral in nature and a record will be kept of any issues reported by parents. Any concerns around pupil well-being will be shared without delay with a member of the Safeguarding team.
- If a member of staff is using their personal telephone their number will be withheld to ensure the protection of private information of staff.
- SE and Belfast Region Social Services have been given contact email of DTCP – Mrs Bradley.

A summary of the extensive work carried out by the Pupil Well-Being Team over the period of school closure is as follows:

1. Fortnightly calls to those children deemed 'vulnerable'
2. Weekly pastoral email for parents and pupils
3. School Counselling continues
4. Pupil Support Email Address has been set up
5. Pastoral Google Classroom has been set up
6. Resilience Curriculum continues
7. Virtual Assemblies by Head of Pastoral Care
8. Pupil 'Feel Good' booklet, coordinated by the Head of Pastoral Care
9. Weekly Challenges set by departments
10. Regular Twitter updates/information
11. Literacy Support google Classroom
12. AMH course offered to pupils

All of the above procedures have undergone quality assurance with surveys for both staff, pupils and parents.

### **3. ONLINE SAFETY**



In order to ensure the safety of all involved the following guidance should be followed if staff and pupils are engaging in online teaching/communication using video conferencing or platforms recommended by and available via C2K.

- Teachers and pupils need to be fully dressed and should not wear pyjamas/sleep wear during the session.
- Students cannot participate from a bedroom.
- The teacher arranges the session and password and shares this only with pupils.
- Pupils must agree not to share the password with anyone else.
- Parental consent will be sought before their child attends online sessions.
- A disclosure or concern over any online forum will be followed up as it would be in school.
- Online sessions should be time limited for the benefit of both children and teachers.

Instructions were sent to pupils and staff about how they should engage with zoom/online/interactive learning.

**If there is a breach to any of these procedures e.g. pupil gives the password to someone else who joins the group the teacher should immediately terminate the session and advise the Principal.**

#### **4. HOW A PARENT CAN RAISE AN ISSUE OR EXPRESS A CONCERN**

We would welcome parents asking for advice and help if they have concerns about their child's well-being or safety. Asking for help is a protective factor and parental concerns and requests for help will always be taken seriously.

Any member of staff will listen carefully to parental concerns and ensure that the request for help, if necessary, is brought to the attention of a member of the safeguarding team. In this case a decision can be made as to how best to provide help.

#### **5. IF SCHOOL IS OPEN DURING COVID-19 CLOSURES**

If school is open for vulnerable pupils and key worker's children the school should adhere to the EA guidance (EA – Advise on school clusters)

If our school is part of a cluster of schools which are open, we will share relevant safeguarding information with the Designated Teacher and/or Principal. In accordance with our Child Protection procedures this information will be shared on a need to know basis.

In any event, we will follow current Department of Education and Department of Health guidelines regarding social distancing, hygiene and personal protective equipment to ensure the safety of both pupils and staff.

## **6. HOW A CHILD CAN RAISE A CONCERN**

We know that while many children will be enjoying their time at home and remain almost unaffected by this unusual situation, there will be others who feel scared, lonely and even those who miss school. Our safeguarding responsibility to all our children continues and we will seek to maintain contact with our children and young people as well as signpost them to other agencies.

We will use the following means to connect with our children and young people:

- Respond to emails via the c2k email addresses only.
- Respond to any concerning comments our young people post on social media.
- When contacting parents via phone we will always ask to speak to their child or young person.
- All our children will be given an email address as one way to connect with school.
- Weekly opportunity for pupils to speak to School Counsellor (Mrs K O'Higgin's)

Other Agencies: -

Helplines/updates from outside services available during school closure will be sent to pupils & parents via email/pastoral email – examples include:

- NSPCC Childline
- CEOP
- Safer Schools App

## **7. SOME USEFUL LINKS AND CONTACT TELEPHONE NUMBERS: –**

Miss SL Hynds (Principal) – [shynds078@c2kni.net](mailto:shynds078@c2kni.net)  
Mrs V Derby (Vice Principal – Head of Pastoral Care) [vderby850@c2kni.net](mailto:vderby850@c2kni.net)  
Mrs R Bradley (DTCP) [rbradley193@c2kni.net](mailto:rbradley193@c2kni.net)  
Mrs S Convill (DDTCP) – [sconvill061@c2kni.net](mailto:sconvill061@c2kni.net)  
South Eastern Trust Gateway – 03001000300 (9am – 5pm) Monday to Friday  
Belfast Trust Gateway – 02890507000 (9am – 5pm) Monday to Friday

**Out of hours - Regional Emergency Social Work Service - 02895049999**

- <https://learning.nspcc.org.uk/safeguarding-child-protection/coronavirus>
- <https://www.camhs-resources.co.uk/>
- <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/>
- <https://www.saferinternet.org.uk/helpline/report-harmful-content>
- <https://www.ceop.police.uk/Safety-Centre/>

## **8. MONITORING AND REVIEW**

The Safeguarding team will review and amend these arrangements regularly during the period of Covid-19 school closure in line with Departmental guidance and advice.

## **SAINTFIELD HIGH SCHOOL**

### **PROFESSIONAL CODE OF CONDUCT FOR MEMBERS OF STAFF**

#### Introduction:

A Code of Conduct is designed to give clear guidance on the standards of behaviour by members of staff within our school community. This Code of Conduct applies to all members of staff employed by the school, and should be read in conjunction with Saintfield High School's Child Protection Policy, Safeguarding Policy (Health and Safety), Social Media Policy, ICT Acceptable Use Policy, and the Restart, Reconnect and Recovery Programme risk assessments for all members of staff, in addition to all associated documents relevant to the understanding of the spread of COVID-19, and the impact on our education system.

Members of Saintfield High School staff are role models and are in a unique position of influence on a daily basis. Staff must therefore adhere to behaviour that sets a good example to all pupils within the school. As a member of a school community, each employee has an individual responsibility to maintain their own and the school's reputation.

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 total 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 our community. It is intended to assist members of staff in respect of a range of complex issues associated with child protection, both in terms of protecting pupils and indeed themselves. The Code of Conduct draws attention to significant areas of risk for staff and offers guidance on prudent conduct.

The safety and wellbeing of all pupils has absolute priority in Saintfield High School and never has this been more the case than from September 2020 onwards, in the light of the global fight against Coronavirus. The school seeks to implement all directives from the Public Health Agency, Department of Education Northern Ireland and Education Authority relating to matters about the spread of infection, and mitigation measures. Additionally, as with any other academic year, class size, resourcing and premises management remain areas that are given a high level of consideration. The Safeguarding Team, Pupil Well-being Team and Designated Teacher/Deputy Designated Teacher for Child Protection & Safety oversee all issues relating to pupil safety and a system of restricted access and CCTV is in place. Miss Hynds and Mrs Derby oversee all issues relating to staff well-being. In keeping with DENI directives, Saintfield High School's Board of Governors implement policies and procedures for both staff and pupil protection.

## SECTION 1:

### Setting an Example:

All adults working with pupils have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. It is therefore expected that they will adopt standards of personal conduct that will not compromise their position in their workplace or indicate an unsuitability to work with children or young people.

- (a) All staff who work in schools set examples of behaviour and conduct which can be copied by students. Staff must therefore avoid using inappropriate or offensive language at all times.
- (b) All staff must demonstrate high standards of conduct and respect towards others (members of staff, pupils, parents, carers, and members of the public during the working day), as well as encouraging our students to do the same.
- (c) We all thrive on encouragement and support, staff are extremely supportive of each other within our school community, and the atmosphere is positive. We expect everyone to find opportunities to praise, reward and encourage students as well as each other.
- (d) Staff must maintain high standards of honesty and integrity in all aspects of their work. This includes the use of all school property and facilities.
- (e) Good levels of attendance & punctuality are essential. All staff must be punctual for all timetabled activities, including: lessons, school assemblies, meetings, supervision duties, and extra-curricular clubs and/or events.
- (f) Members of staff should ensure they dress professionally for work. This includes no trainers (except for P.E. staff and/or medical reasons) and no denim (this does not apply to any staff development days).
- (g) All members of staff must always strive to avoid putting themselves at risk of allegations of unprofessional conduct.

### Safeguarding:

- (a) All members of staff have a duty of care to safeguard pupils from the following:

- physical abuse
  - sexual abuse
  - emotional abuse
  - neglect
- (b) The duty of care to safeguard pupils includes the duty to report concerns about a student to the school's Designated Teacher for Child Protection (Mrs R Bradley) or the Deputy Designated Teacher for Child Protection (Mrs S Convill). Staff are provided with copies of the school's Child Protection Policy and it is vitally important they make themselves familiar with this document.
- (c) Members of staff must not demean or undermine pupils under any circumstances, their parents/carers/families, or indeed their colleagues.
- (d) Staff must take reasonable care of students under their supervision with the aim of ensuring their safety and welfare.
- (e) Staff must act appropriately towards all children and young people whatever their background, age, gender, sexual orientation, disability, religion or race.
- (f) Staff must address unlawful discrimination, bullying and stereotyping no matter who is the victim or the perpetrator.

#### Pupil Development:

- (a) Members of staff must comply with school policies and procedures in order to support the well-being and development of students and meet the professional standards for teaching relevant to their role.
- (b) Members of staff must give their full co-operation to colleagues and external agencies where necessary to support the development of students.
- (c) Members of staff must follow reasonable instructions that support the development of students.

#### Interaction with Pupils:

##### 1 Private Meetings with Pupils

- (a) Members of 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 such interviews in a room with visual access, or with the door open.
- (b) Where such conditions cannot apply, members of staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- (c) Where possible, another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measure to facilitate this at all times.
- (d) It is recognised that there may be circumstances whereby members of staff and volunteers of the school are known to pupils outside of work. Staff must inform the Principal of any relationship that they may have with pupils.
- (e) If a member of staff tutors a child outside of school, they must adhere to the following:
  - The child must not be taught as part of their daily timetable;
  - It must be emphasised to parents/carers that the tutoring is undertaken completely independently of the school;
  - No monies are to come through the school at any point, informally (e.g. via the child) or formally, and
  - No private tutoring is to take place on the school premises.

## 2 Physical Contact with Pupils

- (a) As a general principle, members of staff are advised not to make unnecessary physical contact with their pupils, except for exceptional circumstances when it is necessary to protect the child in some way. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (*Power of member of staff to restrain pupils*).
- (b) Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.



- (c) Staff who have to administer first-aid to a pupil should ensure wherever possible that this is undertaken in the presence of other children or preferably another adult. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.
- (d) Any physical contact which would be likely to be misinterpreted by the pupil, parent/carer, or another child or adult should be avoided.
- (e) 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 the Principal or in her absence the Vice-Principal.
- (f) 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 Social Media

Members of staff can be vulnerable to unintended misuses for electronic communication. E-mail, texting and social media encourage casual dialogue and very often, very innocent actions can easily be misconstrued or manipulated. Electronic messages are not anonymous and can be tracked and live forever on the internet. Once information is placed on line, the author relinquishes control of it. It is strongly advised by the school's Board of Governors that, at no point, should a member of staff become 'friends' with a current pupil on any social media site. Additionally, staff should never share information with pupils in ANY environment that they would not willingly or appropriately share in a school or school-related setting. All communication between pupils currently attending Saintfield High School and members of staff should take place within clear and explicit professional boundaries and should be transparent and open to scrutiny. In general, members of staff should exercise caution when using information technology and be aware of the risks to themselves and others.

### Choice and Use of Teaching Materials:

- (a) Within our school community, we want our pupils to experience a range of teaching materials to enhance their learning opportunities. In no way do we want to prevent our students from studying challenging or controversial topics. However, when using teaching materials of a sensitive nature a teacher should always be aware of the impact this can have on pupils, and deal with this in a diplomatic way if necessary.
- (b) If in any doubt about the appropriateness of a particular teaching material, teachers should consult with the Principal/Vice Principal before using it.

### Relationships and Attitudes:

Within the pastoral care policies of the school, and guidance from the Education Authority and the Department of Education N.I., members of staff should ensure that their relationships with pupils are appropriate to the age, maturity and, when appropriate, the gender of the pupils, taking care to ensure that their conduct in no way threatens to put either the pupil at risk, or themselves. Attitudes, demeanour and language all require care and thought. All members of staff should clearly understand the need to maintain appropriate boundaries in their contacts with pupils. Intimate or sexual relationships between pupils and the adults who work with them will be regarded as a grave breach of trust. This means that members of staff should not:

- have sexual relationships with pupils;
- have any form of communication with a pupil (for example, verbal comments, letters, notes, electronic mail, instant messaging, phone calls, texts or physical contact) that could be interpreted as sexually suggestive or provocative;
- make sexual remarks to, or about, a pupil;
- discuss their own sexual relationships with or in the presence of pupils.

All members of staff should be aware that consistently conferring inappropriate special attention and favour upon a pupil might be construed as being part of a 'grooming' process, and as such, might give rise to concerns about their behaviour.

### Confidentiality:

- (a) Where staff have access to confidential information about pupils or their parents or carers, they must not reveal such information except to those colleagues who have a professional role in relation to the student.
- (b) Most members of staff are likely at some point to witness actions which need to be confidential. No aspect of anything witnessed must be discussed outside the school, including with the pupil's parent or carer, or with colleagues in the school except with a member of staff with the appropriate role and authority to deal with the matter.
- (c) However, members of staff have an obligation to share with the Designated/Deputy Designated Teacher for Child Protection any information which gives rise to concern about the safety or welfare of a pupil. Staff must never promise a student that they will not act on information that they are given by the student.

### Complaints Procedures:

- (a) Our school community will always seek to address concerns appropriately, swiftly and professionally.
- (b) There are generally three types of complaint that can arise in a school:
  - concerns relating to a member of staff by a pupil and/or parent/carer;
  - concerns regarding the curriculum or some aspect of provision;
  - concerns by members staff relating to the school.
- (c) In most cases issues are satisfactorily resolved at an early informal stage without recourse to formal procedures. Any member of staff who feels that they are involved in a difficult situation should always inform either the Principal or the Vice Principal/Senior Teacher.

### Mobile Phones:

Members of staff are asked to please refrain from using mobile phones in school, except during break and lunch times, and not in the presence of pupils.

### Smoking/Use of Alcohol:

Members of staff are not permitted to smoke or to consume alcohol on the school premises or grounds.

### Conclusion:

This Code of Conduct is not exhaustive as it would be impossible and inappropriate to describe all the circumstances in which members of staff interrelate with pupils, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, employees' professional judgement must be exercised and it is recognised that this Code of Conduct will serve only to confirm the practice of many.

From time to time, however, it will be prudent for this school and its staff to reappraise interactions with pupils and the manner and approach to individual children/young people, to ensure that we give no grounds for doubt about our intentions, in the minds of colleagues, of pupils or of their parents and carers.

Our duty remains 'in loco parentis' ~ in the place of a dutiful parent.

### SECTION 2:

#### **Health and safety procedures relating to Covid-19 and associated expectations of Staff Conduct:**

- All members of staff have been provided with visors for use during the school day – it is strongly recommended that these and/or face masks are worn when social distancing cannot be fully met, i.e. in classrooms, during meetings in closed spaces (especially if longer than 15 minutes), in corridors, in the photocopying room, and in staff rooms (when possible) – exceptions are when staff members are sitting behind desk screens;

- It is the staff member's own responsibility to care for their visor/keyboard cover and/or any other item of personal PPE;
- Desk screens have been fitted to all teacher desks in classrooms and spaces where lessons are occurring;
- A full range of PPE is available for any member of staff administering medication to children and/or any change in personal circumstances (gloves, aprons, masks etc) and/or accompanying children to the Covid-19 isolation room;
- All members of our school community are to follow the one-way systems in place for all corridors and stairwells in both Ravara and Lisowen;
- Please ensure that children with medical complaints (independent of Covid-19) are only sent to first aiders if absolutely necessary;
- Designated staff rooms for members of staff must be adhered to at all times;
- It is requested that members of staff bring in their own crockery and cutlery for use in the staff rooms;
- During the school day, two study rooms will be available for teachers to work in:
  - Bubble 1: L15
  - Bubble 2: R1
- If teachers' own rooms are available during the school day, then they can additionally use these classrooms to work in;
- It is preferred that teachers use their own personal iPads to work on instead of school computers whenever possible, to further mitigate the risks of spreading the Covid-19 virus;
- Communicating information electronically is encouraged, as opposed to disseminating paper materials, between members of staff;
- An internal 'Track and Trace' system is in place in each classroom through the use of recording sheets for any pupils who may have to use the bathroom during the school day, leave for an appointment etc – any additional adult who is not scheduled to be in the classroom during any given period, must be recorded as having been in the room;
- Staff are encouraged to wash their hands regularly throughout the day and to use the hand sanitising stations in corridors and classrooms and those positioned at entrances and exits;
- Each classroom will have a supply of tissues/cloths/anti-bacterial spray – staff must let the Maintenance Team know when supplies need to be topped up;
- All members of staff must sanitise any communal surfaces for use by another member of staff at the end of each lesson (i.e. desk/chair telephone etc);
- **All members of teaching staff must arrive and depart through the school's reception doors only;**
- **All members of non-teaching staff must arrive and depart through the school's fire exit doors beside L1 only;**
- All members of staff are role models for our pupils, and as such, the Governors and Leadership Team expect a strict adherence to this health and safety guidance at all times throughout the school day.

## **Test Trace and Protect Guidance (DENI)**

PHA guidance under the Test and Trace and Protect programme will be applied for all staff or pupils in contact with someone who tests positive for COVID-19. Test and Trace staff will contact anyone with a positive test and trace their contacts over a period determined by the Test, Trace and Protect staff seeking information on where that individual has been in contact with someone for 15 minutes or more and less than 2m social distance. Isolation guidance will then be provided that is context specific and may result in friendship groups, regular contacts and potentially an entire class or 'bubble' being instructed to self-isolate at home.

Pupils can return to school when they have completed the necessary period of isolation as advised by the Test, Trace and Protect service. This will help contain any potential transmission to those staff/pupils and will also assist in protecting the wider community.

Enhanced cleaning will be carried out within any classroom in which an individual who has developed COVID-19 has been to minimise risk of the spread of the virus. This will be clearly communicated to staff, parents and pupils to provide assurance that the environment is safe.

Staff who exhibit any symptoms associated with COVID-19 should not attend school. The N.I. Executive has rolled out a Test and Trace and Protect strategy designed to control the spread of COVID-19 and symptomatic staff are expected to follow the advice and obtain a test for COVID-19.

Where an individual has had a negative result, it is important to still apply caution. If everyone with symptoms who was tested in their household receive a negative result, the member of staff can return to work providing they are well enough and have not had a fever for 48 hours.

Anyone who tests positive will be contacted by the Contact Tracing Service in the Public Health Agency, and will need to share information about their recent interactions. This could include household members, people with whom you have been in direct contact, or been within 2 metres for more than 15 minutes. Passing in corridors and short periods of contact does not therefore present a significant risk to staff or pupils. All household members should follow PHA isolation guidance which currently requires everyone in the house to stay at home.

The guidance is as follows: -

- if you have symptoms of coronavirus or a positive test, you will need to stay at home for at least 10 days;
- if you live with someone who has symptoms or a positive test, you will need to stay at home for 14 days from the day the first person in the home started having symptoms;
- however, if you develop symptoms during this 14-day period, you will need to self-check in accordance with Test and Trace guidance and stay at home for 10 days from the day your symptoms started (regardless of what day you are on in the original 14-day period);
- 10 days after your symptoms started, if you do not have a high temperature, you do not need to continue to self-isolate. If you still have a high temperature, keep self-isolating until your temperature returns to normal. You do not need to self-isolate if you just have a cough after 10 days, as a cough can last for several weeks after the infection has gone;
- if you have symptoms and live with someone who is 70 or over, has a long-term condition, is pregnant or has a weakened immune system, try to find somewhere else they can stay for the 14-day isolation period;
- it is likely that people living within a household will infect each other or be infected already. Staying at home for 14 days will greatly reduce the overall amount of infection the household could pass on to others in the community.

Staff or pupils who have been part of the same 'bubble' as anyone who has tested positive for COVID-19, must likewise follow PHA guidance and self-isolate and undertake a test under the Test and Trace and Protect system. They can return to school when they have a negative test result or have undertaken the necessary period of isolation after a positive test result. This will contain any potential transmission to those limited number of staff/pupils in the 'bubble' and protect the wider community.

Where staff or pupils have tested positive in a cohort that is not operating as a 'bubble' (for example, in some senior school classes or where smaller numbers permit social distancing within existing classrooms) all staff and pupils who have been in direct contact with the individual must follow the PHA guidance and self-isolate, seek a COVID-19 test and only return to school when they have received a negative test or completed the required period of isolation after a positive test.

It is essential that all staff follow this guidance, as by doing so staff will not only protect themselves but limit the spread of the virus to educational settings and the wider population.

The StopCOVID NI Proximity App was released in July 2020 to assist in stopping the spread of COVID-19 in Northern Ireland, by anonymously contacting people who have been in close contact with someone who has tested positive for COVID-19. All staff are encouraged to download this free application to help reduce the spread of COVID-19.

Coronavirus (COVID-19) Northern Ireland Re-Opening Schools Guidance  
New School Day

Version 2 13<sup>th</sup> August 2020

### **Staff Well-being**

- The well-being of all members of staff is of paramount concern to the Governors and Leadership Team, and please be assured that any guidance, policies and procedures will be routinely monitored and reviewed in the best interests of our entire school community;
- If, at any time, you wish to discuss an aspect of your well-being, please make an appointment to speak with Miss Hynds or Mrs Derby;
- A risk assessment for all health and safety measures that have been implemented throughout the school to mitigate the spread of Covid-19, and to protect staff, has been made available to all members of staff. Individual risk assessments will be completed for any members of staff with underlying health conditions, or those who are classified as Clinically Vulnerable, or who were previously classified as Clinically Extremely Vulnerable (shielding), who feel that additional measures must be put in place.



