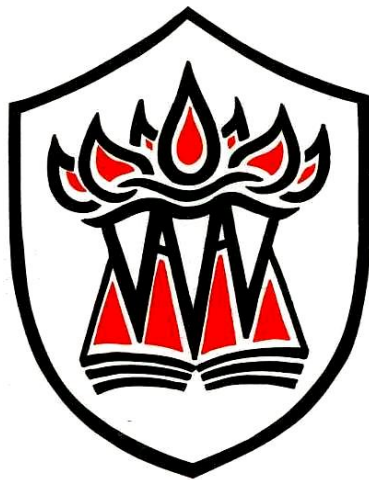


Fivemiletown College



Safeguarding/Child Protection Policy

Date ratified by Board of Governors: _____

Date of Review: _____

Fivemiletown College
51 Colebrooke Road
Fivemiletown
Co Tyrone
BT75 0SB

1. Child Protection Ethos

We in Fivemiletown College have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities. Each child is encouraged to fulfil their intellectual, spiritual, physical, social, aesthetic and emotional potential. Central to the creation of this environment is a commitment to Christian values, the recognition of the worth and value of each child and the cultivation of self-respect, so that the child may accept their appropriate responsibilities and show respect for others. We aim to establish a community wherein pupils, teachers, parents and support staff enjoy a sense of belonging and have an important part to play.

All staff, 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 guidance on the action which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

2. 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 (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools- Child Protection" (DENI Circular 99/10) 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 child's right to feel safe at all times, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident the child's welfare must be paramount, this overrides all other considerations.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict, the child's interest must always come first.

3. Other Relevant Policies

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

- Positive Behaviour Management Policy
- Anti-Bullying Policy
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy

- Relationships and Sexuality in Education
- Use of Mobile Phones/Cameras
- E Safety

These policies are available to parents and any parent requiring a copy should contact the School Principal or visit the school website at www.fivemiletowncollege.org.uk

4. School Safeguarding Team

The following are members of the schools Safeguarding Team

- Designated Teacher [Mrs Ruth McConaghy](#)
- Deputy Designated Teacher [Mr Phillip Wallace](#)
- Principal [Mrs Janice Allen](#)
- Designated Governor for Child Protection – [to be confirmed.](#)
- Chair of the Board of Governors [Mrs Elaine Kennedy](#)

5. Roles and Responsibilities

5.1 The Designated Teacher and Deputy Designated Teacher

The designated teacher and deputy designated teacher must:

- Avail of training so that they are aware of duties, responsibilities and role
- Organise training for all staff (whole school training)
- Lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate
- Liaise with the Education Authority's {EA} Designated Officers for Child Protection
- Maintain records of all child protection concerns
- Keep the School Principal informed
- Provide written annual report to the Board of Governors regarding child protection

5.2 The Principal

The Principal must ensure that:-

- DENI 1999 / 10 guidance is implemented within the school
- She attends training on Managing Safeguarding and Child Protection
- A designated teacher and deputy designated teacher are appointed

- All staff receive child protection training
- All necessary referrals are taken forward in the appropriate manner
- The Chair of the Board of Governors is kept informed
- Child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- The school's child protection policy is reviewed annually and that parents and pupils receive a copy/summary of this policy at least once every 2 years
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

5.3 The Designated Governor for Child Protection

The Designated Governor should avail of child protection awareness training delivered by CPSSS and will take the lead in child protection issues in order to advise the Governors on:

- The role of the Designated Teachers
- The content of child protection policies
- The content of a code of conduct for adults within the school
- The content of the termly updates and full Annual Designated Teachers Report
- Recruitment, selection and vetting of staff

5.4 The Chair of the Board of Governors

The Chair of the Board of Governors should:

- Ensure that he/ she has received appropriate Education Authority training
- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the Child Protection Support Service for Schools {CPSSS} and the Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Principal
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to child protection activity

5.5 Other Members of School Staff

Staff in school see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse.

They should remember the 5 Rs: *Receive, Reassure, Respond, Record and Refer*

The member of staff must:

- refer concerns to the Designated/Deputy Teacher for Child Protection/Principal
- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child (**Appendix 1**)
- Avail of whole school training and relevant other training regarding safeguarding children
- **Not** give children a guarantee of total confidentiality regarding their disclosures
- **Not** investigate
- **Not** ask leading questions

In addition, the Class Teacher should:

- Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts.

The Designated/Deputy Designated teacher will immediately follow the school's child protection procedures.

5.6 Parents

Parents should play their part in safeguarding by:

- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation;
- informing the school whenever anyone, other than themselves, intends to pick up the child after school;
- letting the school know in advance if their child is going home to an address other than their own home;
- familiarising themselves with the School's Pastoral Care, Anti Bullying, Positive Behaviour, Internet and Child Protection Policies;
- reporting to the office when they visit the school
- raising concerns, they have in relation to their child with the school.

5.7 The Board of Governors

The Board of Governors must ensure that the school fulfils its responsibilities in keeping with current legislation and DE guidance including

- having a Safeguarding and Child Protection Policy which is reviewed annually
- having a staff code of conduct for all adults working in the school
- attendance at relevant training by governors and that up-to-date training records are maintained
- the vetting of all staff and volunteers

6. What Is Child Abuse?

The following definitions of child abuse are taken from the Area Child Protection Committees' Regional Policy and Procedures (2005).

6.1 Definition of Abuse

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

Definition of Harm

(Co-operating to Safeguard Children and young People in Northern Ireland August 2017)

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 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 young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals.

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm.

Harm can be caused by:

Sexual abuse

Emotional abuse
Physical abuse
Neglect
Exploitation

6.2 Types of Abuse/Harm

Neglect is the failure to provide for a child's basic needs, whether it is adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

Physical 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.

Sexual abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

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 also involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child the 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.

Bullying is a highly distressing and damaging form of abuse and will not be tolerated in Fivemiletown College. All staff should be vigilant at all times to the possibility of bullying occurring and should take steps to stop it happening, to protect and reassure the victim and to discipline the bully. For further information and guidance, please refer to the school's Anti-Bullying Policy.

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.

6.3

Child Sexual Exploitation is a form of sexual abuse in which a person(s) exploits, coerces and/or manipulates a child or young person into engaging in some form of sexual activity in return for something the child needs or desires and/or for the gain of the person(s) perpetrating or facilitating the abuse. **Exploitation** is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Domestic Violence

It is now recognised that children who live in an atmosphere of domestic violence may be at risk. Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

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.

Female Genital Mutilation

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. 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.

This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Symptoms which young people may display and which are indicators only include:

- Nervousness
- Low self-worth
- Disturbed sleep patterns
- Nightmares / flashbacks
- Physiological – stress / nerves
- Stomach pain
- Bed wetting
- Immature / needy behaviour
- Temper tantrums
- Aggression
- Internalising distress or withdrawal
- Truancy
- Alcohol and drugs
- Bullying

These symptoms can lead to a child/ young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive.

If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person this must be passed to the Designated/Deputy Designated Teacher who has an obligation to share the information to Social Services

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.

6.4 Signs and symptoms of abuse - Possible Indicators

Physical Abuse

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday	Self-destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories

Emotional Abuse

Physical Indicators	Behavioural Indicators
Well below average in height and weight; “failing to thrive”; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).	Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.

Neglect

Physical Indicators	Behavioural Indicators
Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.	Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.

6.4 Signs and symptoms of abuse - Possible Indicators

Sexual Abuse

Physical Indicators	Behavioural Indicators
Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches;	What the child tells you; withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child

<p>difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.</p>	<p>who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self-esteem; self-devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.</p>
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- Acquisition of money, clothes, mobile phone etc. without plausible explanation;
- Leaving home/care without permission;
- Persistently going missing or returning late;
- Receiving lots of texts/phone calls prior to leaving;
- Agitated/stressed prior to leaving home/care;
- Returning distraught/ dishevelled or under the influence of substances;
- Requesting the morning after pill upon return;
- Truanting from school;
- Inappropriate sexualised behaviour for age;
- Physical symptoms or infections e.g. bruising, bite marks, sexually transmitted infections;
- Concerning use of the internet;
- Entering or leaving cars driven by unknown adults or by taxis;
- New peer groups;
- Significantly older 'boyfriend' or 'girlfriend';
 - Increasing secretiveness around behaviours;
 - Low self-esteem;
 - Change in personal hygiene (greater attention or less);
 - Self-harm and other expressions of despair;
 - Evidence or suspicion of substance misuse.

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

Do:	Do not:
<ul style="list-style-type: none"> ❖ Listen to what the child says ❖ Assure the child they are not at fault ❖ Explain to the child that you cannot keep it a secret ❖ Document exactly what the child says using his/her exact words ❖ Remember not to promise the child confidentiality ❖ Stay calm ❖ Listen ❖ Accept ❖ Reassure ❖ Explain what you are going to do ❖ Record accurately ❖ Seek support for yourself 	<ul style="list-style-type: none"> ❖ Ask leading questions. ❖ Put words into the child's mouth. ❖ Ignore the child's behaviour. ❖ Remove any clothing. ❖ Panic ❖ Promise to keep secrets ❖ Ask leading questions ❖ Make the child repeat the story unnecessarily ❖ Delay ❖ Start to investigate ❖ Do Nothing

7. Procedures for making complaints in relation to child abuse

7.1 How a Parent can make a Complaint

We aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or any member of the school's safeguarding team: The Principal, the Designated or Deputy Designated Teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 2**.

7.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers

Where staff become aware of concerns or are approached by a child they should not investigate as this is the responsibility of Social Services and/or PSNI. Staff should report these concerns immediately to the Designated/Deputy Teacher and full notes should be made. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

The Designated/Deputy Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

The Designated/Deputy Designated Teacher may consult with members of the school's safeguarding team, the Education Authority's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the CPSS Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made the Designated/Deputy Designated Teacher will telephone Social Services Gateway Team. He/she will also notify the Education Authority's Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the CPSS Designated Officer for Child Protection and a copy will be kept in the school's child protection file.

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

This procedure with names and contact numbers is shown in **Appendix 3**.

7.3 Where a complaint has been made about possible abuse by a member of the school's staff

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated/Deputy Designated Teacher if the Principal is not available) **must be informed immediately**. The above procedures will apply (unless the complaint is about the Principal/Designated/Deputy Designated Teacher)

If a complaint is made against the Principal the Designated/Deputy Designated Teacher will inform the Chairperson of the Board of Governors who will ensure that necessary action is taken.

Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils or may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities. The Chair of the Board of Governors will be informed immediately.

Child protection procedures as outlined in Appendix 3 will be followed in keeping with current Department of Education guidance.

This procedure with names and contact numbers is shown in **Appendix 4**

8. Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences and/or core group meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with the child protection plan.

9. Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis. Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

10. Record Keeping

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 by members of the safeguarding team.

11. Vetting Procedures

All staff paid or unpaid who are appointed to positions in the School are vetted / supervised in accordance with relevant legislation and Departmental guidance.

12. Code of Conduct for all Staff Paid or Unpaid

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 child and young people in their charge must be above reproach.

The school's code of conduct – **Appendix 5**

13. Staff Training

Fivemiletown College is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support Service for Schools.

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies.

14. The Preventative Curriculum

Throughout the school year child protection issues are addressed through class assemblies and there is a permanent child protection notice board at the top of the stairs in the Foyer where relevant information is displayed. A flow diagram of how a parent may make a complaint is also on display. An enlarged flow diagram for a teacher allegation is in staff room.

Other initiatives which address child protection and safety issues: Anti-bullying Initiative through Assemblies, PSNI, form classes, various departmental work. Firework safety Assembly – Paramedical Staff. Road Safety Awareness – Year 8 – PSNI and Transport Service. Year 13/14 addressing misuse of alcohol. Women's Aid – Healthy Relationships Programme. Love for Life – Healthy Relationship Programme – Year 10, 11, 12, 13 & 14.

15. Operation Encompass

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

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

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

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

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

16. Monitoring and Evaluation

The Safeguarding Team in Fivemiletown College will update this Policy and Procedures in the light of any further guidance and legislation as necessary and review it annually.

The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the Designated Teacher.

On-going evaluation will ensure the effectiveness of the Policy.

Date Policy Reviewed: _____

Signed: _____ (Designated Teacher)

_____ (Principal)

_____ (Chair of Board of Governors)

Appendix 1



**Fivemiletown College
Child Protection
Record of Concern Form**

CONFIDENTIAL			
This form is the formal record of a concern about a child with the school and should be completed immediately and in full.			
Name of child		D.O.B.	
Date of concern		Time of concern	
Concern identified by:			
Position:			
Location:			
Circumstances in which issues came to light: (include how the issues came to light, who else may have been involved, what action has been taken, if any).			
What you know other than from the child. (include what information has been gathered and from whom).			
Information from the child. (include what the child has said or communicated, what the child wants or feels and how the child I at this moment – if the child has not been spoken to then this section should be completed when this has been done).			
This section completed by:		Date & time	
Concern passed to:		Date & time	
Was there a delay in passing on this concern?		Yes/No	
If yes please comment on the reasons for the delay.			

Additional information

E.g. family background, parent(s) reactions

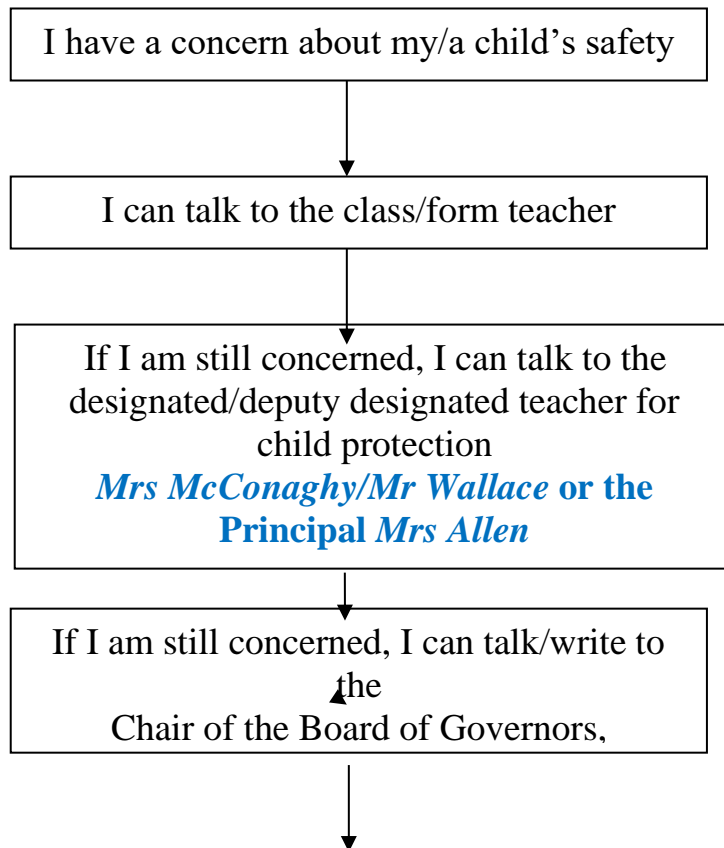
Please ensure a factual and true record of the incident is recorded as it may be used in evidence in court.

Signed:

Date

Appendix 2

How a Parent can make a Complaint?



At any time, a parent can talk to a Social Worker at the Gateway Team

Tel: 0800 7837745 {Free Phone from a Landline}

Or can contact the PSNI Public Protection Unit

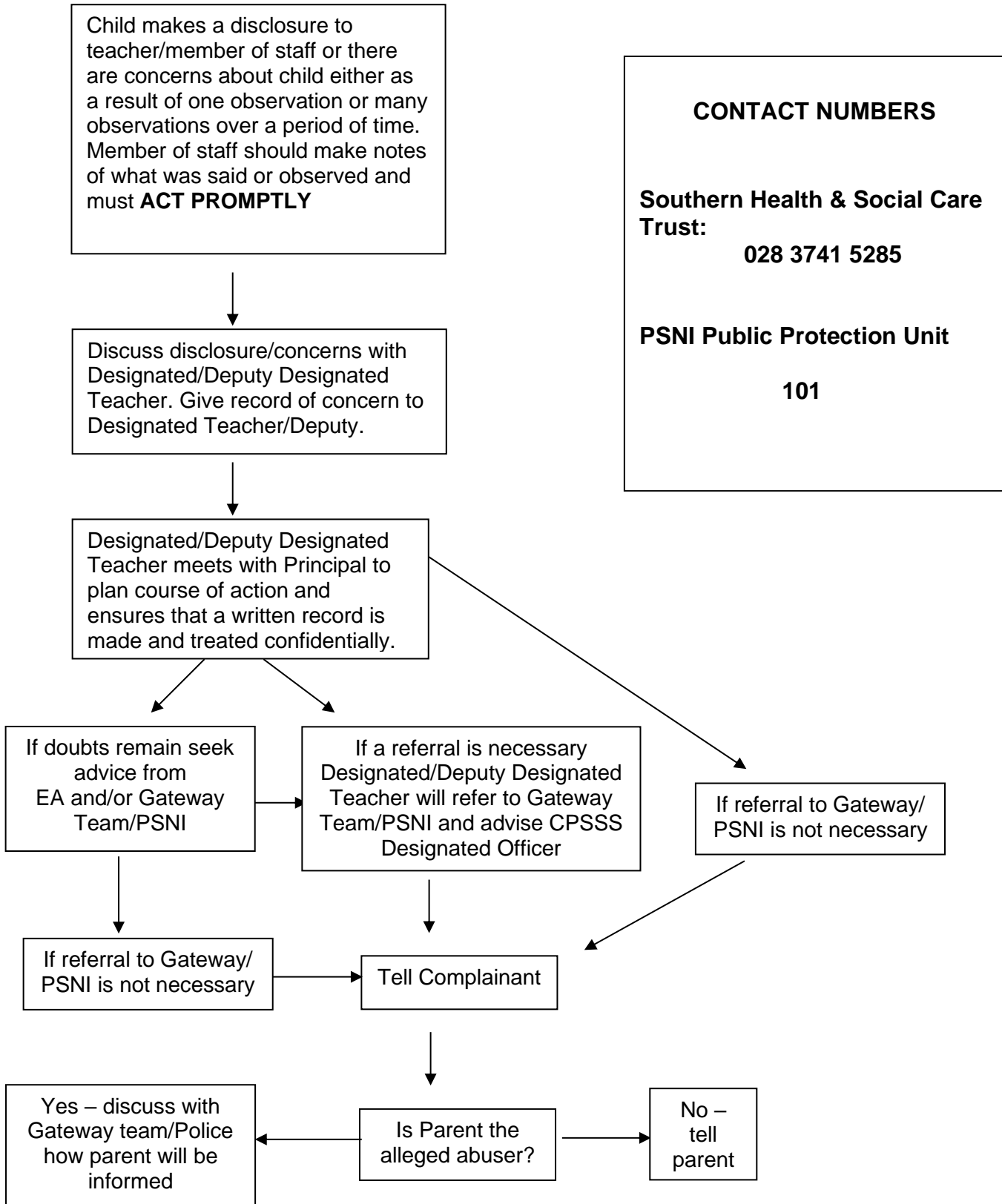
Tel: 101 {Ask for PPU in 'E' District}

If you have escalated your concern as set out in the above flowchart, and are of the view that it has not been addressed satisfactorily, you may revert to the school's complaints policy. This policy should culminate in the option for you to contact the NI Public Services Ombudsman (NIPSO) who has the legislative power to investigate your complaint.

If a parent has a concern about a child's safety or suspect child abuse within the local community, it should be brought directly to the attention of the Children's Services Gateway Team.

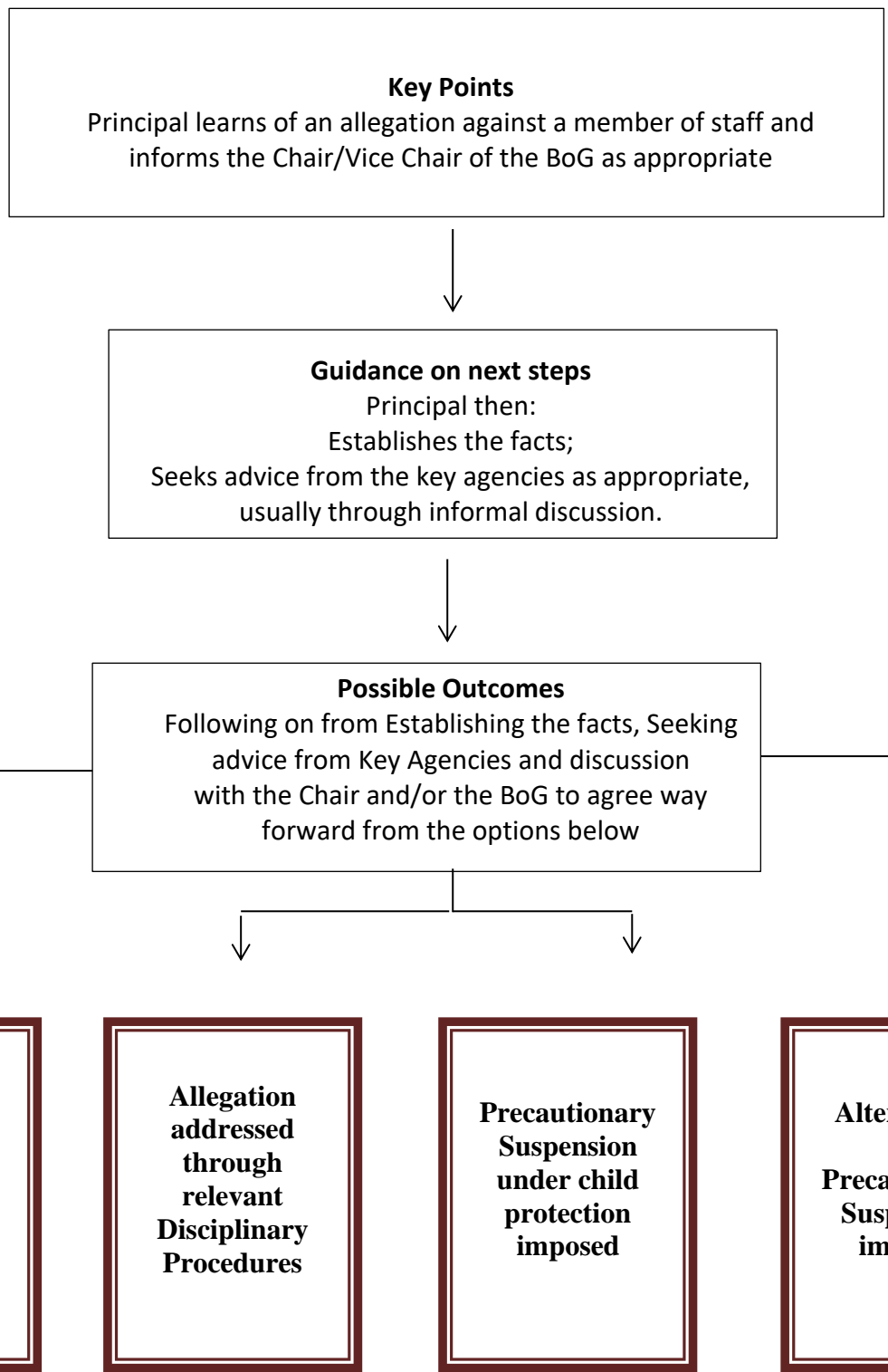
Appendix 3

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



Appendix 4

Dealing with Allegations of Abuse against a Member of Staff



APPENDIX 5

STAFF CODE OF CONDUCT

It is advisable that all staff become familiar with and regularly refer to the content of the DENI document, 'Pastoral Care in Schools. – Child Protection'.

INTRODUCTION

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist 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.

Private Meetings with Pupils

- Staff should be aware of the dangers which may arise from private interviews with individual pupils or small groups. It is recognised that there will be occasions when confidential interviews must take place. Staff should conduct such interviews in a room with a visual access, or with the door open. Glass windows in doors should not be covered over.
- Where such conditions can not apply, staff are advised to ensure that another adult knows that the interview is taking place. 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.
- When placing pupils in detention it is advisable to avoid one to one situations.

Pupil Property

- Staff may confiscate items of personal property disallowed in school. Parents may then collect these in the school office at the end of the day.
- Notable exceptions are drugs and lethal weapons where parental involvement and possibly outside agencies will be required.

Physical Contact with pupils

- As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- It is unrealistic however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. DENI Circular 199/9, 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).
- Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint. If staff must physically restrain a child for any reason, they must be aware that it could be misinterpreted as assault.
- In the event of an injury to a child, ensure that an **Accident Report Form is completed**. These are available from the General Office. Appropriately qualified staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.
- 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 may be, misconstrued a written report of the incident should be submitted immediately to Mrs McConaghy and in her absence Mr Wallace. Staff should keep records including dates and times of any allegations a child makes against them.
- Where a child behaves in a sexually inappropriate way the member of staff should record what happened and inform the designated teacher.

Out of School

(Residential, Work Experience, Child Development Placements, Educational Trips etc.)

It is advisable that all staff taking pupils out of school adhere to the following guidelines: -

- No child should ever be taken out of school for any reason without a signed Parental Consent Form or telephone agreement.
- Staff taking children on journeys should never be alone with one child.
- Staff should not spend excessive amounts of time alone with one child away from other people. If in a one-to-one situation, make sure the door is open.
- In a residential setting staff should never, under any circumstances take a child or children into their room. Always check pupils' rooms in pairs.
- All members of staff should carry identification when on journeys with pupils.
- Staff should carry the school mobile phone (located in school office) at all times when taking pupils out of the school environment.
- Before pupils undertake Work Experience/Child Development Placements they must be adequately prepared with reference to emergency contact numbers, self-protection issues. Pupils cannot undertake such placements without the necessary documentation being completed.

Teaching Materials

- We recognise the need to help our pupils deal with situations where they may be at risk or may be harmed. Aspects of this are dealt with through our Pastoral provision and our Personal Development Programme.
- Teachers should exercise care when using teaching materials of a sensitive nature eg. In PD. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with Senior Management Team before using it.

Relationships and Attitudes

Staff should ensure that their relationships with pupils are appropriate to their age, maturity and gender. Staff should be careful: -

- Not to make sexually suggestive comments about a child even in jest.
- Not to in any way degrade pupils by the use of sarcasm or other personal comments. Attitudes, demeanour and language all require care and thought particularly when staff are dealing with adolescent boys and girls.
- Not to keep suspicions of abuse or inappropriate behaviour by a colleague to themselves. If there is an attempted cover-up you could be implicated in the silence.
- Not to give their mobile or home phone number to pupils.
- Not to give their personal e-mail address to pupils.

Record Keeping

- Mrs Allen, will keep records of all complaints or information received, as well as all concerns about possible abuse noted by staff.
- The record will be supplemented with:
 - Details of any advice sought, from whom and when
 - The decision reached as to whether the case should be referred to Social Services and, if so
 - How, when and by whom this was done
 - If applicable, reasons for not referring to Social Services.

Maintaining Records

Annually, at the end of each school year, the Designated Teacher and Deputy Designated teacher will review the Child Protection file and comply with the guidelines (Page 32, Paragraph 62) reference maintaining, destroying and passing on records to the school's pupils are transferring to.

When a leaving certificate is being issued the Designated teacher should be consulted, in case there are possible child protection issues.

Imaging – Photographs, (including those stored on laptops), videos, newspapers, magazine articles, CCTV cameras, internet, etc.

Images

In Fivemiletown College we use images (still and moving) for a wide variety of purposes – displays, PowerPoint presentations, fundraising events, school prospectus, school website, magazine, newspaper articles, sporting events and special initiatives/celebrations. Parental permission for the use of images featuring pupils will be sought when a pupil joins the school in year 8 or other year. It is intended that this permission will last for as long as the child is a pupil of Fivemiletown College. Additionally, images taken during a pupil's time in Fivemiletown College may continue to be used after they leave. A parent can withdraw their permission to use images of their child at any time by informing the college in writing. Parental Permission Slips will be collated and stored centrally. Staff will be informed of exempted pupils. Current photographs will be displayed and stored at various locations throughout the school. All negatives should be destroyed when images are developed.

Storing of Photographs

Mounted photographs relating to former pupils will be stored in a central location and will be used for display purposes during special events in school e.g. Prize Distribution, Open Evening and School Anniversaries.

Staff storing pupil photographs within computer hardware in the school must ensure that these images are downloaded and recorded onto disk for secure storage within their own Department.

CCTV Cameras

CCTV Cameras are in operation in our school for the purposes of staff and pupils' personal safety and security. The footage is stored centrally and kept for approximately 14 days. On occasion, moving images may be downloaded onto media, such as DVD's to retain them for a longer time. These will be stored securely and retained only as long as is necessary.

Internet

Each pupil will receive a copy of the school's Internet Policy. Parental permission for the use of the Internet will be sought when a pupil joins the school. Pupils with no parental permission will have their ability to access the internet removed by the ICT Technician.

Visitors to School

All visitors to school must sign the Visitors Book on arrival and departure. The member of staff who issued the invitation will accompany the visitor throughout, as appropriate.

Volunteers

- Parents and other volunteers are from time to time assisting staff to supervise pupils in and out of school. Staff should always be present.
- A parent seeking to volunteer should be informed of the requirement to undergo a police records check. This will be sought through the EA Southern Region. The individual member of staff utilising volunteer is responsible for ensuring that this requirement is met. Mrs Allen should be informed at all time to keep school records up to date.

CODE OF CONDUCT FOR TEACHING AND NON TEACHING STAFF USING SOCIAL NETWORKING SITES

It is not recommended that staff use these sites, however if staff have a profile they should ensure that they:

1. Keep their profile private.
2. Be careful of profile content
3. NEVER accept pupils as friends.

Conclusion

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

From time to time it will be prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young children, 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.