

SAFEGUARDING & CHILD PROTECTION



Policy Statement

- The College is required by legislation to have a Child Protection Policy
- This policy is a complete rewrite of our original interim policy.
- This policy has been created using all discoverable guidance issued by the Department and the various boards.

Summary:

This policy tries to set clear guidance as to the College's procedures and structures in relation to Child Protection. The policy tries to be rational in its approach, although there will always be exceptions to the general principles.

It is of the utmost importance that all staff read and understand the guidance offered herein.

To this extent, there will be annual staff training on this policy. It is respectfully suggested that all staff should print and read the policy before training takes place.

M. Houston
Principal

Additional Notes

Policy Number:
2004/6

History:

- Interim was created in August 2003.
- A new policy was created between March 2004 and June 2004 in consultation with Year Coordinators.
- Drafted between June 2004 and September 2004.
- Final version for presentation to Governors written October 2004.
- Presented to and adopted by Governors November 2004.
- Revised June 2005
- Minor revisions December 2006.
- Modified September 2008
- Modified January 2011
- Modified February 2012
- Reviewed June 2013
- Reviewed June 2014
- Reviewed June 2015
- Major revisions September 2017
- Ratified by Governors October 2017

TABLE OF CONTENTS

CONTENTS	PAGE NO
1. Rationale	1
2. Vetting and Recruitment	1
3. Legal Responsibilities of School Staff	2
4. Types of Abuse	3 & 4
5. Talking to a Child where there are concerns about Possible Abuse	5
6. College Alerted to Possible Abuse	5
7. Dealing with Allegations of Abuse against a Member of Staff	6
8. Procedures for Reporting Suspected or Disclosed Abuse	8
9. Conduct of Staff and Volunteers	8
10. The Preventative Curriculum	8
11. Linked Safeguarding Policies	9

ULIDIA INTEGRATED COLLEGE CHILD PROTECTION POLICY

1. Rationale

Ulidia Integrated College has a safeguarding responsibility and a duty of care to protect the children and young people in our care.

Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection.

One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

In all matters relating to safeguarding and child protection procedures or policies, the best interests of the child must be the paramount consideration.

2. Vetting & Recruitment

All our staff and volunteers have been subject to appropriate background checks.

All schools have a responsibility to ensure that all persons on school property are vetted, inducted and supervised as appropriate.

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

- All new **paid** teaching and non-teaching staff
- Examination invigilators
- Private contracted transport providers – named drivers

2.1 Volunteers

Volunteers who work unsupervised are required to have an EDC.

Volunteers who work under supervision do not require an EDC however, schools must determine whether the level of supervision meets the statutory standard (DE Circular 2012/19).

Schools must ensure that volunteers eg. coaches, music tutors etc who are employed by others, have the necessary clearances in place.

2.3 Visitors to School

Visitors to school (parents, suppliers of goods and services, maintenance services) do not routinely need to be vetted before being allowed onto school premises. However, such visitors must be managed by school staff and their access to areas and movement around the school should be restricted as needs require.

Visitors should be:

- Met/directed by school staff/representatives
- Signed in and out by school staff
- If appropriate, given restricted access to only specific areas of the school
- Where possible, escorted by a member of school staff/representative
- Clearly identified with visitor/contractor passes
- Restricted to the purpose of their visit

3. Legal Responsibilities of School Staff

Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse.

It is always preferable to prevent abuse, or for intervention to take place at the earliest stage. Through their day-to-day contact with individual children, school staff are particularly well placed to observe outward symptoms, change in appearance, behaviour, learning pattern or development.

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

Observation of signs and symptoms of possible abuse can do no more than give rise to concern. They are not in themselves proof that abuse has occurred.

Where a member of staff is concerned that abuse may have occurred, he/she must report this **immediately** to the designated staff who have specific responsibility for child protection, including those in cases where an allegation has been made against a member of school staff, teaching or non-teaching.

All staff in the college, both teaching and non-teaching, have a responsibility to ensure the protection and welfare of children is paramount. This also extends to any volunteers accepted to work in the school during school hours when pupils are on the premises.

The designation of staff for Safeguarding and Child Protection should not be seen as diminishing the role of all members of staff in being alert to signs of abuse and being aware of the procedures to be followed.

4. Types of Abuse

Child abuse may take a number of forms including:

- **Neglect** is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected also often 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 or 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 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 involve deliberately telling a child that they are worthless or unloved or inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or making fun of what they say or how they communicate. Emotional abuse may also involve bullying, including online bullying through social networks, online games or other mobile devices.

- **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 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.

Sexual exploitation of children and young people is a form of sexual abuse where they are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given even where a child may believe that they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

5. Talking to Children where there are Concerns about Possible Abuse

Where teachers see signs that cause them concern, they should as a first step seek some clarification from the child with tact and understanding. Where a Learning Support Assistant or another member of the college's non-teaching staff see such signs, he/she should immediately bring them to the attention of the designated staff.

Care must be taken in asking and interpreting children's responses to questions about indications of abuse. The same considerations apply when a child makes an allegation of abuse, or volunteers information which amounts to that. Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there were subsequent criminal proceedings and the extent of questioning should, therefore, be kept to a minimum:

- Staff should not ask the child leading questions as this can later be interpreted as putting ideas into the child's mind.
- Staff should not encourage the child to change their version of events in any way.
- Actively listen to the child and do not interrupt when they are recalling significant events.
- As soon as possible make a record of the discussion to pass on to the designated staff.
- Staff should not assure the child or young person of confidentiality however, reassure them that information will only be shared with the designated staff.
- Staff should also be aware that their notes of discussions may need to be used in any subsequent court proceedings. Lack of proper records will not, of itself, exempt the school from any subsequent requirement to give evidence in court. It is therefore essential that accurate records are maintained.
- Staff should **not** ask the child to write an account of their disclosure for the record.

6. College Alerted to Possible Abuse

A parent or other carer may also give information to the designated staff of the college which gives rise to concern about possible abuse or safeguarding issues by someone outside the college, or by someone working in the college in a volunteer capacity. The person making the complaint should be advised of their responsibility to refer to the local Health and Social Care Trust Gateway Team.

Where there is an indication that the child may indeed be at immediate risk, then the Principal and designated staff may need to seek discreet, preliminary clarification from the person making the complaint.

While such clarification will often help to confirm or allay concerns, it is not the responsibility of the college's designated staff to carry out investigations into cases of alleged abuse.

7. Dealing with Allegations of Abuse Made Against a Member of Staff

Where a complaint about possible abuse is made against a member of staff against the college, the procedures in Appendix (1) should be followed. These are the guidelines issued by DE Circular 2015/13.

In all decisions the child's welfare is the paramount consideration and the child should be listened to and his/her concerns taken seriously.

The Principal and Board of Governors of the college have a duty of care for the welfare of the pupils and any allegations must be effectively evaluated and managed. However, as employers, they also have a duty of care to their staff and should ensure that they provide effective support for anyone facing an allegation of abuse.

All allegations should be reported immediately, normally to the Principal or to the designated staff for child protection. A Lead Individual should be identified to manage the handling of the allegation from the outset. This would normally be the Principal or a designated senior member of staff. If the Principal is the subject of concern, the allegation should be reported immediately to the Chair of the Board of Governors.

In the interests of all involved the issue should be dealt with as a priority and unnecessary delays should be avoided. Every effort to maintain confidentiality and guard against unwanted publicity must be made. Allegations should not be shared with other staff or children.

All allegations of a child abuse nature must be recorded in the hard backed and bound Record of Child Abuse Complaints which must be retained securely

8. Procedures for Reporting Suspected or Disclosed Child Abuse.

The Designated Teacher for Child Protection is **Miss D Connolly, Head of Pastoral Care**. In her absence, **Mrs B Howe or Mr I. Shanks, Deputy Designated Child Protection Staff** will assume responsibility for child protection matters.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, **the member of staff must act promptly and report only to Miss Connolly, Mrs Howe or Mr Shanks**. Under no circumstances will child protection issues be discussed with other members of staff.

He/she should not investigate - this is a matter for Social Services. The staff member should report these concerns immediately to the designated staff, discuss the matter with her, and make full notes.

The designated staff member will discuss the matter with the Principal as a matter of urgency to plan a course of action, and ensure that a written record is made.

The Principal, in consultation with the designated staff, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. **If there are concerns that the child may be at risk, the school is obliged to make a referral**. Unless there are concerns that the parent may be the abuser, the parents will be informed immediately.

The Principal may seek clarification or advice and consult with the Board's designated officer or the Single Point of Entry Team before a referral is made. 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 first priority**.

Where there are concerns about possible abuse, the Principal will inform the Single Point of Entry Team.

The procedures for an alleged complaint against staff will apply (unless the complaint is about the designated staff). Where the matter is referred to the Single Point of Entry Team, the member of staff will be removed from duties involving direct contact with the pupils, and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Governors will be informed immediately.

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

It should be noted that information given to members of staff about possible child abuse cannot be held “in confidence”. In the interests of the child, the Designated Teacher and Deputy Designated Child Protection Co-Ordinator will share this information with the relevant professionals. However, only those who need to know will be told.

If a member of staff shares information of a child protection or safeguarding concern with the designated staff, they should be aware that they cannot receive any updates or feedback on the process.

9. Conduct of Staff and Volunteers

The staff of Ulidia has devised a Behaviour and Relationships Policy that outlines appropriate interactions and standards of behaviour between staff and pupils.

Appendix 3 details the expected standards and Code of Conduct for all staff and volunteers.

10. The Preventative Curriculum

Ulidia Integrated College is committed to developing positive relationships and a caring ethos across the whole school. The Personal Development curriculum and well-being of pupils has high priority and keeping safe messages are embedded throughout the school.

The Personal Development curriculum offered gives attention to pupils’ emotional well-being, health and safety, relationships and the development of moral thinking and a value system. The college promotes positive emotional health and well-being through raising awareness of social, emotional and health issues, developing confidence, resilience and coping skills of pupils and in offering early intervention when pupils are experiencing certain difficulties.

The school works closely with community organisations and external providers are carefully selected and evaluated prior to delivering their programmes in the school.

10.1 Relationships and Sexuality Education

At present, the statutory requirement for Relationships and Sexuality is covered within Learning for Life and Work.

Ulidia Integrated College has devised a separate Relationships and Sexuality Policy based on the ethos of the school. In addition to the statutory provision, the college addresses and tackles issues that are relevant to the lives of the pupils, for example; sexual orientation and gender identity, domestic abuse, Child Sexual Exploitation, E-Safety and internet use, sexting and consent.

The college works with community organisations and external providers to deliver and facilitate workshops and talks. These include:

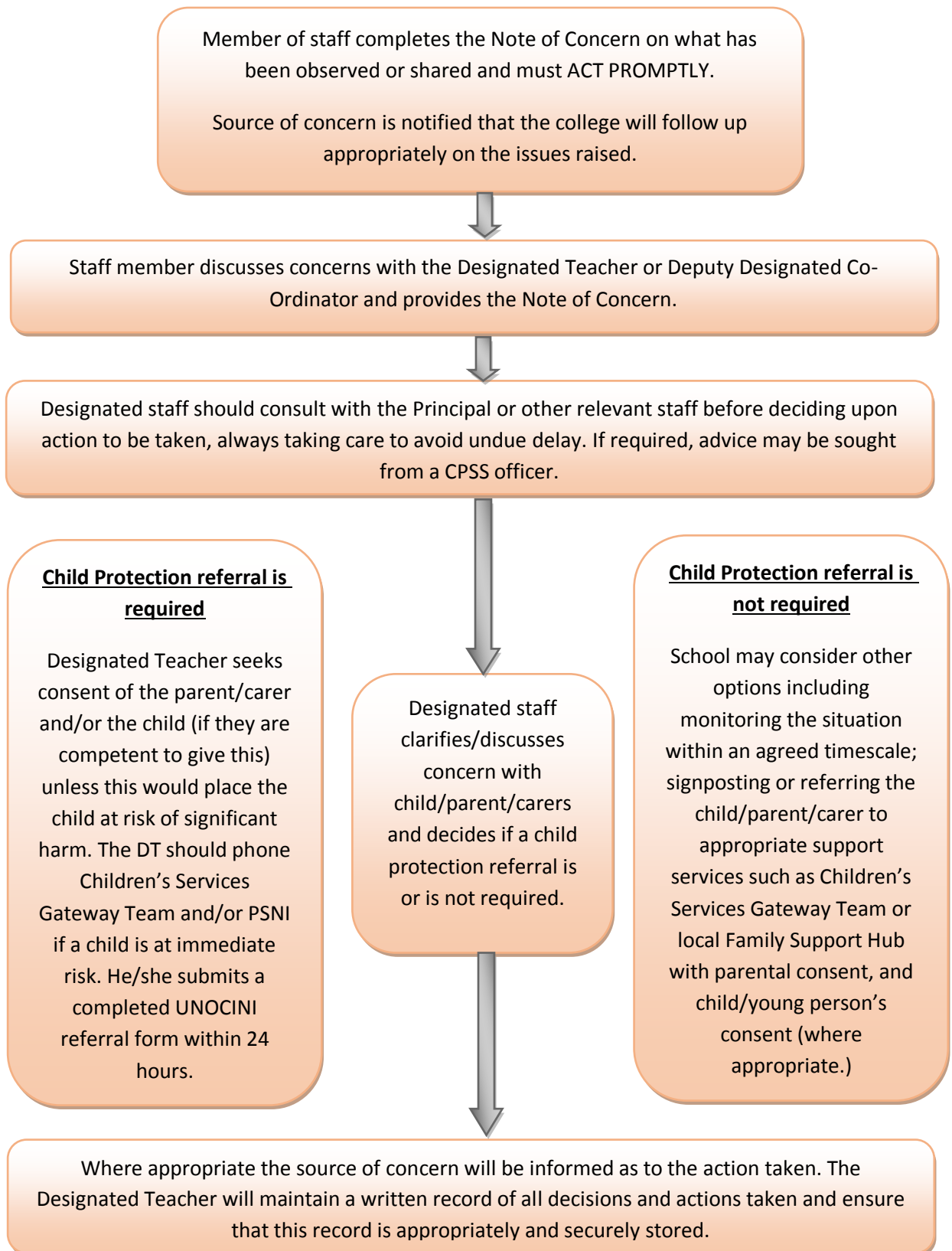
CARA
The Rainbow Project
Women's Aid
The Relationships Resource Centre
YMCA, Carrickfergus
Start360

11. Safeguarding Policies

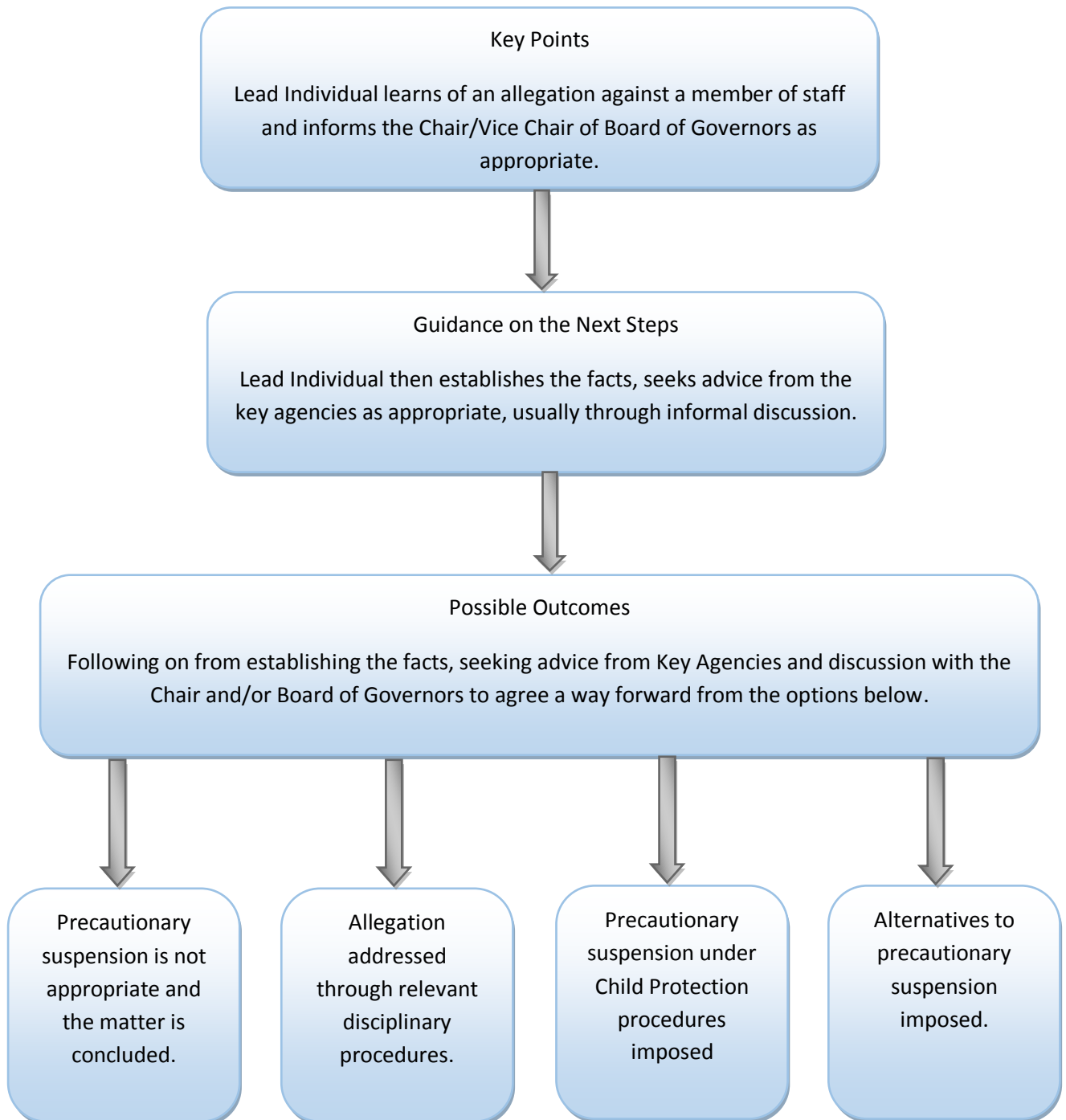
The college has a duty to ensure that safeguarding permeates all activities and functions. As well as this Safeguarding and Child Protection Policy, the college outlines safeguarding measures in the following linked policies:

- Anti-Bullying Policy
- Attendance Policy
- Behaviour & Relationships
- Educational Visits Policy
- E-Safety and Acceptable Use Policy
- Relationships and Sexuality
- Safe-Handling Policy
- Special Educational Needs Policy

Appendix 1: Procedure where the college has concerns, or has been given information about possible abuse by someone other than a member of staff.



Appendix 2: Procedure for dealing with allegations of abuse against a member of staff.



A Code of Conduct for Employees within Ulidia Integrated College

3.1: Introduction

This Code of Conduct is designed to offer clear guidance on the standards of behaviour all school staff and volunteers are expected to observe. School staff and volunteers are role models and 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. Staff and volunteer behaviour must adhere to behaviour that sets a good example to all the pupils/students within the school. As a member of a school community, each person has an individual responsibility to maintain their reputation and the reputation of the school.

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 safeguarding and child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

This Code of Conduct applies to all staff and volunteers of the college.

This Code of Conduct does not form part of any employees' contract of employment.

3.2: Code of Conduct

1. Setting an Example

- All staff and volunteers in Ulidia are expected to set an example for behaviour and conduct which can be copied by children and young people. Staff must therefore, for example, avoid using inappropriate or offensive language in the college and when engaged in school business.
- All staff and volunteers must demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
- All staff and volunteers must also avoid putting themselves at risk of allegations of abuse or unprofessional conduct.
- This code helps all staff and volunteers to help understand what behaviour is and is not acceptable and regard should also be given to the disciplinary rules set out by the employing authority. All staff and volunteers are expected to familiarise themselves and to comply with all college policy and procedures.

2. Safeguarding Pupils/Students

- All staff and volunteers have a duty to safeguard pupils/students from physical, sexual, emotional abuse, neglect and exploitation.
- The duty to safeguard pupils/students includes the duty to report concerns to the designated staff for Safeguarding and Child Protection:

Designated Teacher: Darina Connolly
Deputy Designated Staff: Beverley Howe & Iain Shanks

- All staff and volunteers are provided with copies of the college's Safeguarding and Child Protection Policy and must be familiar with this document and any other relevant school policies eg. E-Safety & Acceptable Use Policy. It is the responsibility of staff to ensure they read and refer to these policies regularly.
- All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils.
- All staff and volunteers should not demonstrate behaviours that can be perceived as hurtful sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.
- All staff and volunteers must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare. Staff should also complete risk assessments where appropriate in accordance with school policies.

3. Relationships with Students

- All staff and volunteers must declare any relationships that they may have with students outside school. This may include mutual membership of social groups, tutoring or family connections. Staff and volunteers should not assume that the college is aware of any such connections. A declaration form can be found at the end of this document.
- Relationships with students must be professional at all times. Sexual relationships with students are not permitted and may lead to an abuse of trust and criminal conviction.

4. Pupil/Student Development

- All staff and volunteers must comply with college policies and procedures that support the well-being and development of pupils/students.
- All staff and volunteers must co-operate and collaborate with

colleagues and with external agencies where necessary to support the development of pupil/students.

5. Honesty and Integrity

- All staff and volunteers must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of college property and belongings.
- Gifts from suppliers or associates of the college must be declared to the Principal, with the exception of 'one-off' token gifts from parents or students. Personal gifts from individual members of staff or volunteers to students are inappropriate or could be misinterpreted and may lead to disciplinary action.
- If staff members are in any doubt about receiving a gift from a pupil or parent/carer, they should inform the Designated Staff for Safeguarding and Child Protection and make a record of their concern.

6. Conduct Outside of Work

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

7. E-Safety and Internet Use

- Staff must exercise caution when using information technology and be aware of the risks to themselves and to others. Regard should be given to the college's E-Safety and ICT Acceptable Use Policy at all times, both inside and outside of work.
- Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the college or the college community into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have.
- Staff should exercise caution in their use of all social media or any other web based presence they have including, written

content, videos or photographs, and views expressed either directly or by liking certain pages or posts established by others. This may also include the use of dating websites, where staff could encounter students either with their own profile or acting covertly.

- Contact with students must be through college authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students.
- If contacted by a student by an inappropriate route, staff should report the contact to the Principal immediately.
- Photographs/stills or video footage of students should only be taken using school equipment for purposes authorised by the college. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be retained and destroyed in accordance with the college's Records Management Policy and Disposal Schedules.

8. Confidentiality

- Members of staff and volunteers may have access to confidential information about students in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.
- Confidential information about students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.
- There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.
- If a member of staff is in any doubt about whether to share information or keep it confidential he/she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.

- Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.
- Additionally, concerns and allegations about adults should be treated as confidential and passed to senior leadership without delay.

9. Dress and Appearance

- All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.
- Staff and volunteers should dress in a manner that is not offensive, revealing or sexually provocative.
- Staff and volunteers should dress in a manner that is absent from political or other contentious slogans.

10. Disciplinary Action

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

11. Compliance

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

12. 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.

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees, this Code of Conduct will serve only to confirm what has always been their practice. If employees have any doubts about points in this Code of Conduct, or how they should act in particular circumstances, they should consult their line manager or a representative of their professional association.

From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or of their parents/guardians.

**Ulidia Integrated College
Safeguarding and Child Protection Procedures**

Declaration of Relationships with Students Outside of Work

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

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

Employee Name	Student Name	Relationship

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

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

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

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

Signed _____ Date _____

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

**Ulidia Integrated College
Safeguarding and Child Protection Procedures**

Confirmation of Compliance

I hereby confirm that I have read, understood and agree to comply with the college's Code of Conduct.

Name _____

Position/Post held _____

Signed _____ Date _____

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

