

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.

Designated Staff:

Designated Teacher: **Dr J. Breen**

Deputy Designated Staff: **Mrs B. Howe, Mrs A. McBride & Mrs J. Redmond**

Designated Governor: **Mrs A. Thompson**

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 in consultation with staff and Governors
- Reviewed and updated in February 2021
- Major revisions in January 2023
- Major revision in April 2025

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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.

This policy links with the United Nations Convention on the Rights of the Child (UNCRC) by taking into consideration the below articles of the UNCRC.

Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20: Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 25: Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly.

Article 32: The government should provide ways of protecting children from work that is dangerous, or might harm their health or their education.

Article 34: The Government should protect children from sexual abuse.

Article 36: Children should be protected from any activities that could harm their development.

Article 39: Children who have been neglected or abused should receive special help to restore their self-respect.

All our staff and volunteers are subject to appropriate background checks. The staff of our school have also adopted a Code of Practice for our behaviour towards pupils. Guidelines for staff are set out in Section 14 of this policy. The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school - teachers, support staff and volunteers - has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

2. Key Principles and Aims of Safeguarding and Child Protection

The following principles underpin all Safeguarding and Child Protection practices within Ulidia Integrated College.

- The child or young person's welfare is paramount.
- The voice of the child or young person should be heard and, where possible, achieve their preferred outcome.
- Parents are supported to exercise parental responsibility and families helped to stay together.
- Partnership - Safeguarding is a shared responsibility and the most effective way of ensuring that a child's needs are met is through working in partnership.
- Prevention - The importance of preventing problems occurring or worsening through the introduction of timely supportive measures.
- Responses should be proportionate to the circumstances.
- Protection - Children should be safe from harm and in circumstances where a parent or carer is not meeting their needs, they should be protected by the State.
- Evidence-based and informed decision making that takes account of, the child or young person's specific circumstances, risks to which they are exposed, and their assessed needs.

The Safeguarding and Child Protection policy aims:

- To ensure that staff act in the best interests of the child at all times.
- To inform all staff (teaching and support) and volunteers of statutory requirements in respect of suspected or alleged child abuse.
- To provide all staff and volunteers with definitions of abuse and the potential signs and symptoms of abuse.
- To enable students and parents to make a complaint or report of child abuse if necessary.
- To provide clear procedures for staff and volunteers to follow in a case of suspected abuse.
- To explain the roles and obligations of personnel involved in reporting suspected abuse.
- To provide guidelines for the protection of staff/volunteers dealing with students.
- To provide support for staff/volunteers to cope with the anxieties of initial reporting, and the aftermath of involvement in suspected abuse.
- To help create a protective and supportive environment for all students, staff and volunteers.
- To promote safeguarding through the preventative curriculum.

3. Managing Safeguarding and Child Protection in Schools

Everyone in education plays a part in keeping children and young people safe from harm and abuse. All Ulidia Integrated College staff, 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.

3.1. Responsibilities of Board of Governors

The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on Boards of Governors (BOG) to:

- Safeguard and promote the welfare of pupils.
- Have a written child protection policy.
- Specifically address the prevention of bullying in school behaviour management policies.
- All Governors should have initial Child Protection Support Service (CPSS) child protection training with the Chair and Designated Governor for Child Protection undertaking full CPSS training. All Governors should undertake refresher Child Protection training every term of office (four years).

Boards of Governors must ensure that:

- A Designated Governor for Child Protection is appointed.
- A Designated and Deputy Designated Teacher are appointed in their schools.
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Safeguarding and child protection training is given to all staff and governors including refresher training.
- The school has a Child Protection Policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying.
- The school ensures that other safeguarding policies, are reviewed at least every three years, or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school.
- All school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19
- They receive a full annual report on all child protection matters.
- The school maintains Safeguarding and Child Protection records in line with DE Circulars:

2015/13 Dealing with Allegations of Abuse Against a Member of Staff

2016/20 Child Protection: Record Keeping in Schools:

Safeguarding and child protection concerns.

Disclosures of abuse.

Complaints against staff.

Staff induction and training.

3.2 Role of the Safeguarding Team

In the best interests of the children, and as a support for the Designated Teacher, Ulidia Integrated College has a Safeguarding Team.

The team members are listed below:

Designated Teacher	Dr J. Breen	Vice-Principal Pastoral
Deputy Designated Staff	Mrs Beverley Howe	Pastoral Support Officer/Sixth Form Supervisor
	Mrs Alison McBride	Senior Teacher, Learning Support Co-Ordinator
	Mrs Judith Redmond	Deputy Pastoral Care

The Designated Teacher for Child Protection meets twice a year with the Designated Governor for Child Protection and delivers annually to the Chair of the Board of Governors in regard to Safeguarding and Child Protection issues.

The responsibilities of the Safeguarding team:

- The monitoring and periodic review of Safeguarding and Child Protection arrangements in the school.
- Support for the Designated Teacher in the exercise of their child protection responsibilities, including recognition of the administrative and emotional demands of the post.
- Ensuring attendance of Governors and staff at relevant training - including refresher training - in keeping with legislative and best practice requirements.

3.3 Role of Chair of Board of Governors

- To adopt a pivotal role in safeguarding ethos.
- To receive training from CPSS.
- To assume lead responsibility in the event of a child protection complaint or concern about the Principal.
- To ensure compliance with legislation and policy.

3.4 Role of Designated Governor for Child Protection

- To receive training from CPSS.
- Take the lead in child protection governance arrangements.
- To ensure the recruitment, selection, vetting and induction of staff is in line with legislation.
- To liaise with the Designated Teacher/Deputy Designated Teacher re governance issues.

3.5 Role of School Principal

- To manage the operational systems for safeguarding and child protection.
- To appoint a Designated Teacher and Deputy Designated Teacher who are enabled to fulfil their safeguarding duties.
- To have an understanding of current assessment and referral processes through UNOCINI.
- To manage allegations/complaints against school staff and volunteers
- To ensure the Board of Governors is kept fully informed of all developments relating to safeguarding.
- To ensure safe and effective recruitment and selection.

3.6 Role of Designated Teacher for Child Protection

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

3.7 Role of Deputy Designated Teacher for Child Protection

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

3.8 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.

In all cases where symptoms displayed by a child give rise to concerns about possible abuse, or about the welfare of the child, the member of staff 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.

Members of staff must only refer concerns or disclosures to the safeguarding team. School staff should complete a Note of Concern and refer to the safeguarding team.

4. 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.

Vetting checks are a key preventative measure in preventing unsuitable individuals access to children and vulnerable adults. Ulidia Integrated College ensures 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

4.1 Volunteers

The engagement of volunteers will only be undertaken with the knowledge and agreement of the Principal. Acceptance of any individual's offer of help should not be automatic. Appropriate areas of work and the duties attached to these, the supervisory arrangements, the implications for Child Protection and the conditions attached to the volunteer's role will be clearly established before any volunteer is accepted by the school.

There are two types of volunteers working in schools: those who work unsupervised and those who work under supervision.

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.

Supervision

- The volunteer will be supervised by a person who is in Regulated Activity e.g. teacher.
- The supervision must be regular and day to day.
- The supervision must be "reasonable in all the circumstances to ensure the protection of children"

4.2 Visitors to School

All visitors to the College are required to report to reception. 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 at reception
- 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

5. Parents and Carers

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns that they have in relation to their child. As part of the on-going work of fostering trust and good relationships with parents/carers, Ulidia Integrated College will work with parents/carers to understand the responsibility of the College for the welfare of all the children and young people in its charge.

Ulidia Integrated College recognises that the student's welfare is paramount, however, good child protection practice and outcome relies on a positive, open and honest working partnership with parents/carers. We will ensure that all parent/carers are treated with respect, dignity and courtesy. We respect parents/carers rights to privacy and confidentiality and will not share sensitive information unless we have permission to do so or it is necessary to do so in order to protect a student. We will share any concerns we may have about their children with them unless to do so may place the student at risk of harm.

We encourage parents/carers to discuss any concerns they may have with the relevant Head of Year or Designated Staff for Child Protection.

Parents/Carers are required to inform the school:

- If the child has a medical condition or educational need.
- If there are any Court Orders relating to the safety or wellbeing of a parent or child.
- If there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility.
- Parents should contact the school if their child is absent and send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence. More information on parental responsibility can be found on the EA website at: www.eani.org.uk/schools/safeguarding-and-child-protection/
- It is essential that the school has up to date contact details for the parent/carer.

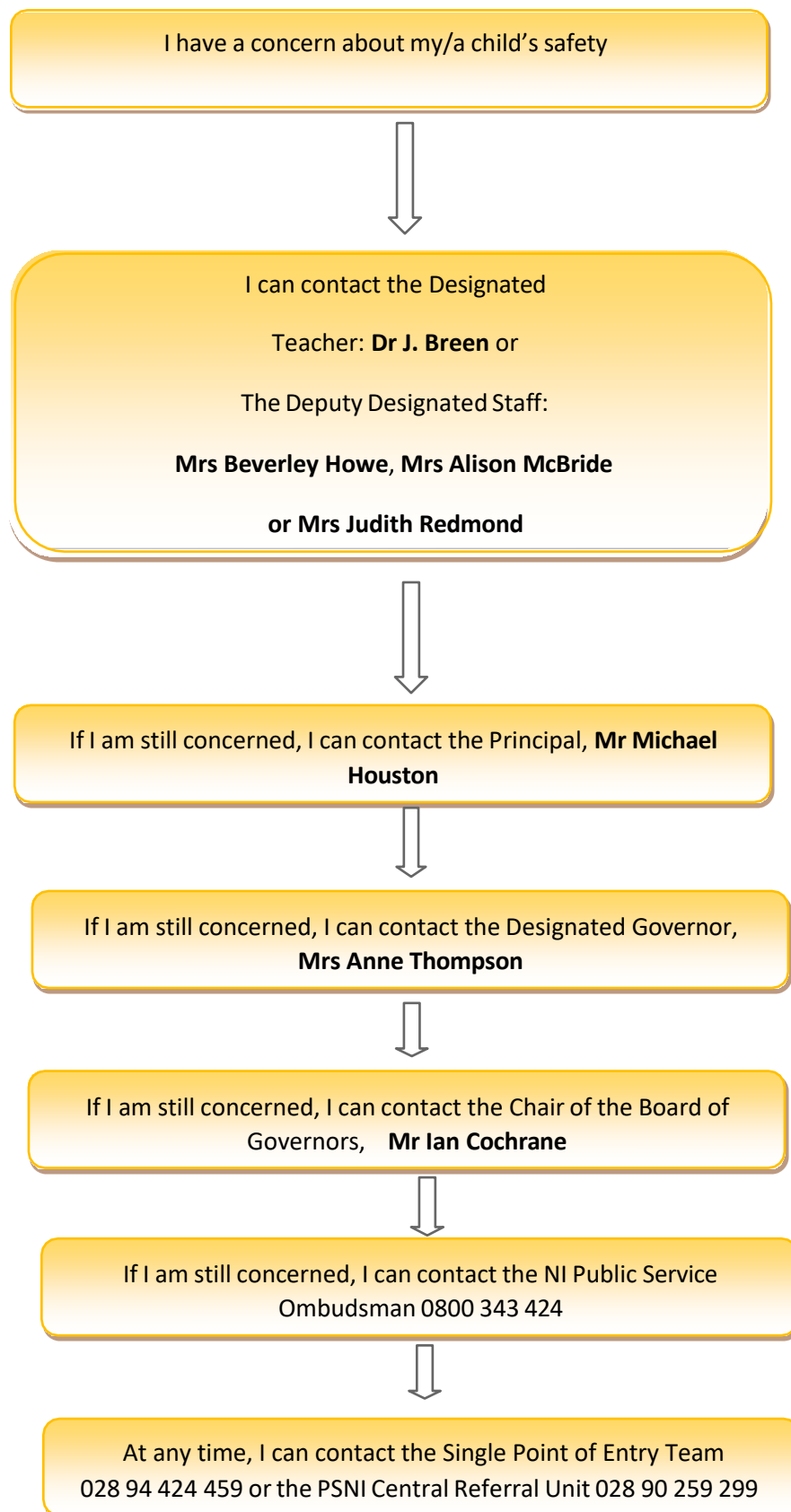
We make parents/carers aware of our Child Protection policy by providing a summary copy of the policy at point of entry into the College (usually in Year 8) and every two years thereafter. The full Safeguarding Policy is also available on request. The school will, in most circumstances, endeavour to discuss all concerns with parents/carers about their children.

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.

If a parent/carer has a potential safeguarding or child protection concern:



6. Dealing with Child Protection Concerns

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

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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 involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

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.

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.

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, and 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.

Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

Specific Types of Abuse

In addition to the types of abuse described above there are also some specific types of abuse that we in Ulidia Integrated College are aware of and have therefore included them in our policy, although we are aware that this list is not exhaustive.

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

Sexual Violence and Abuse is 'any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).'

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

- **Forced Marriage** A Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced Marriage is a criminal offence in Northern Ireland, and where an agency, organisation or practitioner has knowledge or suspicion of a forced marriage in relation to a child or young person, they should contact the PSNI immediately.
- **Children who display harmful sexualised behaviour** Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:
 - There is no informed consent by the victim; and/or
 - The perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim.
 - Harmful sexualised behaviour can include:
 - Using age inappropriate sexually explicit words and phrases.
 - Inappropriate touching.
 - Using sexual violence or threats.
 - Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent (has not yet reached puberty) and the other is not.
 - However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.
- **E-Safety/Internet Abuse** Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device.
- **Managing the Risks of the Twenty-first Century** Twenty-first century life presents dangers including violence, racism, radicalisation and exploitation. Whilst children and young people need to be protected from these dangers, they also need to be educated about how to recognise and avoid the risks and become 'Internet Wise'. Pupils need to know how to cope if they come across inappropriate material or situations online and should be encouraged to seek help and advice when they need it without fear of censure or criminalisation.
- **Sexting** Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.

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.

6.2 Talking to Children where there are Concerns about Possible Abuse

Where staff see signs that cause them concern, he/she/they should immediately bring them to the attention of the designated staff.

Clarification may reassure teachers that abuse has not occurred; but signs and symptoms which cause concern, while perhaps not a result of abuse, may nevertheless indicate that the child or his/her family is in need of intervention by statutory, voluntary or community based services through a 'child in need' referral (with parental consent).

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. Eg. Staff should invite the pupil to 'Tell me what happened,' rather than 'Did they do X to you?'
- Actively listen to the child and do not interrupt when they are recalling significant events.
- As soon as possible make a factual 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.

6.3 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 made against staff must be recorded in the hard backed and bound book called Record of Child Abuse Complaints which must be retained securely.

6.4 Reporting and Recording a Child Protection Concern

If a pupil makes a disclosure to a member of staff about their welfare it is vital that a staff member knows exactly what to do.

Reporting a concern

Concerns about the welfare or safety of a child may initially be raised by:

- The pupil themselves
- A parent or carer
- A member of staff
- Someone connected to the school

All concerns about the welfare or safety of a child should be reported to the designated teacher (DT), or deputy designated teacher (DDT).

What constitutes a concern?

A concern may be an observation about the behaviour or appearance of a pupil that initially does not seem to point to a child protection issue, but which someone feels should be reported and logged. Even without evidence, it is important that early concern be put in writing.

Recording a concern

Recording procedures should be fully explained to staff to ensure concerns are reported quickly and recorded as concise and unambiguous as possible. All records should:

- Clearly identify which pupil the record refers to, leaving no room for mistaken identity
- State the name, designation and signature of the person completing the record
- Give the date the record was written
- Show the date (s) and time (s) of any incidents or when a concern was observed
- Provide details of any witnesses to an incident
- Distinguish between fact, opinion and hearsay
- Describe the concern in sufficient detail
- Recount anything the pupil has said in their own words. Swear words, insults, or intimate vocabulary should be written down verbatim
- Be written free of jargon, and in a professional manner without stereotyping or discrimination
- Cross reference any sibling or extended family members, if relevant
- Provide information as required for other agencies about the pupil's abilities, disability, ethnicity, culture, sexuality, preferred language, family background and culture
- Indicate who the record has been given/sent to

6.5 Procedures for Dealing with Suspected or Disclosed Child Abuse

The Designated Teacher for Child Protection is **Dr J. Breen, Vice-Principal Pastoral**. In her absence, **Mrs B. Howe, Mrs A. McBride and/or Mrs J. Redmond, Deputy Designated Child Protection Co-Ordinators** 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 Dr. Breen, Mrs Howe, Mrs McBride or Mrs Redmond.** 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 Designated staff, in consultation with the Principal, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. **If there are concerns that the child may be at risk, 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.

Responsibility for referral of suspected abuse cases lies with the Designated Teacher who will find it helpful to establish a good working relationship with colleagues from the other agencies, especially the Social Services and the Police. These agencies have wide experience in dealing with such cases, and regular communication should help to build the understanding, trust and confidence which will help to secure effective co-operation in cases of actual or suspected abuse.

The Designated Teachers may seek clarification or advice and consult with the EA Child Protection Support Service (CPSS) 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 Single Point of Entry Team will be informed via a UNOCINI form.

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 Staff 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.

6.6 Understanding the Needs of Children in Northern Ireland

The UNOCINI referral form must be completed whenever staff wish to refer a child or young person to children’s social services for support, safeguarding or a fuller assessment of a child’s needs. If you are concerned that a child may be suffering, or at risk of suffering, significant harm, then an urgent referral to children’s social services through the local Gateway Service must be made.

When making an urgent referral by telephone, the Duty Social Worker will advise you that you will be required to confirm your referral in writing on a UNOCINI within 24 hours. Prior to making a referral to Social Services the consent of the parent/carers and/ or the young person (if they are competent to give this) will normally be sought. The exception to this is where to seek such consent would put that child, young person, or others at increased risk of significant harm or an adult at risk of serious harm, or it would undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation.

Non-urgent referrals i.e. child in need/family support referrals must have the consent of the parent/carers and/or the young person (if they are competent to give this) and should be made in writing using the UNOCINI referral form. The welfare of the child is paramount and, if you are unable to contact the parent/ carers, you should not delay but progress the referral with Social Services. Issues of consent (including when consent is not forthcoming) must always be clearly recorded. The outcomes of a Social Services investigation may include the Principal/DT/DDT being invited by Social Services to attend a child protection case conference to participate in the decision making process regarding Child Protection registration.

7. Dealing with Children with Increased Vulnerabilities

7.1 Children with a Disability

Children and young people with disabilities (i.e. any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse and individuals and organisations working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues.

Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Children with a special educational need should be given the chance to express themselves to a member of staff or other professional with appropriate language/ communication skills, especially where there are concerns that abuse may have occurred.

7.2 Children with limited fluency in English

As with children with a special educational need, children who are not fluent in English should be given the chance to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred.

7.3 Gender Identity Issues/Sexual Orientation

Schools should strive to provide a happy environment where all young people feel safe and secure. All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity, and not to be treated any less favourably due to their actual or perceived sexual orientation.

Ulidia Integrated College's Relationships and Sexuality Education policies clearly set out how the College will address issues relating to relationships and sexuality, including those affecting LGB&T children and young people.

Reference Section 7 – DENI circular 2017/4 – Safeguarding and Child Protection in Schools for further information on Statutory Responsibilities for schools.

7.4 Work Experience and Residential Situations

Schools will also be concerned to ensure the welfare of their pupils on work experience and on residential trips. Guidance on organising work experience is available from the Education Authority (EA) and from the Health and Safety Executive.

If there are any concerns regarding child protection or safeguarding on an educational trip, then the teacher in charge will make contact with a member of the school's safeguarding team.

7.5 Pupils in EOTAS Provision

The College will request the Safeguarding and Child Protection Policies of any EOTAS centre that a pupil is placed in. These will be shared with parents/carers and the Board of Governors.

The College will maintain regular contact with pupils in EOTAS, to ensure their pastoral and academic needs are being met, and are expected to contribute to the learning opportunities a registered pupil receives within EOTAS.

EOTAS Centres will provide the College with attendance information on their registered pupils. This will be monitored by the College.

7.6 Children on the Child Protection Register

Children who have disclosed abuse and are subsequently placed on the Child Protection register are supported by key staff in school. One of the designated staff will meet at least once a month with the child, or more frequently if required to support, monitor and address any concerns the child may have.

We endeavour to have the same member of staff liaise regularly with other professionals including social workers or other agencies who are in place to support the child. Having attended Child Protection review meetings, the designated staff member will reassure and inform the child that they have attended and discuss any agreed actions for school.

Information is only shared within the College on a strictly need-to-know basis in order to protect the child and their family. Attendance, time keeping and academic progress are monitored to ensure that the child has the best chance to progress and achieve their potential.

8. 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.

9. Relationships and Sexuality Education

All young people have a right to an education which adequately prepares them for adult life and quality Relationships and Sexuality Education is of paramount importance.

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:

NEXUS
The Rainbow Project
Women's Aid
YMCA,
Carrickfergus EA
Youth Service PSNI
Love for Life

10. Domestic and Sexual Violence and Abuse

DENI is committed to the 'Stopping Domestic and Sexual Violence and Abuse' strategy. The Strategy aims to help improve understanding of domestic and sexual violence and stopping it happen in the first place by helping people change how they act, supporting victims and holding people responsible for their actions.

Domestic Violence and Abuse is:

Threatening, controlling, coercive behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender or sexual orientation) by a current or former intimate partner or family member'.

Sexual Violence and Abuse is:

'Any behaviour (physical; verbal, virtual/digital) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender or sexual orientation) without their informed consent or understanding.

There are five key Strands in the Strategy which focus on leadership, prevention, support, services and justice. DE commitments relate to Strand 2, 'Prevention and Intervention':

- Teachers will have the necessary skills to teach about sensitive subjects, including child abuse, and domestic and sexual violence and abuse.
- Teachers will be alert to pupils experiencing distress and trained to respond appropriately.
- Teachers will have access to a range of age appropriate and evaluated resources to support the teaching of sensitive subjects.
- Quality assurance arrangements will be established to ensure that the preventative curriculum offered in schools is effective.

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.

General Role for Education

While it is important that those at risk are identified and interventions are put in place, it is equally important that children and young people are provided with information and skills in building healthy behaviours and relationships. At Ulidia Integrated College, students are provided with the opportunity to develop good mental health and emotional resilience to enable them to identify abuse and exercise prevention skills.

The statutory curriculum provides the opportunity for specific attention to be given to a pupil's emotional wellbeing, health and safety, relationships and the development of a moral thinking and value system. It also offers a vehicle for exploring with children and young people sensitive issues such as domestic violence and sexual abuse in an age appropriate way and appropriate protective behaviours.

Teachers or other school staff who suspect that a pupil is a victim of domestic violence or sexual abuse should raise their concerns with the designated teacher. The procedures to be followed are the same as for any other type of abuse.

11. Child Protection – Record Keeping in Schools

Child Protection File

The Designated Staff should store each Child Protection Concern Sheet (and copy UNOCINI documents) in the child's Child Protection File and supplement it with all other records created and acquired as the management of the concern progresses.

A Child Protection File is separate to the School Pupil/ Educational Record and must be stored securely. The Child Protection File should contain:

- Chronology of events/ action taken
- All records of concern
- Any notes initially recorded, including in the form of notebooks/diaries which should be kept securely with the child protection file
- Records of discussions and telephone calls (with colleagues, parents and children/young people and other agencies or services)
- Correspondence with other organisations - sent and received
- Referral forms – both for support services and specialist services (irrespective of outcome)
- Formal plans linked to the child e.g. child protection plan, child in need plan
- Risk assessments
- Risk Management Plans/ Individual Safety and Support Plans
- School reports to interagency meetings and conferences
- Minutes of interagency meetings e.g. child in need, strategy, child protection conference
- Any other relevant notes/ papers

Storage of Child Protection Information

Child Protection information is confidential and is stored in a separate secure confidential filing cabinet in the Designated Teacher's office. The school's confidential Record of Child Abuse Complaints is also stored in the Principal's office.

If any Child Protection Record information needs to be taken out of the school, it must be transported securely and a record should be kept of when it was removed, by whom, for what purpose, and when it was returned.

Sharing Information with Others

Information must always be shared with other agencies where there is a legal duty to do so e.g. PSNI and Social Services. It should, however, be noted that the PSNI have no automatic right to access data and must complete Form 81, stating the data they require and the specific case to which it relates.

Disposal of Child Protection Records

In accordance with DENI advice on the Disposal of Child Protection Records, all child protection records for a child will be held in a separate locked cabinet until the child is 30 years old. When a child whose name is on the Child Protection Register changes school, the College will inform the receiving school immediately that his/her name is on the Register and advise the designated teacher to contact the child's social worker. Reference: DE Circular 2016/20 Child Protection: Record Keeping Schools

12. Linked 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
- Drugs Policy
- Educational Visits Policy
- E-Safety and Acceptable Use Policy
- Intimate Care Policy
- Relationships and Sexuality
- Safe-Handling Policy
- Special Educational Needs Policy
- Suspensions and Exclusions Policy
- Uniform and Appearance

13. Physical Contact with Pupils/Safe Handling/Use of Reasonable Force

All staff have a responsibility to maintain confidence in their ability to safeguard the welfare and best interests of children and young people. Integral to this is a clear understanding of standards of behaviour expected and in particular the acceptable boundaries of physical contact with pupils.

School staff must accept that all physical contact can be open to scrutiny and that even perfectly innocent actions can sometimes be misconstrued. The Staff Code of Conduct makes it clear that whilst, as a general principle, staff are advised not to make unnecessary physical contact with children and young people, it is also unnecessary and unrealistic to suggest that physical contact should only happen in emergencies. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should, therefore, use their professional judgement at all times.

As a general rule, when physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact may occur most often with younger pupils, for example, physical comforting can give welcome reassurance to a distressed younger child. In extreme cases, a staff member might have to restrain a pupil physically to prevent him or her from committing an offence, from causing injury to him or herself, to others or to property, or otherwise from behaving in an undisciplined way.

Staff are empowered to use reasonable force in these circumstances, either on school premises or anywhere else where the member of staff is in lawful charge of the pupil concerned. In such instances no more than the minimum necessary force should be used. Staff should act within the Department's and the Education Authority's (EA) guidelines on the use of reasonable force and should seek to avoid causing injury to the pupil.

Statutory Responsibilities: The Education (Northern Ireland) Order 1998, Article 4, outlines the powers a member of school staff can use in restraining pupils. Through this legislation, staff of a grant - aided school may use reasonable force for the purposes of preventing the pupil from:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including the pupil); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

The legislation extends to the premises of the school and when a member of school staff has lawful control or charge of the pupil concerned.

14. Conduct of Staff and Volunteers

Principles

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 and that reflects and endorses the integrated ethos of the College. 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.

Code of Conduct

1. Setting an Example

- 1.1 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.
- 1.2 All staff and volunteers must demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
- 1.3 All staff and volunteers must also avoid putting themselves at risk of allegations of abuse or unprofessional conduct.
- 1.4 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

- 2.1 All staff and volunteers have a duty to safeguard pupils/students from physical, sexual, emotional abuse, neglect and exploitation.

- 2.2 The duty to safeguard pupils/students includes the statutory duty to report concerns to the designated staff for Safeguarding and Child Protection:

Designated Teacher:	Dr Jenny Breen Mrs
Deputy Designated Staff:	Beverley Howe
Deputy Designated Staff:	Mrs Alison McBride
Deputy Designated Staff:	Mrs Judith Redmond

- 2.3 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.
- 2.4 All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils.
- 2.5 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.
- 2.6 All staff and volunteers must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare. Staff should also complete risk assessments where appropriate in accordance with school policies.

3. Relationships with Students

- 3.1 All staff and volunteers must declare any relationships that they may have with 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.
- 3.2 Relationships with students must be professional at all times. Sexual relationships with students are not permitted and may lead to an abuse of trust and criminal conviction.

4. Pupil/Student Development

- 4.1 All staff and volunteers must comply with college policies and procedures that support the well-being and development of pupils/students.
- 4.2 All staff and volunteers must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupil/students.

5. Honesty and Integrity

- 5.1 All staff and volunteers must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of college property and belongings.
- 5.2 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.
- 5.3 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

- 6.1 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.
- 6.2 In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.
- 6.3 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the 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

- 7.1 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.
- 7.2 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.
- 7.3 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.
- 7.4 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.

7.5 If contacted by a student by an inappropriate route, staff should report the contact to the Principal immediately.

7.6 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

8.1 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.

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

8.3 There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.

8.4 If a member of staff is in any doubt about whether to share information or keep it confidential he/she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.

8.5 Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.

8.6 Additionally, concerns and allegations about adults should be treated as confidential and passed to senior leadership without delay.

9. Dress and Appearance

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

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

9.3 Staff and volunteers should dress in a manner that is absent from political or other contentious slogans and that reflects and endorses the integrated ethos of the College.

10. Disciplinary Action

- 10.1 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

- 11.1 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.

Staff Name	Pupil 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

Ulidia Integrated College
Safeguarding and Child Protection Procedures

Appendix 1: Note of Concern

Safeguarding and Child Protection

Note of Concern

Pupil Name	
Pupil Form Class	
Name of Referrer	
Date of incident/disclosure	Click or tap to enter a date.
Date of Referral to Safeguarding Team	Click or tap to enter a date.

Nature and Description of Concern: factual account of incident/disclosure

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

Date/Time Note of Concern Received by Safeguarding Team	Click or tap to enter a date.
Action Taken	
Details of any advice sought: From Whom When Advice given	

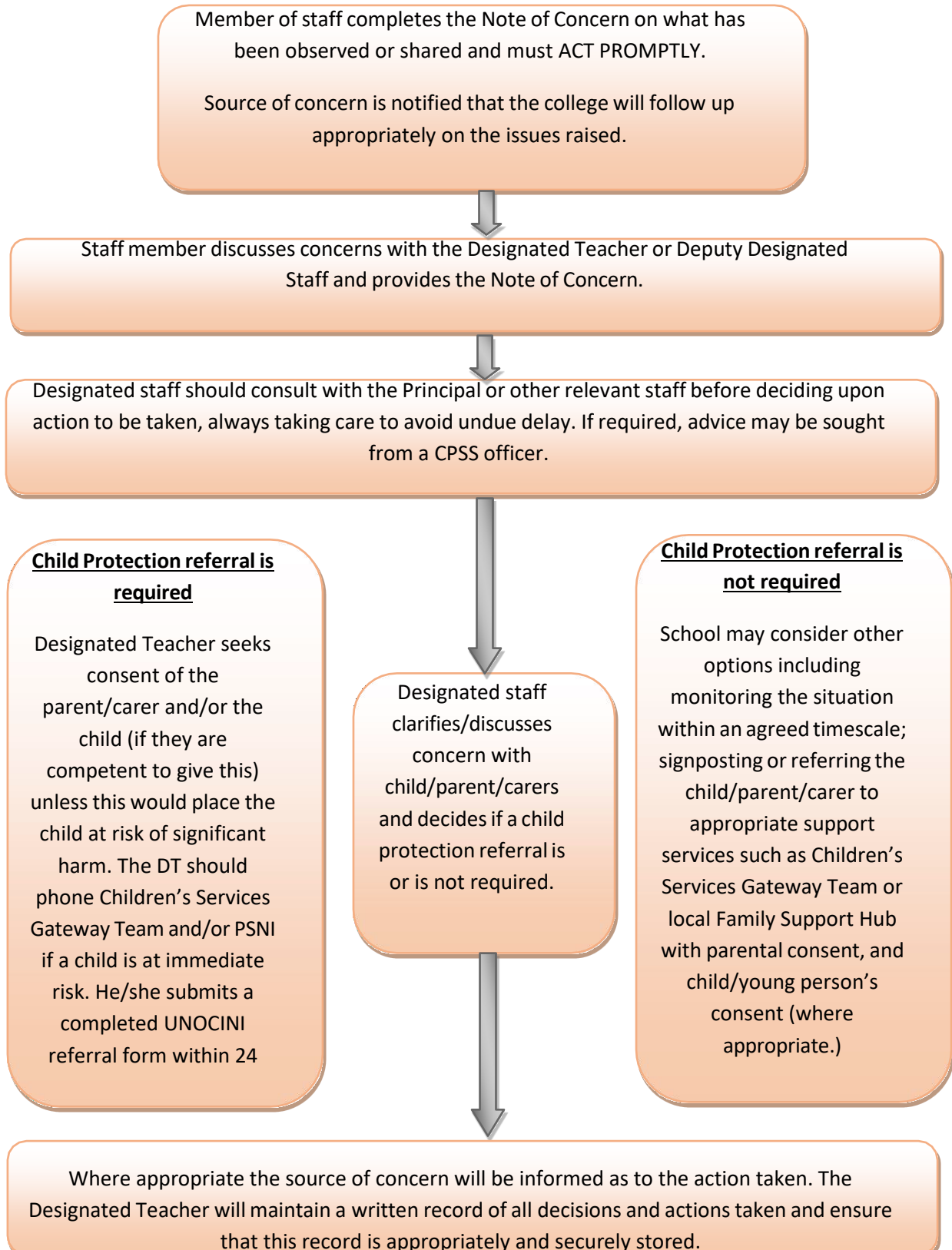
☐

Placed in Pupil Child Protection File ☐

Signature of Designated Staff: _____

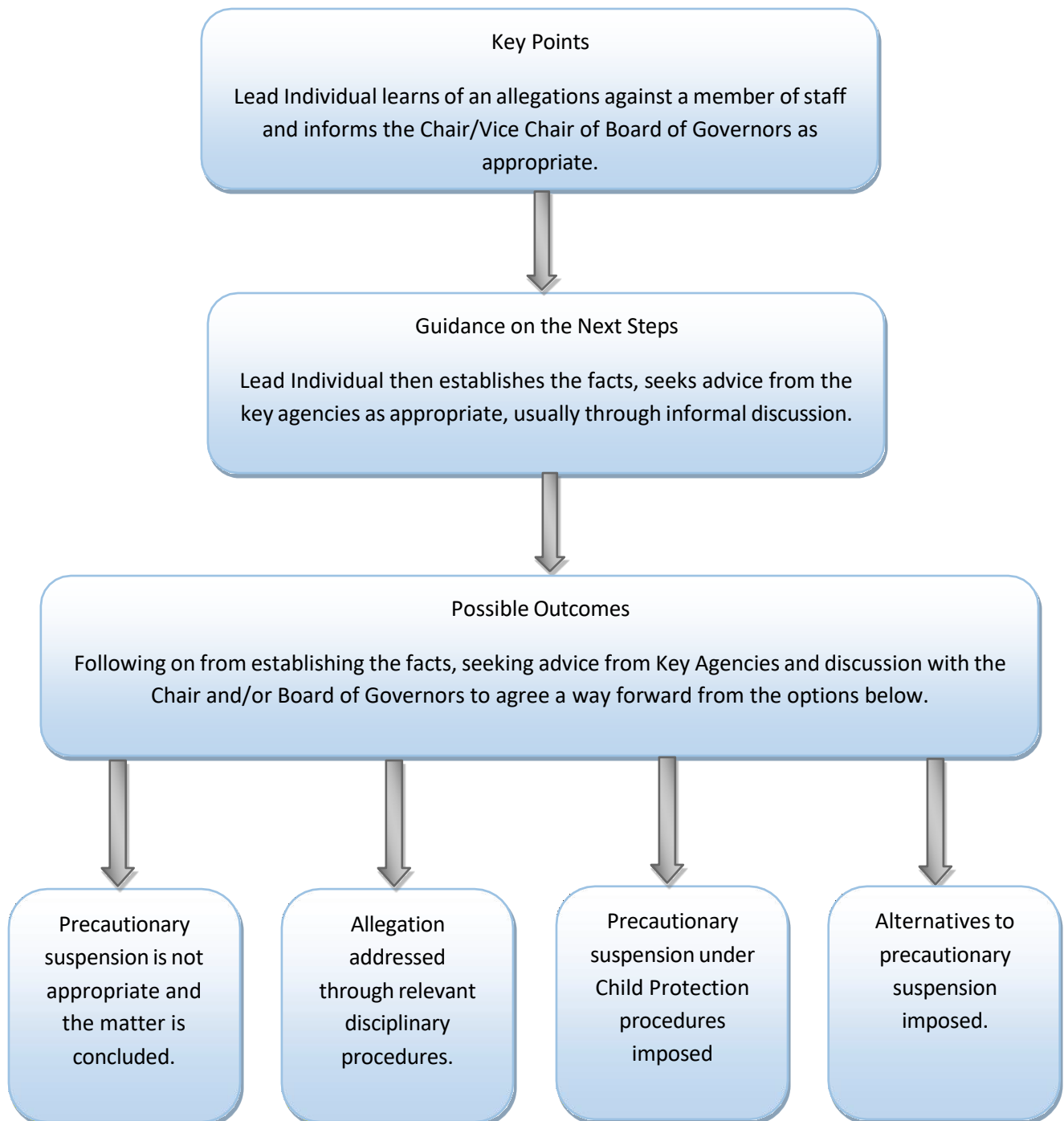
Ulidia Integrated College Safeguarding and Child Protection Procedures

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



Ulidia Integrated College Safeguarding and Child Protection Procedures

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



Useful Contacts

1. Child Protection Support Service for Schools (CPSSS)
Tel: 028 95985 5590
2. Social Services - Gateway Services/Child Protection
Tel: 028 94424 459
3. PSNI
Tel: 028 9065 0222 - Central Exchange
Tel: 0845 600 8000 - Public Protection Unit (ask for the PPU in your area)
4. Disclosure and Barring Service (DBS)
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
Tel: 03000 200 190
5. Safeguarding Board for NI
www.safeguardingni.org

