

S P E R R I N
INTEGRATED COLLEGE

MAGHERAFELT

Child Protection Policy

Outline of Policy

Related
Documents

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Section One General Information

Rationale

Sperrin Integrated College recognises that we have a pastoral responsibility towards our pupils and we recognise that our pupils have the fundamental right to be protected from harm. We are committed to do whatever is reasonable, to safeguard and promote our pupil's safety and well being.

We acknowledge that children cannot learn effectively or develop unless they feel secure.

Our ethos contributes to the care, safety and well being of our children.

General Principles

The principles and philosophy which underpin our work with children are those set out in the 'UN Convention on the Rights of the Child' (UK Agreement in 1991) and enshrined in the Children (NI) Order 1995 (effective from November 1996). In particular, the principle we support is that every child has the fundamental right to be safe. Our school has a primary responsibility for the care, welfare and safety of the pupils in our charge, within a safe environment. One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognize unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

The following principles from the UN Convention on the Rights of the Child form the basis for effective child protection activity and underpin the guidance which we follow:

- The child's welfare must always be **paramount**; this over-rides all other considerations. Where a child is disabled or has special needs these must be taken into consideration.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is a conflict, the **child's interests must always come first**.
- Children have a right to be **heard**, to be listened to and to be taken seriously. Taking account of their age and understanding they should be consulted and involved in all matters and decisions which may affect their lives. Where a child has a disability, specialist assistance should be sought to achieve a satisfactory outcome.
- Parents/Guardians have a right to respect and should be **consulted** and involved in matters which affect the care, welfare and educational needs of the child.
- Actions taken to protect the child (including investigation) should not in themselves be abusive by causing the child unnecessary distress or further harm.
- Intervention should not deal with the child in isolation; the child's needs should be considered in the context of the family. Agencies' actions must be considered and well informed so that they are sensitive to and take account of the child's gender, age, stage of development, religion, culture, race and any special needs.

- Where it is necessary to protect the child from further abuse, alternatives which do not involve moving the child and which minimise disruption of the family should be explored.

Aims of the Policy

The aims of the policy are:

- To ensure that all Governors, teaching staff, non-teaching staff and individuals who work with and support children in our school are fully aware of the legislation setting out the requirements for professional practice in relation to children and young people.
- To provide guidance on the roles of key personnel who deal with Child Protection matters.
- To ensure that staff are aware of their roles and responsibilities relating to Child Protection (prevention, recognition, response, referral and confidentiality).
- To ensure staff are aware of the procedures to be followed.
- To ensure pupils are aware of the actions they can take to stay safe and know who to contact if they have a concern.
- To outline the procedures for the Board of Governors to ensure all documentation and policy guidance is followed.
- To ensure that training is in place.
- To inform parents that procedures are in place for Child Protection issues.

Roles and Responsibilities

Chair of the Board of Governors – Mrs F Symington

- The Chairperson of the Board of Governors plays an important role in creating the safeguarding ethos within the school environment.
- The Chairperson should ensure that she has received the appropriate training.
- The Chairperson should ensure that at least one governor on each Recruitment and Selection panel has Child Protection training in compliance with the DE circular 2006/08 (Appendix 10)
- The Chairperson should ensure that all new governors should be vetted in accordance with the DENI Circular 2006/25.
- In the event of a Child Protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in accordance with the policy procedures.
- Sign/Monitor the Complaints against Staff book.

Specific Board of Governor(s) for Child Protection

This Governor advises the board on :

- Role of the Designated Teachers
- Content of Policy
- Content of Code of Conduct
- Contents of updates on Child Protection Matters (including Annual Report)

- Recruitment, selection and vetting of staff, including sitting on the recruitment panel

Principal Mrs B A Heron

- Overall responsibility for the day to day running of the school including the appointment and management of suitable staff to Designated Teacher for Child Protection and ensuring they are effectively following Child Protection Policy and Procedures.
- Ensure the parents and pupils have access to a copy of the Child Protection Policy and Complaints procedures every 2 years.
- Ensure the Board of Governors fulfil their responsibilities.
- Make an Annual Report to Board of Governors on Child Protection issues which includes :
 - A)** A report on the school maintenance on Child Protection records e.g
 - i. Concerns of abuse
 - ii. Complaints against staff
 - iii. Referrals to Social Services

(All of the above must be anonymous in keeping with the principle of confidentiality)

 - B)** Child Protection Training
 - i. Designated/Deputy Designated Teacher
 - ii. Principal
 - iii. Governors
 - iv. Whole School
 - C)** Policy Review/Update
 - D)** Safeguarding Initiatives

Designated Teacher for Child Protection - Mrs D Chambers

- Training all school staff including support staff.
- Being available to discuss the Child Protection concerns of any member of staff.
- Responsibility for record keeping of all Child Protection concerns.
- Making referrals to Social Services or PSNI Care Units.
- Liaison with NEELB Designated Officers for Child Protection.
- To liaise with the Principal and Deputy Designated Teacher on Child Protection cases.
- Keeping the school principal informed.
- To lead responsibility for the development of school's Child Protection Policy.
- Promotion of Child Protection ethos in school.
- Provide written report to Board of Governors regarding Child Protection matters.
- Attend case conferences and provide written reports to Social Services.
- Notify the Board of Governors on Child Protection Referrals.

Deputy Designated Teachers for Child Protection - Mr D Davies, Mrs Monaghan and Mr Small

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

Child Protection Support Service for Schools - Elaine Craig - EANI (North Eastern Section)

- To provide advice, support and training to designated teachers on Child Protection matters.
- Education Welfare Services (EWS).
- Meets with school personnel (Vice Principal/Principal) to liaise with and support pupils and school staff.

Staff (Including Support Staff)

- Be aware of school policies and procedures in relation to Child Protection.
- Know how to identify signs and symptoms of possible abuse.
- Know how to respond to a disclosure and act in accordance with the guidance set out in this policy and training.
- Adhere to the Code of Conduct.
- As part of their teaching/induction programme (Personal Development) ensure pupils are taught the processes in safeguarding themselves and if they have concerns pupils know who to contact.

Parents

- At Induction Stage inform the Designated Teacher for Child Protection of any information relating to Child Protection matters.
- Ensure their child adheres to the school's Discipline Policy and Code of Conduct including Anti-Bullying/Use of Internet/Mobile Phone.
- Inform school of any changes in home circumstances including address/guardians/people with parental responsibility. This should be done in writing to Mrs B Heron.
- If parents have any complaints regarding staff conduct they should they should be made in writing if possible or follow the Complaints Procedure(Refer to Complaints Policy).
- Ensuring that pupils who have concerns know who they should contact.

Definitions

Definition of a Child

A child is a person under the age of 18 years as defined in the Child Order.

Definition of Abuse

Child abuse occurs in families from all social classes and cultures and it also occurs in agencies and organisations. Abusers come from all walks of life and all occupations and professions. 90% of abused children know their abuser (Co-operating to Safeguarding 2003) and we need to be mindful that 1/3 of children do not report abuse at the time and 1/3 never will. (NSPCC 2006)

The following is an extract from 'Co-operating to Protect Children':

'the definition it contains are all comprehended in the term "child abuse";

'Children may be abused by a parent, a sibling or other relative, a carer, an acquaintance or a stranger, who may be an adult or a young person. The abuse may be the result of a deliberate act or a failure on the part of a parent or carer to act or to provide proper care, or both. The abuse may take a number of forms including :

Neglect, physical injury, sexual or emotional abuse. Very extreme and persistent bullying may be defined as abuse.'

Significant Harm

The school is aware that sometimes a child whose own behaviours such as alcohol consumption, consumption of illegal drugs or sexual activity whilst placing a child at risk of significant harm, may not necessarily constitute abuse as defined for the purposes of this policy.

Detailed Definitions of Types of Abuse

We use the following definition of Child Abuse:

Neglect - The persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Physical - Physical injury to a child, whether deliberately inflicted or knowingly not prevented.

Sexual - The sexual exploitation of a child or young person for an adult's or another young person's own sexual gratification; the involvement of children or young people in sexual activities of any kind (including exposure to pornography) which they do not understand, to which they are unable to give informed consent, or that violate normal family roles.

Emotional - Persistent or significant emotional ill-treatment or rejection, resulting in severe adverse affects on the emotional, physical and/or behavioural development of a child.

Bullying - This is a form of behaviour sometimes associated with abuse and takes the form of

'.....deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him - or herself'

Child Protection, Pastoral Care in Schools 1999.

A copy of the school's Anti-Bullying Policy is available from the Principal's Secretary for inspection should a parent wish to see it.

Recognising Signs and Symptoms of Abuse

Physical Injury

Actual or risk of physical injury to a child or failure to prevent injury (or suffering) to a child, including deliberate poisoning, suffocation and Munchausen's Syndrome by proxy. This includes excessive punishment.

Symptoms:

- Bruises
- Broken bones
- Cuts and grazes

- Behaviour changes/wet bed/withdrawal/regression
- Frequent unexplained injuries
- Finger marks
- Cigarette burns
- Afraid of physical contact
- Violent behaviour during role play
- Unwillingness to change clothes
- Aggressive language and use of threats
- Cowering
- Bruising in unusual areas
- Changing explanation of injuries
- Not wanting to go home with parent or carer

Sexual Abuse

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptoms:

- Inappropriate behaviour – language
- Withdrawn
- Change of behaviour
- Role play
- Rejecting physical contact or demanding attention
- Physical evidence – marks, bruising
- Pain on going to toilet, strong urine
- Rocking
- Relationships with other adults or children for example, being forward
- Knowledge
- Stained underwear
- Bruising/marks in genital area
- Drawing – inappropriate knowledge

Neglect

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms:

- Dirty
- Lack of appropriate clothing
- Cold – complaining of
- Hunger – complaining of
- Body sores
- Urine smells
- Unkempt hair
- No parental interest
- Not wanting to communicate
- Behaviour problems
- Attention seeking
- Lack of respect
- Often in trouble – police
- Bullying
- Use of bad language
- Always out at all hours
- Stealing
- Lack of confidence – low self-esteem
- Jealousy

Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

- Crying

- Rocking
- Withdrawn
- Not wanting to socialise
- Cringing
- Picking up points through conversation with children
- Bad Behaviour
- Aggression
- Behaviour changes
- Bribery by parent
- Self infliction
- Lack of confidence
- Attention seeking
- Isolation from peers – unable to communicate
- Clingy
- Afraid of authoritative figures
- Treating others as they have been treated
- Philosophy

Exploitation

Is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

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

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 they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not 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

Potential indicators of CSE:

- Acquisition of money, clothes, mobile phones etc without plausible explanation.
- Truancy/leaving school without permission.
- Persistently going missing or returning late.
- Receiving lots of texts/ phone calls prior to leaving.
- Change in mood - agitated/stressed.
- Appearing distraught/dishevelled or under the influence of substances.
- Inappropriate sexualised behaviour for age.
- Physical symptoms eg bruising; bite marks.
- Collected from school by unknown adults or taxis.
- New peer groups.
- Significantly older boyfriend or girlfriend.
- Increasing secretiveness around behaviours.
- Low self-esteem.
- Change in personal hygiene (greater attention or less).
- Self harm and other expressions of despair.
- Evidence or suspicion of substance abuse.

While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring. More importantly, nor does their absence mean it is not. 6.2.2 What to Do CSE is a form of child abuse and, as such, any member of staff suspecting that CSE

Grooming

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. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case. Grooming is often associated with Child Sexual Exploitation (CSE) (see previous section), but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify. Adults may misuse online settings eg chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children and young people or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared. Those working or volunteering with children or young people should be alert to signs that may indicate grooming, and take early action. Signs can be similar to those outlined in Child Sexual Exploitation (CSE)

Domestic and Sexual Violence and Abuse

The Stopping Domestic and Sexual Violence and Abuse Strategy (2016) defines domestic and sexual violence and abuse as follows:-

Domestic Violence and Abuse:

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

Sexual Violence and Abuse

'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).'

Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual's incapacity to give informed consent.

Background

Statistics available for Northern Ireland in 2016 indicated an increase in the number of calls to PSNI and deaths due to domestic abuse, with approximately 27,628 calls made and six deaths recorded. At least 15,000 children are estimated to be living in a culture of/or are survivors of violence in the home. NSPCC research carried out in 2009 'Partner exploitation and violence in teenage intimate relationships' highlights partner violence as a significant concern for young people's wellbeing, providing unequivocal evidence for the need to develop more effective safeguards in this area of child welfare. The survey identified that three-quarters of girls in a relationship experienced emotional violence of some form, a third reported sexual violence and a quarter experienced physical violence with one in 10 girls the physical violence was defined as severe. Half of boys in a relationship reported emotional violence, 18 per cent experienced physical violence and 16 per cent Specific Types of Abuse Specific Types of Abuse 6 - 6 6 - 7 sexual violence. Thus, a substantial number of young people will experience some form of violence from their partner before they reach adulthood

Process

Schools should ensure that:

- Training for Designated Teachers (DTs) for Child protection includes awareness of domestic violence and its impact on children;
- The Child Protection Policy includes recognition of the impact on children of an abusive family setting and states that cases will be reported to the appropriate statutory agency;
- Domestic and sexual violence and abuse is included in the school's preventative curriculum

The DT can contact CPSS for advice at any stage (details are in the Contacts Section).

Preventative Curriculum

We offer a supportive environment to children who are being abused, have been abused and may in the future be abused. All children are vulnerable.

The school has developed and provides a 'Child Protection Ethos' and a preventative curriculum. We offer children an alternative model to violent or abusive behaviour and alternative methods of responding. We aim to involve the whole school in creating a 'listening school'.

The school offers protection on two levels:

Immediate protection - creating a listening environment that makes it easier for children to share their concerns.

Long term protection through the preventative curriculum- enhancing self esteem and encouraging pro-social skills, breaking the cycle of abusive behaviour. Raising awareness of Child Protection and other related areas such as Anti Bullying should form part of the taught curriculum through LLW (PD), Pupils are taught about Safeguarding issues 1-2 per year as part of Learning Tutor lessons.

The Board of Governors ensures that the school curriculum includes a programme for pupils on personal protection. The College delivers this programme during Personal Development and Induction.

The Board of Governors ensures that the school has and follows the Code of Practice for the conduct of all members of staff, teaching and non-teaching, towards the pupils attending the school. The Code of Practice covers all activities organised in and by the school, whether on school premises or elsewhere.

We endeavour to ensure that persons beyond the school staff who are invited to be involved as helpers/leaders on trips, residential visits, or other out of school activities are subject to vetting procedures in keeping with current arrangements for the care and protection of young people.

Training will be provided on issues relating to Child Protection.

Visitors to the school will be provided with information relating to Child Protection matters.

School Security/Signage

Due to the nature of our building all visitors are requested to sign in at Reception before being admitted through the car park barrier. The school has 2 barriers which prevent unauthorised vehicles entering the school site. The school also has CCTV cameras which view all entrances to the school site and building. The back of the site has restricted access and is surrounded by a 10-meter fence

Signage is placed in the windows facing the car park and at entrances into foyers to promote this policy.

All staff are vigilant and will ask visitors/strangers for passes etc. if they have any concerns.

Visitors

Prior to attending the school, visitors will be informed of the signing in and out procedures and will have to seek permission from the Principal/Designated Teacher for Child Protection to have access to pupils. Visitors will only have access to pupils escorted by a member/s of Sperrin staff e.g. visiting speakers

Code of Conduct

A Code of Conduct for employees within the Education Sector (including Volunteers) whose work brings them into contact with children/young people.

Introduction

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

Code of Conduct

1. Private meetings with pupils

- a. Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- b. Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use signs prohibiting entry to the room.
- c. Where possible another pupil or preferably another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

2. Physical Contact with Pupils

- a. As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- b. It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring Parent/Guardian would provide. Staff should not feel inhibited from providing this.
- c. Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (Power of member of staff to restrain pupils).

In addition, the document 'Towards a Model Policy in Schools on the Use of Reasonable Force' (Dec 2002) produced by a joint working party made up of the Education and Library Boards, Council for Catholic Maintained Schools and the Department of Education gives up to date guidance in this area.

- d. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- e. Schools should, in particular circumstances, such as use of certain areas like the internet or a photographic darkroom, draw up their own guidelines for these circumstances.
- f. Staff who have to administer First-Aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide First-Aid in an emergency simply because another person is not present.
- g. Any physical contact which would be likely to be misinterpreted by the pupil, Parent/Guardian or other casual observer should be avoided.

- h. Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.
- i. Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

3. Choice and Use of Teaching Materials

- a. Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- b. When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. Schools have already received advice on the value of consulting Parents/Guardians and Governors when proposing to use materials such as the AIDS education for schools and in connection with sex education programmes.
- c. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

4. Relationships and Attitudes

Within the Pastoral Care Policies of the school and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

Conclusion

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

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice. If employees have any doubts about points in this booklet, 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 re-appraise their teaching styles, relationships with children and their manner and approach to individual children. This will 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.

Response

Procedure for listening to an alleged disclosure.

In the event of an allegation or disclosure of abuse the staff at the school will:

- Listen to the child and accept what is said – Staff will not investigate or ask probing questions. Use active listening skills.

- Explain to the child what they (the staff member) have to do or to whom they have to talk. Do not offer confidentiality.
- Reassure the child by informing them that they have done the right thing by telling and to talk about it.
- Refer the matter to the Designated Teacher – verbally first then followed by written notes as soon as possible.
- Record of Discussion - Using the form in Appendix 1 record the content of your conversation with the child, It is important the staff listen to the child and write notes as soon after the discussion as possible. Children can be uncomfortable if staff are writing while they are speaking.

Procedure for a Cause for Concern

- The Designated Teacher convenes a meeting with the Principal (Child Protection issues take priority over all other business), discuss the case and agree a course of action. (Keep notes)
- The Principal may seek discreet preliminary clarification on the issue. (Assisted by Designated Teacher) (Keep notes)
- As good practice the Designated Teacher will contact Education Authority advisors in County Hall , Gateway Social Services or Central Referral Unit PSNI if an alleged crime is committed . (Keep notes on the advice)
- If a decision is made to make a referral to Social Services this will be done in writing using the UNOCINI form.
- Inform the parent(s). (If they are not the subject of the allegation)
- The Designated Teacher will follow up on the referral if Social Services fail to contact the school. (normally within 7 days)
- Referral should be completed on a UNOCINI proforma and ideally completed electronically. The document should be encrypted and saved with a secure password. The document should be emailed to SPOE.Referrals@northerntrust.hscni.net with the password attached.
- The Designated Teacher will keep records and notes on all information in the Vice Principal's office indefinitely.

DO NOT INVESTIGATE

Process for Referral are set out in the flowchart below
Procedure where the school has concerns, or has been given information about possible abuse by someone other than a member of staff

Member of staff completes the Note of Concern on what has been observed or shared and must ACT PROMPTLY. Source of concern is notified that the school will follow up appropriately on the issues raised.

Staff member discusses concerns with the Designated Teacher or Deputy Designated Teacher in his/her absence and provides note of concern.

Designated Teacher should consult with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required advice may be sought from a CPSS officer.

Child Protection referral is required

Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephones the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours.

Designated Teacher clarifies/discusses concern with child/parent/carers and decides if a child protection referral is or is not required.

Child Protection referral is not required

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).

Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored

It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is reported immediately to the PSNI and Social Services to ensure that emergency protection measures are put in place. This is particularly important if there is a risk of the child at home. Contact details for the PSNI Central Referral Unit and Duty Social Workers can be found in the Contacts Section. 8
DE Circular 2016/20 Child Protection Record Keeping in Schools.

Dealing with Allegations of Abuse Against a Member of Staff

Procedure where there is a concern about possible abuse by a member of staff, Principal or Designated Teacher. In this process a Lead Individual must be involved. In most cases this is the Principal but if the allegation is against the Principal the Lead Individual can be the Chair of Governors

Key Points

Lead individual learns of an allegation against a member of staff and informs the Chair/Vice Chair of BoG as appropriate.

Guidance on the Next Steps

Lead individual then establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion.

Possible Outcomes

Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and/or BoG to agree a way forward from the options below.

Precautionary suspension is not appropriate and the matter is concluded.

Allegation addressed through relevant disciplinary procedures.

Precautionary suspension under Child Protection procedures imposed

Alternatives to precautionary suspension imposed

Note: DE Circular 2016/20 Child Protection Record Keeping in Schools.

Lead Individual to manage the handling of an allegation should be identified from the outset, normally the Principal or a designated senior member of staff/ Governors.

Referral – Co-operating to Support and Protect Children

Procedures for reporting suspected (or disclosed) child abuse

The Designated Teacher for Child Protection is Mrs D Chambers. In her absence Mr D Davies, Mrs Monaghan or Mr Small 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.**

NOTE: Records/Notes should be kept at every stage

Dealing with Allegations of Abuse made Against a Member of Staff

Where a complaint about possible abuse is made against a member of staff of the school, the procedures in

DE Circular 2015/13 should be followed

- www.education-ni.gov.uk/publications/circular-201513-dealing-allegations-abuseagainst-member-staff.

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 possible risk of harm to children posed by a member of staff must be evaluated and

managed and in some cases this will require consideration of suspension as a precautionary measure

Statutory Responsibilities

The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on Boards of Governors to safeguard and promote the welfare of pupils. In order to fulfil these responsibilities Governors are obliged to acknowledge and work within the relevant guidance issued by the Department of Education (DE) and the Department of Health (DoH).

Process

Principals and Boards of Governors have a duty of care for the welfare of pupils and any allegation needs to be effectively evaluated and managed. However, as employers, they also have a duty of care to their staff and should ensure they provide effective support for anyone facing an allegation of abuse.

All allegations should be reported immediately, normally to the Principal or Designated Teacher for Child Protection/Deputy Designated Teacher 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, Deputy Chairperson, Designated Governor for Child Protection and the person about to be the Lead Individual.

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 pertaining to a member of School Staff must be recorded in the hard backed and bound Record of Child Abuse Complaints book 6 , which must be retained securely. A record of this should be placed on the relevant pupil's Child Protection File. For more information on recording of child protection complaints see DE Circular 2016/20 Child Protection: Record Keeping in Schools

Response if pupils are on Educational Visits or Out of Normal School Hours

All Trip Leaders will be fully aware of Child Protection Procedures and volunteers etc will be vetted prior to any visit.

However, if a disclosure or an incident occurs where alleged abuse is reported the Trip Leader will:

- If the trip is within school hours – contact the school as soon as possible and verbally report the incident to either the Principal or Designated Teacher. Thereafter normal Child Protection Procedures will be followed.
- If the trip or visit is outside normal school hours, then the trip organiser should contact the school emergency person (normally the Principal or Designated Teacher for Child Protection) and report the incident. Normal procedures will then be followed. If the emergency contact person cannot be contacted the Trip Leader should contact the local Social Services. (See Educational Visits Policy)

Section 4

Confidentiality and Record Keeping

Confidentiality

- Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly Social Services and have a **legal duty to report**.
- If a child makes a disclosure about possible abuse, the staff member does have a Duty of Care to inform the child that **they cannot offer confidentiality**. However they need to tell the child as sensitively as possible that the information will only be shared with the appropriate school staff and external agencies.
- Staff should only discuss Child Protection matters with the Principal, Designated Teacher for Child Protection and the Deputy Designated Teacher for Child Protection.

Record Keeping

- It is the Principal's responsibility to ensure that proper records are kept on all matters relating to Child Protection.
These matters should be dated and timed and include information on the following:
 - i. The nature of the information
 - ii. Who gave it
 - iii. What signs or symptoms of abuse and a description
- All notes should be given to the Designated Teacher including original notes. (These may be in any form)
- The Designated Teacher will also include:
 - i. Information on advice given from Social Services or the Education Authority with reasons for or against a decision to refer

- ii. Copy of UNOCINI (If a referral is made to Social Services). An electronic copy of the UNOCINI is available to the safeguarding team on private 10. When filled in the UNOCINI must be password protected and emailed to spoe.referrals @ northeritrust.hscni.net
- The College will retain all Child Protection records until the person is 30 years.
- The records will be kept in the Vice Principal's Office in a locked filing cabinet. Records will be archived into a locked filing cabinet in the Archive store once the pupil has finished school.
- **Record of Child Protection Cases: (Children) A log book will be kept in a locked filing cabinet which records all incidents/cases dealt with by Designated Teacher. These will include cases referred and these not.**
- Record of Child Protection Cases (Complaints Against Staff) – A log book will be kept in the locked filing cabinet which records all incidents/cases dealt with by the Principal and/or the Designated Teacher. These will include cases referred and not.
- **DE Circular 2016/20-Child Protection- Record Keeping in Schools**

NOTE

The log book will be a side bound book to ensure that tampering with records will prove difficult.

The Chair Person of the Board of Governors will sign and date the Complaints Against Staff Log Book once per year.

- A report will be made to the Board of Governors annually on Child Protection matters – This report will be filed in the Child Protection cabinet.

Section 5 Images of Children

Permission will be sought for use of Photographic Images of Children at the point of entry to the school (normally First Year). Images are used by the school throughout the academic year for internal and external displays, promotions, press and publications. It is up to the teacher responsible for the images to store them in an environment that cannot be accessed easily.

Section 6 Recruitment and Volunteers

The Principal has responsibility for ensuring that all staff (teaching and non-teaching) as well as volunteers follow the DENI guidance set out in :

- DE Circular 2006/06 – Child Protection: Recruitment of people to work with children and young people in an educational setting.
- DE Circular 2006/07 - Child Protection: Employment of Substitute Teachers.
- DE Circular 2006/08 – Child Protection: Training requirements for school governors on staff selection and recruitment panels.
- DE Circular 2006/09 – Child Protection: Criminal Background Checking of Staff in Schools – Programme to extend the coverage.

Volunteers

Volunteers make a valuable contribution in our school community and allow activities that benefit our pupils. However, our overriding responsibility is our duty to safeguard our pupils. Therefore, all volunteers are vetted and asked to complete records on personal information – an additional police check is carried out. The Trip Leader has responsibility to make volunteers aware of Child Protection Procedures and Responsibilities.

Section 7 Training

- All staff (teaching and non-teaching) receive training in Child Protection Procedures every year.
- The Designated Teacher has responsibility for training staff. This is normally done as part of Induction.
- The school will provide Child Protection information to new comers/Volunteers who work in the school.

Staff In-Service Training

The school is committed to on-going in-service training for all staff. All staff will receive general training on Policy and Procedures with Designated Teachers, Deputy Designated Teachers and Principal receiving Level II and Level III. (See Appendix 4 for Staff Professional Development

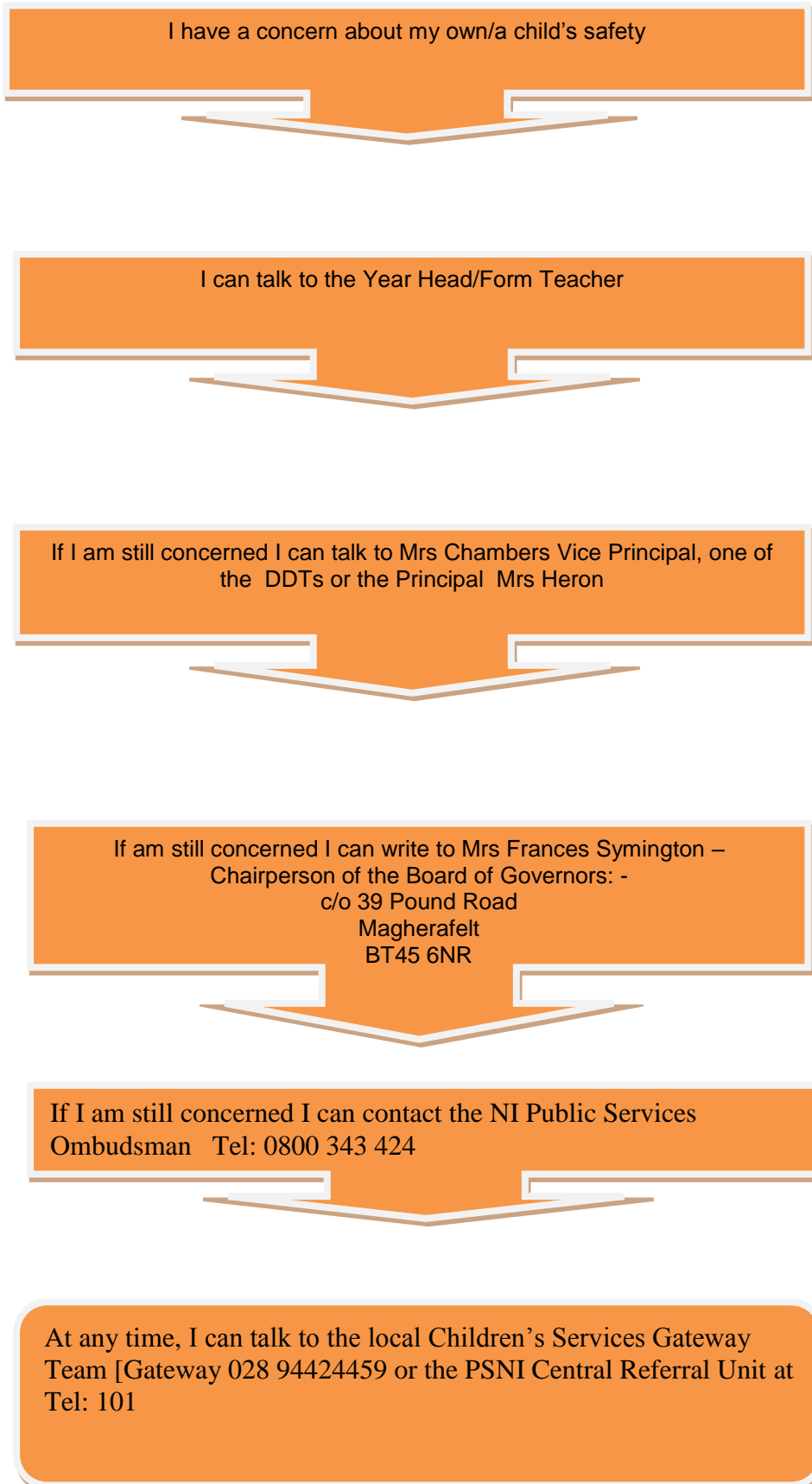
Section 8 Monitoring and Evaluation of Policy

- The Designated Teacher has responsibility for Policy Development and will update in light of any new guidance and legislation.
- Parents, governors, staff, and pupils will participate in consultation and policy review via the Child Protection questionnaires (Appendix) and a full review will take place every 2 years.

Section 9 Complaints Procedure

How a Parent/Guardian can make a Child Protection complaint:

The process for a parent who has a potential safeguarding or child protection concern is set out below.



Note of Concern

(NB It is imperative that only factual and neutral information is recorded)

Details of the incident/concerns/disclosure – Day, date, time, place, who dealt with it, observations or circumstances, description of physical/behavioural indicators, child/young person’s statements.

.....

.....

.....

.....

.....

Details of anyone else involved; conversations held with anyone else; witnesses e.g. parent, other staff member, Designated Teacher – Day, date, time, place, factual content of conversation.

.....

.....

.....

.....

.....

Referral to which Designated Teacher in school who, when (date and time), how, place and advice given by the Designated Teacher.

.....

.....

.....

.....

.....

Signed by School Staff Member.....Date.....

To be completed by the Designated/Deputy Designated Teacher

Advice sought/conversation with – Board Officer for Child Protection, Social Services, PSNI CPSA Unit, date, time, place, advice.

.....
.....
.....
.....
.....

Action as a result of advice – Who spoken to, day, date, time, what was said and agreed etc.

.....
.....
.....
.....
.....

Decision not to refer and why. Other action plus type of feedback to all those involved – How, when.

.....
.....
.....
.....
.....

Decision to refer and why. Other action plus type of feedback to all those involved how, when.

.....
.....
.....
.....
.....

Signed by Designated Teacher.....Date.....

**Appendix 2
Useful Telephone Numbers**

**1. EANI Child Protection Service – EANI North Eastern Region
Telephone : County Hall 028 94482223**

Armagh 028 38341975

Ballymena 028 94482223

Belfast 028 90564289

Dundonald 028 90566434

Omagh 028 82411480

2. Social Services: Sperrin House 028 79360840

3. Gateway Central Referral: (028) 94424459

- PSNI Care Unit Cookstown: 0845 600 8000 ext 52084
- PSNI Police Exchange: 101

4. Educational Psychology – EANI – North Eastern region

- Dr Agnes Travers: 028 70328462

4. Education Welfare / LAC EWO

- Education Welfare – Coleraine – 028 70868588 / Fax Number – 028 70869196
- Antrim Education Welfare - 028 94487663 / 028 94487101

NSPCC: 0800800500

Child Line: 0800 1111

North Down Family Works Counselling Service:

**Appendix 3
Vetting of Volunteers**

**Sperrin Integrated College
Pastoral Care in Schools
Child Protection
Confidential**

Volunteer Reference Form:.....College

.....has expressed an interest in becoming a volunteer, and has given your name as a referee. If you are happy to complete this reference, all the information contained on the form will remain absolutely confidential, and will only be shared with the applicant's immediate supervisor should he/she be accepted as a volunteer. We would appreciate your being extremely candid in your evaluation of this person.

- How long have you known this person ?.....
- In what capacity ?.....
- What attributes does this person have that would make him/her a suitable volunteer ?.....
.....
- How would you describe his/her personality ?.....
.....
- Please rate this person on the following qualities (*please tick one box on each line*)

	Poor	Average	Good	Very Good	Excellent
Responsibility					
Maturity					
Self Motivation					
Can motivate others					
Commitment					
Energy					
Trustworthiness					
Reliability					

This post involves substantial access to children. As a school which is committed to the welfare and protection of children, we are anxious to know if you have any reason at all to be concerned about this applicant being in contact with children or young people.

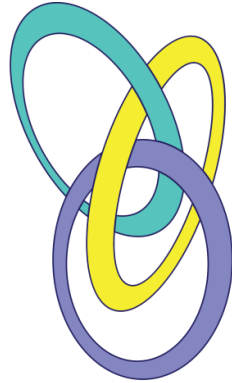
Yes **No** (*please tick*)

If you have answered "YES" we will contact you in confidence.

Please return this form to:.....by.....

Thank you for taking time to complete this form

**Appendix 4
Application Form**



S P E R R I N
INTEGRATED COLLEGE

MAGHERAFELT

Sperrin Integrated College
Data Collection/Application Form
For
Volunteers

Return To: The Principal
39 Pound Road
Magherafelt
BT45 6NR

**Sperrin Integrated College
Confidential Information**

Name:.....

.....

Address:.....

.....

Previous names:.....

(where applicable)

Telephone No:.....**Date of Birth:**.....

Current Occupation:.....

Relationship with School:.....

(Eg: parent, former pupil, friend / relative of member of staff)

Qualification: *(please state any relevant qualifications that may support your application:
eg coaching qualification / first aid)*

.....

.....

1. Have you previously been involved in voluntary work involving children and young people? If so, please give details.

.....

.....

2. Do you have: 1. A current driving licence? Yes/No

2. Use of Car? Yes/No

3. How many hours per week can you make available?.....

Or Date(s) of trip:.....

On which days?.....

Morning/afternoon:.....

4. Do you have any disability, which would affect the type of voluntary work you could undertake?

Yes/No *(Please delete as appropriate)* If yes, please give details:

.....

.....

5. Have you ever been convicted of a criminal offence or been the subject of a caution or bound over order? *You are advised that under the provisions of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended by the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 1986, you should declare any convictions, including "spent" convictions.*

Yes/No

If yes, please state below the nature and date(s) of the offences(s) and the date(s) of conviction(s) or caution(s)

.....

6. Have you ever been investigated by Social Services in relation to child protection or had a child removed from your care?

Yes/No

If yes, please provide details and advise on the outcome of the investigation.

.....

Referees

Please give the names and addresses of two referees who may be approached to support your application for voluntary activities. Referees should not be family members or members of the school staff.

1. Name:.....	2. Name:.....
Address:.....	Address:.....
.....
.....

Other Information

Please include below any other information which you would like to give in support of your application:

.....

Criminal Records Checks

Voluntary activities in the school may involve substantial contact with children and it may therefore be necessary to arrange for a Criminal Records Check to be carried out on certain applicants, depending on the activities they will undertake. Please sign the declaration below, indicating whether you are willing for such a check to be carried out on you.

Declaration

The information, which I have given, is correct. I have declared any criminal convictions as listed above.

I give/I do not give my permission for a Criminal Records check to be made should this be considered necessary.
(delete as appropriate)

Signature:.....

Name:.....
(In Block Capitals)

Date:.....

Appendix 5

Sperrin Integrated College
Pastoral Care in Schools
Child Protection
Confidential

Volunteer Reference Form:.....**College**

.....has expressed an interest in becoming a volunteer, and has given your name as a referee. If you are happy to complete this reference, all the information contained on the form will remain absolutely confidential, and will only be shared with the applicant's immediate supervisor should he/she be offered a volunteer position. We would appreciate your being extremely candid in your evaluation of this person.

- How long have you known this person ?.....
- In what capacity ?.....
- What attributes does this person have that would make him/her a suitable volunteer?.....

- How would you describe his/her personality.....

- Please rate this person on the following qualities (*please tick one box on each line*)

	Poor	Average	Good	V/Good	Excellent
Responsibility					
Maturity					
Self Motivation					
Can motivate others					
Commitment					
Energy					
Trustworthiness					
Reliability					

This post involves substantial access to children. As a school which is committed to the welfare and protection of children, we are anxious to know if you have any reason at all to be concerned about this applicant being in contact with children or young people.

Yes **No** (*please tick*)

If you have answered "**YES**" we will contact you in confidence.

Please return this form to: _____ **by** _____

Thank you

Appendix 6

Safeguarding Proforma 2016/17- Eti Checklist for Board of Governors to meet Eti Standards of best Practice

Whole Organisation				
Current Requirement	Yes	No	Any proposed action (+ RAG process)	What is the nature of the evidence and where is it located?
<p>1. There are written child protection/ safeguarding policies and procedures which are ratified by the board of governors.</p>				
<p><i>Do the policies reflect the needs of all of the pupils in the organisation? (Please see the appendix attached)</i></p>				
<p>2. There is a timetabled review and update of the child protection /safeguarding and other care and welfare policies and procedures by senior management.</p> <p>There is a Relationships and Sexuality Education policy as required by Circular 2013/16, which includes consultation with parents and endorsement by the board of governors.</p>				
<p><i>When were they last reviewed?</i></p> <p><i>How frequently are the child protection and care and welfare policies reviewed and updated?</i></p> <p><i>Does the review process meet the requirements/guidance issued by DE (see Appendix)? For example, is there a review of child protection policies and procedures annually and other care and welfare policies and procedures as required, and at least every 3 years?</i></p> <p><i>Does this include a review of the taught pastoral / preventative education curriculum?</i></p> <p><i>How are staff and managers, governors, parents/carers and pupils involved in the review process?</i></p>				
<p>3. Appropriate risk assessment procedures are in place across the organisation including assessment procedures to manage the recruitment and supervision of all volunteers.</p>				
<p><i>Note: supervision means regular, day to day, reasonable in all circumstances to protect children, and carried out by an individual who is engaged in regulated activity relating to children</i></p>				

<p><i>and young people and has therefore been vetted.</i></p> <p><i>How does the organisation carry out risk assessments to determine if volunteers or other individuals <u>not on its payroll</u> should or should not be vetted?</i></p> <p><i>How does the organisation carry out risk assessments? Examples may include: trips and residential visits; visitors to the school; challenging behaviours; pupils displaying harmful sexualised behaviours.</i> <i>(There is a need for written evidence of risk assessments carried out by the leadership and management of the school.)</i></p>				
<p>4. The school ensures the security of the school site and buildings.</p>				
<p><i>What are the school's procedures to ensure the security of the site and buildings in the best interests of the pupils and staff?</i></p>				
<p>5. All staff, paid and unpaid, are aware of and follow the agreed child protection/safeguarding policies and procedures.</p>				
<p><i>How is this monitored e.g. are records kept and a register maintained?</i> <i>Does this include substitute teachers, and peripatetic teachers such as music tutors, sports coaches, etc?</i></p>				
<p>6. There is an agreed code of conduct which sets clear expectations of behaviour for staff and pupils and has been ratified by the board of governors.</p>				
<p><i>Who monitors the implementation and how? Examples include procedures for intimate care/ toileting/changing pupils.</i></p> <p><i>Does this include the appropriate use of social media by staff both in and outside of school?</i></p> <p><i>Does it set out how staff record safeguarding matters/issues?</i></p>				
<p>7. There is an agreed positive behaviour management (discipline) policy, including an anti-bullying policy, which promotes positive behaviour and on which parents/carers, pupils, staff and the board of governors have been consulted. The policies should take account of current DE Guidance (see Appendix</p> <p>NOTE: The lead inspector for care and support / welfare will ask about an example of an incident relating to bullying behaviours and how the school dealt with it.</p>				

<p><i>When were the policies last reviewed and was appropriate guidance used?</i></p> <p><i>For example, has the anti-bullying policy been updated using the NI Anti-Bullying Guidance materials?</i></p> <p><i>How are incidents of bullying behaviours recorded and followed up and, where appropriate, has a chronological record been established to note the associated actions taken by the school?</i></p> <p><i>When and how are parents/carers/pupils consulted?</i></p> <p><i>Were any changes made in light of the consultation?</i></p> <p><i>Do all staff consistently use SIMS to record and monitor pastoral issues, including bullying?</i></p>				
<p>8. There is a designated teacher (DT) and deputy designated teacher(s) (DDT) for child protection/ safeguarding in the school who form part of a designated child protection/safeguarding team.</p>				
<p><i>Who are they and what is their relevant experience?</i></p> <p><i>Is there at least one member of the Safeguarding Team on the SLT? Who is it?</i></p> <p><i>Who are the other members of the safeguarding team?</i></p>				
<p>9. The names of the DT and DDT(s) are known to all staff, pupils, and parents/carers.</p>				
<p><i>How is this communicated?</i></p>				
<p>10. There is a designated governor who has responsibility for safeguarding.</p>				
<p><i>Who is the designated governor/member of management group? Is this person best placed to carry out the role?</i></p>				
<p>11. All staff on the payroll of the school and unsupervised volunteers are appropriately and suitably vetted in compliance with the relevant Department Circularsⁱⁱ. (See Appendix 2.)</p>				
<p><i>Does the school, in all cases, employ substitute teachers who are on the Northern Ireland Substitute Teachers Register?</i></p>				

Communication and Record Keeping				
Current Requirement	Yes	No	Any proposed action (+ RAG process)	What is the nature of the evidence and where is it located?
<p>12. All members of the board of governors have a copy of:</p> <p>(i) the child protection /</p>				

<p>(ii) safeguarding policy and procedures; DE Circular 1999/10, Pastoral Care in Schools: Child Protection;</p> <p>(iii) Current child protection/safeguarding circularsⁱⁱⁱ and letters of advice issued by DE; School Governors' Handbook on Child Protection.</p>				
<p><i>How does the school take account of letters of advice and updated information from DE?</i></p> <p><i>Note: Where new Circulars or guidance documents are brought to the attention of governors, the action should be minuted as a record e.g. recently: online safety, harmful sexualised behaviours, attendance</i></p>				
<p>13. There is a confidential system for recording information about:</p> <ul style="list-style-type: none"> • suspicions of abuse of a child or young person; • disclosure of abuse; and • complaints of abuse by members of staff. 				
<p><i>Is the organisation clear about the guidance provided by DE on record keeping?</i></p> <p><i>Where are the records kept for suspicions of abuse/complaints against staff?</i></p> <p><i>NOTE 1: The only hard-backed book maintained by a school is in connection with complaints against members of staff.</i></p> <p><i>NOTE 2: ETI do not have the right of access to child protection/staff complaint records but need to be assured that they are stored safely.</i></p>				
<p>14. The system for reporting concerns/complaints about abuse, for example, staff member to DT to principal, is known to all staff (paid and unpaid), parents/ carers and pupils.</p>				
<p><i>Are reporting arrangements clearly specified in policies and procedures and are they displayed on notice boards?</i></p> <p><i>How is this monitored?</i></p>				
<p>15. A report on all child protection/safeguarding activity is presented, at least annually, as an agenda item to the board of governors.</p>				
<p><i>When were they last presented?</i></p> <p><i>Note: best practice recommends that CP is a standing agenda item in governor meetings.</i></p> <p><i>Is it recorded in the minutes?</i></p>				
<p>16. A report on attendance policy and data is presented, at least annually, as</p>				

an agenda item to the board of governors.				
<p><i>When were they last presented?</i></p> <p><i>Note: best practice recommends that attendance is a standing agenda item in governor meetings.</i></p> <p><i>Is it recorded in the minutes?</i></p>				
<p>17. The record of child abuse complaints made against members of staff is considered annually as an agenda item by the board of governors; the record confirms that appropriate action has been taken.</p> <p><i>Note: The ETI inspector will confirm that the record is being maintained.</i></p>				
<p><i>Where is the record kept?</i></p> <p><i>When was it last presented?</i></p> <p><i>Is it signed and dated annually by the principal and chair of the governing body?</i></p> <p><i>Does the format meet the requirements as stated in the relevant guidance?</i></p>				

Children/Young People and Parents				
Current Requirement	Yes	No	Any proposed action (+ RAG)	What is the nature of the evidence and where is it located?
<p>18. All pupils have been informed, in a language understandable to them, about the arrangements for child protection/ safeguarding.</p>				
<p><i>How are pupils informed of the relevant member(s) of staff to whom they should voice their concerns?</i></p> <p><i>For example: displays on notice boards; assemblies; circle time.</i></p> <p><i>Are there any other ways provided by the organisation so that a pupil can express any concerns or issues s/he may have?</i></p>				
<p>19. Parents/carers are provided with a copy of the child protection/ safeguarding policy and complaints procedure in a language appropriate to them, when their child is first enrolled, and every two years thereafter.</p> <p><i>Note: During discussions, the reporting inspector may ask about examples relating to child protection/bullying /safeguarding and how the school ensures that learners make progress and achieve their potential.</i></p>				
<p><i>When and how was such information last communicated to parents/carers?</i></p> <p><i>Is there a summary document which indicates clearly that the full policy and procedures can be requested from the school or found on the website?</i></p> <p><i>Are the needs of the parents of newcomer</i></p>				

<p><i>children met? How?</i></p> <p><i>How are new parents/carers informed of the child protection/safeguarding/anti-bullying procedures? What about children who join the school during the year?</i></p> <p><i>Does the school maintain a record of parental/carer receipt of policies and permissions on intimate care, use of images, and online safety</i></p>				
<p>20. Information is displayed prominently in the building(s) about how a concern/complaint of child abuse or safeguarding issue might be raised.</p>				
<p><i>Where is the information displayed?</i></p> <p><i>Is the display format age appropriate, does it meet the needs of, for example, newcomer children or children with special educational needs?</i></p>				
<p>21. There is appropriate support available to (vulnerable) pupils who are on the child protection register, have disclosed abuse, or are considered at particular risk. For example: looked after children; EOTAS; children with special educational needs.</p>				
<p><i>What form does this support take?</i></p> <p><i>How is this information communicated to relevant staff?</i></p> <p><i>How does the school ensure that vulnerable learners/learners at risk make progress and achieve their potential?</i></p>				

Training				
Current Requirement	Yes	No	Any proposed action (+ RAG process)	What is the nature of the evidence and where is it located?
<p>22. The DT and DDT(s) have completed the introductory (2 days) CPSSS training in safeguarding during their first year in post.</p> <p>Note: in the case of the voluntary sector, the training may have been completed with another recognised training body.</p>				
<p><i>When were the DT and DDT(s) appointed?</i></p> <p><i>When did this training take place?</i></p>				
<p>23. The DT and DDT(s) have received basic 2 day training within their first year in post, and 1 day refresher training every third year thereafter (which means during their 4th and 7th year and so on)</p>				

<p>When was the most recent training for the:</p> <p>a. DT?</p> <p>b. DDT(s)?</p> <p>Briefly outline the nature of the training.</p>				
<p>24. The principal has attended 'Safeguarding Role of School Principals' training or equivalent training by CPSSS.</p>				
<p>Does the frequency of training meet the requirements of the ELB/HSCT?</p> <p>When did this last take place?</p>				
<p>25. All governors have received child protection/safeguarding awareness training as part of their induction programme.</p>				
<p>When was the most recent training?</p> <p>Briefly outline the nature of the training.</p>				
<p>26. The chair and designated governor with responsibility for child protection/safeguarding have received specific CPSSS training for governors which is refreshed during each period of tenure.</p>				
<p>When was the most recent training?</p> <p>Briefly outline the nature of the training.</p> <p>Best practice is at least once every term of office which is four years.</p>				
<p>27. All governors sitting on interview/appointment panels have received specific training on recruitment and vetting of staff.</p>				
<p>Briefly outline the nature of the training.</p>				
<p>28. All members of staff, paid and unpaid, have attended a child protection /safeguarding awareness raising session organised by the designated teacher/deputy designated teacher(s). They have also attended any necessary refresher training at least every 2 years.</p>				
<p>When was the most recent training for all staff?</p> <p>Does the school maintain a record of staff training including frequency, attendance and content?</p> <p>Briefly outline the nature of the training.</p>				
<p>29. New staff have received a child protection /safeguarding awareness raising session as part of their induction programme.</p>				
<p>Briefly outline the nature of the training.</p>				

30. Safeguarding or “keeping safe” messages are actively promoted with pupils within the curriculum and through other activities (e.g. on-line safety, social networking, PD/PDMU/PSE).				
<i>For example: safe use of ICT/mobile devices; personal safety; outdoor play. Detail the range of initiatives/activities undertaken by the organisation to promote “keeping safe” messages.</i>				
31. The organisation has policies and procedures to promote the responsible and safe online use of digital devices.				
<i>Are the policies comprehensive and implemented fully? Are staff provided with appropriate guidance and training on their responsible and safe use of digital devices?</i>				
32. Does your school have a second line which is <u>not</u> provided by C2k? If yes, then does it have a security filter which blocks access by the pupils to all undesirable websites?				
<i>Has a risk assessment been completed for the use of ICT equipment outside of C2K? For example, second lines for Internet access, pupils’ personal digital devices.</i>				

Appendix 7
Consultation Questionnaires
Principal Evaluation Questionnaire

Rate your Principal performance using the scale:

1 = very good 2 = good 3 = satisfactory 4 = some weakness 5 = area for improvement

Please circle appropriate answer

Their

1 Ability to communicate with members of the Pastoral Team	1	2	3	4	5
2 Ability to communicate ideas in writing	1	2	3	4	5
3 Ability to communicate ideas orally	1	2	3	4	5
4 Ability to represent the views of your Pastoral Team	1	2	3	4	5
5 Ability to represent the views of SLT to the Pastoral Team	1	2	3	4	5
6 Ability to organise the administration of Pastoral Care	1	2	3	4	5
7 Ability to delegate responsibilities to others within your team	1	2	3	4	5
8 Ability to listen to the views of pupils and staff	1	2	3	4	5
9 Ability to influence and motivate pupils	1	2	3	4	5
10 Ability to chair Pastoral Meetings	1	2	3	4	5
11 Ability to handle difficult members of the team	1	2	3	4	5
12 Ability to provide constructive criticism	1	2	3	4	5
13 Ability to accept constructive criticism	1	2	3	4	5
14 Ability to plan ahead and set realistic targets for Pastoral Development	1	2	3	4	5
15 Ability to implement agreed plans	1	2	3	4	5
16 Ability to solve problems	1	2	3	4	5
17 Ability to use time effectively	1	2	3	4	5
18 Ability to manage stress	1	2	3	4	5
19 Ability to identify priorities	1	2	3	4	5
20 Ability to understand whole school issues	1	2	3	4	5
21 Ability to resolve issues with parents	1	2	3	4	5

Thank you for taking the time to complete this questionnaire

Vice Principal Evaluation Questionnaire

Rate your Pastoral Vice Principal performance using the scale:

1 = very good 2 = good 3 = satisfactory 4 = some weakness 5 = area for improvement

Please circle appropriate answer

Their

1 Ability to communicate with members of the Pastoral Team	1	2	3	4	5
2 Ability to communicate ideas in writing	1	2	3	4	5
3 Ability to communicate ideas orally	1	2	3	4	5
4 Ability to represent the views of your Pastoral Team	1	2	3	4	5
5 Ability to represent the views of SLT to the Pastoral Team	1	2	3	4	5
6 Ability to organise the administration of Pastoral Care	1	2	3	4	5
7 Ability to delegate responsibilities to others within your team	1	2	3	4	5
8 Ability to listen to the views of pupils and staff	1	2	3	4	5
9 Ability to influence and motivate pupils	1	2	3	4	5
10 Ability to chair Pastoral Meetings	1	2	3	4	5
11 Ability to handle difficult members of the team	1	2	3	4	5
12 Ability to provide constructive criticism	1	2	3	4	5
13 Ability to accept constructive criticism	1	2	3	4	5
14 Ability to plan ahead and set realistic targets for Pastoral Development	1	2	3	4	5
15 Ability to implement agreed plans	1	2	3	4	5
16 Ability to solve problems	1	2	3	4	5
17 Ability to use time effectively	1	2	3	4	5
18 Ability to manage stress	1	2	3	4	5
19 Ability to identify priorities	1	2	3	4	5
20 Ability to understand whole school issues	1	2	3	4	5
21 Ability to resolve issues with parents	1	2	3	4	5

Thank you for taking the time to complete this questionnaire

Self Evaluation Questionnaire for Year Heads

Rate your Year Head's performance using the scale:

1 = very good 2 = good 3 = satisfactory 4 = some weakness 5 = area for improvement

Please circle appropriate answer

Their

1 Ability to communicate with members of the Pastoral Team	1	2	3	4	5
2 Ability to communicate ideas in writing	1	2	3	4	5
3 Ability to communicate ideas orally	1	2	3	4	5
4 Ability to represent the views of your Year Group Team	1	2	3	4	5
5 Ability to represent the views of SLT to the Year Team	1	2	3	4	5
6 Ability to organise the administration of Pastoral Care	1	2	3	4	5
7 Ability to delegate responsibilities to others within your team	1	2	3	4	5
8 Ability to listen to the views of pupils and staff	1	2	3	4	5
9 Ability to influence and motivate pupils	1	2	3	4	5
10 Ability to chair Year Team Meetings	1	2	3	4	5
11 Ability to handle difficult members of the team	1	2	3	4	5
12 Ability to provide constructive criticism	1	2	3	4	5
13 Ability to accept constructive criticism	1	2	3	4	5
14 Ability to plan ahead and set realistic targets for Pastoral Development	1	2	3	4	5
15 Ability to implement agreed plans	1	2	3	4	5
16 Ability to solve problems	1	2	3	4	5
17 Ability to use time effectively	1	2	3	4	5
18 Ability to manage stress	1	2	3	4	5
19 Ability to identify priorities	1	2	3	4	5
20 Ability to understand whole school issues	1	2	3	4	5
21 Ability to resolve issues with parents	1	2	3	4	5

Thank you for taking the time to complete this questionnaire

Rate your Year Head's performance using the scale:

1 = very good 2 = good 3 = satisfactory 4 = some weakness 5 = area for improvement

Please circle appropriate answer

Their

1 Ability to communicate with members of the Pastoral Team	1	2	3	4	5
2 Ability to communicate ideas in writing	1	2	3	4	5
3 Ability to communicate ideas orally	1	2	3	4	5
4 Ability to represent the views of your Year Group Team	1	2	3	4	5
5 Ability to represent the views of SLT to the Year Team	1	2	3	4	5
6 Ability to organise the administration of Pastoral Care	1	2	3	4	5
7 Ability to delegate responsibilities to others within your team	1	2	3	4	5
8 Ability to listen to the views of pupils and staff	1	2	3	4	5
9 Ability to influence and motivate pupils	1	2	3	4	5
10 Ability to chair Year Team Meetings	1	2	3	4	5
11 Ability to handle difficult members of the team	1	2	3	4	5
12 Ability to provide constructive criticism	1	2	3	4	5
13 Ability to accept constructive criticism	1	2	3	4	5
14 Ability to plan ahead and set realistic targets for Pastoral Development	1	2	3	4	5
15 Ability to implement agreed plans	1	2	3	4	5
16 Ability to solve problems	1	2	3	4	5
17 Ability to use time effectively	1	2	3	4	5
18 Ability to manage stress	1	2	3	4	5
19 Ability to identify priorities	1	2	3	4	5
20 Ability to understand whole school issues	1	2	3	4	5
21 Ability to resolve issues with parents	1	2	3	4	5

Thank you for taking the time to complete this questionnaire

Child Protection – Staff Questionnaire

Statements refer to specific quality indicators (QI)	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. All members of staff are committed to the well being of pupils. QI 1					
2. The welfare of pupils is a priority issue for the school. QI 1					
3. Child Protection is not a problem in our school. QI 1					
4. I have been consulted on and I am committed to the school's Child Protection Policy. QI 2					
5. I believe that the pupils feel safe to report any concerns or worries they have to me. QI 2					
6. I know I have a legal responsibility to report any concerns I have about a pupil. QI 2					
7. Parents are regularly sent copies of the Child Protection Policy. QI 3					
8. I am confident that I can recognise the signs and symptoms of abuse. QI 4					
9. I report all Child Protection concerns to the Designated Teacher. QI 4					
10. The school works to boost the self-esteem of all pupils. QI 5					
11. The pupils in this school are positive and confident. QI 5					
12. The school has in place a developmentally appropriate programme for keeping pupils safe from all forms of harm. QI 5					
13. Staff regularly communicate with the parents of the pupils. QI 6					
14. Parents are welcomed into the school to talk to staff. QI 6					
15. We have strong links with outside agencies involved with the school in the area of Child Protection. QI 7					
16. I am aware of the confidential nature of Child Protection issues. QI 8					
17. Child Protection issues/concerns are only disclosed to those who need to be made aware of the issues. QI 8					
18. I regularly have Child Protection Training (Every 1-2 years) QI 9					
19. The Designated Teacher keeps the staff up to date on Child Protection matters. QI 10					

Priorities for Improvement

- 1.....
- 2.....
- 3.....

Please note: All questionnaires are returned anonymously and treated confidentially - Thank you for your cooperation

Child Protection – Parents Questionnaire

Statements refer to specific quality indicators (QI)	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. The main focus of the school is to ensure that pupils are safe and protected. QI 1					
2. I am confident that the school look after the welfare of the pupils. QI 1					
3. I have been sent a copy of the schools Child Protection Policy. QI 2					
4. I understand the policy and how it helps to protect the pupils. QI 2					
5. I know that the school has a statutory duty to report its concerns to relevant authorities. QI 2					
6. I would know who to speak to if I have a concern about a Child Protection issue in the school. QI 3					
7. My child learns how to deal with worrying or uncomfortable situations. QI 5					
8. The school promote my child's self esteem and self worth. QI 5					
9. There is good communication between the school and the parents. QI 6					
10. The school welcomes parents who wish to discuss concerns about their child. QI 6					
11. The school has helped me get in touch with other organisations when I needed help. QI 7					
12. I know that when I discuss a problem with the school it will remain confidential. QI 8					

Please add below any other comments about Child Protection Provision that in your opinion would lead to further improvement in this area.

1.....

2.....

3.....

Please note: Questionnaires are anonymous and are treated confidentially

Thank you for completing the questionnaire

Child Protection – Pupils Questionnaire

It is considered best practice that Pupil Questionnaires be completed in school, preferably in the morning. Completion of questionnaires should follow on from a discussion on Child Protection that includes ensuring that the pupils understand the specific language and the questions asked.

Statements refer to specific quality indicators (QI)	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. I feel safe and secure at school. QI 1					
2. The staff care about me and the other pupils. QI 1					
3. I know the names of the Designated Teachers in my school. QI 2					
4. If I am worried I am comfortable to talk to a member of staff. QI 4					
5. School teachers me what to do if I feel unsafe in any situation. QI 5					
6. Teachers focus on what I am good at any praise me when I do well. QI 5					
7. I am taught to always tell someone if I am feeling unhappy or unsafe about any situation. QI 5					
8. If I am worried about any other pupil I would talk to a member of staff. QI 5					
9. In school I am learning how to be more confident and believe in myself. QI 5					
10. Staff take time to listen to me when I have a problem. QI 6					
11. When I talk to a teacher about a worry I know that it will be in confidence unless they need to tell someone else. QI 8					

Three things I think would make Child Protection provision better in my school.

- 1.....
- 2.....
- 3.....

Thank you for your help

Appendix 10

DE Circulars- Most Recent

- **Circular 2014/27** - Managing Information On Persons Who Pose A Risk To Pupils
- **Circular 2015/07** – Concussion – Informing the School: advice for Parents
- **Circular 2015/ 12** – Powers conferred on GTCNI to enable it to remove a teacher from its register in cases of serious misconduct
- **Circular 2015/13** – Dealing with allegations of Abuse against a member of staff
- **Circular 2015/22** – Relationship and Sexuality Education (RSE) Guidance
- **Circular 2015/23** – Drugs Guidance
- **Circular 2106/05** - Children who display harmful sexualised behaviour
- **Circular 2016/20** – Child Protection: Record Keeping in Schools
- Letter re: Disposal of Child Protection Records 9th Sept 2014
- **Letter re:** use of Non c2k Broadband and Networks by Schools 18th Sept 2014
- **Letter re:** Child Sexual Exploitation - October 2014
- **Letter re:** E-safety guidance to schools – June 2015
- **Letter re:** Preventing Child Sexual Exploitation in Schools – 24 June 2015
- **Letter re:** Sexting and the Law 25 September 2015
- **Guidance:** School Governors Handbook (CPSSS) 2015

NOTES AND REFERENCES

- i Any organisation availing of assistance from volunteers should familiarise themselves with Circular 2012/19 (Disclosure and Barring Arrangements)
- ii Circular 2012/19 <http://tinyurl.com/Circular-2012-19>
- iii Copies of all DE circulars are available on the DE website, www.deni.gov.uk, at <http://www.deni.gov.uk/index/support-and-development-2/child-protection-safeguarding.htm>

The most relevant guidance to which organisations must have regard is contained with Circular 1999/10 (Pastoral Care in Schools – Child Protection)

Circular 2006/06 (Child protection – Recruitment of People to Work with Children and Young People in Educational Settings) deals with child protection in the context of the selection and recruitment of staff.

RECORD KEEPING

Advice on child protection/safeguarding record keeping is currently in a number of places and is presently under review by the DE. Current information can be found at:

Page 26 of the Pastoral Care booklet is one source: <http://tinyurl.com/Circular-1999-10>

There's also a section for Boards of Governors on the DE website: <https://www.education-ni.gov.uk/publications/guide-governor-roles-and-responsibilities>

APPENDIX 11: EDUCATION AUTHORITY CHILD PROTECTION SUPPORT SERVICE FOR SCHOOLS (CPSSS)

Office	Designated Officers	E-mail Address	Tel: Number
Belfast	Therese Moran Lorraine O'Neill Christine Graham (p/t) Sean Monaghan (p/t)	therese.moran@eani.org.uk lorraine.o'neill@eani.org.uk christine.graham2@eani.org.uk sean.monaghan2@eani.org.uk	028 90564289
North Eastern	Heather Grimason Margaret Brady Paula McCreesh (p/t) Colleen Ellison (p/t)	heather.grimason@eani.org.uk margaret.brady@eani.org.uk paula.mccreesh@eani.org.uk colleen.ellison@eani.org.uk	028 94482223
South Eastern	Alison Casey Colum Boal (p/t) Vacant post (1.5)	alison.casey@eani.org.uk colum.boal@eani.org.uk	028 90566413
Southern	Kathryn Anderson Cathy McCann (p/t) Jennifer McCann (p/t) Vacant post	kathryn.anderson@eani.org.uk cathy.mccann@eani.org.uk jennifer.mccann@eani.org.uk	028 38341975

Western	Marion McBride Martin McQuaid Godfrey Young	marion.mcbride@eani.org.uk martin.mcquaid@eani.org.uk godfrey.young@eani.org.uk	028 82411480
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APPENDIX 12 : LEGISLATION AND GUIDANCE GOVERNING CHILD PROTECTION AND SAFEGUARDING RESPONSIBILITIES

LEGISLATION	TOPIC	DETAIL
The Criminal Law Act (NI) 1967	Disclosure	This act includes measures for failing to disclose an arrestable offence to the police.
Children and Young Persons Act (Northern Ireland) 1968	Offences against children and young persons	Miscellaneous offences against children and young persons (moral and physical dangers)
Protection of Children (NI) Order 1978	Indecent Images	Offences in relation to indecent images of children
The United Nations Convention on the Rights of the Child	The Rights of the Child	The United Kingdom agreed to be bound by the Convention in 1991. It sets out the rights which all children and young people up to the age of 18 should have.
Article 3 of The Children (NI) Order 1995	Children's Welfare	Child's welfare to be paramount consideration
Children (Public Performances) Regulations (Northern Ireland) 1996	Public Performance Licensing	Establishes age-appropriate conditions under which children may participate in public entertainment events (broadcast and live performance). The licensing authority is the Education Authority.
Human Rights Act 1998	Protection of children and young people	State Authorities must use their powers reasonably and proportionally to protect children and young people.
The Education (NI) Order 1998	Reasonable force in restraint of pupils	Use of Reasonable Force - Article 4, outlines the powers a member of school staff can use in restraining pupils.
Articles 17 and 18 of the Education and Libraries (NI) Order 2003	Statutory duty on Boards of Governors	Duty on Boards of Governors to safeguard and promote the welfare of pupils and Child Protection Measures
Female Genital Mutilation (FGM) Act 2003	Offence to take a child abroad for the purposes of FGM	Extends the existing legislation criminalising female genital mutilation in the UK, by making it an offence for UK nationals or permanent UK residents to take a girl abroad, or to help others to take a girl abroad, to carry out female genital mutilation, even in countries where the practice is legal
The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007	Child Protection	This act sets out measures to prevent unsuitable adults from working with children
The Sexual Offences (NI) Order 2008	Sexual activity with a minor. Grooming	Under this Order, all sexual activity with a young person of either gender under the age of 16 is now illegal, even if both parties are under 16 Article 22 of the Order makes "grooming" a specific offence where it is followed up by a meeting, or intended meeting with the victim.
Safeguarding Board Act (NI) 2011	Establishment of SBNI	This act sets out the law for the creation of a new regional Safeguarding Board for Northern Ireland and the establishment of five Safeguarding Panels to support the SBNI's work at a Health and Social Care Trust level.
Children's Services Co-operation Act (NI) 2015	Co-operation between children's services	Places a requirement on individuals and organisations providing children's services to children to co-operate with each other to devise and implement cross cutting strategies.

Addressing Bullying in Schools Act (Northern Ireland) 2016	Statutory duty on BoG's in relation to prevention of bullying	Provides a definition of bullying and BoG responsibilities to secure measures to prevent bullying
CIRCULARS	TOPIC	DETAIL
Circular 1999/10 (*) accompanying 'Pastoral Care in Schools' document	Child protection/pastoral care ASPECTS ARE STATUTORY	Principle guidance on child protection in schools inc. Anti-bullying policy SCHOOL SHOULD RENEW EVERY 2 YEARS
Circular 2003/13	Child Protection STATUTORY	Guidance for schools on the Welfare and Protection of Pupils Education and Libraries (NI) Order 2003 SCHOOL REVIEW REQUIRED – 3 years at least is advised
Circular 2004/09	Drugs STATUTORY	Drugs: Guidance for Schools
Circular 2006/06	Recruitment practices STATUTORY	Guidance on safer recruitment practices for education authorities
Circular 2006/07	Employment of teachers (substitute)	Guidance for schools on the employment of substitute teachers
Circular 2006/08	Child Protection Training STATUTORY	Guidance for schools on the requirement for child protection training in relation to interviewing and selection panels SCHOOL SHOULD RENEW EVERY 3 YEARS
Circular 2006/09	Vetting (School staff)	Guidance on the vetting of paid and unpaid staff
Circular 2006/25	Vetting (Governors)	Guidance on the requirement for vetting of school governors
Circular 2007/01	Internet use	Acceptable use of the internet and digital technologies in schools SCHOOL REVIEW REQUIRED – 3 years at least is advised
Circular 2008/03	Pre-employment checks	Pre-employment checking of persons to work in schools
Circular 2008/10	Employment of Substitute teachers	From 1st August 2008 substitute teachers must be booked on line via NISTR
Circular 2010/01	RSE guidance	Guidance on Relationships and Sexuality Education
Circular 2010/07	Attendance	Pupil Attendance: Absence Recording by Schools
Circular 2010/18	Governors' role	The Governors' Role SCHOOL REVIEW REQUIRED – 3 years at least is advised
Circular 2011/22	Internet use	Internet Safety guidance
Circular 2012/19	Pre-employment checks	Guidance for schools and employing authorities on changes to pre-employment checking and safer recruitment practices
Circular 2013/01	Pre-employment checks	Guidance for schools and employing authorities on pre-employment vetting checking and safer recruitment practices
Circular 2013/16	RSE policy	Reminds schools of the need to have a policy on Relationships and Sexuality in place.
Circular 2013/25	E-safety guidance	eSafety Guidance – provides information and guidance on eSafety within the context of the new C2k contract, Education Network (NI) and in relation to non-C2k networks SCHOOL REVIEW REQUIRED – 3 years at least is advised
Circular 2014/14	Pupil participation	Guidance on how to encourage pupil participation in decision making in schools
Circular 2014/27	Managing persons who pose a risk	Managing persons who pose a risk to pupils
Circular 2015/13	Allegations of abuse	Dealing with allegations of abuse against a member of staff
Circular 2015/22	RSE guidance	Relationship and sexuality Education (RSE) guidance
Circular 2015/23	Drugs	Drugs Guidance
Circular 2016/05	Harmful Sexual Behaviour	Children Who Display Harmful Sexualised Behaviour
OTHER	TOPIC	DETAIL
Co-operating to Safeguard Children and Young People in Northern Ireland (March 2016)	Policy framework on safeguarding children and young people	DHSS document providing the overarching policy framework for safeguarding children and young people in the statutory, private, independent, community, voluntary and faith sectors.

(*) **CIRCULAR 99/10 CURRENTLY BEING REVIEWED CONTAINS ADVICE AND GUIDANCE ON:**

- Definition of child abuse/how to recognise abuse/how to react
- Roles and responsibilities of parents and Boards of Governors

Safeguarding and Child Protection - School Responsibilities on:

- Child Protection Policy inc. Anti Bullying Policy
- Child Protection Training
- Recruitment and Vetting of Staff and Volunteers
- Visitors to Schools
- Pupils on Work Experience
- Conduct of Staff
- Physical Contact with Pupils – Safe Handling/ Use of Reasonable Force
- Grooming
- Child Sexual Exploitation (CSE)
- Domestic and Sexual Violence and Abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Children who display Harmful Sexualised Behaviour
- E-Safety / Internet Abuse
- Forced Marriage
- Children who display Harmful Sexualised Behaviour
- E-Safety / Internet Abuse
- Gender Issues/Sexual Orientation
- Dealing with specific groups
- SEN/Limited Fluency in English
- Pre-school Provision including Nursery Schools and Classes
- Boarding Schools and Residential Settings
- Work Experience and Residential Situations
- Record keeping in schools
- Other policies i.e. complaints and anti-bullying