



## Child Protection & Safeguarding Policy

This policy should be read in conjunction with the following policies:

- 1 Pastoral Care
- 2 Promoting Positive Behaviour
- 3 Drugs & Solvents
- 4 Relationships and Sexuality Education
- 5 Health & Safety
- 6 Reporting a Critical Incident
- 7 Anti-Bullying
- 8 E-Safety (Use of Mobile Phones and Digital Technologies/Photographs/Images)
- 9 Educational Visits
- 10 Work Experience
- 11 Intimate Care
- 12 Whistleblowing



# Pastoral Care Policy Statement

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## **Summary:**

- Updated policy for the College
- Publications on General Child Protection Issues
- Pastoral care in schools - Child protection PDF 342 KB This publication provides guidance to schools and others on their responsibilities in relation to child protection, including the action to be taken to enable cases of suspected abuse to be properly considered and pursued. It also includes guidance on how complaints against school staff should be handled. The contents do not constitute, or purport to be, an authoritative interpretation of the law: that is exclusively a matter for others.
- Child Protection Support Service for Schools: School Governors Handbook Child Protection - Feb 2012 PDF 687KB. Revised October 2015
- This handbook will assist school governors in fulfilling their statutory responsibilities regarding their safeguarding role, in order to promote consistency and clarity of approach across all schools.

## **Summary:**

We in Hazelwood College have a primary responsibility for the care, welfare and safety of the students in our charge. It is our aim to provide a safe, healthy, caring and supportive school in which each student can learn and develop to their full potential. Our commitment is to provide a safe environment that promotes the self-esteem of each student, develops his/her self-discipline and provides him/her with the skills and qualities to develop a healthy lifestyle and the knowledge and skills to protect him/her.

## **Additional Notes**

Policy Number: 2014/4/4

## **History:**

Drafted: April 2014

Amended by Deputy Principal

Emailed to Pastoral Committee  
04/04/2014

Discussed at Pastoral Sub Committee  
Governors 09/04/2014

Circulated to Parents for Comment

Drafted to reflect current changes Sep/Oct  
2015 by DT.

Discussed at BOG 12/11/15.

Circulated to BOG/All staff/parents via  
school website

## **INTRODUCTION**

The governors and staff of Hazelwood Integrated College School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, has a full and active part in taking reasonable steps to ensure that the children feel safe and are protected from harm.

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social physical and emotional development of the individual child.

This policy is informed by the guidance and procedures set out by DE 'Pastoral Care in Schools: Child Protection 1999, the Area Child Protection Committees' (ACPC) Regional Policy and Procedures 2005, and the amendments to the ACPC policy and Guidelines 2008. We have consulted with pupils, parents, teachers and our school governors in the revision of this policy.

The central thrust of The Children (Northern Ireland) Order 1995 is that the welfare of the child must be the paramount consideration in all decision concerning the child. This is also reflected in Article 3 of the UN Convention on the Rights of the Child – the best interests of the child shall be of primary consideration. The 'paramountcy' of the child principle underpins our Child Protection policy and procedures.

Our policy applies to all staff, governors and volunteers working in the school. The purpose of the procedures set out in this policy is to safeguard and protect our pupils by ensuring that every adult who works in our school – teachers, non-teaching staff and volunteers – has clear guidance on the action which is required where abuse or neglect of a child is suspected. The issue 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. We also recognise that domestic violence may be a cause of a range of physical, emotional and behavioural difficulties for children.

There are five main elements to our policy:

1. Establishing a safe and stimulating environment in which children can learn and develop
2. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
3. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
4. Raising awareness of child protection issues and teaching children the skills needed to keep themselves safe
5. Supporting pupils who have been abused in accordance with his/her agreed child protection plan

## **THE SAFEGUARDING TEAM AT HAZELWOOD**

(Chair) Principal: Kathleen O'Hare

Designated Teacher for Child Protection: Gavin McIlveen

Deputy Designated Teacher for Child Protection: Vivien Lundy

Chair of Governors: Trevor Parkhill

Designated Governor for Child Protection Governance: Val Owens

## **ROLES AND RESPONSIBILITIES**

### ***All Adults***

It is the responsibility of **ALL** adults working in the school to record and report possible/disclosed abuse to the Designated Teacher. It is the responsibility of all adults to;

- Adopt safeguarding guidelines including the code of behaviour for staff
- Act upon any concern, no matter how small it may seem, in accordance with the school's procedures
- Promote safe practice and challenge poor or unsafe behaviour
- Ensure all health and safety procedures are adhered to
- Ensure they are aware of safeguarding procedures and are appropriately trained

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

The Chair of the Board of Governors must:

- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a current Safeguarding and Child Protection policy in place and that staff implement the policy
- Ensure that appropriate Governors undertake appropriate Child Protection and recruitment and selection training
- Assume lead responsibility for managing any complaint/allegation against the School Principal

### ***The Designated Governor for Child Protection***

The Designated Governor will provide the lead in keeping the governors informed of:

- The role of the designated teachers
- The content of the Safeguarding and Child Protection Policy
- The content of a code of conduct for all adults within the school
- The content of the termly updates and full Annual Designated Teachers Report
- Recruitment, selection and vetting of staff

## ***The Principal***

The role of the Principal is to ensure that:

- That a designated teacher and deputy are appointed
- That this policy is adopted and followed in the school
- That the Chairperson of the Board of Governors (and the Board of Governors) is kept informed where appropriate
- That the school's Safeguarding and Child Protection policy is reviewed annually
- That confidentiality is paramount; information should only be passed to the Board of Governors on a need to know basis.
- The principal takes the lead in managing safeguarding and child protection concerns relating to adults in the school

## ***The Designated Teacher for Child Protection***

The role of the designated teacher is:

- To provide initial induction to all adults (before meeting pupils), and to deliver training to all school staff including support staff on the safeguarding and child protection policy
- Being available to discuss safeguarding/child protection concerns of any member of staff
- Responsibility for managing and keeping records of all child protection concerns
- Making referrals to Social services or PSNI Public Protection Units where appropriate
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences.
- Liaising with the Education Authority (Belfast) Designated Officers for Child Protection
- Keeping the school Principal informed
- The lead responsibility for the development and updating of the school's safeguarding and child protection policy
- Ensures parents receive a copy of the safeguarding and child protection policy every 2 years which alerts them to the fact that referrals may be made and the role of the school in this
- Promotion of a safeguarding ethos in the school
- Written annual reports to the Board of Governors regarding safeguarding and child protection
- Maintains all records pertaining to child protection in a secure location (accessed only by The Safeguarding Team as appropriate)
- Where a pupil on the child protection register changes school, the DT ensures that the Designated Teacher in the receiving school is informed of the child's circumstances and contact details of the child's Social Worker.
- Ensures that where a child on the child protection register has missed 2 consecutive days from school, that the child's social worker is informed of the situation.

## ***Deputy Designated Teacher:***

To support and share the duties of the Designated Teacher for Child Protection as appropriate

### ***Guidelines***

- A confidential Record of Complaints of child abuse is kept securely.
- All students are informed of all avenues of communications within the College as detailed on Page 18.
- All students and staff are aware of who the designated and deputy designated teachers are.
- All parents are aware of and have access to the policy.
- All new staff will receive training and substitute staff will be made aware of procedures.
- The Record of Complaints will be viewed by the Chairman of the Board of Governors annually.

### ***Dissemination of the Policy***

- Annual whole staff training
- Whole staff meetings/training on Wednesday afternoon.
- Pastoral meetings.
- Pastoral/Curriculum Council.
- School publications (via Newsletter, Prospectus and Summer Post).
- Bursar and Support Manager via interviews with support staff.
- SENCO via staff training for support and teaching staff.

### ***Rationale***

In the College we seek to protect our students by helping them learn about the risks of possible abuse, helping them to recognize unwelcome behaviours in others and acquire the confidence and skills they need to keep themselves safe.

### ***Purpose***

1. To inform staff and present and prospective parents of Child Protection Provision in Hazelwood College.
2. To protect the students in our care.

## **Definitions**

### ***What is Child Abuse?***

(A child is a person under the age of 18 years as defined in the Children (NI) Order 1995. This policy also applies to vulnerable adults who are registered in the school to the end of their 19th year.)

Child Abuse occurs when 'a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them, or more rarely by a stranger.' (ACPC, 2005)

## ***Types of Abuse***

**Physical Abuse:** is the deliberate physical injury to a child, or the wilful neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour. (ACPC, 2005)

Possible signs or symptoms of physical abuse include:

- Unexplained bruises (in places difficult to mark)
- Human bite marks, welts or bald spots
- Unexplained lacerations, fractures or abrasions
- Untreated injuries
- Self-destructive tendencies
- Chronic runaway
- Fear of going home

**Emotional Abuse:** is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of another person. It may involve causing a child frequently to feel frightened or in danger, or the exploitation or corruption of a child. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse. (ACPC, 2005)

Possible signs or symptoms of emotional abuse include:

- Bullying of others
- Change in personality from outgoing to withdrawn
- Difficulty in forming/maintaining relationships with others
- Depression
- Signs of mutilation
- Attention seeking
- Chronic runaway
- Wetting and soiling
- Sudden speech disorders
- Low self-esteem

**Sexual Abuse:** involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children to look at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. (ACPC, 2005)

Possible signs or symptoms of sexual abuse include:

- Bruised or sore genitals
- Genital infection
- Difficulty in walking or sitting
- Inappropriate sexualised language or behaviour



- Low self-esteem
- Chronic depression
- Substance abuse
- Personality changes
- Fear of going home

**Neglect:** is the persistent failure to meet a child’s physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive. (ACPC, 2005)

Possible signs or symptoms of neglect include:

- Poor hygiene
- Constant hunger/cramming food
- Inadequate/inappropriate clothing
- Constant tiredness
- Exposed to danger/lack of adequate supervision
- Untreated illness
- Lack of peer relationships
- Compulsive stealing/begging

### ***Sexual exploitation of children***

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls.

Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child’s physical and emotional health. It may also be linked to child trafficking. A common feature of sexual exploitation is that the child often doesn’t recognise the coercive nature of the relationship and doesn’t see themselves as a victim.

The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse. Any concerns report immediately to the DT.

### ***Domestic Violence***

Domestic Violence and Abuse is ...

*“threatening behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on one person by another where they are or have been intimate partners or family members, irrespective of gender or sexual orientation” (Tackling Violence at Home 2005).*

Domestic Violence behaviour used is intended to show power and control of a relationship, with most forms of violence/abuse aiming to gain authority over the victim. This may consist of any of the following behaviours:

**Physical violence:** can involve hitting, shoving, shaking, restraining, choking, punching or using a weapon to inflict harm.

**Sexual abuse:** non-consensual sexual activity, including rape, sexual assault or refusing safe sex

**Emotional/psychological abuse:** intimidation, social isolation, verbal abuse, humiliation, constant criticism, enforced trivial routines.

**Verbal abuse:** is a form of abusive behaviour involving the use of language.

**Economic/financial abuse:** is when the abuser has control over the victim's money and other economic resources. Could be stealing, depriving or taking control of money and running up debts.

**Restricting a person's behaviour:** controlling who you can see, where you go, what clothing you wear, forcing you to do something you don't want to.

### ***Who can experience domestic abuse?***

Domestic abuse can happen in any relationship and may involve the female in the relationship abusing the male and it can occur when a grown up child or teenager abuses their parents or carers.

Some of following things may happen to children in homes with domestic violence:

- The child may be hurt trying to protect their mother, father or sibling
- domestic abuse could occur when children might indirectly receive an injury, this might happen when items are thrown or weapons used
- Develop difficulties at school, absences and lack of concentration
- Take responsibility for the abuse that is happening
- Develop low self-esteem
- Become socially isolated
- Suffer physical complaints, eating and sleeping difficulties
- Older children may try alcohol or drugs and may drop out of school

([http://www.safenetwork.org.uk/help\\_and\\_advice/best\\_safeguarding\\_practice/pages/domestic\\_abuse.aspx](http://www.safenetwork.org.uk/help_and_advice/best_safeguarding_practice/pages/domestic_abuse.aspx))

## **FEMALE GENITAL MUTILATION**

- FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.
- In England, Wales and Northern Ireland, it is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years' imprisonment or a fine, or both.

### ***How to identify FGM***

Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

The time when FGM is most likely to take place is at the start of the summer holidays, as there is then sufficient time for the girl to recover before returning to school.

### ***Risk factors***

Schools should be particularly alert for signs when a girl comes from a community where FGM is practised.

#### ***Other risk factors include:***

- where the family is less integrated within UK society
- where the mother or other women in the extended family have also been subject to FGM
- where a girl has been withdrawn from sex education lessons and there is a reluctance for her to be informed about her body and her rights.

### ***Indicators that FGM is imminent***

Indicators that it might be about to take place include:

- being a girl between the ages of 5 to 8 within a community where FGM is practised
- when a female family elder visits, particularly if she arrives from another country
- a girl talking about a 'special procedure' or saying that she is attending a special ceremony to become a woman
- a girl being taken out of the country for a prolonged period.

### ***Indicators that it has taken place***

Indications that FGM has already taken place include:

- a girl having difficulty walking, sitting or standing

*Whilst a child's own behaviour which places them at risk of significant harm (e.g. alcohol consumption or drug consumption) may not necessarily constitute abuse as defined for the purposes of Child Protection Procedures it is included in this policy. Such cases are often tricky and a matter for professional judgement. If in doubt consult with the designated teacher (DT). (Suzanne O'Connell (2013) Optimus Education)*

### ***Confidentiality and Sharing Information***

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated senior person, principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with the Data Protection Act 1998.

Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate

- accurate
- timely
- secure

Information sharing decisions will be recorded, whether or not the decision is taken to share.

A record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DT will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DT may share information without consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Principal.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request.

## **IF A PUPIL DISCLOSES TO YOU**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

# How to Respond to a Child Who Makes a Disclosure

## 1. *Receive*

- Stay calm
- Listen to what the child is saying without displaying shock or disbelief
- Accept what the child is saying
- Be discreet

## 2. *Reassure*

- Reassure the child that they have done the right thing by talking to you, **do not make promises that you cannot keep** (e.g. everything will be alright now, I'll stay with you)
- Do not promise confidentiality, staff have a duty to refer the matter to the designated teacher for child protection. Explain that you will need to talk to Mr McIlveen DT who will know what to do next
- Do reassure and alleviate guilt if the child refers to it

## 3. *Respond*

- Respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter to the designated teacher for child protection
- **Do ask open questions** (can you tell me what happened? Anything else you wish to tell me? Yes ... )
- Do not ask closed questions (those that will evoke a yes/no response, e.g. Did \_\_\_\_\_ do this to you?). Such questions invalidate evidence where a subsequent court action is necessary.
- Do not criticise the perpetrator as the child may love that person
- Do explain what you will do next (talk with the designated teacher who will know how to get help)

## 4. *Record*

- Make notes as soon as possible after hearing what the child has said and write them up.
- Do not destroy these original notes
- Record the date, time place, people present and any noticeable non-verbal behaviour. Record the words the child used as much as possible. – If the child uses 'pet' words record those rather than translating them into 'proper' words. Any injuries or marks noticed can be depicted on a diagram showing position and extent
- Record statements and observable things, rather than your interpretations and assumptions.
- Sign the record and hand it to the designated teacher

(All written records of concerns about children, even where there is no need to refer the matter immediately, are securely maintained, separate from the main pupil file, and in a locked location.)

## 5. Refer

- **Concerns about possible abuse must be referred to the designated teacher as soon as possible within the working day.** S/he will liaise with the Principal in the decision making process regarding possible referral to statutory services.

It is important to remember that the *person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred.* That is a task for the professional child protection agencies, following a referral from the designated teacher for child protection in the school.

### ***If a pupil's conversation is overheard***

The child's welfare is paramount and that information can be shared, with or without consent, in order to protect a child.

An approach to the child who is the potential subject of concern is entirely appropriate – "I've noticed you seem quiet/someone mentioned you had been upset/is everything okay/is there anything you would like to tell me" – or any other gentle, non-threatening conversation opener will give the child the chance to talk.

A quiet word with the children who were overheard will give them an opportunity to clarify the situation. The staff member can then form an opinion on the basis of the information received and decide on an appropriate course of action.

If the staff member is met with silence or denial that anything is wrong from all the children, in which case the decision on how to proceed will be based on the level of potential risk identified in the overheard conversation.

## **PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE**

**The designated teacher for child protection (DT)** is Mr McIlveen.

In his/her absence **the deputy designated teacher for child protection (DDT)** Vivien Lundy will assume responsibility for child protection. On the rare occasion that neither DT nor DDT is in the school the Principal Kathleen O'Hare will assume responsibility for child protection. If the Principal is unavailable then an Assistant Principal should assume responsibility Mrs Leslie, Mrs Drennan, Mr Brennan or Ms Beare.

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.**

**He/she should not investigate** – this is a matter for social services – but should report these concerns immediately to the DT, discuss the matter with him/her, make full notes (signing and dating them), and hand the note to the DT.

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

The DT, 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 of significant harm, the school is obliged to make a referral to social services.** Unless there are concerns that a parent/guardian may be the possible abuser, the parents/guardians will be informed immediately.

The DT may seek clarification or advice and consult with The Child Protection Support Service for Schools (CPSSS) - Designated Officer for Child Protection at the Education Authority

(Belfast), or a senior social worker before a referral is made. No decisions to refer a child to social services will be made without full consideration and on appropriate advice. ***The safety of the child is our first priority.***

Where there are concerns about possible abuse of a child, the DT will inform:

- Social Services - using the regional UNOCINI framework (Understanding the Needs of Children in Northern Ireland)\*
- Designated Officer for Child Protection the Education Authority (Belfast)

The UNOCINI referral will be made within 24 hours of the initial telephone referral to social services Gateway Team

**(This will be done in an envelope marked 'CONFIDENTIAL - CHILD PROTECTION)**

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

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

It should be noted that the information given to members of staff about possible child abuse cannot be held 'in confidence'.

### ***Notifying parents***

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DT will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

### ***Record Keeping***

- The School will keep accurate records of concerns expressed and the action, which has been taken. These will be maintained in a secure location, separately from the general records.
- It will be the responsibility of the Designated Teacher to ensure that such records are kept up-to-date and forwarded when a child moves school (in compliance with DE guidance).
- Only the Principal and the Designated/Deputy Teachers will have access to child protection records.

### ***Supporting Vulnerable Children and Young people***

The staff of Hazelwood Integrated College recognises that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging or they may be withdrawn.

Hazelwood Integrated College will endeavour to support the pupils who are exposed to risk of harm through supporting such pupils in accordance with his/her agreed protection plan.

Support for all pupils in the school in developing skills in self protection and developing confidence will be afforded as follows:

- The content of the curriculum, particularly through Personal Development/Learning for Life and Work and Pastoral programmes
- The school ethos which promotes a positive supportive and safe environment that gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils understand the difference between acceptable and unacceptable behaviours towards themselves and others
- Liaison with other agencies that support the pupil such as Social Services, Gateway, Education Welfare Service, Educational Psychology, PSNI, EOTAS and relevant professionals and voluntary agencies.

### ***Safeguarding concerns about an adult working in the school***

Where a concern is raised about possible child abuse of a child by an adult working in the school, the Principal (or the DT if the Principal is unavailable) must be informed immediately. The safeguarding procedures will apply (unless the complaint is about the designated teacher or the Principal).

Where the matter is referred to social services the member of staff may be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigations by social services. The Chairperson of the Board of Governors will be informed immediately.

If a concern is raised about possible child abuse by the Principal, the DT must be informed immediately. He/she will inform the Chairperson of the Board of Governors and together they will take appropriate advice from the Child Protection Support Services for Schools (Education Authority Belfast) and ensure the appropriate action is taken.



# HOW A PARENT/CARER CAN RAISE A CHILD PROTECTION CONCERN

Where a parent/carer has a safeguarding/child protection concern they can follow the guide below:

I have a concern about  
my/a child's safety



I can talk to the class  
Form Tutor



If I am still concerned  
I can talk to the  
Principal: Mrs O'Hare  
**OR**  
I can talk to the  
Designated Teacher  
for Child Protection  
Mr Mcilveen



If I am still concerned I can  
talk or write to the Chairperson  
of the Board of Governors  
Mr Parkhill



At anytime, I can write or talk to a Gateway Duty  
Social Worker (028 9050 7000)  
or the Police (084 5600 8000)

Out of hours duty social worker  
(Belfast Trust 5pm-9am): 02890 565444

## **HAZELWOOD INTEGRATED COLLEGE VETTING PROCEDURES**

The selection and appointment process is the starting point for ensuring that only those who are suitable are employed to work in close proximity with children, in either a paid or unpaid capacity in our school.

In order that all reasonable steps are taken to employ and engage suitable staff to work with the children in our care we follow the guidance on pre-employment checking and safe recruitment practices provided by the Department of Education and have adopted the new arrangements for vetting and checking of staff prior to appointment or use as volunteers within the school:

- DE Circular 2006/06. Child Protection: Recruitment of People to Work with Children and Young People in Educational Settings
- DE Circular 2006/07. Child Protection: Employment of Substitute Teachers
- DE Circular 2006/08 Child Protection: Training Requirements for School Governors on Staff Recruitment and Selection Panels
- DE Circular 2006/09 Child Protection: Criminal Background Checking of Staff in Schools – Programme to Extend Coverage
- DE Circular 2006/25 Child Protection: Vetting of School Governors
- DE Circular 2008/03 Pre-Employment Checking of Persons to Work in Schools – New Arrangements
- DE Circular 2008/10 Employment of Substitute Teachers
- DE Circular 2012/19 Disclosure and Barring arrangements: change to pre-employment vetting checks for volunteers working in schools from 1 September 2012
- DE Circular 2013/01 Disclosure and Barring arrangements: Vetting Requirements for paid staff

Copies of these circulars are available on the DE website: [www.deni.gov.uk](http://www.deni.gov.uk). Click on 'Circulars'

All staff – whether paid or unpaid – are inducted in our Safeguarding and Child Protection Policy prior to contact with the pupils in our school.

## **CODE OF CONDUCT FOR ALL STAFF**

The code of conduct is known to all staff – teaching staff, non-teaching staff, and volunteers. It reflects the safeguarding ethos of the school and is set out in Appendix 1.

### ***Whistleblowing***

Staff/volunteers who are concerned about the behaviour of a colleague towards a pupil are undoubtedly placed in a difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report might jeopardise their colleague's career. All staff/volunteers must remember that the welfare of the child is of paramount importance. The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Concerns about the Principal should be reported to the chair of governors.

### ***Abuse of Trust***

All school staff and volunteers are aware that inappropriate behaviour towards pupils is unacceptable and that their behaviour towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18. This means that any sexual activity between a member of staff/volunteer and a pupil may be a criminal offence.

### ***Complaints procedure***

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the principal and governors.

An explanation of the complaints procedure is included on the school website and can be read in conjunction with the school child protection/safeguarding policy.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

## **LINKS WITH OTHER SCHOOL POLICIES**

The Child Protection/Safeguarding Policy should be read in conjunction with other policies.

### ***Pastoral Care***

The Pastoral Care Policy within our school aims to support the learning of each of our children and offer them a secure, well ordered environment which will allow for their moral, emotional, academic and social development.

### ***The Promoting Positive Behaviour Policy.***

The Promoting Positive Behaviour Policy has been formulated having consulted with the students, parents, governors and all staff and researching best practice elsewhere. It provides an agreed course of action to promote effective teaching and learning and the worth and values of all members of the school community. We aim to provide a healthy learning environment and will encourage everyone to follow the Code of Conduct fairly and consistently.

### ***Drugs & Solvents Policy***

In Hazelwood College we aim to provide a safe, clean environment for our students. In keeping with that policy, it is our intention that the school campus, the buildings and grounds will be designated smoke, alcohol and drug free.

### ***Relationships & Sexuality Policy.***

The centrality of Personal Development reflects the importance which CCEA places on delivering appropriate age-related Relationships and Sexuality Education within a clear values framework. The delivery of Relationships and Sexuality Education contributes to 'promoting pupils' personal growth and development and in supporting their academic achievement' (ETI, 2011, page 22).

### ***Health & Safety Policy***

The Health & Safety Policy is to promote the health, safety and wellbeing of all staff, students and visitors to the College. This is a legal requirement. This objective can only be met effectively with the support and co-operation of all who work in the College, the students and visitors.

### ***Reporting a Critical Incident***

The Critical Incident policy is a clear and robust policy the College can provide a framework for staff members to address a critical incident and deal with the consequences of critical incidents.

### ***Bullying***

#### ***Refer to anti-bullying policy.***

Bullying is not tolerated in Hazelwood Integrated College. The DE publication 'Pastoral Care in Schools: Child Protection' (1999) defines bullying as 'deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him or herself'.

Our **anti-bullying policy** is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

## ***The Preventative Curriculum***

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of safeguarding and protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk , and are listened to
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Follow the curriculum for Personal Development and Pastoral Programmes- which equips children with the skills they need to stay safe from harm and to whom they should turn for help if the need arises

## ***E-Safety***

Our ICT Policy on e-safety is set out in a separate document. It includes Policies for the Acceptable Use of The Internet (Staff and Pupils separately) and is informed by DE guidance (DE Circular 2007/01). It acknowledges the opportunities for learning as well as the risks attached to the internet and digital technologies. Specifically it addresses safeguarding issues that may arise in the use of the internet and digital technologies for both staff and pupils.

## ***Work Experience***

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance.

## ***Educational Trips/Visits***

The Educational Visits Policy seeks to detail the main steps involved in planning an educational visit, to outline how to deal with the issue of risk and its assessment as part of the planning process, the conduct of the visit itself, how to deal with emergencies while on an educational visit and the reporting of issues or concerns once the visit has been completed. The policy is in line with the Educational Visit Policy (2009).

## ***Intimate Care***

Our Intimate Care Policy is consistent with the ACPC Regional Intimate Care Policy and Guidelines Regarding Children (2008), which were developed to safeguard children and staff. They apply to everyone involved in the intimate care of children in the school and have been adopted and applied to keep children and staff safe.

## ***Whistleblowing Policy***

The Policy aims to provide an avenue for staff to raise concerns and receive feedback on any action taken. Staff will be reassured that they will be protected from reprisals or victimisation for whistleblowing in good faith.

## **EMERGENCY NUMBERS**

Should any adult in the school find themselves in the rare position of being the only adult remaining in the school and in need of immediate safeguarding advice, they should use the contacts below (in the given order) to seek that help:

Designated Teacher for child protection (emergency tel) .....	028 9077 4202
Principal .....	028 9077 4202
Social Services Gateway Team, (Belfast) .....	028 9050 07000
Social Services Gateway Team, (Newtownabbey) .....	030 0123 4333
Child Protection Support Service for Schools: .....	028 9056 4393
PSNI .....	084 5600 8000
PSNI Central Referral Unit .....	028 9025 9299

# REVIEWING OUR CHILD PROTECTION POLICY

The Safeguarding Team at Hazelwood Integrated College school will review this policy annually, or in the event of a change of legislation, or following an incident when the policy will be evaluated as to its effectiveness. Any necessary changes will be made in light of any lessons learnt.

Date policy reviewed: **December 2015**

**Signed:** Trevor Parkin MBE Chair of Governors

Kathleen O'Hare Principal

John M'Gloren. Designated Teacher

## A CODE OF CONDUCT FOR ALL STAFF

(Pastoral Care in Schools CHILD PROTECTION 1999)

All staff and volunteers are aware of and have received a copy of our code of conduct. The Code is informed by guidance from DE.

This Code of Conduct is not intended to detract from the enriching experiences pupils at Hazelwood Integrated College gain from positive interaction with staff. 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.

### **1. Private Meetings with Pupils**

Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there are 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.

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 a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.

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**

As a general principle, staff are advised not to make unnecessary physical contact with pupils.

It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child may need reassurance involving physical comforting. Staff should not feel inhibited from providing this in an age appropriate way.

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

Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.

Staff who administer first-aid to a pupil should ensure whenever possible that this is done in the presence of other children or another adult. *However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.*

Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.

Following any incident where a member of staff feels that his/her actions have been, or maybe, misconstrued, a written report of the incident should be submitted immediately to the Principal or Deputy Principal.

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 casual 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***

Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.

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.

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***

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. Staff are aware that they are in a position of trust in relation to the children and young people at the school. (please refer to Relationships and Sexuality policy)

### ***5. Communication with Pupils (including the use of Technology)***

It is now recognised that e-safety risks are posed more by behaviours and attitudes than by the technology itself. Adults must therefore ensure that they establish safe and responsible online behaviours. This means working to the school's acceptable user policy for adults which details the way in which new and emerging technologies may and may not be used and identifies sanctions for misuse.

Communication between pupils and adults, by whatever means, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phone text messaging, e-mails, digital cameras, videos, webcams, websites and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Internal e-mail systems should only be used in accordance with the school's policy.

This means that adults should:

- Ensure that personal social networking sites are set at private and pupils are never listed as approved contacts
- Never use or access social networking sites of pupils
- Not give their personal contact details to pupils, including mobile numbers
- Only use equipment e.g. mobile phones, provided by school for communication with pupils making sure that parents and senior management of the school have given permission for this form of communication to be use
- Not use internet or web-based communication channels to send personal messages to a child/young person

It would be impossible and inappropriate to lay down hard and fast rules to cover all 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.

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

## **GUIDELINES FOR VOLUNTEERS**

Volunteers have an important and beneficial role in supporting the work of teachers and other support staff in Hazelwood Integrated College in contributing, by their efforts and initiative, to the life of the school.

It is essential however, that appropriate steps are taken, through screening and selection arrangements, to ensure that children are not placed at risk through allowing the unsupervised and unmanaged access of unsuitable adults to the school.

### ***Who is a Volunteer?***

A volunteer is an individual who, subject to the satisfactory procedures below, either

1. Assumes unpaid duties in a school on a regular basis on more than two occasions or is engaged by the school to accompany or assist in school visits or trips; residential activities or to undertake coaching in sports activities.

Formal arrangements as to selection and vetting should not be required for volunteers who are involved outside school hours and who do not have unsupervised contact with pupils. These would include fund raisers, people using school premises for meetings etc.

### ***Use of Volunteers***

There are three main categories into which the use of volunteers might be grouped and to which guidance will apply:

- During school hours involving direct contact with Pupils
- Outside school hours involving direct contact with pupils
- During school hours but not usually involving direct contact with Pupils

### ***Recruiting and Selecting Volunteers***

The school may canvass for volunteers or people may come forward to offer assistance at their own initiative. In many cases potential volunteers may already be known to the school. Others may come forward from the local community. Engagement of volunteers is only undertaken with agreement of the Board of Governors.

### ***Initial Appraisal***

As a minimum requirement all potential volunteers are asked to provide the following information:

- personal details
- qualifications and previous work with children
- a declaration as to whether they have been investigated by Social Services for child protection
- agree to a criminal record being carried out
- provide the name of two referees who are not family members or members of staff in the school
- attend an interview with the school Principal with proof of identity

No individual will be admitted to the school as a volunteer until these basic steps have been completed and the results assessed.

### ***Accepting Volunteers***

Where the previous procedures have been followed as appropriate and the school is satisfied that:

- the volunteer is a suitable person to have contact with the children and has the character, skills and experience to support the work of the school in a voluntary capacity;
- well defined and worthwhile activities have been identified for the volunteer to undertake and he/she is competent to undertake them;

the school will notify the individual that he/she has been accepted for voluntary duties in the school

### ***The use of Volunteers***

These are the fundamental principles observed when using volunteers:

- the purpose of the volunteer is to assist staff, whether teaching or Non-Teaching. They are not used as substitutes either to cover activities normally undertaken by paid staff who are absent, or to release such staff to undertake other duties;
- volunteers only work under the supervision and guidance of paid staff and these arrangements should be such as to minimise the opportunities for direct, unsupervised, access to children;
- volunteers are not placed in a position of sole responsibility for the security of children, premises or equipment;
- volunteers should understand the tasks they are to undertake and receive appropriate training to enable them to perform these;
- volunteers are only allocated duties after consultation and agreement with the teacher or other member of staff with whom the volunteer will be closely involved. Teachers are not be placed under any pressure to accept a volunteer in their classroom;
- volunteers are not afforded access to records or other information relating to staff or pupils. An exception might be made where a child has a medical or other condition of which all those working with the pupil should be made aware, and where agreement of the parent has been sought.

### ***Health and Safety Insurance***

Volunteers are owed a duty of care under the requirements of Health and Safety Legislation. Hazelwood Integrated College therefore ensures that volunteers are treated no less favourably than paid employees in terms of Park school's obligations under the legislation.

### ***Duration***

Where a volunteer's involvement is likely to be long term, the school advises the volunteer that he/she will be subject to a trial period, during which the Principal monitors the volunteer's effectiveness in contributing to the life and work of the school.

## ***Information and Training***

The school ensures that the volunteer receives such information, guidance, preparation and where necessary, training to enable him/her to perform tasks effectively. As a minimum, volunteers are briefed on:

- the policy of the school and the management authority in relation to pastoral care and safeguarding/child protection, including its behaviour/discipline policy, including rewards and sanctions, and the extent of the volunteer's authority within it;
- Hazelwood Integrated College's Health and Safety Policy

Arrangements are made for the volunteer to have a formal line of communication with the designated teacher for Child Protection for reporting issues of concern or the welfare of the children in the school.