

SAFEGUARDING and CHILD PROTECTION POLICY 2016 CONSULTATION



In the formulation of this policy this College has consulted with:

- Board of Governors
- External agencies
- Staff
- Parents/guardians
- Pupils

ADOPTION

- The Safeguarding Leadership Team reviewed the policy in May 2016.
- The Board of Governors formally adopted the policy in September 2016.

UNOCINI FORM

<O:\Private1\E Toner\E Toner - Child Protection\UNOCINI 2015>

DISSEMINATION OF THE POLICY

The following channels are used to ensure that this policy is known by the college community:

- College publications: Prospectus/Homework Diary/Website/College Notice Boards/ Parents' Evenings/Leaflets/Assemblies updated Oct 2016
- All staff trained Sept 2016
- All pupils informed during PSHE Sept 2016
- CP evaluation conducted Oct 2016
- All stakeholders forwarded CP 2016
- Database updated Oct 2016
- Website updated Sept 2016
- Pastoral meetings 2016/2017

Child Protection - Alternative languages information leaflet (DENI Document)

There is an additional information leaflet available for parents in **English, Irish and 12 other most frequently identified first languages in schools.**

The link to this leaflet is <https://www.education-ni.gov.uk/publications/child-protection-education>.

This leaflet tells parents:

- The four ways in which harm and /or abuse is defined.
- Their responsibilities as a parent to protect their child and keep them safe from harm/abuse.
- A school's responsibilities to protect their child and keep them safe from harm/abuse.
- Who to contact for further information about child protection in schools.

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SECTION 1: GENERAL

This policy applies to all St Pius X College stakeholders - staff, Board of Governors, volunteers, agency staff, students and anyone acting on behalf of St Pius X College and is compatible with all other St Pius X College pastoral policies.

Purpose of this policy

- To safeguard and protect children and young people in St Pius X College.
- To provide all stakeholders with the overarching principles that guide our approach to safeguarding.

Safeguarding

- Promoting the welfare of children, through child protection and a preventative curriculum.
- Ensuring adults who come into contact with children are suitable.
- Depends on effective information sharing, collaboration and understanding between families, agencies and professionals.

Legal Framework

This policy is informed by the following legislation, guidance and procedures:

- The Children (Northern Ireland) Order 1995
- DE 'Pastoral Care in Schools: Child Protection' (1999).
- Protection of Children and Vulnerable Adults (NI) Order (2003).
- The Area Child Protection Committees' (ACPC) Regional Policy and Procedures (2005).
- Safeguarding Vulnerable Groups (NI) Order 2007
- The Sexual offences (NI) Order 2008
- UN Convention on the Rights of the Child.

The Rights of the Child

UN CONVENTION ON THE RIGHTS OF THE CHILD 1991

All schools are required to protect the human rights of the people working in the school and students of the school. If a person considers that their rights have been breached they can make a complaint, within a year, to their local court and rely on the Human Rights Act 1998. The following are the key rights from the UN Convention on Human Rights that are now protected by the Human Rights Act 1998.

- Right to have his/her welfare considered paramount in all decisions taken about him/her (Article 3)
- Right to be heard (Article 12)
- Right to be protected from abuse and neglect (Article 10)

Rationale

St Pius X College recognises that *"as well as its statutory responsibilities in relation to pupils' learning, it has a pastoral responsibility towards all pupils and accepts that all pupils in their charge have a fundamental right to be protected from harm". In particular, the college will do whatever is reasonable, to safeguard or promote pupils' safety and well-being. We are guided in our work by the 5 principles from The Children (NI) Order, 1995 of prevention/protection/parenting/partnership and paramourty.*

Principles underpinning Child Protection Policy

Children (NI) Order - 1995

Children and their families have a **right** to services which are developed to best meet their assessed need regardless of their gender, racial group, age, religious belief, political opinion or sexual orientation. In 1996 the Children (NI) Order was implemented by the Government and was based to a large degree on the philosophy of the UN Convention. This legislation was the most important piece of children's legislation in the 20th Century and sets out seven key principles concerning the rights of children, their parents and the role of the State. **They apply to all children under the age of 18. The college encompasses five of these:**

- **Paramourcy** of the child (0-18 years) - in all childcare practice and law, the welfare of the child is the overriding consideration in any decisions about them.
- **Parental responsibility** - parents have responsibility for their children rather than rights over them. Where parents have rights in respect of children these only last so long as is necessary given the child's age and understanding. In some circumstances parents will share parental responsibility with others such as other carers or the State.
- **Prevention** - the Children Order recognises the importance of preventing problems and abuse through supportive measures and a preventative curriculum.
- **Partnership** - this recognises that the most effective way of ensuring that a child's needs are met is through working in partnership with their parents, other professionals and disciplines.
- **Protection** - children should be safe from abuse and should be protected by the State when they are in danger.

Policy Statement

The Board of Governors, Principal and staff of St Pius X College are committed to:

- promoting a safe and harmonious environment where each individual recognises that he/she has a duty to help protect children from abuse or risk of abuse
- ensuring that arrangements are in place to take all appropriate actions to address concerns about the welfare of a child, or children
- working to agreed local policies and procedures in full partnership with other local agencies.

Aims

The aims of the policy are:

- to provide guidance re Child Protection for all staff members in the college community
- to ensure we recognise our five main responsibilities in the area of Child Protection. **These are prevention, recognition, response, referral and confidentiality/record keeping.** We will take steps to reduce any potential for abuse to occur
- to ensure all staff are aware of the procedures to be followed and are trained in child protection and will be alert to the signs and symptoms of possible abuse
- to ensure pupils will be advised, as part of the curriculum, about actions they and staff can take to keep themselves safe and how to access help when needed
- to ensure that procedures and training are in place so that parents can feel confident that their child is in a safe environment.

Core Safeguarding Team

Principal	Designated Teachers	Deputy Designated Teachers	Chair of Board of Governors Designated Governor
Ms J Bartley	Mrs E Toner Mr J Mulholland	Mrs I McCann Mrs C Bell	Mr Brian McErlain Mrs Una O’Kane

Roles and Responsibilities

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 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 must:

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

The Pastoral Designated Teacher must:

- 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
- Be available to discuss safeguarding/child protection concerns of any member of staff
- Be responsible for managing and keeping records of all child protection concerns
- Make referrals to Social services or PSNI Public Protection Units where appropriate
- Develop effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep the school Principal informed
- Assume the lead responsibility for the development and updating of the school’s safeguarding and child protection policy
- Ensure 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
- Take the lead in the promotion of a safeguarding ethos in the school
- Provide written reports to the Board of Governors regarding safeguarding and child protection
- Maintain 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, ensure that the Designated Teacher in the receiving school is informed of the child’s circumstances and contact details of the child’s Social Worker.

Parents/guardians should ensure that:

- their child adheres to the college's code of conduct
- their child behaves in non-violent and non-abusive ways towards both staff and other pupils. Parents/guardians will be informed if it was necessary to use minimal force, in line with the College's Reasonable Force Policy, to protect a pupil from injury or to prevent them harming others
- the college is informed of any injuries or changes in medical/health needs
- they inform the college of any changes in home circumstances that might lead to changes in their child's behaviour or overall wellbeing
- if they have any complaints about staff behaviour they should initiate the complaints procedure

All school staff who work in the college during the hours in which pupils are on the premises, including ancillary staff, and any volunteers accepted to work in the college, need to know:

- how to identify the signs and symptoms of possible abuse
- what the relevant child protection procedures are, including the college's own internal procedures, where they are held in the college and how they can be referred to if necessary; and, in particular, what the reporting procedures are
- how to respond to a disclosure in an appropriate way and how to record and report the information they have acquired
- who the designated teachers are and who will carry out his/her responsibilities if he/she is unavailable or is the subject of the complaint.
- the roles of the designated teachers, the Principal and the Chairperson of the Board of Governors respectively

The college's internal arrangements, with appropriate support and training, should enable all staff to carry out their duties effectively.

What is Child Abuse?

The following are defined according to the **Area Child Protection Committees' Regional Policy and Procedures (2005)**

- **Definition of a Child**

For the purpose of these Procedures, a child is a person under the age of 18 years as defined in the Children Order.

- **Definition of Abuse**

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

Types of Abuse

- **Physical abuse** is the deliberate physical injury to a child, or the wilful or 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.
- **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. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.
- **Sexual abuse** involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
- **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 (faltering growth).
- **Domestic abuse** is "threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member". **(Note: If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person this must be passed to the Designated/Deputy Designated Teacher who has an obligation to share the information with Social Services).**
- **Child sexual exploitation** is a form of sexual abuse. It is an umbrella term that covers a number of different possible scenarios in which children or young people are exploited, coerced and/or manipulated into engaging in some form of sexual activity, in return for something they need or desire and/or for the gain of a third person.

Other types of child abuse include:

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

Significant Harm

A Young Person whose Behaviour places him at Risk of Significant Harm – a child whose own behaviours, such as alcohol consumption or consumption of illegal drugs, whilst placing the child at risk of significant harm, may not necessarily constitute abuse as defined for the purposes of these Procedures. If the child has achieved sufficient understanding and intelligence to be capable of making up his own mind then the decision to initiate child protection action in such cases is a matter for professional judgement and each case should be considered individually.

The criminal aspects of the case will be dealt with by the PSNI.

Self-harm and suicidal thoughts

Self-harm is deemed to be any deliberate act by a person who causes actual physical harm to themselves. A young person may succumb to harming him/herself for a number of reasons, including poor mental health or a response to trauma or distress caused by environmental factors. Self-harm is not necessarily accompanied by suicidal thoughts, though may be a predictor that the young person is at increased risk of this. Suicidal thoughts can occur in the absence of actual self-harm.

Managing Self-harm

If there are concerns that a pupil has self-harmed or may be at risk of self-harm, the parents will normally be informed and advised to make an urgent appointment for the pupil with a General Practitioner (GP). If there are compelling reasons why the pupil should be allowed to attend a GP without informing a parent, evidence of attendance at the GP will be required by the Designated Teacher. If a referral is made by the GP to the Child and Adolescent Mental Health Service (CAMHS), contact may be sought with them, with parental consent, in the interests of supporting the pupil appropriately. The Designated Teacher will ensure that a written record is kept of all concerns. Members of staff of the P.E. Department will normally be informed so that sensitivity can be exercised regarding changing into or out of P.E. kit.

Managing Suicidal thoughts

If there are concerns that a pupil may be at risk of suicide, the Designated/Deputy Designated Teacher will attempt to negotiate with the pupil an agreed plan for the pupil's safety. The pupil's parent will be informed of the situation and the pupil will be placed in his/her care with the advice that the pupil should be taken urgently to a GP, or if the pupil is already being treated by CAMHS, the parent should consult them urgently.

On return to School the pupil will be closely supported by the Form Teacher, Head of Year, the Designated/Deputy Designated Teacher for Child Protection and/or any member of staff to whom the child relates. The Designated Teacher will ensure that the pupil is aware of the people to whom he/she can speak if in distress while in School. The Designated Teacher will also draw the pupil's attention to an emergency helpline such as ChildLine, or Lifeline, whose numbers are available in the homework diary. The Designated Teacher will ensure that a written record is kept of events. If the pupil is not already receiving counselling and is not being treated by CAMHS, counselling will be offered, either through the School Counsellor or through an external agency

SECTION 2: POSSIBLE ABUSE

Signs and Symptoms of Abuse

- It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Because of their day-to-day contact with pupils, staff members are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning patterns or development
- The recognition and identification of child abuse can be difficult and usually requires information from individual sources including detailed social and medical assessment. The final decision will be made at a Child Protection Case Conference, which will also decide if a child's name should be placed on the Child Protection Register and under what category of abuse.
- It is the responsibility of professionals, whether from statutory agencies or otherwise, to report concerns, not to decide whether it is, or is not, child abuse. No one individual can make the decision that a child has been, or will be harmed.
- Professional concerns about '*false allegations*' need to be set aside as the need to safeguard the child must be paramount.
- All professionals working with children and families need to be aware of the indicators of child abuse.
- No list of symptoms or signs can be exhaustive - the following list is for guidance only: (For a detailed list refer to 'Appendix 2 – Regional Child Protection Policy and Procedures').

Physical Abuse

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Unexplained bruises – in various stages of healing – grip marks on arms; • slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; • untreated injuries; • bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday 	<ul style="list-style-type: none"> • Self-destructive tendencies; • aggressive to other children; • behavioural extremes (withdrawn or aggressive); • appears frightened or cowed in presence of adults; • improbable excuses to explain injuries; chronic runaway; • uncomfortable with physical contact; • come to school early or stays last as if afraid to be at home; • clothing inappropriate to weather – to hide part of body; violent themes in art work or stories

Emotional Abuse

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Well below average in height and weight; “failing to thrive”; • poor hair and skin; alopecia; • swollen extremities i.e. icy cold and swollen hands and feet; • recurrent diarrhoea, wetting and soiling; sudden speech disorders; • signs of self-mutilation; • signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); • extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping). 	<ul style="list-style-type: none"> • Apathy and dejection; • inappropriate emotional responses to painful situations; • rocking/head banging; • inability to play; • indifference to separation from family • indiscriminate attachment; • reluctance for parental liaison; • fear of new situation; • chronic runaway; • attention seeking/needing behaviour; • poor peer relationships.

Neglect

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Looks very thin, poorly and sad; • constant hunger; lack of energy; • untreated medical problems; • special needs of child not being met; • constant tiredness; inappropriate dress; • poor hygiene; • repeatedly unwashed; smelly; • repeated accidents, especially burns. 	<ul style="list-style-type: none"> • Tired or listless (falls asleep in class); • steals food; compulsive eating; • begging from class friends; • withdrawn; lacks concentration; • misses school medicals; • reports that no carer is at home; • low self-esteem; • persistent non-attendance at school; exposure to violence including unsuitable videos.

Sexual Abuse

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; • bruises or bleeding in genital or anal areas; • torn, stained or bloody underclothes; • chronic ailments such as recurrent abdominal pains or headaches; • difficulty in walking or sitting; • frequent urinary infections; • avoidance of lessons especially PE, games, showers; • unexplained pregnancies where the identify of the father is vague; anorexia/gross over-eating. 	<ul style="list-style-type: none"> • What the child tells you; • withdrawn; chronic depression; • excessive sexual precociousness; seductiveness; • children having knowledge beyond their usual frame of reference • over concerned for siblings; • poor self-esteem; self-devaluation; • lack of confidence; peer problems; • lack of involvement; • massive weight change; • suicide attempts (especially adolescents); hysterical/angry outbursts; • lack of emotional control; • sudden school difficulties e.g. deterioration in school work or behaviour; • inappropriate sex play; • repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; • vulnerability to sexual and emotional exploitation; promiscuity; • exposure to pornographic material.

Signs and symptoms are indicators and merely highlight the need for further checking out and assessment.

Confidentiality

The relationships between teachers, education professionals and staff in the education service have is based on trust, and often on confidentiality with regard to the children in their charge. Such relationships are an integral feature of a secure, caring environment which fosters learning and personal development. Staff has, however, a professional responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies. Where abuse and/or neglect is suspected staff has a legal duty to report this. All staff should recognise, therefore, that, *in order to protect children from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate action, by informing and involving others, in the child's best interests.*

If a child confides information in a member of staff which gives cause for concern about possible abuse, and requests that the information be kept secret, it is important that the member of staff should tell the child, sensitively, that he/she has a responsibility to refer cases of alleged abuse to the designated teacher for child protection. The designated teacher may need to contact other agencies. Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it. Staff who receive information about children and their families in the course of their work should share that information *only* within appropriate professional contexts. **No promise of confidentiality can or should ever be made to a child or anyone else giving information about possible abuse.**

Staff Procedures

In all cases where symptoms displayed by a child give rise to concerns about possible abuse or the welfare of a child, the college is alerted to possible abuse or a child makes a disclosure all staff should adhere to the following procedures:

- bring concerns immediately to one of the Designated Teachers
- complete Incident Referral Form (Appendix 1)

DO NOT INVESTIGATE
(It is not the responsibility of the college staff to investigate.
The investigating agencies are social services and PSNI).

Where a disclosure is made the college is legally obliged to refer the matter immediately to Social Services or the PSNI.

Responding to a disclosure

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.

Staff should:

- not unduly probe the child's situation but listen. Ensure care is taken in asking, and interpreting pupil's responses to questions about indications of abuse. (See procedures for managing a disclosure below)
- be aware that the way in which they talk to a child could have an effect on the evidence, which is put forward if there are subsequent criminal proceedings.

NOTE: No promise of confidentiality can or should ever be given where abuse is alleged.

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

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

Steps for managing a disclosure

RECEIVE

- stay calm
- no promise of confidentiality can or should be given were abuse is alleged
- tell the pupil that you want to help and may need to tell someone who can help
- if possible have another person present
- listen
- do not ask leading questions.
- do not suggest a reason for what has happened to them.
- take factual notes if possible or as soon as possible afterwards

REASSURE

- reassure the pupil that he/she has done the right thing to talk about it
- affirm feelings and explain the process

RESPOND

- Take action to ensure that the child is safe and secure

RECORD

- complete Incident Referral Form using factual and neutral language. (See Appendix 1) Record the time, date, place and people who were present, as well as what was said.
- describe signs of physical injury but under no circumstances should a pupil's clothing be removed.
- any indication of stress should also be noted
- when form is completed destroy your notes.

REPORT

- **IMMEDIATELY AFTER DISCLOSURE OR AFTER YOU SUSPECT ABUSE HAS OCCURRED: Report it immediately** to one of the Designated Teachers/Principal
- **Give form to the Designated Teacher** to be filed in cabinet in Pastoral Vice Principal's Office.

Exceptions to the above, if the incident involves:

- the designated teacher, the matter should be reported directly to the Principal
- the Principal, the matter should be reported to the designated teacher who will contact the Chairperson of the Board of Governors
- a member of the Board of Governors the matter should be reported directly to the Principal/ Chairperson of the Board of Governors
- Chairperson of the Board of Governors the matter should be reported directly to the Principal/ Vice-Chairperson of the Board of Governors.

Emergency contact arrangements

E.g. For concerns expressed on educational visits and/or beyond normal college hours

- Contact by telephone the secretarial staff indicating you need to speak to either one of the designated teachers or the principal regarding a child protection issue. Give a contact number
- If you cannot contact any of the above and you are concerned the child is at risk then contact Social Services

What happens immediately when there is cause for concern about a child?

The designated teacher:

- will consult with the principal, members of the safeguarding team and together with them will agree the subsequent action and who will undertake it
- may along with the principal seek discreet preliminary clarification
- may seek advice (Appendix 2) from the Designated Officer for Child Protection at NEELB, PSNI and/or the Senior Management Officer (CCMS), Gateway and/or local Social Services
- will, when the decision to refer is made, make a referral in writing to SPOE Referral Gateway Team in Antrim (marked CONFIDENTIAL – CHILD PROTECTION), using a UNOCINI referral form (Appendix 3 form for re-referrals).
- retain a copy of UNOCINI in child protection filing cabinet
- inform the parent/carer that a referral is to be made unless by doing so the child or another person is placed at significant risk of harm
- record all the discussions held and the actions taken within 24 hours of a referral
- will follow up a referral if acknowledgement from Social Services is not received within 7 working days
- will liaise with relevant services during the child protection investigation
- will open a file for the named child and retain records forever in a locked cabinet.

The Key Stage Coordinators: (Deputy Designated Teachers)

- will consult with the designated teacher and principal and together they will agree subsequent action and who will undertake it
- will consult with members of the pastoral teams to monitor and support pupils for whom there is cause for concern
- will prepare a report (Appendix 4) for and attend pre Case conference meetings/Case planning meetings and complete a meeting outcome report (Appendix 5)
- will, in the absence of the Designated teacher, assume the role of a Deputy Designated teacher
- liaise with the principal, designated teacher, EWO and other agencies regarding children who there is cause for concern.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and a member of the safeguarding team 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 external agencies including the PSNI.

Recording a disclosure/complaint/observation:

The Principal and Designated/deputy designated teachers should ensure that proper records of all complaints/concerns, dated and signed, are kept.

The person to whom the disclosure is made when writing the report should:

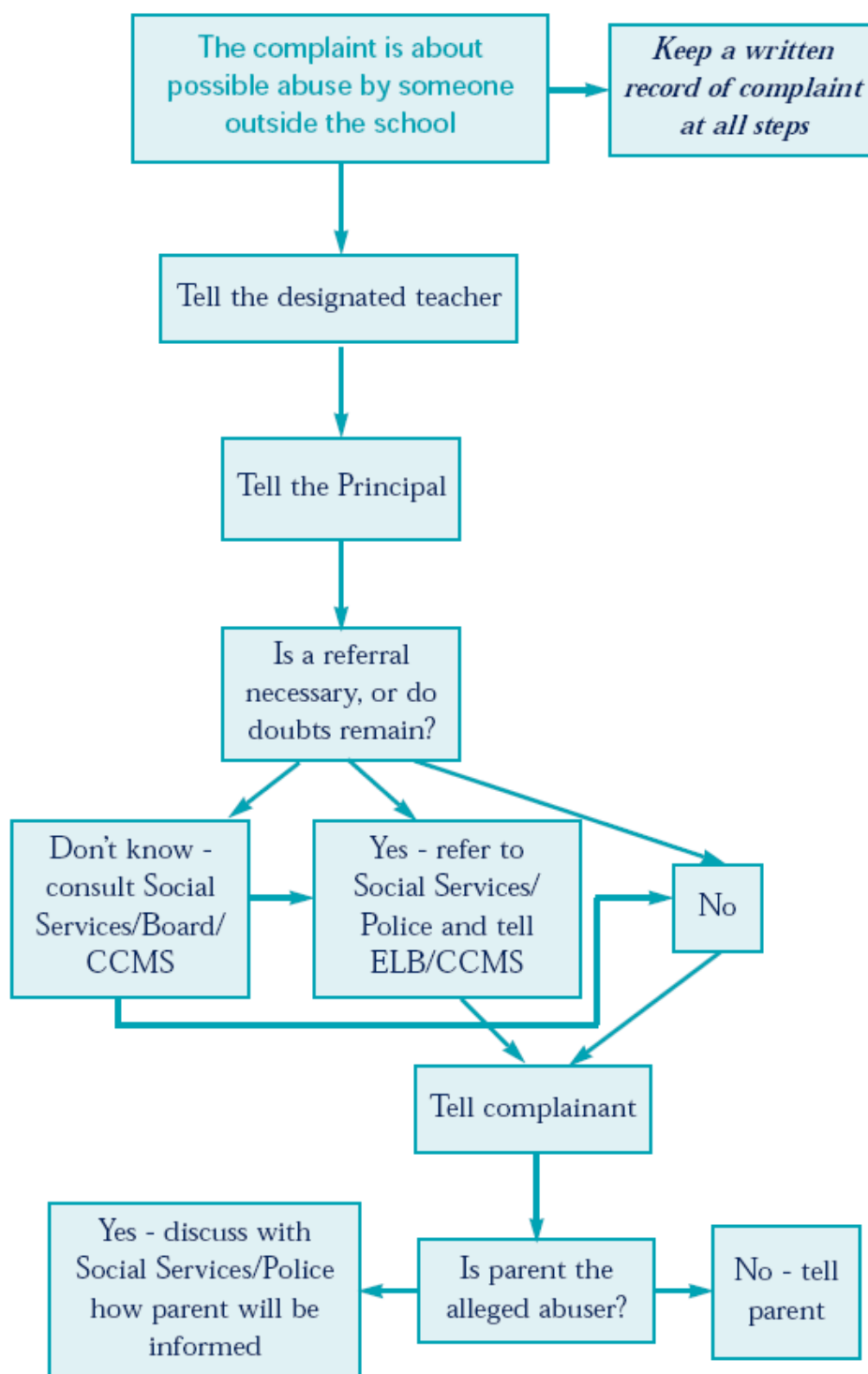
- use factual and neutral language (When? Where? Who? What?)
- if a child's discloses, record the words the child used
- record observations
- report to the Designated Teacher.

The Principal and Designated/deputy designated teachers should supplement the records with additional details received when they

- clarify the situation
- discuss the situation and make a decision about referral using UNOCINI
- if referred; How? When? Where? And by whom
- inform parent where appropriate
- if not referred – Why not?
- sign and date record and advise relevant people.

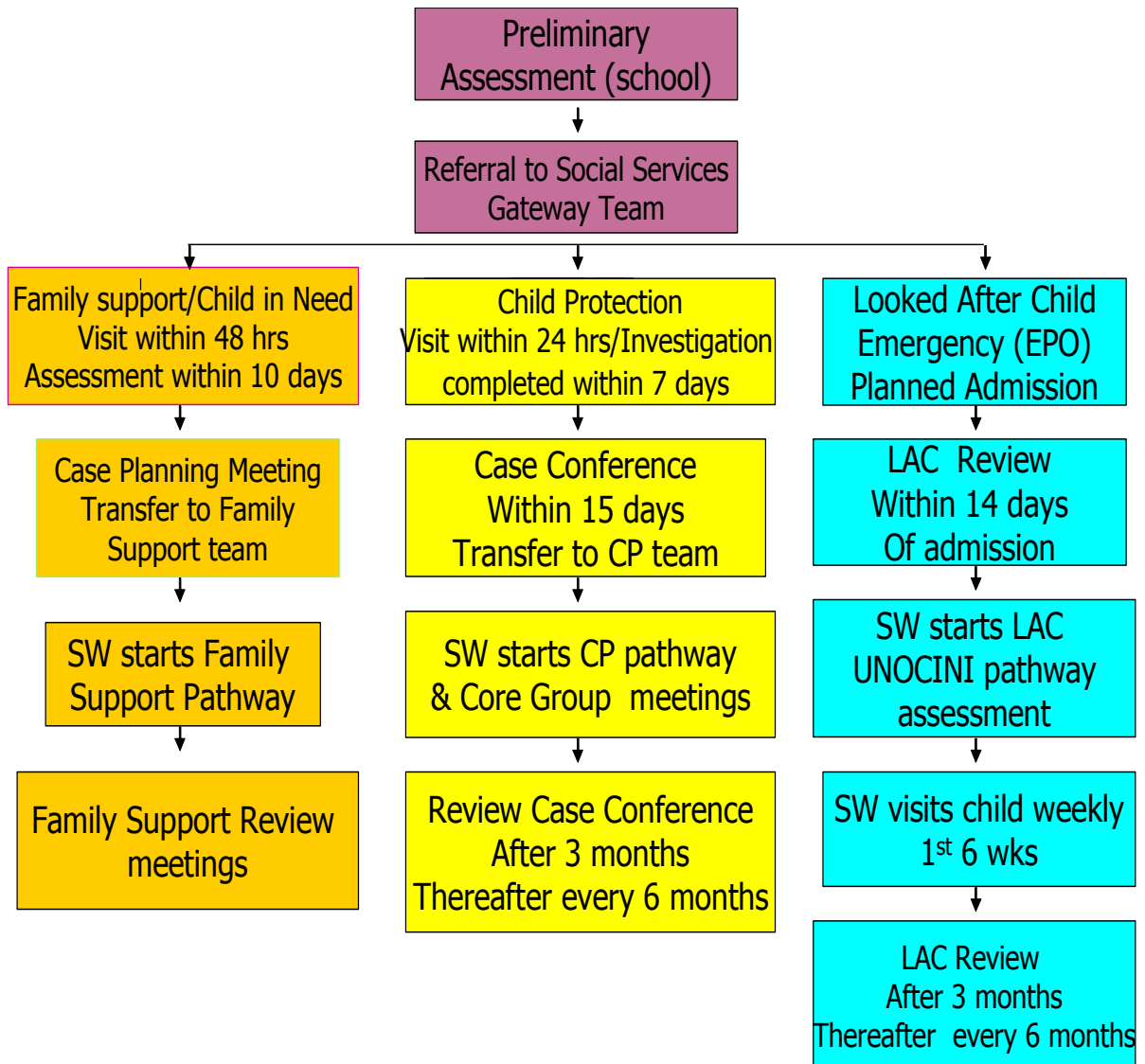
Maintain all records for the child in secure child protection filing cabinet

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



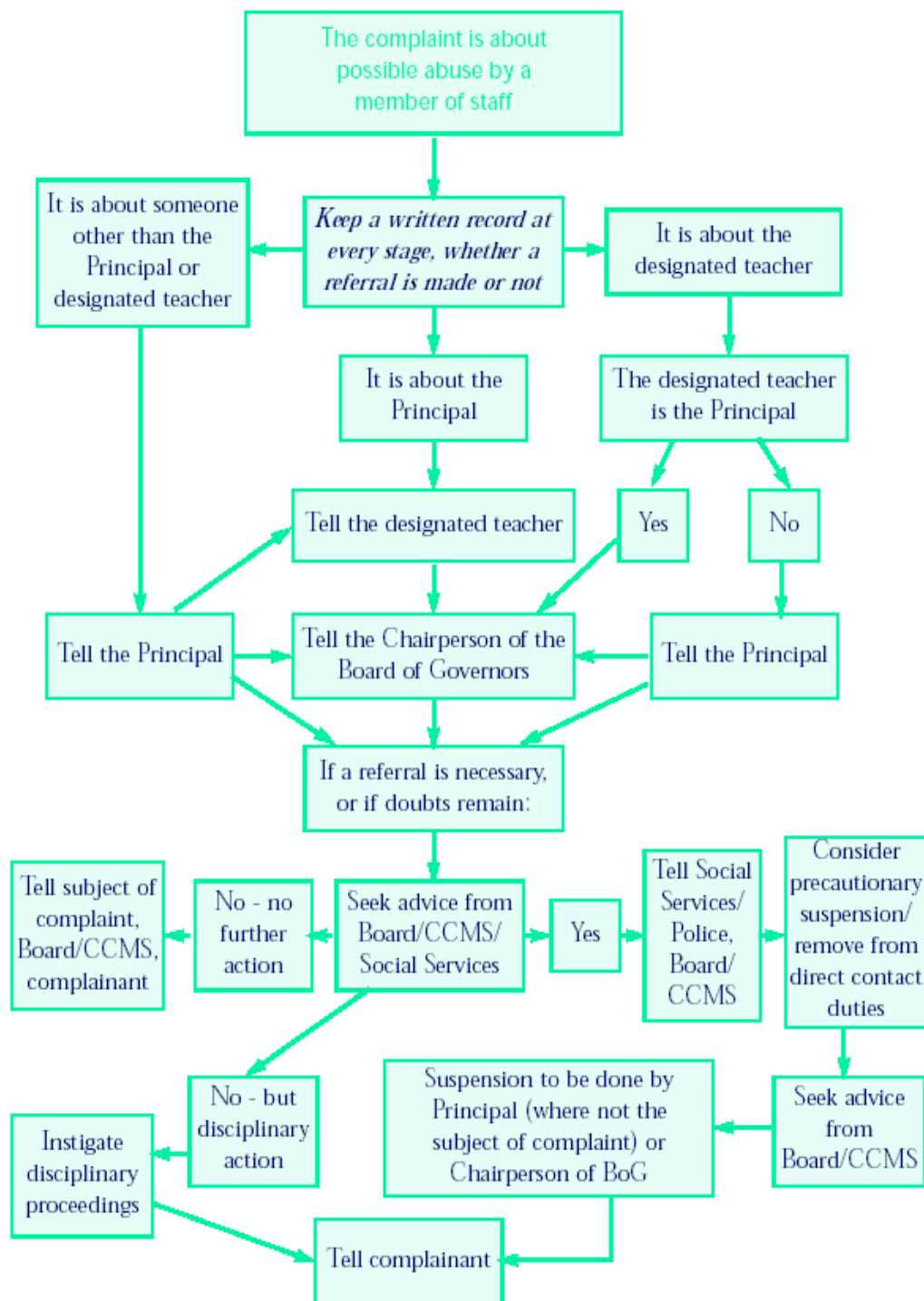
**WHAT HAPPENS AFTER A REFERRAL IS MADE
ROLES OF OTHER AGENCIES**

The welfare of the child is paramount and the following interagency procedures are intended to ensure a prompt and co-ordinated response to any referral.



SECTION 3: COMPLAINT AGAINST COLLEGE STAFF

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



See Appendix 6 for procedures to be taken by staff members if accused or suspected of abuse

SECTION 4: STAFF CODE OF CONDUCT

Conduct of staff

Staff members have a duty to safeguard and promote the welfare of the pupils in their charge. As adults we all influence young people in every way each day so it is important to set good example by our dress code, our good manners, and our courtesy towards each other and towards the pupils. Implicit in this is the assumption that the conduct of staff members towards pupils must be above reproach.

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.

Communication with Pupils – including the use of Mobile Devices

Communication between staff and pupils, should take place within clear and explicit professional boundaries. (Refer to the College's E-Safety Policy) This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. Staff should not share any personal information with a pupil. They should not request, or respond to, any personal information from the pupil, other than that which might be appropriate as part of their professional role. Staff should ensure that all communications are transparent and open to scrutiny.

Staff should be circumspect in their communications with pupils so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to pupils including e-mail, home or mobile telephone numbers. E-mail or text communications between staff and pupils may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites.

Internal e-mail systems should only be used in accordance with the college' E Safety policy.

Staff should:

- not give their personal contact details to pupils, including their mobile telephone number and details of any blogs or personal websites
- only use equipment e.g. college mobile phone to communicate with pupils, making sure that parents have given permission for this form of communication to be used
- only make contact with pupils for professional reasons and in accordance with any college policy
- recognise that text messaging is rarely an appropriate response to a pupil in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible
- not use internet or web-based communication channels to send personal messages to a pupil ensure that if a social networking site is used, details are not shared with pupils and privacy settings are set at maximum

Links with other School Policies

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

- **The Pastoral Care and Positive Behaviour Policy**

The Pastoral Care and Positive Behaviour Management 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 Policy**

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

- **Relationships & Sexuality Education 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'.

- **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 MLP 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.

- **Anti-bullying policy**

Bullying is not tolerated in St Pius X College. The DENI 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.

- **E-Safety**

Our e-safety Policy is set out in a separate document. It includes procedures 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.

- **Mobile Devices**

For Safeguarding and Child Protection reasons, pupils are permitted to bring mobile phones into school. For these same reasons, pupils may not use mobile phones in the course of the school day without the explicit permission of staff. Mobile phones must be switched off at all times during the school day within the college grounds – from entry onto school premises until after 3.30pm and including both break and lunch times. Our mobile devices policy is set out in a separate policy.

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. Refer to the college's Educational Visits Policy.

Relationships and Attitudes

Staff members should ensure that relationships with pupils are appropriate to the age and gender 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 teachers of either sex are dealing with adolescent boys and girls.

Private meeting with pupils

Staff members should:

- be aware of the dangers, which arise from private interviews with individual pupils. Such interviews must be conducted in a room with visual access (**at all times ensure glass panels in doors are uncovered**) or with the door open, or in an area which is likely to be frequented by other people
- ensure that another adult knows that the interview is taking place
- where possible, another adult should be present or nearby during the interview.

Physical contact with pupils

Staff members must bear in mind that even perfectly innocent actions can sometimes be misconstrued. Staff members should:

- not make unnecessary physical contact with pupils
- be aware that physical contact, which may be misconstrued by a pupil, parent or other casual observer, should be avoided
- use discretion when comforting or re-assuring a distressed pupil, to ensure that when it is seen by others present, to be normal or natural, does not become unnecessary and unjustified contact particularly with the same pupil over a period of time
- following any incident where a staff member feels that his/her actions have been, or may be construed a written report of the incident should be submitted to the Principal. This applies especially when a staff member has been obliged to restrain a pupil, in line with the College's Reasonable Force Policy, to prevent him/her from inflicting injury to self or others
- be particularly careful when supervising pupils in settings outside the college environment where more informal relationships tend to be usual
- if administering first-aid should ensure, wherever possible, that other pupils or another adult is present if they are in any doubt as to whether physical contact could be misconstrued
- follow guidelines drawn up by HODs for use of areas, such as photographic darkrooms, which cover their particular circumstances.

The Preventative Curriculum

Throughout the school year child protection issues are addressed through class assemblies, PSHE classes and there are permanent child protection notices and relevant information displayed on college notice boards, website and pupil diaries which all provide advice and support. 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 pupils feel secure, are encouraged to talk and are listened to
- Ensure that all pupils 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 all pupils with the skills they need to stay safe from harm and to whom they should turn for help if the need arises.

Choice and Use of Teaching Materials

When using teaching materials of a sensitive nature teachers should:

- be aware of the danger that their application, either by pupils or by their teacher, might after the event be criticised
- consult parents and Board of Governors in connection with the use of sensitive materials in certain curricular programmes ie: *Relationships & Sexuality Education Programme*
- ensure teaching such programmes should take place within a caring moral context.

Contribution of the Curriculum

The college plays a part in the prevention of child abuse through the curriculum. It considers that pupils need to be empowered to give them the strategies and knowledge they need to recognise and prevent dangers of abuse across a range of issues including bullying. A sensitive, informed approach is taken. This involves a process of raising awareness and is underpinned by the value of partnership between the college, home, community and agencies involved in child-care.

The programmes incorporated into the curriculum are based on the basic right of the pupil to safety and protection and the responsibility of adults to ensure this. The aim is to establish a network of support and have a channel of clear communication and co-operation between all those involved in the care of pupils. Communication is the key to protecting pupils. If they can talk about their feelings and experiences and know they will be listened to, their self-esteem is increased. Spiritual and moral development is encouraged through the opportunity to talk about experiences and build relationships with others.

With regard to preventing child abuse the curriculum contributes through a number of areas:

- developing an on-going programme of personal and social education including RSE, Health Education;
- enabling pupils to become aware of strategies which they may use to protect themselves from possibly abusive situations;
- enabling pupils to develop realistic and responsible attitudes towards the responsibilities of adult life;
- raising awareness of support available, within the college and community, to help pupils recognise and deal with potentially dangerous situations.

Key points if you are a Volunteer/Visitor to our college (Appendix 7a)

We recognise the valuable contribution you make in supporting the work of our college. Our overriding duty is to provide for the children in our care. So to ensure that we maximise your involvement we have put the following procedures in place. See Appendix

INTERNAL APPRAISAL

You will:

- provide personal information and the names of two referees (Appendix 7b)
- submit a reference form (Appendix 8)
- undertake a criminal record check
- attend a meeting with the Principal or her nominee.

TRAINING

You will be briefed on:

- Positive Behaviour Management Policy
- Safeguarding & Child Protection Policy
- MLP Handling Complaints Policy
- MLP E-Safety Policy
- Line of communication to member of staff for reporting issues of concern, either relating to your duties or the welfare of children in the college.

COLLEGE SECURITY

You will:

- register at reception at the beginning of each visit.
- collect and wear your badge/pass.
- limit your access to the particular designated area.
- return your badge to reception and sign out.

SECTION 5: RECORD KEEPING

Child Protection records are exempt from the disclosure requirements outlined in the Data Protection Act 1998. Moreover, under the Education (Pupil Records) Regulations (NI) 1998, any information held (manually) in school on a child, whether or not directly related to possible child abuse, need not be disclosed where, the Principal believes the disclosure may cause serious physical harm to the child or any other person.

PUPIL INFORMATION

PURPOSE: To protect individuals from the unauthorised and unreasonable use or disclosure of information about themselves (personal data).

PERSONAL DETAILS

Collated: Time of entry to college.
Stored: Logged onto system. Monitored by C2k Secretary
Retained: 10 years after leaving college. C2k deletes.
Access: Principal's permission necessary.

EDUCATIONAL RECORDS

Collated: Period of time in college. Monitored by Form Teacher under direction of Head of Year.
Storage: Filed in Records Office (Secretarial Staff-key retained in main office)
Retained: 10 years after leaving college. Shredded and recorded on Destruction Record by Secretarial Staff.

MAINTAINING CHILD PROTECTION RECORDS

Child Protection records include those relating to:

- Suspected / Admitted / Known abuse of children. All records in chronological order
- Referrals to social services
- The Child Protection Register – list
- Child Protection Case Conferences
- Child Protection Training Records for all school staff (including Governors)
- Termly /annual reports to Governors
- Your school's Child Protection Policy
- DE guidance & circulars. ACPC Policy & Procedures/ DE Guidance
- Reference materials

Child

- Note in child's general file
- Open a Child Protection file in secure child protection filing system (accessed only by Principal, Designated Teacher or Solicitor – Discovering Order, Guardian Ad Litem (voice of the child)
- Children on the child protection register (par 62, circular 1999/10 – Note: now the college must retain records indefinitely)
- Children who move schools (par 62) – Don't pass any agency records, share concerns.
- For how long? (School Disposal of Documents Schedule – revised November 2006)

If a child is removed from the CP Register all Social Services records are to be destroyed.

Staff/Volunteer

- Record in staff file / child's general file (note) / child's CP file
- Record of Child Abuse Complaints (par 63-64)
- For how long? (par 55)

IMAGES RECORDS : Refer to 'GUIDANCE FOR SCHOOLS' document

Images are taken at all college activities throughout the academic year and may be used for display purposes in the college, for publication in the press or for promotional purposes.

An image of each child, when he/she first joins the college, is also taken for our computer system.

At the beginning of the college year approval from parents/guardians will be sought using the permission letter in the Homework Diary. In addition, at the beginning of each keystone a signed permission slip is sought and filed in the main office.

Some images may be retained for archive and display purposes after a person has left.

On leaving the college a letter will be issued for approval from parents/guardians, to retain images for archive and display purposes.

Stored: Teacher responsible **must store images in an environment that cannot be easily accessed.** All temporary files to be deleted periodically and the majority of images destroyed, except those retained for archive and display purposes, after a person has left.

Monitoring display of photographic evidence - Teacher maintains record of digital images and photographs of display.

NOTE: DO NOT DISPLAY PUPIL NAMES.

SECTION 6: RECRUITMENT

The protection of children is of paramount importance. Procedures for the recruitment of those who contribute to all aspects of college community will be followed in line with DENI and CCMS guidance;

DE Circular 2008/03: Child Protection: Pre – Employment checking of persons to work in schools

CCMS Circular 2008/10: New arrangements for Criminal Background checks

All staff/volunteers will be vetted accordingly.

CHILD PROTECTION – INCIDENT REFERRAL FORM

CAUSE FOR CONCERN ABOUT A CHILD

(N.B. 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

Part 2 – To be completed by the Designated / Deputy Designated Teacher

Advice sought/conversation with – EA Board Officers for CP, CCMS Diocesan Officer, Social Services, PSNI (PPANI) and recording 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

SOURCES OF ADVICE

Whether or not to make a referral, which could activate a Child Protection investigation, is a serious decision. Confidential advice is available from:

The Senior Management Officer (CCMS):

Armagh Diocesan Education Officer
1 Killyman Road
DUNGANNON
Co Tyrone
BT71 6DE
Tel: (028) 8775 2116
Fax: (028) 8775 2783

NOTE = UNOCINI TEMPLATE IS FOUND IN PRIVATE 1 - E Toner Child Protection**The EA North Eastern Region Child Protection Support Service:**

Ms Elaine Craig – Acting Chief Education Welfare Officer
Mrs Margaret Brady - Designated officer
Mrs Heather Grimison - Designated officer
Mrs Paula McCreesh – Designated officer (Thur/Fri)
Colleen Ellison - Designated officer (Mon/Tue/Wed)

Tel: (028) 94482223

This operates between 9.00am to 4.30pm Mon to Fri with the exception of statutory holidays.

Referral Gateway Team SPOE - All referrals - 0300 1234 333 (fax 94426228)

Referral Gateway Team SPOE – email = spoe.referrals@northerntrust.hscni.net

Regional emergency Social Work Office available out of hours – 028 9504 9999

or

Magherafelt Duty Social Worker: (028) 7930 1700 (9-10am & 2-5pm)

Cookstown Children's Services: (028) 8672 3938

Antrim Children's Services: (028) 9441 65555

Central Gateway (for ongoing professional liaison) – Toome 028 7965 1020 (Fax 028 7965 1036)

Gateway Emergency Out of hours: 028 9504 999 (5pm – 9am)

or

PSNI (PPANI –Public Protection Arrangements for NI)

Central Referral Unit (CRU): 028 90 259299 or 101 extension 30299

OTHER CONTACTS

However, if a designated teacher or principal has a general concern about a child's health or development, he or she may wish to seek advice, information or guidance from a number of local services in addition to those listed above, namely:

- NSPCC: 0800 800 500 (free)
- Childline: 0800 1111 (free)
- FamilyWorks: Marietta Duffin 078 9600 4709
- Magherafelt Community Services Centre: 028 7963 4831
- Cookstown Community Services Centre: 028 8672 3800
- Education Welfare Officers:
Mrs Elaine Donald (NEELB): 077 3997 6798 Ms Caroline Campbell (SELB): 028 87728105
- Educational Psychologist: Mrs Agnes Travers: 028 2565 3333
- Carecall (All staff pastoral welfare – Details Private 1 Carecall Folder): Freephone 0808 8000 002
- Family Support Hub: 028 9446 7345 familysupporthubs@actionforchildren.org.uk
- Recognising adult abuse and what to do about it: 028 3083 2650

Forward to Social Services, Child Protection NEELB, CCMS

**Re-Referral Form - Restricted Information
Notification of Suspected/Admitted/Known
Abuse of Child(ren) to Social Services**

This form should be completed on the basis of information readily available and should not be delayed on the basis of incomplete information.

Child(ren)'s surname
Child(ren)'s forename(s) and date(s) of birth

Present Location
Parent/Guardian's Surname **Forenames**
Address
 **Tel No**
GP's Name **Tel No**
Address
Professional agencies known to be involved with the family:
 (contact name, address and telephone number)

Reason for referral:

Action already taken:

Referred in writing/by telephone to On
 Parents advised of referral? Yes/No
 Child/young person advised of referral? Yes/No

Signature of person referring
 Position Date
 Address

Acknowledgement

Child(ren)'s name(s) and date(s) of birth

Address
 I acknowledge receipt of your notification in respect of the child(ren) named above.
Signature **Designation** **Date**
 Address of Social Services Office

St Pius X College

FAO: _____ Date _____

MEETING REPORT PROFORMA (Case Conference/Discussion/Review)

Strategy Meeting Preparation

A. Personal details (Attach Data Capture)

Pupil Name:----- Class / Band:-----

B. Educational Performance

(Compiled from Subject Teacher Report)

C. Attendance (Attach Attendance Summary)

D. Form Teacher Comment (General / Attitude / Behaviour / Relationships)

Signature (Responsible for compilation of report):

Signature (Meeting Attendee):

Date:

(Please file in VP Pastoral Office)

St Pius X College

MEETING OUTCOME REPORT**Meeting Type**

Please Tick

Case:	Conference	Planning	Discussion	Other (Name)

A. Personal Details:

Pupil Name

B. Meeting Detail:

(Brief Summary)

C. Outcomes:**Signature:****Date:****(Please file in VP Pastoral Office)**

PROCEDURES TO BE TAKEN BY STAFF MEMBERS IF ACCUSED OR SUSPECTED OF ABUSE:

- 1 Contact Union Representative/Headquarters immediately.
- 2 Do not provide a written statement to anyone.
- 3 Do not apologise to anyone (this is viewed as an admission of guilt in law).
- 4 Do not go to a PSNI without first contacting either your Union Representative/Headquarters, giving your details and the PSNI you are asked to attend.
- 5 If you are arrested, you are entitled to one phone call. Insist on speaking to a solicitor before you make a statement. You are entitled to the advice of a solicitor at a PSNI under the Legal Aid Scheme. You must avail yourself of this service to protect your interests in any further action.

GUIDELINES FOR VOLUNTEERS

Volunteers have an important and beneficial role in supporting the work of teachers and other support staff in St Pius X 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 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

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.

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;
- St Pius X 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.

Confidential
**Application for Voluntary Activities
 in St Pius X College**

Name: _____

Address: _____

Previous names (where applicable) _____

Telephone No: _____ **Date of Birth:** _____

Current Occupation: _____

Relationship with College: _____
(Eg: parent, former pupil, friend/relative of member of staff)

Qualification: _____

Q1 Have you previously been involved in voluntary work involving children and young people? If so, please give details.

Q2 Do You Have:

	1.	A current driving licence?	Yes/No
	2.	Use of car?	Yes/No

Q3 How many hours per week can you make available? _____

On which days? _____

Morning/afternoon: _____

Q4 Do you have any disability, which would affect the type of voluntary work you could undertake?

Yes/No

If yes, please give details.

Q5 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 offence(s) and the date(s) of conviction(s) or caution(s)

Q6 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 staff of the college.

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 CAPTIALS)

Date:

St Pius X 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.

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

4. How would you describe his/her personality? _____

5. 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 college 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.

Signed: _____

Please return this form to: _____ by _____

Thank you.

QUESTIONNAIRES

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 & 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 to 2 years)

QI 9

19 The Designated Teachers keep the staff up to date on Child Protection matters.

QI 10

Priorities for Improvement 1-----

2-----

Please note: All questionnaires are returned anonymously and treated confidentially.

Thank you for your co-operation.

Child Protection – Parent’s 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 – Pupil's 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 2

5 School teaches me what to do if I feel unsafe in any situation.

QI 5

6 Teachers focus on what I am good at and 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 college

1 _____

2 _____

3 _____

Thank you for your help

Evaluation Proforma for Child Protection for : Staff / Parents / Pupils (Delete as Appropriate)

For Governors to be able to develop a sense of the college’s current practices in a specific area it is recommended that the 3 sets of questionnaires are analysed separately and a consensus arrived at after discussion.
Only one box for each quality indicator should be ticked.

Quality Indicator	Major Strength (strongly Agree Answer)	Strength (Agree Answer)	Needs Developed (Disagree Answer)	Area of Concern (Strongly Disagree)	Don't Know
1 The well-being of the pupil is central to all aspects of school life and the welfare of the pupil is always paramount.					
2 The Child Protection policy is known and understood by the school community and includes clear procedures and reporting lines for dealing with child protection issues					
3 The parents are regularly sent copies of the school’s Child Protection Policy, including the names of the Designated and Deputy Designated Teachers.					
4 All staff are aware of the signs of abuse or neglect and are confident to report concerns to the Designated Teacher.					
5 Integrated across the curriculum are strategies that develop positive self esteem, aid pupils’ understanding about how to avoid harm and how to deal with uncomfortable or worrying situations.					
6 There is good communication between staff, parents and pupils.					
7 There are well-developed links with other statutory agencies who are involved in child protection matters.					
8 The school has in place safeguards to ensure that all child protection matters remain confidential, and are only shared on ‘a need to know basis.’					
9 All staff and Governors are provided with regular opportunities for training in Child Protection organised by the Designated Teacher or other providers.					
10 Designated Teachers and Governors continually update their role specific training to ensure the best possible protection and support for pupils.					

SUMMATIVE EVALUATION PROFORMA

For Governors to be able to develop a sense of the college’s current practices in Child Protection it is recommended that the 3 sets of questionnaires are analysed separately and a consensus arrived at after discussion.

Only one box for each quality indicator should be ticked.

Quality Indicator Number	Major Strength (<i>Strongly agree</i>)	Strength (<i>Agree</i>)	Needs Developed (<i>Disagree</i>)	Priority for Development (<i>Strongly disagree</i>)	Don't Know
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Using the above results complete the following **Overall Evaluation** of this

Overall Evaluation of _____ on a scale of 1 - 10

.....

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

Please list aspects of provision to be prioritised for action.

- 1
- 2
- 3

Lead responsibility should be identified and a review date agreed by Governor