



# Safeguarding Children Policy

Child Protection Arrangements

Adopted October 2014, revised June 2016

Review date: June 2017

Lead: Ms AJ Bell

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## INTRODUCTION

The governors and staff of St John the Baptist Primary school fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part in protecting our pupils 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 'paramourcy' 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 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 equipping children with the skills needed to keep them safe
5. Supporting pupils who have been abused in accordance with his/her agreed child protection plan

## THE SAFEGUARDING TEAM AT ST JOHN THE BAPTIST PRIMARY SCHOOL

(Chair) Acting Principal	Mrs Michelle Morgan
Designated Teacher for Child Protection	Ms. Anne Bell
Deputy Designated Teacher for CP	<b>Ms. K Burke</b>
Chair of Governors	Mrs. Alice Phoenix
Designated Governor for Child Protection	Ms. Liz McBurney

## 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 and 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 & 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
- 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 the child protection concerns of any member of staff
- Responsibility for managing and keeping 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 BELB /CCMS Designated Officers for Child Protection
- Keeping the school Principal informed
- The lead responsibility for the development and updating of the school's child protection policy
- Ensures parents receive a copy of the 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 child protection ethos in the school
- Written annual reports to the Board of Governors regarding 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 who the Social Worker is.
- 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 (following regionally agreed protocols).

Deputy Designated Teacher:

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

## **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 19<sup>th</sup> year.)

Child Abuse occurs when 'a child is neglected, harmed or not provided with proper care. Children maybe 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

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.

## **CONFIDENTIALITY**

Where a child confides in a member of staff or a volunteer and requests that the information is kept secret it is important that the child is told sensitively that it may be necessary to share the information with those who need to know about it, and explain that this is important to ensure the child’s safekeeping.

All staff and volunteers who receive sensitive information about children or parents in the course of their professional duties should be aware that such information is confidential, and is not to be made the subject of general conversation, or disclosed to others outside the school other than statutory officials, as required by this policy.

All records of a safeguarding / child protection nature are held securely within the school. Access to such records is restricted to the Principal and the Designated Teacher (DT) /Deputy Designated Teacher (DDT) for Child Protection.

## **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** (such as: 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 Ms. Bell 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, eg 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.** She 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*

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

- **The designated teacher for child protection (DT)** is Ms. Anne Bell.

In her absence **the deputy designated teacher for child protection (DDT)** Mrs. Karen Burke will assume responsibility for child protection. On the rare occasion that

neither DT nor DDT is in the school the Principal will assume responsibility for child protection.

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 BELB, 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)\*
- BELB's/CCMS's Designated Officer for Child Protection

\* 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.

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

### **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 St. John the Baptist Primary School recognise 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.

St. John the Baptist Primary School 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 for Mutual Understanding
- The school ethos which promotes a positive supportive and secure environment and 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, Education Welfare Service, Educational Psychology, PSNI and the school nurse.

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

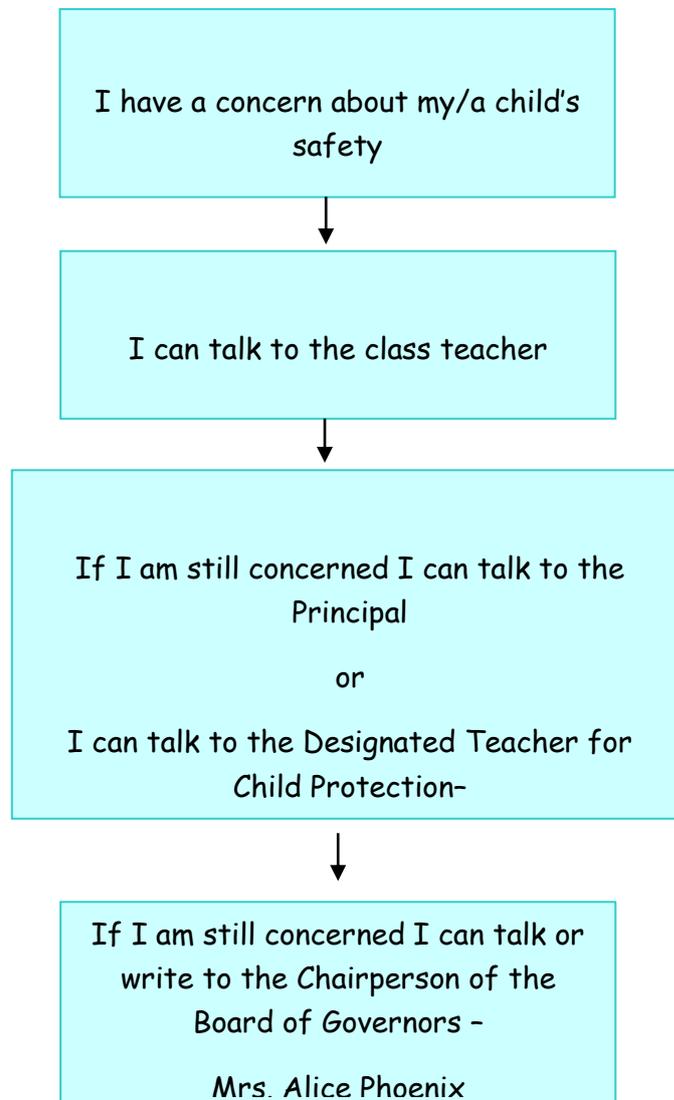
Where a concern is raised about possible child abuse by an adult working in the school, the Principal (or the DT if the Principal is unavailable) must be informed immediately. The above procedures will apply (unless the complaint is about the designated teacher or the Principal).

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. 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 (BELB) 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:



At any time, I can write or talk to a Gateway Duty Social Worker

**By phone:**

During office hours (9.00am - 5:00pm) - you should contact Gateway on

**028 9050 7000**

At all other times (all through the night, at weekends and over Bank Holidays) - you should contact the **out-of-hours Emergency Service: 028 9504 9999**

**In person:**

Speak to a Duty Social Worker at

Gateway Services  
110 Saintfield Road  
BELFAST BT8 6HD

## ST. JOHN THE BAPTIST PRIMARY SCHOOL'S 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

*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.

The school avails of Access NI for vetting purposes since 2008.

## 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 2**

## LINKS WITH OTHER SCHOOL POLICIES

### BULLYING

Bullying is not tolerated in St. John the Baptist primary School. 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.

Staff are vigilant at all times to the possibility of bullying occurring, and will take immediate steps to stop it happening to protect and reassure the victim and to discipline the bully. Parents of both the bully and the victim will be personally contacted when bullying has been identified.

Any complaints by a parent that their child is, or may be, being bullied will be fully investigated by the DT for Child Protection, and team action will be taken to protect the victim. This will usually include ensuring that another child or a group of small children befriends and supports the child being bullied during the school day. A parent making a complaint about bullying will have a personal response from the DT within one week of making the complaint, indicating the investigation which has been carried out and the action taken.

The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of privileges in the school. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped. If a pupil's bullying behaviour persists, the second stage will be to consider instigation of the child protection procedures. Please refer to the Anti-Bullying Policy.

## **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 and Development for Mutual Understanding - 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

## **PHYSICAL RESTRAINT / SAFE HANDLING**

Our policy on physical restraint by staff is set out in a separate policy 'Safe Handling and Use of Reasonable Force' in accordance with guidelines from BELB. It acknowledges that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to the child, to another person or to protect school property.

## **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.

In school we take the following precautions:

- All computer systems are protected by username & password
- Access to the Internet is passed through a filtering system that blocks inappropriate websites
- E-safety education is provided to pupils at appropriate places across the curriculum to help pupils understand what safe and responsible online behaviour means and how to report any concerns they may have.

All staff have a developing understanding of e-safety, receive training and updates, know when and to whom to pass on an issue of concern, and have copies of the acceptable user policies named above.

### **Cyberbullying**

Cyberbullying can be defined as the use of Information and Communications Technology (IT), particularly mobile phones and the internet, deliberately to upset someone else.

School staff, parents and pupils aim to work together to prevent such behaviour and to act appropriately and effectively when it occurs.

Deliberate abuses which happen outside school, but which impinge upon or affect school pupils and staff will be dealt with through appropriate disciplinary, and where appropriate, external agency action.

### **Grooming and images of child abuse**

If school staff, parents or pupils suspect or are made aware of the following illegal acts it must be reported to the Designated Teacher immediately.

- A child under 16 enticed or coerced to engage in sexually explicit conduct on-line.
- Importing or transporting obscenity using telecommunications public networks.
- Knowingly receiving images of child abuse whether via the internet or other digital device (eg mobile phone)
- Images which appear to be photographs whether made by computer graphics or otherwise are also covered under Sexual Offences legislation.

### **EDUCATIONAL TRIPS / VISITS**

Our **Educational Visits & Trips Policy** is informed by the 'Educational Visits Best Practice 2009' document which provides guidance in planning and carrying out educational visits in accordance with Health and Safety and Child Protection requirements.

### **EXTENDED SCHOOLS PROGRAMME**

Our Extended Schools Programme is informed by the procedures and codes of conduct detailed throughout this policy.

## **INTIMATE CARE**

St. John the Baptist Primary School has a separate policy on intimate care adapted from the regional 'Intimate Care Policy and Guidelines Regarding Children' ACPC.

## **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)	07742671927
Acting Principal Mrs Morgan	07543324891
Social Services Gateway Team, Belfast Trust	02890 5007000
Child Protection Support Service for Schools:	02890 564393
BELB	02890564289
PSNI	0845 600 8000

## **REVIEWING OUR CHILD PROTECTION POLICY**

The Safeguarding Team at St. John the Baptist Primary 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: October 2014

Signed: _____	Chair of Governors
_____	Principal
_____	Designated Teacher

## ***Appendix 1***

### **GUIDELINES FOR VOLUNTEERS**

Volunteers have an important and beneficial role in supporting the work of teachers and other support staff in St. John the Baptist Primary school and 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
2. 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. St. John the Baptist Primary School therefore ensures that volunteers are treated no less favourably than paid employees in terms of the school's obligations under the legislation.

### **Duration**

St. John the Baptist Primary School places a time limit on the period of the volunteer's service. This is done where the work earmarked for the volunteer is likely to be completed within a specific period. 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;
- St. John the Baptist Primary School'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.

### **School Security**

St. John the Baptist Primary School has drawn on the advice from the guidance Document "Security and Personal Safety in Schools" 1997 to establish arrangements for the admission and supervision of volunteers on school premises. Particular attention is drawn to:

- The volunteer registering at the beginning of each visit
- Providing the volunteer with a readily identifiable name badge or pass giving his/her name and status

The school ensures passes are surrendered at the end of each day and when the volunteers involvement with the school comes to an end.

## ***Appendix 2***

### **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 St. John the Baptist 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, 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 Vice 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. Staff are aware that they are in a position of trust in relation to the children and young people at the school.

#### 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 eg 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 used
- 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, 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 and their manner and approach to individual children, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children or of their parents/guardians.

*Appendix 3*

INTIMATE CARE POLICY

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.