

SAFEGURADING POLICY

FOR

Carrickfergus Academy



Version	Date	Revision Author	Summary of Changes
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We in Carrickfergus Academy recognise our primary responsibility for the welfare, care and safety of pupils in our charge. We aim to provide a caring, supportive and safe environment in which all our young people can learn and develop to their full potential, and where they feel valued for their unique talents and abilities.

The purpose of the following procedures on Safeguarding/Child Protection is to protect our pupils by ensuring that everyone who works in our school – teachers, non teaching staff and volunteers – understands the role that they play in safeguarding our pupils and protecting them from harm. Safeguarding begins with preventative education and activities which enable young people to grow up safely and securely in circumstances where their development and wellbeing is promoted. It includes support to families and early intervention to meet the needs of children and continues through to child protection.

This document will provide staff with clear guidance on the action which is required where abuse or neglect of a child is suspected. The problem of child abuse will not be ignored by anyone who works in our school. Because of their day to day contact with individual children, school staff – especially teachers, but also non-teaching staff, including lunchtime supervisors and ancillary or auxiliary staff – are particularly well placed to observe outward symptoms of abnormality, or change in appearance, behaviour, learning pattern or development. We must also be aware that such symptoms may be due to a variety of other causes and not necessarily abuse.

The five key principles which underpin our work are set out in the United Nations Convention on the rights of the Child 1991 and the Children (NI) Order 1995:

1. **Paramountcy.** The child or young person's welfare is **Paramount**. An appropriate balance should be struck between the child's rights and the parent's rights. All efforts should be made to work cooperatively with parents, unless doing so is inconsistent with ensuring the child's safety. Where a child has special needs or is disabled, these needs must be taken into consideration.
2. **Parents** are supported to exercise parental responsibility and families helped to stay together - Parents have responsibility for their children rather than rights over them. In some circumstances, parents will share parental responsibility with others such as other carers or the statutory authorities. Actions taken by organisations should, where it is in the best interests of the child, provide appropriate support to help families stay together as this is often the best way to improve the life chances of children and young people and provide them with the best outcomes for their future.
3. **Partnership** - Safeguarding is a shared responsibility and the most effective way of ensuring that a child's needs are met is through working in partnership. Sound decision-making depends on the fullest possible understanding of the child or young person's circumstances and their needs. This involves effective information sharing, strong organisational governance and leadership, collaboration and understanding between families, agencies, individuals and professionals.
4. **Prevention** - The importance of preventing problems occurring or worsening through the introduction of timely supportive measures.

5. **Protection** - Children should be safe from harm and in circumstances where a parent or carer is not meeting their needs, they should be protected by the State.

Other important principles should also be considered.

- **The voice of the child or young person should be heard** - Children and young people have a right to be heard, to be listened to and to be taken seriously, taking account of their age and understanding. They should be consulted and involved in all matters and decisions which may affect their lives and be provided with appropriate support to do so where that is required. Where feasible and appropriate, activity should be undertaken with the consent of the child or young person and, where possible, to achieve their preferred outcome.
- **Responses should be proportionate to the circumstances** - Where a child's needs can be met through the provision of support services, these should be provided. Both organisations and individual practitioners must respond proportionately to the needs of a child in accordance with their duties and the powers available to them.
- **Evidence-based and informed decision making** - Decisions and actions taken must be considered, well informed and based on outcomes that are sensitive to, and take account of, the child or young person's specific circumstances, risks to which they are exposed, and their assessed needs.

All schools should take reasonable steps to ensure that pupils' welfare is safeguarded and that their safety is preserved.

Safeguarding/Child Protection arrangements should be accessible in school and understood by children so that they know who to go to and what to do.

At Carrickfergus Academy we recognise that child abuse can occur in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse. All school staff must have an awareness and understanding of the nature and prevalence of different manifestations within their practice area.

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Through our day-to-day contact with individual children, school staff, especially teachers, but also non-teaching staff, including lunch-time supervisors and ancillary or auxiliary staff, are particularly well placed to observe outward symptoms, change in appearance, behaviour, learning pattern or development.

A child in need of protection is a child who is at risk of, or likely to suffer significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm. '**Harm**' means ill treatment or the impairment of health or development, and the question of whether harm is significant is determined in accordance with Article 50(3) of the Children Order.

Observation of signs and symptoms of possible abuse can do no more than give rise to concern - they are not in themselves proof that abuse has occurred. It must always be remembered that

alternative medical, psychological or social explanations may exist for the signs and symptoms of possible abuse. However, teachers and other staff should be aware of the possible implications of, and alert to, all such signs, particularly if they appear in combination or are repeated regularly.

Where a member of staff is concerned that abuse may have occurred, he/she must report this immediately to the Designated Teacher who has specific responsibility for child protection.

The Designated Teacher responsible for child Protection is: Mrs Amanda Irvine

Role of Designated Teacher

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

The Deputy Designated Teacher on the Academy JUNIOR site is: Mrs Kari McKeown

The Deputy Designated Teacher on the Academy SENIOR site is: Mr Mark Kidd

Role of Deputy Designated Teacher

The role of the Deputy Designated Teacher is to work co-operatively with the Designated Teacher in fulfilling her responsibilities.

It is important that the Deputy Designated teacher works in partnership with the Designated Teacher so that she develops sufficient knowledge and experience to undertake the duties of the Designated Teacher when required. Deputy Designated Teachers are also provided with the same specialist training by CPSS to help them in their role.

The Designated Governors for Child protection are: Mr Alan Winsby & Mr D Gillen

Role of the Designated Governor for Child Protection

The Designated Governor will provide the child protection lead in order to advise the Governors on:

- the role of the designated teachers
- the content of the child protection and safeguarding policies
- the content of the code of conduct for adults within school
- the content of the termly updates and full Annual Designated Teacher's Report
- recruitment, selection and vetting of staff

Role of the Chairman of the Board of Governors

The Chairman of the Board of Governors must ensure:

- a safeguarding ethos is maintained within the school environment

- the school has a Child Protection Policy in place and that staff implement the policy
- the Governors undertake appropriate child protection and recruitment and selection training provided by the Education Authority Child Protection Support Service for Schools, the Education Authority Governor Support and Human Resource departments
- a Designated Governor for Child Protection is appointed
- lead responsibility for managing any complaint/allegation against the Principal
- the Board of Governors receive termly updates and a full written annual report in relation to child protection activity.

The Principal must ensure that:

- A designated teacher and deputy are appointed
- All staff receive Child Protection and Safe-guarding training
- All necessary referrals are taken forward in the appropriate manner
- The Chairman of the Board of Governors and when appropriate, the Board of Governors are kept informed
- Child Protection activities feature on the agenda of the Board of Governors meetings and termly updates and annual report are provided
- The school Child Protection and Safeguarding Policy is reviewed annually and that parents and pupils receive a copy of this policy at least every 2 years
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

Recognition: We use the following definitions for Child Abuse taken from "*Co-operating to Safeguard Children and Young People in Northern Ireland*" (2016)

- **Neglect** is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.
- **Physical Abuse** is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.
- **Sexual Abuse** occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.
- **Emotional Abuse** is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they

communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.

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

Other Forms of Abuse

- **Grooming** of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case.

- **Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

- **Bullying**

Bullying is a highly distressing and damaging form of abuse and is not tolerated in school. All 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 deal with the pupil displaying bullying behaviours. As part of our agreed Anti-Bullying Policy pastoral staff will not hesitate to contact parents of target and pupil displaying bullying behaviours should it be necessary. The school also has an Anti-Bullying Policy which is reviewed annually.

- **Fabricated or Induced Illness (FII)**

Harm may be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Fabricated or induced illness by parents or carers can cause significant harm to children. FII involves a well child being presented by a carer as ill or disabled, or an ill or disabled child being presented with a more significant problem than he or she has in reality and suffering harm or potentially suffering harm as a consequence.

- **Female Genital Mutilation (FGM)**

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

- **Forced Marriage**

A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor.

- **Harmful sexualised behaviour** is any behaviour of a sexual nature that takes place when:
 - There is no informed consent by the victim; and/or
 - the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim

Harmful sexualised behaviour can include:

- Using age inappropriate sexually explicit words and phrases
- Inappropriate touching
- Using sexual violence or threats
- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled

- **Domestic Violence and Abuse**

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

- **Sexual Violence and Abuse**

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

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

Identification of Abuse

Having day-to-day contact with young people, teaching and non-teaching staff are well placed to observe outward symptoms or changes in appearance or behaviour. Such symptoms may be due

to a variety of other causes, including bereavement, disruption in family circumstances, drug, alcohol or solvent abuse. On other occasions, they may be due to child abuse.

Possible indicators of Neglect include:

- Inadequate or inappropriate clothing
- Poor growth
- Poor personal hygiene
- Hunger or apparent deficient nutrition
- Untreated medical issues
- Constantly angry (projecting distressed feelings onto others)
- Withdrawn (internalising distress)
- Difficulty achieving a sense of calm (hypervigilance)

Possible indicators of Physical Abuse include:

Evidence of

- Bruising
- Bruises of irregular shapes
- Lacerations around the mouth
- Finger and thumb marks on the body
- Black eyes
- Burns/scalds
- Bites
- Implausible or unexplained injuries
- Untreated injuries

Possible indicators of Sexual Abuse:

- Sudden changes in mood
- Self-harm
- Running away
- School refusal
- Drug and alcohol abuse
- Art work or graffiti in books which is sexually explicit
- Inappropriately sexualised behaviour

Possible indicators of Emotional Abuse:

- Impaired ability for enjoyment
- Low self-esteem
- Excessive attention seeking
- Signs of Deliberate Self Harm

Possible indicators of Exploitation

- Acquiring material things – phones, clothes etc
- Truancy
- Going missing persistently
- Change in mood – agitated/stressed
- Inappropriate sexualised behaviour
- Significantly older boyfriend/girlfriend
- Secretiveness
- DSH
- Substance abuse

Possible indicators of Bullying:

- Feeling sick in the mornings
- Reluctant to go to school
- Money or possessions go missing
- Untidy appearance
- Unexplained cuts
- Bruises
- Changes in behaviours
- Unhappiness

Possible indicators of Child Sexual Exploitation:

- Acquisition of money, clothes, mobile phones etc. without plausible explanation
- Truancy/leaving school without permission
- Persistently going missing
- Receiving lots of texts/phone calls before leaving
- Change in mood
- Appearing distraught or disheveled or under the influence of substances
- Inappropriate sexualized behaviour
- Physical symptoms e.g. Bruising, bite marks
- Collected from school by unknown adults or taxis
- Significantly older boyfriend or girlfriend
- Increasingly secretive
- Change in personal hygiene (greater attention or less)
- Evidence or suspicion of substance misuse

Signs such as those described above can do no more than give rise to concern – they are **NOT** in themselves proof that abuse has occurred. However, teachers and other staff should be aware of the possible implications of, and alert to, all such signs, particularly if they appear in combination or are regularly repeated. **Where a member of staff is concerned that abuse may have occurred, he or she must report this immediately to the Designated or Deputy Designated teachers. Any concern that a pupil may be engaging in Deliberate Self Harm or having suicidal thoughts MUST be also be passed on immediately.**

Procedures for reporting suspected (or) disclosed abuse

The Board of Governors for Carrickfergus Academy ensures that the Academy follows the Code of Practice (DENI 1999/10) for the conduct of all members of staff towards the children and young people attending the Academy. The Code of Practice covers all activities organised in and by Carrickfergus Academy, whether on the school premises or elsewhere. The school retains the 'duty of care' no matter where.

Child abuse will not be ignored by any of our staff and it is recognised that some forms of abuse can amount to criminal charges.

All staff should also be aware of and report immediately concerns about the welfare of any pupil who they suspect might be self harming or have suicidal ideation. This information should be passed immediately to the DT who will follow school procedures. In cases of self harm or suicidal ideation a minimum of three protective factors will be put in place to safeguard the child by the DT or DDT. Staff also need to be vigilant about the effects of stress and anxiety on the mental health of a young person and use the pastoral care systems for sharing concerns at the earliest opportunity so that safeguarding can be put into place.

If a pupil makes a disclosure to a teacher or other member of staff which gives rise for concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly. **Staff should never promise confidentiality of any kind and must** adhere to the following basic principles where a disclosure is made to you:

- **Receive** information. Listen to the pupil rather than question him/her. Avoid leading questions. Discreet preliminary clarification. (DPC)
- **Reassure** but don't make promises regarding confidentiality.
- **React** only to ensure the young person is safe and secure. Do not use physical contact. Never stop a pupil who is freely recalling significant events, don't over react, explain what you have to do and who you have to tell.
- **Record**. Make a note of the discussion, taking care to record date, time, setting and personnel present, as well as what was said, even if it is information you don't fully understand or like writing down. Written records should reflect the 'words' and 'description' used by the pupil. These notes may be used in any further proceedings.
- **Report**. Refer the details immediately to the DT as soon as you have a concern about a child. There is a reporting pro-forma but it is more important that the information is recorded and passed on than to have it on the specific form.
- **Respect**. Respect the pupil's confidentiality and do not discuss the information with anyone other than the DT or DDT.

NO PROMISE OF CONFIDENTIALITY CAN OR SHOULD EVER BE GIVEN WHERE ABUSE IS ALLEGED.

Staff should not question or investigate, only listen and refer appropriately.

The DT and the Principal will determine on a 'need to know' basis, those who need to be kept informed in order to help monitor a child's progress. As part of our safeguarding we have introduced a 'Starring System' on SIMS so that if staff are concerned about a pupil they can check their current status and then act accordingly. This system also means that confidential information about pupils cannot be accidentally shared via the 'quick note' space in SIMS. If there are concerns that a child may be at risk, the school is obliged to make a referral to Social Services. Unless there are concerns that a parent/guardian may be the abuser the parent/guardian will be informed at the earliest opportunity.

The Principal or DT may need to seek clarification or advice with the EA Designated Officer or the Senior Social Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration. The safety of our pupils is paramount.

As part of the process the Designated Teacher or Deputy Designated Teacher will talk to the pupil and resource them in the following ways as our first step in our Child Protection Procedures:

- Reassure the child that they have done the right thing by expressing their own concern or concern for another pupil's wellbeing
- Give the pupil the Text Someone Card and explain how to use it
- Give the pupil a Life line card and again explain that this is a 24/7 counsellor that they can contact
- Make HOY aware of the pupil and their concerns
- Contact will be made with parents (if appropriate) at this stage

Staff who receive Child Protection disclosures will be further supported by an informal meeting with either the Designated or Deputy Designated Teacher to ensure that the member of staff also has the necessary support to maintain their emotional wellbeing.

Record Keeping

All members of staff are aware of their responsibility in ensuring that all concerns are recorded and passed on appropriately and confidentially. All records relating to Child Protection are kept in separate files in a locked filing cabinet. These records are kept separate from any other file which is held on the young person. Only the DT and the Principal have access to this cabinet.

These files do not leave the building, if a court order requires that contents are made available a note in the file will record by whom they were removed, the date and purpose.

Any member of staff who has a concern about the welfare or safety of a child or young person should complete a Note of Concern. There are specific forms for the recording of concerns (Appendix C) about pupils however the more important aspect is that the information is passed to the DT as soon as possible, and certainly within 24 hours, to maintain the accuracy and content of the report. For some children a one-off serious incident or concern may occur and staff will have no doubt that this must be immediately recorded and reported. More often, however, it is the accumulation of a number of small incidents, events or observations that can provide the evidence of harm being caused to a child.

The staff member should report the concern to the Designated Teacher for Child Protection (DT) at an early stage, immediately if the concern is of a serious nature, as the DT may be aware of other circumstances which would influence steps to be taken. The Note of Concern and any

further details discussed or action taken should be placed on the pupil's Child Protection File and should be signed and dated by both parties to confirm the information is accurate.

Allegations against a Member of Staff

In such cases the Principal must be informed immediately. If the Principal is not available, the DT must be informed immediately. The Principal will seek discreet preliminary clarification from the person making the complaint, or giving information or from others who may have relevant information.

Having satisfied himself that a complaint has been made the Principal will:

- Inform the DT who will initiate the record of the allegation
- Consult as a matter of urgency with the EA Designated officer to form an initial assessment as to whether or not there is sufficient substance in the allegation to warrant further action. It is important to note that whilst the need to protect children is paramount, there is also a need to protect staff against unfounded, potentially damaging allegations
- Consult the Chairperson of the Board of Governors.
- If the Principal is the subject of concern the allegation should be reported immediately to the Chair of the Board of Governors, Deputy Chairperson, Designated Governor for Child Protection and the person about to be the Lead Individual

Allegations against the Principal

- If a complaint is made against the Principal, the DT or his/her deputy must be informed immediately. He/she will inform the Chairperson of the Board of Governors, Designated Governor for Child Protection and the person about to be the Lead Individual, and together they will ensure that the above procedures will be followed

Allegations against the Designated Teacher

Any allegations must be referred to the Principal who will take appropriate action.

Third party Allegations

When a third party allegation is made to a professional, that professional should endeavour to obtain the following information:

- The name, age and address of the child allegedly abused
- Details of the child's family
- What is alleged and what has been seen by the informant
- Date and time of the occurrence
- Identity of alleged abuser
- The informant should be told that all details will be passed to Social Services
- The name of the informant need not necessarily be passed to Health and Social Services Trust or NSPCC, although it is desirable to obtain permission to do so when possible

Staff – Code of Conduct

This code exists to protect both staff and pupils. The Code will give guidance to all staff, encouraging a consistent approach in the management of their dealings with pupils. All schools are aware that they must safeguard and promote the welfare of the pupils in their charge. This duty rests with all members of staff, teaching and non-teaching and implicit in it is the assumption that the conduct of school staff towards pupils is above reproach.

The Staff Code of Conduct at Appendix D will be adopted by all members of staff.

Private meetings with pupils:

- If a confidential meeting is to take place, it **MUST** be in a room with visual access
- Alternatively, it should take place in a room with the door open or an area which is likely to be frequented with people
- Where possible, another adult or pupil should be present or nearby during the interview
- Members of staff should not give pupils lifts home. In an emergency parental permission must be obtained

Physical Contact with Pupils:

- As a general principle staff are advised not to make unnecessary physical contact with pupils
- Physical contact which may be misconstrued by the pupil, parent or other casual observer should be avoided
- There may be times when a distressed child needs re-assurance that may include physical comforting such as a parent would give. Teachers should use their discretion in such cases
- In the course of a teaching day there may be physical contact, for example showing a pupil how to use a piece of equipment. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misconstrued
- Teachers who have to administer first-aid, should ensure, whenever possible, that other children or another adult are present
- Care should be taken by staff when supervising pupils in a residential setting, such as a ski-trip or outdoor educational trip. In such settings more informal relationships tend to be usual and the environment can be a very different one from a school setting.

Choice and Use of Teaching Materials

- Teachers should avoid using teaching materials which may be misinterpreted
- When using materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or the teacher, might after the event, be criticised.
- Staff will endeavour to provide age appropriate preventative curriculum opportunities for pupils which will further complement the specific teaching that takes place in PD/LLW across the school.

Relationships and Attitudes

- Relationships with pupils should be appropriate to the age and gender of the pupils
- Attitudes, demeanour and language all need thought and care, particularly when teachers of either sex are dealing with adolescent girls and boys.

The Preventative Curriculum

- The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours
- In recent years, the use of "keeping safe messages" and the term "preventative curriculum" have become more widely used to denote the proactive promotion of positive emotional health and wellbeing of pupils within and across the broader school community. This is

achieved by raising awareness of social, emotional, and health issues, developing the confidence, resiliencies and coping skills of pupils, and in offering early intervention when pupils are experiencing certain difficulties

- Pupils are provided with a range of opportunities to explore issues within their Personal Development classes which are taught in years 8 –10, the themes are based on the In Sync programme at Key stage 3 and they continue to develop their understanding of key themes through their compulsory study of Learning for Life and Work at GCSE, we currently follow the CCEA exam specification
- Our EHWP programme also provides complementary teaching on the themes of the Personal Development Curriculum and includes the use of the 'Bend Don't Break' Resilience resource in the Year 10 programme. It also includes learning experiences and discussion topics which are important life skills from year 8 – 13
- We continue to source outside agencies to provide engaging and interactive opportunities for pupils to learn about and explore sensitive issues, for example Chelsea's Choice initiative. We also have excellent links with providers in the local community who continue to support our pupils learning and development of key messages
- We are a Safe School and as such promote healthy relationships for everyone
- We also provide CEOP for all of our pupils in year 8 as well as a range of enrichment opportunities for 6th form including the 'One Punch' and driving awareness programmes
- Our school counselling system also provides pupils with support and we have augmented this service by providing two other counsellors in school. Pupils can be referred through conversations with Heads of Year or by self-referring via the grey box in school. They can also avail of 'drop in sessions' provided by Familyworks Counselling
- A selection of our pupils are also Anti-Bullying Ambassadors and have received their training for this role. Our peer mentoring system also provides opportunities for pupils to seek support for any concerns that they might have. Our peer mentors also receive Safeguarding training so that they can be a source of support for other pupils

Security Procedures

- All staff will/have been appointed on Education Authority guidelines
- All staff employed in the school are subject to a vetting procedure by ACCESS NI
- Guidelines are provided for volunteers who are not in the school on a regular basis and there is a copy of the 'Child Protection' leaflet for Volunteers
- Any visitors to the school during the working day must report to the school office and sign in, giving required details. Visitors will be issued with a 'Visitors' badge and where applicable will be accompanied to and from the designated area of the visit by a member of staff
- There is a Health and Safety Policy in operation for the benefit of all pupils, staff and visitors to the school campus. This policy is reviewed regularly and is available for reference at the school office.

The Well Being Centre

- All staff in the WBC are aware of the DT/DDT personnel and report any concerns using the safeguarding systems.
- HoY are timetabled into the WBC to be a source of support to all pupils throughout the course of the school day. Where safeguarding issues arise HoY follow the appropriate protocol.

- The WBC time also forms part of our preventative measures. Heads of Year and senior staff spend time with identified pupils and intervene with pupils who otherwise may not fulfil their potential.
- WBC time is also used in the support of SEN pupils and for discussion on all pupil's attainments to offer extra support and encourage for pupils.
- WBC is also a safe space at lunchtimes and is supervised by external agencies and school staff, with dedicated time provided for SEN pupils.
- Pupils can use the WBC at any time of any day to avail of its pastoral and emotional support systems.

New regulations for the Transportation of Pupils

Responsibility during Transportation of Pupils for School Events.

Further to the Department of the Environment circular **DIR/2003/20/EC Use of Seatbelts by Child Passengers Aged 3 – 13 Yrs on Buses and Coaches** we are including our recommendations in our safeguarding policy.

The following should provide clear guidance on what is thought to be good practice.

- The driver is responsible when there is no 'accompanying adult'.
- A Teacher who is also driving can assume responsibility within the bounds of Pupil Teacher Ratio.
- A Teacher/non-driver will be the 'accompanying adult' and takes responsibility for ensuring that pupils (aged 3 – 13 years) are wearing their seatbelts.
- If pupils are travelling on a bus/coach that is provided by an external operator the lead teacher organising the event assumes the role of the 'accompanying adult' and therefore responsibility.
- Non- teaching staff who are driving the bus as arranged by a teaching member of staff will expect that there will be an 'accompanying adult' on each bus for every journey with pupils; whether that is for example a member of staff from a primary school or the teacher responsible for organising the trip/requesting the services of a 'driver'.

Pupils aged 14 years and over have responsibility for wearing their own seatbelts. Staff should however, actively encourage the wearing of seatbelts on every trip and should check that all pupils have complied by walking down the aisle of the bus.

Pupils over 14 years old who refuse to wear a seatbelt should be made aware that they are committing an offence and that their parents will be contacted.

Pupils should not be 'dropped off' on the return journey from any event organized by school. All arrangements should be understood to mean that pupils will be returned to the school grounds and appropriate travel arrangements should be made by parents for their onward journey home.

Training for staff

- Training on Child Protection will take place for all staff, in a 2 yearly cycle.
- Procedures and guidelines are given to all temporary staff.

Links to other policies:

As safeguarding and child protection permeates everything that we do our policies are interrelated and complement each other. They are available on the school website or a hard copy can be requested from the school reception.

- Pastoral Care.
- Anti-Bullying Policy
- Emotional Health & Wellbeing
- Attendance Policy.
- Positive Behaviour
- Special Educational Needs
- Medical Policy
- Health and Safety Policy
- Relationships and Sexuality Education
- E-Safety Policy
- Educational Visits
- Staff Code of Conduct

Monitoring and Review of Policy

This policy will be reviewed as part of the school's policy review. The Designated and Deputy Designated Teacher will review the content and implementation of the policy.

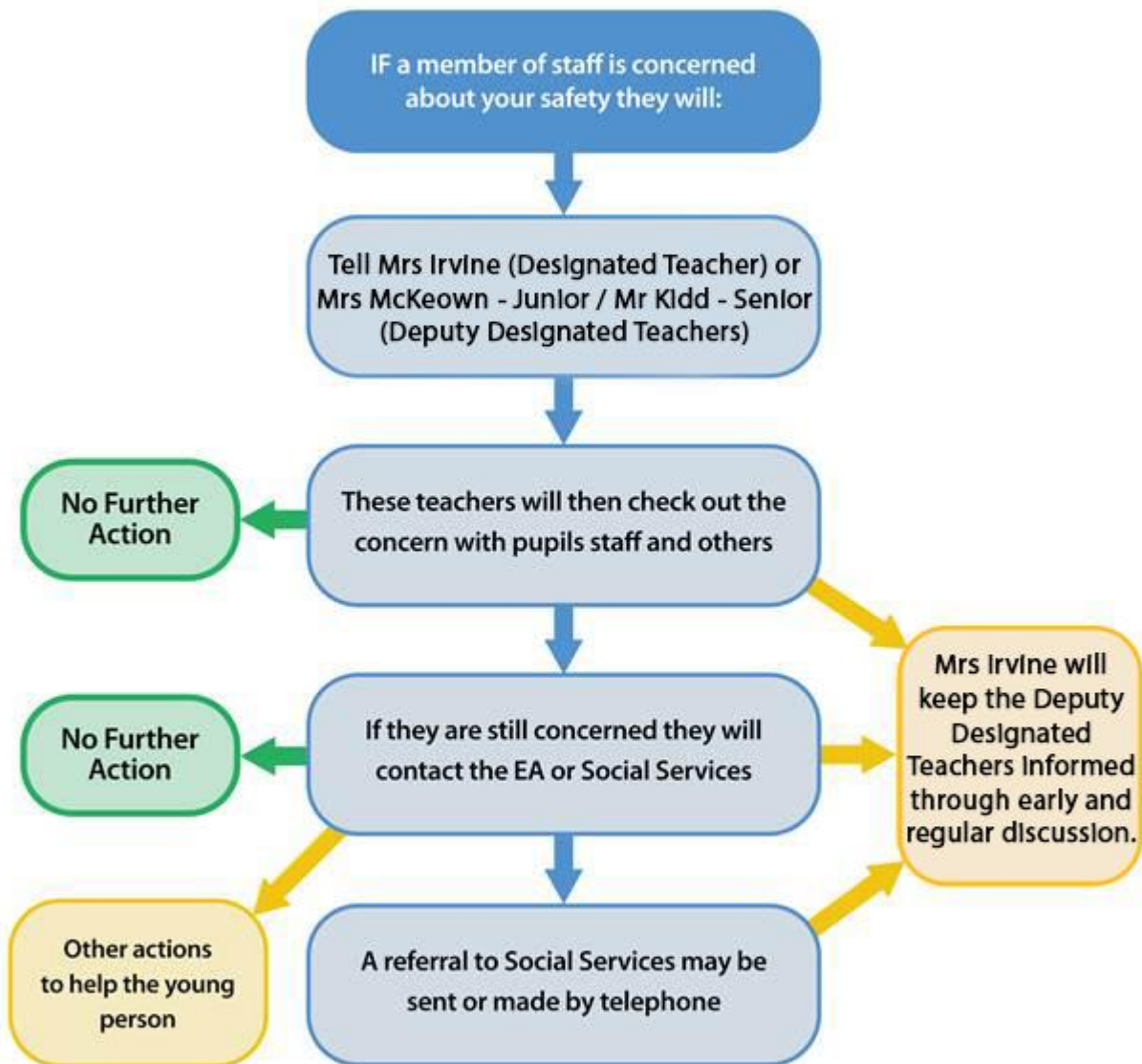
In addition to their daily teaching duties there is a rota for teacher supervision of the school campus at break-time and lunch-time each day and a number of supervisors are employed during the lunch break.

A summary of this policy, in leaflet format, is issued to parents at the beginning of each school year.

The full policy is provided for Year 8 parents and the summary each year thereafter.

Child Protection Flowchart

What happens when I tell a teacher my worries?



Carrickfergus Academy

Dealing with Allegations of Abuse Against a Member of Staff

Key Points

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



Guidance on the Next Steps

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



Possible Outcomes

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



Precautionary suspension is not appropriate and the matter is concluded.



Allegation addressed through relevant disciplinary procedures.



Precautionary suspension under Child Protection procedures imposed.



Alternatives to precautionary suspension imposed.



Carrickfergus Academy

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

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



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



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



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

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

Child Protection referral is not required
School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).



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



Please use this sheet to record any concerns of a child protection/safeguarding nature. This should then be passed immediately to Mrs Irvine.

Staff Member: _____

Details of the disclosure/nature of your concern

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The pupil was listened to and supported in the immediate term.

10

If there was a disclosure of self-harm or suicidal intent parents have been contacted.

8

How was this done?

Protective factors are put in place

- Parents are informed on the same day as the incident took place asked to speak with GP re mental health referral. ☐
- Lifeline card is given and use explained. ☐
- Text Someone card is given and use explained. ☐
- Head of Year is informed and asked to closely monitor. ☐
- Parents were informed and asked to come to school to collect their child if the concern is immediate. ☐
- The Designated Teacher follows up with parent/guardian/carer within a short time frame. ☐

A Counselling referral or other appropriate support is sought for the pupil. ☐

Date the referral was completed and to whom.

_____.

Teachers' support needs identified and action taken if appropriate. ☐

Code of Conduct for Staff and Volunteers in Schools

Date Ratified by BOG: _____

Review Date: _____

Objective, Scope and Principles

This Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff and volunteers are expected to observe. School staff and volunteers are role models and are in a unique position of influence and trust and must adhere to behaviour that sets a good example to all the pupils/students within the school. As a member of a school community, each person has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours

This Code of Conduct applies to all staff and volunteers of the school.

This Code of Conduct does not form part of any employees' contract of employment.

1. Setting an Example

- 1.1 All staff and volunteers who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times.
- 1.2 All staff and volunteers must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
- 1.3 All staff and volunteers must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- 1.4 This Code helps all staff and volunteers to understand what behaviour is and is not acceptable and regard should also be given to the disciplinary rules set out by the employing authority.
- 1.5 All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.

2. Safeguarding Pupils/Students

- 2.1 All staff and volunteers have a duty to safeguard pupils/students from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.
- 2.2 The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student or colleague to a member of the school's Safeguarding team (Designated Teacher (DT)/Deputy Designated Teacher (DDT) for Child Protection or the Principal).

2.3 The school's DT is _____ (Name) and the DDT is _____ (Name)

2.4 All staff and volunteers are provided with personal copies of the school's Child Protection Policy and Whistleblowing Policy and must be familiar with these documents and other relevant school policies e.g. e-Safety and Acceptable Use Policy.

2.5 All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.

2.6 All staff and volunteers should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.

2.7 All staff and volunteers must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare. Staff should also complete risk assessments where appropriate in accordance with school policies.

3. Relationships with Students

3.1 All staff and volunteers must declare any relationships that they may have with pupils/students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff and volunteers should not assume that the school are aware of any such connections. A declaration form may be found in Appendix 1 of this document.

3.2 Relationships with students must be professional at all times, sexual relationships with students are not permitted and may lead to an abuse of trust and criminal conviction.

4. Pupil/Student Development

4.1 All staff and volunteers must comply with school policies and procedures that support the well-being and development of pupils/students.

4.2 All staff and volunteers must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/ students.

5. Honesty and Integrity

5.1 All staff and volunteers must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

5.2 Gifts from suppliers or associates of the school must be declared to the Principal with the exception of "one off" token gifts from students or parents. Personal gifts from individual members of staff or volunteers to students are inappropriate and could be misinterpreted and may lead to disciplinary action. A record will be kept of all gifts received

6. Conduct Outside of Work

6.1 All staff and volunteers must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the staff/ volunteers own reputation or the reputation of other members of the school community.

6.2 In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.

6.3 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school. It should not contravene the working time regulations or affect an individual's work performance in the school. Staff should seek advice from the Principal when considering work outside the school.

7. E-Safety and Internet Use

7.1 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work.

7.2 Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have.

7.3 Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.

7.4 Contact with students must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students.

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

7.5 Photographs/stills or video footage of students should only be taken using school equipment for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be retained and destroyed in accordance with the schools Records Management Policy and Disposal Schedules.

8. Confidentiality

8.1 Members of staff and volunteers may have access to confidential information about students in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.

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

- 8.3 There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.
- 8.4 If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.
- 8.5 Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.

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

9. Dress and Appearance

- 9.1 All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.
- 9.2 Staff and volunteers should dress in a manner that is not offensive, revealing or sexually provocative.
- 9.3 Staff and volunteers should dress in a manner that is absent from political or other contentious slogans.

10. Disciplinary Action

- 10.1 Staff and volunteers should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including but not limited to dismissal.

11. Compliance

- 11.1 All staff and volunteers must complete the form in Appendix D to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

Confirmation of Compliance

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Name _____

Position/ Post held _____

Signed _____

Please return this form to the Principal