

Gaelcholáiste Dhoire



CHILD PROTECTION POLICY

Sínithe ag Cathaoirleach an Ghaelcholáiste.....

Dáta.....

Designated Teacher for Child Protection:
SUSAN Uí Mhianáin

Deputy Designated Teacher for Child
Protection: CONNLA Ó Coinn

Designated Governor for Child Protection
Governance: Nodlaig Ní Bhrollaigh

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INTRODUCTION

Dóchas sa dúchas

The governors and staff of Gaelcholáiste Dhoire fully recognise the contribution it makes to safeguarding children. We recognise that all members of 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 full-immersion environment which promotes the social linguistic physical and moral development of the individual child in line with the Gaelcholáiste ethos.

This policy is informed by the guidance and procedures set out by DE 'Pastoral Care in Schools: Child Protection (1999) and the Area Child Protection Committees' (ACPC) Regional Policy and Procedures (2005).

The Children (Northern Ireland) Order 1995 states that *the welfare of the child must be the paramount consideration* in all decisions 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 'paramourncy' of the child principle underpins our Child Protection policy and procedures.

Our policy applies to all staff, volunteers working in the school and governors. Learning Support Assistants, lunchtime supervisors, canteen staff, cleaning staff and secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

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.

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 that 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 GAELCHOLÁISTE DHOIRE

Chair of Governors: Niall Ó Catháin

Designated Governor for Child Protection Governance: Nodlaig Ní Bhrollaigh

Principal: Diarmaid Ua Bruadair

Designated Teacher for Child Protection: Susan Uí Mhianáin

Deputy Designated Teacher for Child Protection: Connla Ó Coinn

WHAT IS CHILD ABUSE?

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

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

Types of Abuse

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

Possible signs or symptoms of physical abuse include:

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

Emotional Abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of Cross and Passion College 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. (Area Child Protection Committee (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.

Bullying

Bullying is a highly distressing and damaging form of abuse and is not tolerated in Gaelcholáiste Dhoire.

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.

Members of 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 person accused of bullying behaviour. Parents of both the accused 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 Year Head and/or 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 Year Head/DT within one week of making the complaint, indicating the investigation which has been carried out and the action taken.

The consequences for a pupil guilty of bullying behaviour 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 members of staff are satisfied that the problem has stopped. If a pupil's bullying behaviour persists, the second stage will be to instigate the child protection procedures.

PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE

The designated teacher for child protection (DT) is Susan Uí Mhianáin. In his absence, the deputy designated teacher for child protection (DDT) Connla Ó Coinn, will assume responsibility for child protection. On the rare occasion that neither the DT nor DDT is in the school, the Principal, Diarmuid Ua Bruadair will assume responsibility for child protection.

If a child makes a disclosure to a teacher or 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.

S/he should not investigate - this is a matter for social services - but should report these concerns immediately to the DT, discuss the matter with him, 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 to 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 may be the possible abuser, the parents 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 NEELB, 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, the DT will inform:

- Social Services
- EA Western Region Designated Officer for Child Protection

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

If a complaint about possible child abuse is made against a member of staff, 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 DT 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 complaint about possible child abuse is made against the Principal, the DT must be informed immediately. S/he will inform the Chairperson of the Board of Governors and together they will take appropriate advice and ensure that the necessary action is taken.

If any member of staff feels unsure about what to do if s/he has concerns about a child, or unsure about being able to recognise signs or symptoms of possible child abuse, s/he 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'. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be informed.

PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE

- Record the reason for suspicion/actual works of disclosure.
 - Refer the matter immediately to the **DT - Susan or the DDT - Connla.**
 - Discuss the matter with the DT who will make full notes.
 - The DT will meet with the Principal to plan a course of action and ensure that a written record is made.
 - The Principal, in consultation with the DT, will decide whether the matter needs to be referred to Social Services.
 - If a referral is to be made, the DT will inform:
 - Social Services or the Care Unit - this will be confirmed by completing the proforma for reporting
- At the same time copies of this form will be sent to:
- Designated Officers - EA Western Region **Marian McBride, Godfrey Young, Martin McQuaid**

Dealing with Disclosures

- **Receive** - Listen - accept - reflective questioning - "So what you're saying is ..."
- **Reassure** - Stay calm - don't promise confidentiality - "I cannot keep this a secret. I have to tell ... I will keep you informed." It is important to be gentle and to affirm - empathise
- **React** - no leading questions - no judgements - no comments about the perpetrator (may be parent/carer - child may be already feeling guilty) - explain what you will do next - inform designated teacher - keep in contact
- **Record** - brief notes - date/time/place etc - be objective - use child's words - use diagrams
- **Support** - give child time and a safe place
- The role for staff is identification and **not** investigation.
- Should there be a disagreement between a member of staff and the DT over the issue of referral, it is important to remember that the welfare of the child is paramount (**Principle of Paramouncy**), that there is a duty to safeguard and promote the welfare of children and therefore the member of staff must refer.

WHAT TO DO IF YOU'RE WORRIED A CHILD IS BEING ABUSED

- Write down your suspicions or make a note of the words spoken, and also note the demeanour of the child including a note of when and where disclosure took place.
- Report it immediately to the designated teacher/deputy designated teacher/Principal, making a note of where and when this took place.

- The DT/DDT will provide you with a proforma to be completed from your notes. The proforma will be filed away in the Principal's office.

ROLE OF THE DESIGNATED TEACHER (DT) AND DEPUTY DESIGNATED TEACHER (DDT)

The DT:

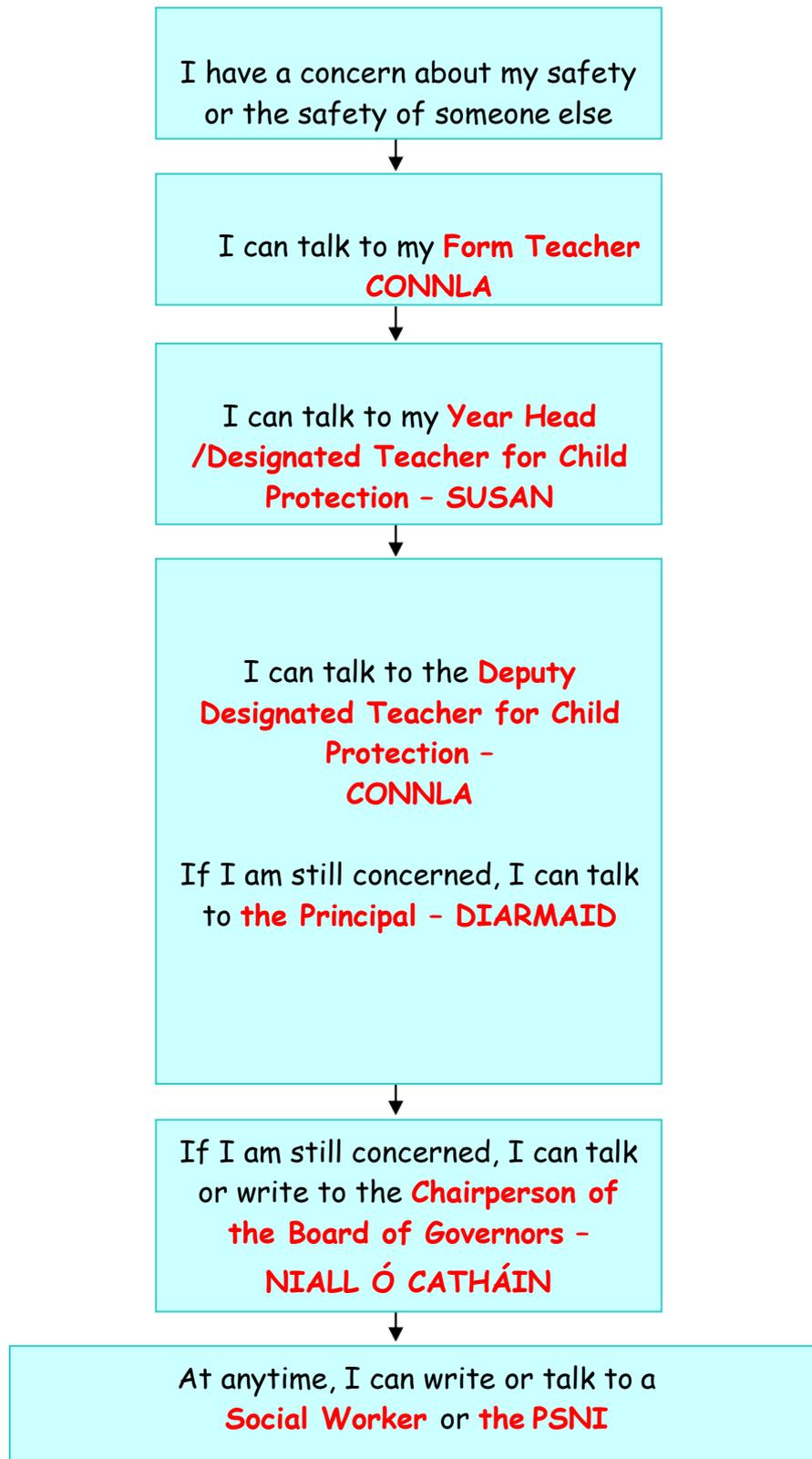
- To provide training to all school staff including support staff
- To be available to discuss the child protection concerns of any member of staff
- To assume responsibility for recordkeeping of all child protection concerns
- To make referrals to Social Services or PSNI Public Protection Units
- To liaise with EA (Western Region) Designated Officers for Child Protection
- To keep the school principal informed
- To take the leading responsibility for the development and updating of the school's child protection policy
- To ensure that parents receive a copy of the child protection policy every 2 years which alerts them to the fact that referrals may be made to Social Services and the role of the school regarding this
- To promote a child protection ethos in the school
- To submit written reports to the Board of Governors regarding child protection
- To maintain all records pertaining to child protection in a secure location (accessed only by the Designated Teacher and the School Principal as appropriate)

DDT:

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

HOW CAN I RAISE A CHILD PROTECTION CONCERN?

If you have a child protection or safeguarding concern, about yourself or someone else, follow the guide below:



PROCEDURES

The school's vetting processes are compliant with practice advised in DE circulars 2006/06, 2006/07, 2006/08, 2006/09, and 2008/03. Copies of these circulars are available on the DE website: www.deni.gov.uk (See Appendix 1)

CODE OF CONDUCT FOR ALL STAFF

The code of conduct is known to all staff - permanent and non-permanent and volunteers. It reflects the safeguarding ethos of the school and is set out in Appendix 2

THE PREVENTATIVE CURRICULUM (Appendix 3)

We recognise that the school plays a significant part in the prevention of harm of our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of 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
- Include, in the curriculum, opportunities for Personal and Social Development which equip 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 (Appendix 4)

Our policy on physical restraint by staff is set out in a separate policy, Reasonable Force, in accordance with guidelines from EA (Western Region). 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 Gaelcholáiste Dhoire person.

HEALTH AND SAFETY

Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

THE INTERNET AND DIGITAL TECHNOLOGIES

See 'E-Safety Policy' (Appendix 5)

EDUCATIONAL TRIPS/VISITS (Appendix 6)

See 'School Trips and Journeys Policy'

PHOTOGRAPHY AND IMAGES OF CHILDREN

- The photographs and video images of pupils and staff may be classed as personal data under the terms of the Data Protection Act 1998. Therefore using such images for school publicity purposes may require the consent of either the individual concerned or, in the case of pupils, their legal guardians.
- Schools should not display images of pupils or staff on websites, in publications or in a public place without such consent.
- It is recommended that:
 - if the photograph is used, avoid naming the pupil
 - if the pupil is named, avoid using their photograph.
- Schools can retain copies but should let the person being photographed know whether or not the image will be retained for further use, and ensure that the images are securely stored and only used by those authorised do so.
- Please refer to the related mobile phone policy and e-safety policy

INTIMATE CARE POLICY (Appendix 7)

See Policy for Intimate Care

REVIEWING THE CHILD PROTECTION POLICY

The policy is reviewed on an on-going basis.

Appendix 1

GUIDELINES FOR VOLUNTEERS

Volunteers have an important and beneficial role in supporting the work of teachers and other support staff in Cross and Passion 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 that they have never been convicted of a criminal offence or been the subject of a Caution or of a Bound-over Order

- 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
- Undergo an annual criminal record check through Access NI (via EA Western Region)

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 to 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. *Gaelcholáiste Dhoire* therefore ensures that volunteers are treated no less favourably than paid employees in terms of *Gaelcholáiste Dhoire's* obligations under the legislation.

Duration

Gaelcholáiste Dhoire 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 child protection, including its behaviour policy, including rewards and sanctions, and the extent of the volunteer's authority within it; its child protection procedures
- *Gaelcholáiste Dhoire's* Health and Safety Policy

Arrangements are made for the volunteer to have a formal line of communication to the Principal for reporting issues of concern or the welfare of the children in the school.

School Security

Gaelcholáiste Dhoire 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 Gaelcholáiste Dhoire 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 Cross another 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. Staff would follow guidelines given in the TEAM-TEACH course given by the ELB.

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 *Gaelcholáiste* adult. *However, no member of staff should hesitate to provide first-aid in an emergency simply because a Gaelcholáiste 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 usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

3. Choice and Use of Teaching Materials

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

When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised.

If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

4. Relationships and Attitudes

Staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls. Staff are aware that they are in a

position of trust in relation to the children and young people at the school.

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

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice.

From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or of their parents/carers.

Appendix 3

THE PREVENTATIVE CURRICULUM

Staff at Gaelcholáiste Dhoire 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 maybe challenging or they may be withdrawn.

Gaelcholáiste Dhoire 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 Personal Development.
- 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.

Appendix 4

THE USE OF REASONABLE FORCE

Physical Contact with Pupils - As a general principle, members of staff are advised not to make unnecessary physical contact with their pupils. However, staff should not feel inhibited from providing reassurance to a distressed child which may involve physical comforting as a caring parent would provide.

Staff should never touch a child who has clearly indicated that s/he is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.

The Education (NI) Order 1998 (part II Article 4 (1)) states:

'A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:-

- committing an offence;
- causing personal injury to, or damage to the property of, any person(including the pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.'

WHAT IS REASONABLE FORCE?

Reasonable force should be limited to emergency situations and used only as a last resort, e.g. a pupil attacks a member of staff or another pupil; a pupil is causing injury or damage by accident; rough play or misuse of dangerous materials or substances.

- The **use of force** may be regarded as reasonable only if circumstances warrant it. If a situation can be resolved without force, then physical force cannot be justified.
- Reasonable force might involve:
 - standing between pupils

- blocking a pupil's path
 - holding
 - pushing
 - pulling
 - leading a pupil by the arm
- Staff should never act in a way that might cause injury by:
 - holding a pupil round the neck or collar;
 - slapping, punching, kicking;
 - throwing an object at a pupil;
 - twisting limbs;
 - tripping up a pupil;
 - holding a pupil by the hair or ear.

Appendix 5

E-SAFETY POLICY 2014-2015

1 WRITING AN REVIEWING THE E-SAFETY POLICY

The E-Safety Policy is part of the School Development Plan and relates to other policies including those for ICT, bullying and for Child Protection.

This policy has been created using the BECTA E-Safety Guidelines

2 TEACHING AND LEARNING

2.1 Why ICT Access is Important

- Internet and emerging communication technologies are essential elements in 21st century life for education, business and social interaction. Our school has a duty to provide students with quality access as part of their learning experience.
- Information Communication Technologies access is an essential part of the curriculum and a necessary tool for staff and pupils.

2.3 Information Communication Technologies Use Should Enhance Learning

- The school Information Communication Technologies access is designed expressly for pupil use and includes filtering appropriate to the age of pupils.

Pupils are taught what Information Communication Technologies use is acceptable and what is not and are given clear objectives for Information Communication Technologies use.

- Pupils are educated in the effective use of the Information Communication Technologies in research, including the skills of knowledge location, retrieval and evaluation

2.4 Pupils are taught how to evaluate Information Communication Technologies content

- The school ensures that the use of Information Communication Technologies derived materials by staff and pupils complies with copyright law.
- Pupils are taught to be critically aware of the materials they read and are shown how to validate information before accepting its accuracy.

3 MANAGING INFORMATION COMMUNICATION TECHNOLOGIES ACCESS

E-SAFTEY CO-ORDINATOR:- CONNLA

3.1 Information System Security

School ICT systems capacity and security are reviewed regularly in consultation with C2k.

3.2 E-Mail

- Pupils may only use approved e-mail accounts on the school system.
- Pupils must immediately tell a teacher if they receive offensive e-mail.
- Pupils must not reveal personal details of themselves or others in e-mail communication, or arrange to meet anyone without specific permission.
- An e-mail sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on school headed paper.
- The forwarding of chain letters is not permitted.

3.3 Published Content and the School Web Site

- The contact details on the school web site show the school address, e-mail and telephone number. Staff or pupils' personal information are not published.
- The Principal takes overall editorial responsibility and ensures that content is accurate and appropriate.

3.4 Publishing Pupils' Images and Work

- Photographs that include pupils are selected carefully and should not enable individual pupils to be clearly identified.
- Pupils' full names should not be used anywhere on the web site or Blog, particularly in association with photographs.
- Written permission from parents or carers is obtained before photographs of pupils are published on the school web site.
- Pupil's work can only be published with the permission of the pupil and parents/carers.

3.5 Social Networking and Personal Publishing

- The school blocks/filters access to social networking sites.
- Newsgroups are blocked unless a specific use is approved.
- Pupils are advised never to give out personal details of any kind which may identify them or their location.

3.6 Managing Filtering

- Our school works with the WELB, C2k, DTI and the Information Communication Technologies Service Provider to ensure systems to protect pupils are reviewed and improved.
- If staff or pupils discover an unsuitable site, it must be reported to the E-Safety Coordinator - **Connla Ó Coinn**
- The E-Safety Coordinator and the IT Technician make regular checks to ensure that the filtering methods selected are appropriate, effective and reasonable.

3.7 Managing Videoconferencing

- IP videoconferencing uses the educational broadband network to ensure quality of service and security rather than the Information Communication Technologies.
- Pupils must ask permission from the supervising teacher before making or answering a videoconference call.
- Videoconferencing is appropriately supervised for the pupils' age.

3.8 Managing Emerging Technologies

- Emerging technologies are examined for educational benefit and a risk assessment is carried out before use in school is allowed.
- Mobile phones should not be used during lessons or formal school time. The sending of abusive or inappropriate text messages is forbidden.
- Staff should be issued with a school phone where contact with pupils is required.

3.9 Protecting Personal Data

Personal data should be recorded, processed, transferred and made available according to the Data Protection Act 1998.

4 POLICY DECISIONS

4.1 Authorising Information Communication Technologies Access

- All members of staff and pupils must read and sign the 'Acceptable ICT Use Agreement' before using any school ICT resource.
- Parents will be asked to sign and return a consent form.

4.2 Assessing Risks

- The school takes all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Information Communication Technologies content, it is not possible to guarantee that unsuitable material should never appear on a school computer. The school cannot accept liability for the material accessed, or any consequences of Information Communication Technologies access.
- Our school audits ICT provision to establish if the E-Safety Policy is adequate and that its implementation is effective.

4.3 Handling E-Safety Complaints

- Complaints of the misuse of Information Communication Technologies are addressed by the E-Safety Coordinator/senior member of staff.
- Any complaint about staff misuse must be referred to the Principal.
- Complaints of a child protection nature must be dealt with in accordance with school child protection procedures.
- Pupils and parents are informed of the complaints procedure.
- Discussions should be held with the Police Youth Crime Reduction Officer to establish procedures for handling potentially illegal issues.

5 COMMUNICATING THE POLICY

5.1 Introducing the E-Safety Policy to Pupils

- E-safety rules are posted in all networked rooms and discussed with the pupils at the start of each year.
- Pupils are informed that network and Information Communication Technologies use are monitored.
- Year 8 Pupils are taught a unit on E-Safety

5.2 Staff and the E-Safety Policy

- All members of staff are given the School E-Safety Policy and its importance explained.
- Staff should be aware that Information Communication Technologies traffic can be monitored and traced to the individual user. Discretion and professional conduct are essential.

5.3 Enlisting Parents' Support

- Parents' attention is drawn to the School E-Safety Policy in newsletters, the school prospectus and on the school Web site.

REVIEW

Date policy implemented: AUGUST 2015

Review Date: SEPTEMBER 2016

Appendix 6

School Trips and Journeys

School Trips and Journeys Policy

Aims/Objectives

The aims/objectives of any visit, which must conform to the school's curriculum aims, should be clear. These may be educational, cultural, recreational or a combination of these. Every visit organised through the school should be justifiable on educational grounds while the efficient running of the school must be considered in the absence of those teachers who will be accompanying the participating pupils.

Organising any educational visit journey

Details of the trip

- The location
- Where appropriate a contact telephone number for the group
- A list of pupils involved
- A list of teachers/adults supervising the trip. Pupil teacher ratios vary depending on the terrain.
- A detailed itinerary of the trip
- The qualifications and experience of the leader and the supporting adults (teachers and non-teachers)
- The code of conduct expected and the safety code

Letters to Parents/Carers

The coordinator of any school visit, journey should ensure that a letter is sent to parents/carers with comprehensive details including the following:

- The purpose and precise nature of the trip (including details of any activities).
- The cost of the journey, cancellation, insurance, pocket money and clothing.
- The mode of transport
- The date and times of departure and return of all residential journeys within the UK and abroad.
- The names of team leaders and other teachers and adults in the party.
- Telephone numbers: the school, emergency number: in the home locality

and at the venue.

- Any hazardous activities
- Code of conduct setting out the standards of behaviour expected from the pupils in the party.
- The emergency procedure for contacting parents.

N.B Parents should be informed that any pupil who misbehaves on a school trip will be withdrawn and disciplinary measures will be taken up after the trip. Full school rules apply.

Parental Consent

Parental consent should be written and include reference to the pupil's medical history where this is deemed to be relevant.

Forms for Visits:

- A form will be issued for all visits. Such a form will include Aims and objectives, e.g. places visited, days and times; names of leader, other teachers and other accompanying adults
- Numbers, ages and gender of the pupils
- Transport arrangements, if any
- Medical/first aid arrangements
- Safety arrangements and evaluation
- Any hazardous activities, e.g. skiing, water-skiing, mountaineering, etc
- Supervisor-pupil ratios in relation to any particular activity
- Financial arrangements with pupils and families regarding basic cost and any extras
- Financial arrangements within the school, e.g. regarding bank accounts, title and name of account holder, deposits (who holds these) and signatures on cheques
- Financial arrangements with travel agents or with individual contractors or suppliers
- Arrangements for consultation/information-sharing with parents and pupils
- Arrangements for letters to parents and parental consent
- Emergency contact arrangements
- Insurance cover arrangements
- Confirmation that the visit is registered with the LEA where relevant

For Residential Visits

- Arrangements for letters of consent and indemnity forms, which should contain the parents' written consent for the teacher to act in the place of parents to arrange any medical treatment required. These are required for any journey abroad and should be considered for some journeys in the UK where contact is difficult.
- Checks that the hotel, hostel, camp, etc can accommodate the particular gender balance in its sleeping and sanitary arrangements.
- Supervision arrangements overnight

Confirmation that the emergency contact person has full itinerary and contact numbers, as well as contact numbers for each family involved.

Visits Abroad

- All the members have valid passports; either full, collective or visitors' passports and that these have been applied for in good time (for a day trip to the Continent an excursion document would suffice)
- Visas, if appropriate, have been obtained
- Arrangements have been made to meet medical expenses both by appropriate insurance arrangements and by the Department of Health reciprocal arrangements scheme
- There is suitable medical preparation, e.g. vaccinations and immunizations, etc
- Appropriate foreign currency arrangements are in place
- All members of the party (pupils and adult) are aware of the current regulations of HM Customs
- The information briefing contains material about the cultural and social expectations of the country to be visited

Insurance

The coordinator/s should ensure that insurance cover is adequate. The small print of policies must be read carefully. All organisers should ensure they are covered for

Public liability:

- Third party liability covering claims against the authority, school and its employees;
- Personal accident cover for leaders, voluntary helpers and party members, including compensation for accidental injury regardless of the cause;

- Medical treatment;
- Transport and passenger liability;
- High-risk activities (often omitted from policies);
- Damage or loss of personal or hired equipment;
- Programme as well as non-programmed activities
- Transport and accommodation expenses in case of an emergency;
- Compensation against cancellation or delay;
- Compensation for loss or damage of baggage and effects;
- Legal assistance in the recovery of claims;
- Failure or bankruptcy of the centre or travel company

Behaviour

Irresponsible behaviour can be a threat to the safety of the group, leaders and the public. Codes of conduct in relation to smoking, alcohol and behaviour between the sexes need to be clearly established and understood. Parents need to be made aware of the expected standards.

Resources

It would be invaluable if every group leader kept all relevant information on file in school after his trip e.g. places of interest, places to avoid, enjoyment level, interesting excursions, useful contact nos. etc.

Pupils with Special Educational Needs

It is vital that all coordinators are aware of any pupil's special needs. Parents should be asked whether any medical points should be watched with individual children.

Handling Pupils Funds

CCMS guidelines for handling pupils' funds should be strictly adhered to. In particular, a careful record should be kept of money received and paid out. There should be a recording system for instalment payments. All money collected should be placed in a special bank account.

The signature of the Principal and one other teacher should be required for payments from the account. All payments, including any refunds to parents, should be made by cheque. At the end of the trip the coordinator should complete a statement of account.

Notification to SMT

Notification in advance must be submitted to SMT. This should be at the end of the Financial Year (March) if the party intends travelling in the following year. This is especially important if a party is seeking grant aid.

N.B A portion of the school budget will be set aside for the financial aid of some trips. This will not be a large sum and will be granted to parties -depending on advanced notice and reasons for request.

Appendix 7

POLICY FOR INTIMATE CARE September 2014

Introduction

- Staff who work with children with SEN will realise that the issue of intimate care is a difficult one and will require staff to be respectful of children's needs.
- Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with or exposure of the genitals. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing or changing.
- Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff who provide intimate care to children have a high awareness of child protection issues. Staff behaviour is open to scrutiny and staff at Cross and Passion College work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.
- Cross and Passion College is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

Our approach to best practice

- All children who require intimate care are treated respectfully at all times. The child's welfare and dignity is of paramount importance.
- Staff who provide intimate care are trained to do so (including Child Protection and Health and Safety training in moving and handling) and are fully aware of best practice. Apparatus will be provided to assist with children who need special arrangements following assessment from physiotherapist/ occupational therapist as required.

- Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes.
- There is careful communication with each child who needs help with intimate care to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.
- As a basic principle, children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as they can.
- Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child needs help with intimate care. Where possible, one child will be cared for by one adult unless there is a sound reason for having two adults present. If this is the case, the reasons should be clearly documented.
- Parents/carers will be consulted about their child's intimate care arrangements on a regular basis.

The protection of children

- Where appropriate, all children will be taught personal safety skills carefully matched to their level of development and understanding.
- If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. s/he will follow the guidelines set out in our school's Child Protection Policy.
- If a child becomes distressed or unhappy about being cared for by a particular member of staff, or if a child makes an allegation against a member of staff, the matter will be addressed in line with the school's Child Protection Policy.

Appendix 8

POLICY FOR THE ADMINISTRATION OF MEDICATION IN CROSS AND PASSION COLLEGE

- 1 The Board of Governors and staff of Cross and Passion College wish to ensure that pupils with medical needs receive appropriate support and care at school. The Principal will accept responsibility in principle for members of the school staff giving or supervising pupils taking prescribed medication during the school day where those members of staff have volunteered to do so.

Please note that parents should keep their children at home if acutely unwell or infectious.

- 2 Parents/Carers are responsible for providing the Principal with comprehensive information regarding the pupil's medication and condition.
- 3 Prescribed medication will **not** be accepted in school without complete written and signed instructions from the parents/carers.
4. Staff will not give a non-prescribed medicine to a child unless there is **prior** written specific permission from the parent.
5. The quantity of medication supplied to the school should be a maximum of four weeks at any one time.
6. Where a pupil travels to school with an escort, parents should ensure the escort has written instructions relating to any medication sent with the pupil, including medication for administration during respite care.
7. Each item of medication must be delivered to the Principal or Pastoral Assistant in normal circumstances by the parent, **in a secure, labelled container as originally dispensed.** Each item of medication must be clearly labelled with the following instructions:
 - Pupil's name and date of birth
 - Name of medication
 - The prescribed dose
 - Frequency of administration/ route of administration
 - Storage requirements

- Expiry date

The school will not accept items of medication in unlabelled containers.

8. Medication will be kept in a secure place, out of reach of pupils unless otherwise indicated (e.g. Auto Injectors)
All medication to be administered in school will be kept in a locked medicine cabinet.
9. The school will keep records, which they will have available for parents.
10. If a child refuses to take medication, staff will not force them to, and will inform the parents of the refusal as a matter of urgency, on that same day. If as a result of the refusal there is a medical emergency, the school's emergency procedures will be followed.
11. It is the responsibility of parents to notify the school in writing if the pupil's need for medication ceases.
12. It is the parents' responsibility to renew the medication when supplies are low and to ensure that the medication is within the expiry date.
13. The school will not make changes to dosages on parental instructions. **G.P. only.**
14. **Medicines which are in use and in date should be collected by the parent at the end of each term.** Date expired medicines or those no longer required for treatment will be returned immediately to the parent for transfer to a community pharmacist for safe disposal.

School staff will not dispose of medicines.

15. For each pupil with a long term or complex medication needs, the Principal will ensure that a Medication Plan and Protocol is drawn up, in conjunction with the appropriate health professionals.
16. Pupils will be encouraged to administer their own medication, where it is appropriate to do so, if necessary under staff supervision. Parents will be asked to confirm in writing if they wish their child to carry medication with them in school.

17. Staff who volunteer to assist in the administration of medication will receive appropriate training through arrangements made with the School Health Service.
18. The school will make every effort to continue the administration of medication to a pupil while on trips away from school premises, even if additional arrangements may be required. However, there may be occasions when it may be impossible to include a pupil on a school trip if appropriate supervision cannot be guaranteed.
19. All staff will be made aware of the procedures to be followed in the event of an emergency.