

HOLY TRINITY COLLEGE



Safeguarding and Child Protection Policy 2023/2024

Promoting: Inspiration, Innovation, Excellence

CHILD PROTECTION POLICY

Safeguarding promotes the welfare of the child and young person. It prevents harm occurring through early identification or risk and appropriate, timely intervention and it protects children and young people from harm when this is required. The welfare of children and young people in our care must be promoted and they must be given every opportunity to develop to their full potential, free from harm through abuse, exploitation and neglect. *[Co-operating to Safeguard children and young people in NI 2017]*

This Safeguarding and Child Protection policy is based on guidelines and advice outlined in a recent Department of Education Circular 2017/04: "Safeguarding and Child Protection - A Guide for Schools" issued in May 2017. This supersedes the Circular 1999/10 "Pastoral Care in Schools: Child Protection" and Northern Area Child Protection Committee, Interagency Child Protection Procedures, issued autumn 1997.

There is increasing concern about child abuse and it is essential to have effective arrangements so that everyone who is in a position to help protect abused children, or children at risk of abuse, is enabled to do so effectively, whatever his/her relationship to the children concerned.

Co-operation between the agencies concerned with the protection of children is vitally important.

We in Holy Trinity College have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our pastoral policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential.

One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All our staff have been subject to appropriate background checks. The staff of our school has also adopted a Code of Practice for our behaviour towards pupils. This code is attached to this policy statement.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school - teachers, non-teaching staff - has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The problem 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.

The Safeguarding Team at Holy Trinity College



Mrs M Quinn
Designated Teacher



Mrs I Russell
Principal



Mr A Nugent
Board of Governors



Mrs C Scullion
Board of Governors

Deputy Designated Teachers



Mrs L McCartney



Mrs M Tracey



Mrs C O'Loan
Student Welfare Officer

ROLES AND RESPONSIBILITIES

Designated Teacher

- Induction and training of all school staff, including support staff
- Discussing safeguarding or child protection concerns with members of staff
- Keeping records of all child protection concerns
- Being aware of early intervention supports and other local services
- Making referrals to Social Services - UNOCINI or PSNI where appropriate
- Liaise with EA Designated officers for child protection
- Keep the Principal informed
- Lead responsibility for the development of the school's child protection policy
- Promoting safeguarding and child protection ethos in the school
- Compile written reports to the Board of Governors regarding child protection.

Deputy designated teachers will work co-operatively with the designated teacher in fulfilling her responsibilities. She will develop sufficient knowledge and experience to undertake the duties of the designated teacher when required.

School Principal

The Principal will assist the Board of Governors to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from DE is shared promptly and termly inclusion of child protection activities on the Board of Governors meeting agenda. The Principal also takes the lead in managing child protection concerns relating to staff.

The Chair of Board of Governors

The Chairperson plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment. The Chairperson is responsible for ensuring child protection records are kept and for signing and dating the Record of Child Abuse Complaints annually, even if there are no entries.

Designated Governor for Child Protection

This governor will advise on the following:-

- The role of the designated teacher(s)
- The content of child protection policies
- The content of a code of conduct for adults within the school
- The content of termly updates and full Annual Designated Teacher's Report
- Recruitment, selection, vetting and induction of staff

RECRUITMENT, VETTING AND INDUCTION OF STAFF AND VOLUNTEERS

Holy Trinity College complies with key legislation and DE circulars regarding the recruitment, vetting and induction of staff and volunteers.

The Safeguarding Vulnerable Groups (NI) Order 2007

DE Circular 2013/01 'Disclosure and Barring Arrangements: Vetting Requirements for Paid Staff working in or Providing a Service in Schools'

DE Circular 2012/19 'Disclosure and Barring Arrangements: Changes to Pre-Employment Vetting Checks for Volunteers Working in Schools from 10 September 2012'

Access NI Clearance and Volunteers working in the school

DEFINITION OF CHILD ABUSE

The term child abuse includes physical injury, neglect (including emotional neglect), continued ill-treatment and sexual abuse.

NEGLECT: this 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.

Cumulative Indicators of Neglect: *Physical, Medical, Emotional, Educational, Nutritional and Lack of supervision/guidance*

PHYSICAL ABUSE: is deliberately physically hurting a child. It might take a variety of different form, 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, 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.

***Child Sexual Exploitation (CSE)** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. CSE can be very difficult to identify and a young person may not see themselves as a victim. However, it is a school's responsibility to protect all children and young people from abuse. If you suspect a child/young person of CSE then follow the appropriate reporting guidelines in this policy.*

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.

BULLYING: Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. Bullying can take many forms: isolation, name calling, physical assault etc..and more recently with the wide use of new technology 'cyber-bullying' can occur through mediums such as: Facebook, twitter, e-mails, texts etc... 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 discipline the bully. Parents of both victim and bully will be personally contacted immediately bullying behaviour is identified. (See E-safety & Acceptable Use of the Internet Policy and Bullying Information Leaflet for Parents).

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.

[definitions from Co-operating to Safeguard Children and young people in NI 2016]

GROOMING: involves perpetrators gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, 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 a child's/young person's loyalty to and dependence upon the person(s) doing the grooming. Grooming is often associated with Child Sexual Exploitation (CSE).

Adults may misuse online settings eg. chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children and young people or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared.

GRAVE CONCERN: while strictly speaking not a form of abuse but a category of registration of abuse, this term covers children whose situations do not currently fit any of the four categories above but where social and medical assessments indicate that they are at significant risk of above. These could include situations where another child in the household has been harmed or the household contains a known abuser.

DOMESTIC VIOLENCE



Holy Trinity College works closely with Womens' Aid who provide support for children and their families in the Cookstown area.

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'. [Stopping domestic and sexual violence and abuse in NI - A 7 year strategy 2016]*

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)'.*

Signs of Domestic Violence

- Destructive criticism and verbal abuse - shouting, mocking, name calling, verbally threatening;
- Pressure tactics - sulking, threatening to withhold money, disconnecting telephone, commit suicide, take the children away, report person to welfare agencies, lying to the person's friend;
- Disrespect - persistently putting the person down in front of others, not listening or responding, refusing to help with childcare or housework;
- Breaking trust - lying, withholding information from the other person, being jealous, having no other relationships, breaking promises;
- Isolation - monitoring or blocking telephone calls, telling the person where they can and cannot go, preventing them from seeing friends and family;
- Harassment - following and checking upon the other person, opening mail, repeatedly checking to see who has telephoned, embarrassing the person in public;
- Threats - making angry gestures, using physical size to intimidate, shouting at the person, destroying their possessions, breaking things, wielding a knife or gun, threatening to harm or kill the person or children;
- Sexual violence - using force, threats, having sex with the person when they don't want to have sex, degrading treatment;
- Physical violence - punching, slapping, hitting, biting, kicking, pulling hair, pushing, shoving, strangling;
- Denial - saying the abuse doesn't happen, saying the other person caused the abusive behaviour, being publicly gentle and patient, crying and begging for forgiveness, saying it will never happen again.

Operation Encompass



We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead

to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support.

This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information see [The Domestic Abuse Information Sharing with Schools etc. Regulations \(Northern Ireland\) 2022](#).

Social Workers in Schools Programme

As a result of funding by a local business, the College has been fortunate to employ a social worker to support our young people. Mrs Clare O'Loan is our Student Welfare Officer and her remit is supporting safeguarding in the College and supporting our young people. She liaises with pupils and parents and provides a valuable service to families in our local community.

SEXUAL ABUSE - GROOMING

Signs and Symptoms

The signs of grooming are not always obvious. Groomers will also go to great lengths not to be identified.

Children may:

- Be very secretive, including about what they are doing on-line
- Have older boyfriends/girlfriends
- Go to unusual places to meet friends
- Have new things such as clothes, mobile phones and they can't or won't explain where they obtained them
- Have access to drugs and alcohol

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

The Sexual Offences (NI) Order 2008

SELF-HARM

'it is most helpful to consider self-harm as a continuum, ranging from behaviour which has a strong suicidal intent (for example, some kinds of overdose) to behaviour which is intended to help the person stay alive (such as cutting)' John Coleman 2004

Levels of self-harm are one indicator of the mental health and well-being of young people in our society today.

Self-harm describes a wide range of behaviours and is a symptom rather than the core problem. It masks underlying emotional and psychological trauma. In a number of cases self-harm goes undetected for quite some time. Self-harm can involve:-

- Cutting
- Burning with cigarettes
- Scalding
- Banging or scratching one's own body
- Breaking bones
- * hair pulling
- * ingesting toxic substances or objects
- * head banging
- * self-mutilation

Young people who self-harm mainly do so because they have no other way of coping with problems and emotional distress.

This can be for a range of reasons: bullying, breakdown in the family, abuse, excessively high expectations. Self-harm is not a good way of dealing with such problems. It provides only temporary relief and does not deal with the underlying issues.

[please refer to self-harm information leaflets for Parents and Pupils which all staff received and on our website. DT/DDT/Principal and PSO have copies of Pupil and Parent Information Packs, created with support from CAMHS]

FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. It comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to a 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences. FGM is a form of child abuse and as such, teachers have a statutory duty to report cases, including suspicion, to the PSNI immediately.

Female Genital Mutilation Act 2003

Serious Crime Act 2015

Criminal Law Act (NI) 1967 - Section 5

FORCED MARRIAGE

A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced marriage is a criminal offence in NI and if a teacher has knowledge or suspicion of a forced marriage in relation to a child or young person, they should contact the PSNI immediately.

Forced Marriage (Civil Protection) Act 2007

GENDER IDENTITY ISSUES/SEXUAL ORIENTATION

Holy Trinity College strives to provide a happy environment where all young people in our care feel safe and secure. All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity and not to be treated any less favourably due to their actual or perceived sexual orientation.

Equality Act (Sexual Orientation) Regulations (NI) 2003 and 2006

Sex Discrimination (NI) Order 1976 (amended in 2011/12)

European Convention of Human Rights

CHILD SEXUAL EXPLOITATION

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Staff should be alert to the likelihood of CSE and protect children and young people accordingly. If a member of staff suspects that CSE is occurring, they are asked to follow the procedures for reporting abuse in this policy, including reporting to the appropriate agencies.

CHILDREN WHO DISPLAY HARMFUL SEXUALISED BEHAVIOUR

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 to coerce, threaten or intimidate the victim. This type of behaviour can include: using inappropriate sexually explicit words, inappropriate touching, sexual violence or threats. Sexually harmful behaviour is primarily a child protection concern and will always require intervention. Some issues may be addressed in the Positive Behaviour of Learning Policy but the DT/DDT will seek further support from CPSSS.

In the event that further intervention is required, a RAMP [Risk Assessment Management Plan] **This is the 2021 version of the RAMP format, which has been based on adaptations of the original AIM Safety and Support Plans (Carol Carson and AIM 2007) by Leeds, Hertfordshire and Cambridgeshire Children's Services (2016)** will be completed by the DT and parents, pupil and outside agencies will be invited into school for a meeting to discuss the plan. A review of the RAMP will occur after one month and all parties will convene again.

PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly. He/she should not carry out any investigation or examination of the child but should immediately make their concerns known to **Mrs Quinn** (designated teacher for Child Protection); discuss the matter and make full notes. In the absence of **Mrs Quinn**, the Deputy Designated Teachers, **Mrs M Tracey**, **Mrs C O'Loan** or **Mrs L McCartney** should be informed.

Any teacher who suspects that a child has been (or is at risk of being) physically, emotionally or sexually abused or neglected will take the following action:

- 1 Record the reason for suspicion/actual works of disclosure.
- 2 The teacher will immediately refer the matter to the designated teacher for Child Protection - **Mrs Quinn** or in her absence, the deputy designated teachers, **Mrs M Tracey**, **Mrs C O'Loan** or **Mrs L McCartney**. Discuss the matter with the designated teacher who will make full notes.
- 3 The designated teacher will meet with the Principal to plan a course of action and ensure that a written record is made.
- 4 The Principal, in consultation with the designated teacher, will decide whether the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately. The safety of the child is our first priority.

If a referral is to be made, the designated teacher will inform:

- Social Services/Gateway - this will be confirmed by completing a UNOCINI
- 5 The School's Education and Welfare Officer will be made aware of a child in care or on the Child Protection Register.
 - 6 The designated teacher will prepare a report for a Child Protection Conference focusing on the child's educational progress and achievements etc. There is a standard pro-forma for such a report and this will be brought to any Child Protection Case Conference to which she is invited.

- 7 If the information about possible abuse by someone outside the school is given to a member of staff by a pupil, whether or not the pupil is the subject of the alleged abuse, the procedures described above apply, except that the parent of the pupil giving the information (unless he/she is the possible abuser) should be involved at the earliest stage.
- 8 A complaint made against a member of the Board of Governors or a person working in the school in a voluntary capacity, will be treated in the same manner as complaints against a person who is not on the school's staff and the above procedures will be followed.
- 9 If a complaint about possible abuse is made against a member of staff, the Principal (or designated teacher if she is not available) must be informed immediately.

The above procedures will apply (unless the Complaint is about the designated teacher). When the matter is referred to Social Services the member of Staff will be removed from duties involving direct contact with pupils. The Chairperson of the Board of Governors will be informed immediately.

If a complaint is made against the Principal, the designated teacher or the deputy, if she is not available, must be informed immediately. She will inform the Chairperson of the Board of Governors and together ensure that the necessary action is taken.

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 told.

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

A member of staff completes CP Incident Report Form and discusses concerns with Mrs M Quinn (DT) or in her absence, Mrs I Russell, Mrs M Tracey, Mrs C O'Loan or Mrs L McCartney (DDT)

Mrs M Quinn will consult Mrs I Russell (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 CPSSS officer.

Child Protection referral is required (UNOCINI)

Mrs M Quinn will seek 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 telephone Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. Mrs Quinn will submit a UNOCINI

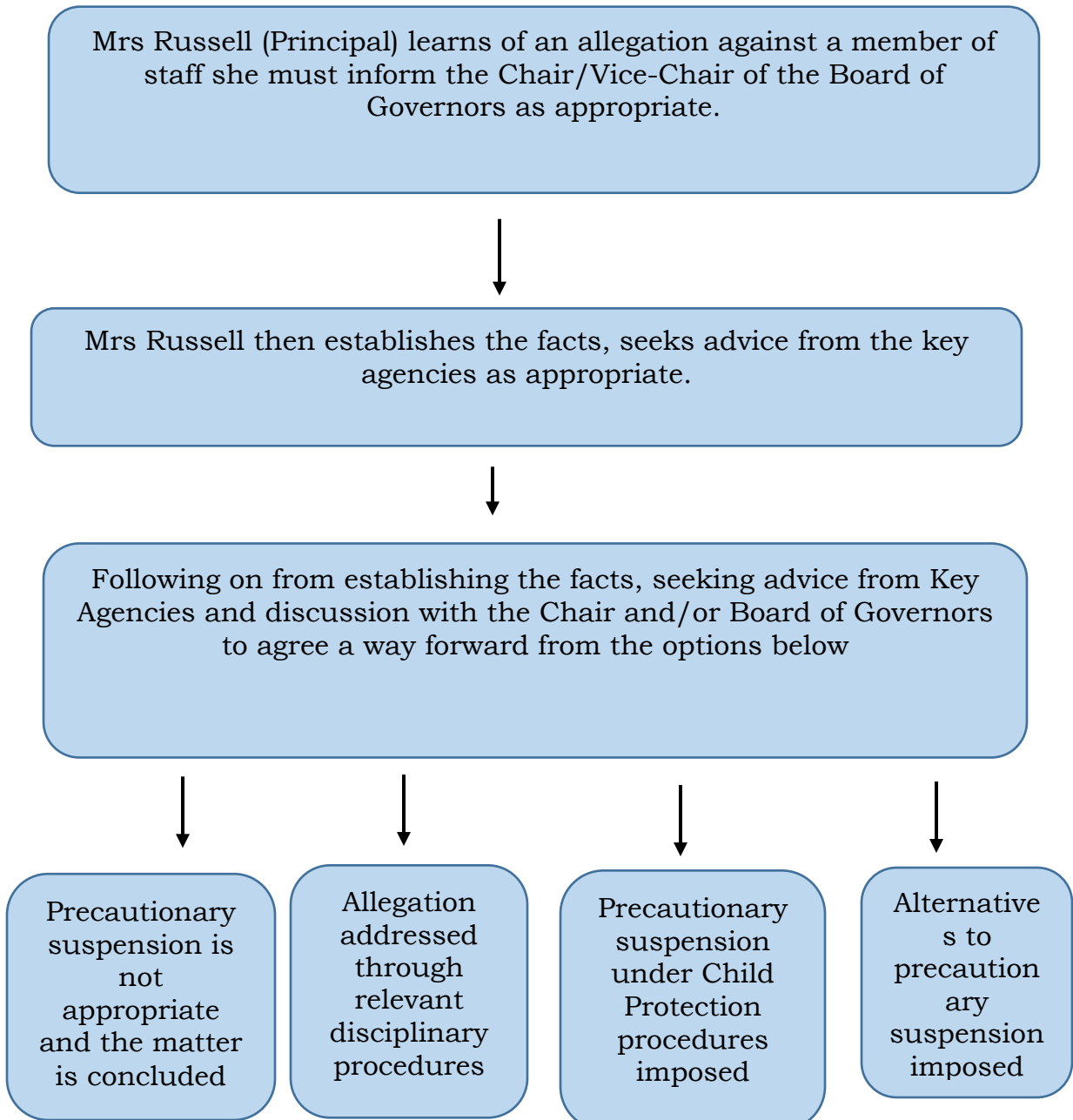
Mrs M Quinn (DT) clarifies/discusses concern with child/parent/carers and decides if a child protection referral is or is not required

Child Protection referral is not required

Holy Trinity College 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 Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate)

Where appropriate the member of staff reporting the concern will be informed as to the action taken. Mrs M Quinn will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

Dealing with Allegations of Abuse Against a Member of Staff:



RECORD KEEPING

All records, information and confidential notes are kept in separate files in a locked cupboard. These are separate from any other file which is held on a young person. Only designated personnel on the safeguarding team have access to this.

Where an allegation of a child protection nature is made against a member of staff and is pursued either as a form referral, or under the school's disciplinary procedures, a summary is entered on a Record of Child Abuse Complaints. This will be made available to the Board of Governors.

MONITORING and EVALUATION

The Safeguarding Team at Holy Trinity College will update this policy and procedures in line with further guidance and legislation from DE and will be reviewed annually. The Board of Governors will be informed on a regular basis of safeguarding issues and the policy's implementation, through reports from the Designated Teacher.

THE PREVENTATIVE CURRICULUM

The statutory PD programme at Holy Trinity College addresses pupils' emotional wellbeing, health and safety, relationships and develops their moral thinking and value systems. The programme 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.

As part of our PD Programme, the Relationships and Sexuality Education (RSE) Policy, addresses sensitive issues such as sexual orientation and domestic abuse. Other issues are addressed in LLW and RE syllabi. Outside agencies are also used to enhance the PD Programme such as Love4Life, Womens' Aid, Action Mental Health, Mood Matters, PSNI, NEXUS etc.....

Signed _____

Chairman of the Board of Governors

Reviewed June 2024

CODE OF CONDUCT FOR STAFF, TEACHING AND NON-TEACHING

At Holy Trinity College, we are aware that we must safeguard and promote the welfare of the pupils in our charge. All staff have a responsibility to:-

- Safeguard and promote the welfare of children and young people in our school
- Remember that any staff member who has contact with children and young people in our school is in a position of trust and must act appropriately
- Ensure they act professionally at all times
- Promote the safest learning and working environments for the children in our care.

It is the responsibility of the School Governors to ensure that all Staff are clear about the standards of behaviour expected of them.

Members of Staff should reflect on every aspect of their conduct with children which may give rise to perceptions or allegations of this form of abuse.

A code of conduct for staff, teaching and non-teaching, in their contact with pupils has been drawn up and agreed through Teachers' Negotiating Machinery and is attached to this document.

Adherence to this Code will reduce the risk of allegations being made.

CHILD PROTECTION - GUIDELINES FOR STAFF

Members of staff have a duty to safeguard and promote the welfare of the pupils in their charge. Implicit in this is the assumption that the conduct of members of staff towards pupils must be above reproach.

Choice and use of teaching materials

When using teaching materials of a sensitive nature, teachers should:

- be aware of the danger that their application, either by pupils or by their teacher, might after the event be criticised.
- consult parents and the Board of Governors in connection with the use of sensitive materials in certain curricular programmes i.e. Sex Education Programmes.

- ensure that the teaching of such programmes should also take place within a caring moral context.

Relationships and Attitudes

Members of staff should ensure that relationships with pupils are appropriate to the age and gender of the pupils, and take care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when teachers of either sex are dealing with adolescent boys and girls.

Physical contact with pupils

- Members of staff are advised not to make unnecessary physical contact with pupils.
- Some staff are likely to come into physical contact with pupils from time to time in the course of the teaching day eg. In Science using equipment, In PE demonstrating a particular movement or in Home Ec/Art demonstrating cooking or artistic techniques etc... Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted by a pupil.
- In the case of emergencies, or faced with a distressed child, staff should not feel inhibited from physical comforting and reassurance. (As a caring parent would provide)

Private meetings with pupils

Staff should be aware of the dangers which may arise from private interviews with individual pupils. There will be occasions when confidential interviews must take place, but staff are asked to be mindful of the following:

- As far as possible, staff should conduct interviews with pupils in a room with visual access, or with the door open.
- Ensure that another adult knows that the interview is taking place.

The use of reasonable force

- Reasonable force may be used to prevent a pupil from:
 - a) committing an offence;
 - b) causing personal injury to, or damage to the property of, any person

What is reasonable force?

- 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.
- The **degree of force** must be the minimum needed and may involve:
 - a) standing between pupils
 - b) blocking a pupil's path
 - c) holding
 - d) pushing
 - e) pulling
 - f) leading a pupil by the arm
- Staff should never act in a way that might cause injury, for example by:
 - a) holding a pupil round the neck or collar;
 - b) slapping, punching, kicking;
 - c) throwing an object at a pupil;
 - d) twisting limbs;
 - e) tripping up a pupil;
 - f) holding a pupil by the hair or ear.
- It is extremely important to record in a detailed written report where reasonable force is used.

Sanctions

- Do not isolate a pupil in a store without visual access. If you wish to remove a pupil from your class on a temporary basis, make arrangements with another teacher to take the pupil.
- Always ensure that the pupil has an adequate amount of appropriate challenging work.

Pupil Development

All staff must comply with school policies and procedures that support the well-being and development of pupils. All staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.

Honesty and Integrity

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

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 to students are inappropriate and could be misrepresented and may lead to disciplinary action.

Conduct Outside of Work

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

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

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 of school.

E-Safety and Using the Internet

Staff must exercise caution when using IT 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.

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 should ensure they adopt suitably high security settings on any personal profiles they may have.

Staff should exercise caution in their use of all social media or any other web based presence that they may have, including: videos, photographs etc.. 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.

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.

Photos/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 the appropriate manner.

Confidentiality

Staff may have access to confidential information about students and in some circumstances staff may be given additional highly sensitive or private information. Staff should never use confidential or personal information about a student for their own, or others' advantage. Information must never be used to intimidate, humiliate or embarrass the student.

Confidential information about students should never be used casually in conversation or shared with any person other than on a 'need to know' basis. There are some circumstances in which a member of staff may be expected to share information about a student eg. Alleged or suspected abuse. In such cases, staff have a duty to pass information on without delay and only to the Designated Teacher.

Staff must be aware that it is important to listen to and support students but they must not promise confidentiality or request students to do the same under any circumstances.

Dress and Appearance

All staff must dress in a manner that is appropriate to a professional role and promoting a professional image. Staff should dress in a manner that is not offensive, revealing, political, contentious or sexually provocative.

Disciplinary Action

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

Reviewed - June 2024

CHILD PROTECTION



POLICY STATEMENT

At Holy Trinity College we have a primary responsibility for the care, welfare and safety of the pupils in our charge and we will carry out this duty through our policy which aims to provide a caring, supportive and safe environment. A copy of our Safeguarding and Child Protection Policy is available to download from www.holytrinitycollege.org

If you have a concern, what do you do?

How can pupils get help?

- I am worried that something is happening to me or someone I know and I need help
- I can talk to my Form Teacher, Head of Year, Pastoral Support Officer or Head of Key Stage
- I can talk to the DT/DDT Mrs Quinn, Mrs O'Loan, Mrs Tracey or Miss McAlinden
- I can talk to Mrs Russell the Principal

How can parents/guardians get help?

- I have a concern about my child's safety
- I can talk to the Form Teacher/Head of Year/Head of School/Pastoral Support Officer
- If I am still concerned I can talk to the DT/DDT Mrs Quinn or Mrs O'Loan/Mrs Tracey/Mrs McCartney
- If I am still concerned I can talk to the Principal Mrs Russell
- If I am concerned I can talk/write to the Board of Governors
- If you have escalated your concern as set out above and you feel it hasn't been addressed satisfactorily you may revert to the school's complaints policy. This policy gives you the option to contact the NI Public Services Ombudsman who has the legislative power to investigate your complaint. www.nipso.org.uk or 0800 34 34 24
- At any time I can talk to local Children's Services Gateway Team on 79 65 1020 or the PSNI Central Referral Unit on 028 9025 9299

CHILD PROTECTION CONTACT DETAILS

Child Protection Support Service for Schools
[Kathryn Anderson/Jennifer McCann]
Tullygally Primary School
21 Meadowbrook Road
Lurgan
BT65 5AA
Tel: 028 - 38 34 1975

Gateway Service - Referrals

Social Services - Cookstown
Family Support and Intervention Team (FSIT)
Cookstown Family Centre
Westland Road
Cookstown

Tel: 028 - 867

NI Childline
Tel: 0870 336 2945

NSPCC Child Protection Helpline (24hr free service)
Tel: 0800 800 555

Lifeline
Tel: 0800 808 808

Zest (self-harm)
zestni@yahoo.co.uk

INFORMATION TO SUPPORT THIS SAFEGUARDING POLICY

Children (NI) Order 1995

UN Convention on the Rights of the Child

The Education and Libraries (NI) Order 2003

Sexual Offences (NI) Order 2008

Safeguarding Vulnerable Groups (NI) Order 2007

The Safeguarding Board (NI) Act 2011

The Public Services Ombudsman Act (NI) 2016

Addressing Bullying in Schools Act (NI) 2016

Co-operating to Safeguard Children and Young People in NI 2016

Domestic and Sexual Violence and Abuse Strategy 2013-2020

Adult Safeguarding: Prevention and Prevention in Partnership

The Family Homes and Domestic Violence (NI) Order 1998

Children's Services Cooperation Act (NI) 2015

Section 75 of the Northern Ireland Act 1998

SBNI Regional Core Child Protection Policy and Procedures 2017

Safeguarding and Child Protection in Schools: A guide for schools 2017

www.etni.gov.uk/articles/safeguarding

www.eani.org.uk/schools/safeguarding-and-child-protection

www.safeguardingni.org



CHILD PROTECTION NOTE OF CONCERN

PUPIL: _____

CLASS: _____ DATE/TIME : _____

<p>Circumstances of Incident/Disclosure: [in Pastoral Support session, stayed behind class, friends etc...]</p>	<p>Nature and Description of Concern:</p>
<p>Parties involved, including witnesses - what was said or done and by whom:</p>	<p>Action taken at the time:</p>
<p>Details of any advice sought, from whom and when:</p>	

Any further action taken:

Written report passed to designated teacher:

Yes No

If 'No' state reason:

Date/time of report to the designated teacher:

Written note from staff member placed in pupil's child protection file:

Yes No

If 'No' state reason:

NAME	SIGNATURE	DATE
Staff Member making the report		
Designated/Deputy Designated teacher		

CHILD PROTECTION POLICY 2023 - 2024

Signed: _____
(Chairman of Board of Governors)

Signed: _____ (Principal)

Date: 19 October 2023

Board of Governors Meeting held on 19 October 2023

Next Review Date: June 2024