

Straid Primary School

Child Protection Policy

Reviewed March 2020

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1. Introduction & Ethos

We in Straid Primary School have a direct responsibility for the care, welfare and safety of all the pupils in our care. We aim 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 to learn about the risks of possible abuse, helping them to recognise inappropriate behaviour in others and acquire the confidence and skills they need to keep themselves safe.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that all who work in Straid Primary School- teachers, non-teaching staff and volunteers – have clear guidance on the action which is to be taken 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.

Our Policy is based on the United Nations Convention on the Rights of the Child and The Child (NI) Order 1995.

Straid Primary School is a child centred school and will respect the rights and needs of all children.

2. Vetting Procedures

All members of staff are to have an Unsupervised Enhanced Disclosure (Access NI) clearance. At the beginning of each school year parents will be invited to complete a Confidential Application for Voluntary Activities (Access NI Disclosure Certificate Application Form) and a Principal Verification Form. These forms include personal details about the volunteer and names and addresses of referees.

When completing the Principal Verification form it will be necessary to state if the person will be in a Supervised or Unsupervised capacity. If the person is going to be supervised a basic criminal record check will be carried out. If they are going to be unsupervised the additional reference to the barring check will be carried out.

Only parents who have been 'vetted' in either capacity (Supervised or Unsupervised capacity) will be allowed to have contact with pupils. However, in an exceptional case, with the Principal's permission, it may be possible to allow a non-vetted person to accompany a class on a visit provided the teacher can provide assurance that the person will always be supervised in his/her role. The school will always act in accordance with DENI guidance.

3. Definitions and Potential Signs & Symptoms of Abuse

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm or significant harm. Harm can be caused by:

- Physical abuse;
 - Sexual abuse;
 - Emotional abuse;
 - Neglect; and
 - Exploitation.
- **Physical Abuse** is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.
 - **Potential Signs and Symptoms of Physical Abuse**
 - Bruising from different events (recent /older) on back, buttocks, upper arms, around ears
 - Bruising of different shapes
 - Lacerations, burn marks
 - Bite marks
 - Untreated injuries
 - **Sexual Abuse** occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Potential Signs and Symptoms of Sexual Abuse

Inappropriate sexually explicit language/ behaviour

Inappropriate flirtatious/ seductive behaviour

Low self-esteem

Disruptive behaviour

Tantrums

School absenteeism

Unexplained pregnancy

- **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.
- **Potential Signs and Symptoms of Emotional Abuse**
 - Withdrawn, uncommunicative
 - Poor peer relationships
 - Bed wetting / soiling
 - Clinging, attention seeking behaviour
 - Disruptive behaviour
 - Bullying, threatening behaviour
 - Reluctance for parent liaison
- **Neglect** is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.
- **Potential Signs and Symptoms of Neglect**
 - Unkempt appearance
 - Poor hygiene
 - Underfed, always hungry
 - Left to get out to school while a parent is working
 - Always going home to an empty house
 - Inadequate supervision

Exploitation¹ 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,

¹ Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

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.

Grooming

Grooming² of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case.

Grooming is often associated with Child Sexual Exploitation (see below), but can be a precursor to other forms of abuse. Grooming may occur online and/or through social media, making it more difficult to detect and identify. Adults may misuse online chat rooms 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. The Sexual Offences (Northern Ireland) Order 2008 provides for offences relating to sexual grooming of children and young people.

Practitioners should be aware that those involved in grooming may themselves be children or young people, and be acting under the coercion or influence of adults. Such young people must be considered victims of those holding power over them. Careful consideration should always be given to any punitive approach or 'criminalising' young people who may, themselves, still be victims and/or acting under duress, control, threat, the fear of, or actual violence.

Female Genital Mutilation (FGM)

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

FGM is a criminal offence in Northern Ireland. Where any individual or organisation has a concern that a child or young person may be at **immediate** risk of FGM they should report this

² NSPCC definition - 'Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know – for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse.'

to the PSNI without delay. Consideration should always be given to the needs of any female child of the family or female child resident in the same household.

Sexual Exploitation of Children and Young People

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

Sexual exploitation can range from opportunistic exploitation to more calculated, progressive and protracted exploitative behaviours. Abusers are often skilled in manipulating and exploiting young people, using affection, attention, treats, alcohol, drugs or just a place to 'hang out' or stay to gain and abuse a young person's trust; sometimes they may manipulate the young person into believing they are in an affectionate and consensual relationship. Frequently alcohol and drugs are provided to intoxicate and immobilise victims, making them more vulnerable to abuse. Alcohol and drugs are also used to create dependence and the perpetrators' control over victims. Frequently victims are subject to intimidation, threat and actual violence and/or threats or actual violence against their family or others they care about. Whatever the method of exploitation, the young person is being taken advantage of, exploited and abused through this controlling behaviour.

Domestic Violence and Abuse

Domestic violence and abuse can have a profoundly negative effect on a child's emotional, psychological and social well-being. A child does not have to directly witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children. Children can witness domestic violence and abuse directly and indirectly between their carers and/or the effects of it; this frequently constitutes emotional abuse and can have profoundly damaging effects on a child's or young person's well-being. Young people may experience domestic violence and abuse in their own relationships.

Agencies and organisations must, as a matter of priority, follow up instances where a disclosure, concern or information is revealed from any source, including from a child or young person, about domestic violence and abuse which could impact children and / or young people either directly or indirectly. Where there is evidence or reasonable suspicion of domestic violence and abuse in a household where children or young people reside, this must be referred to HSCT Gateway Service. Any immediate action necessary to safeguard children and young people should be taken without delay.

4. Roles and Responsibilities

School Safeguarding Team

In the best interests of the children, and as a support for the Designated Teachers, the school should have a Safeguarding Team. This team includes the Chair of the Board of Governors, the Designated Governor for Child Protection, the Principal (as Chair), the Designated Teacher and the Deputy Designated Teacher. The team may co-opt other members as required to help address specific issues e.g. IT lead.

The Child Protection Support Service for Schools (CPSSS) provides child protection training in relation to the specific responsibilities of each member of the Safeguarding Team.

The role of the Safeguarding Team includes;

- The monitoring and periodic review of safeguarding and child protection arrangements and systems in the school
- Support for the Designated/Deputy Designated Teacher in the exercise of their child protection responsibilities.

Designated Teacher & Deputy Designated Teacher

The Designated Teacher for child protection in Straid Primary School is

Mrs. V Parkes (Mrs. D Boyd while Mrs. Parkes is on maternity leave)

Deputy designated teacher is

Principal

Mrs. D Boyd (Miss Christie while Mrs. Parkes is on maternity leave)

Governor responsible for Child Protection:

Mrs. P Ferguson

Chair of Board of Governors

The Education and Libraries (NI) Order 2003, Part IV 'Welfare and Protection of Pupils' places a duty to safeguard and promote the welfare of all pupils on the Board of Governors.

The Chairperson of the Board of Governors plays a pivotal role in contributing to the creation and maintenance of a safeguarding ethos within the school environment.

In the event of a child protection complaint/allegation/concern being raised about the Principal, it is the Chairperson who takes the lead responsibility for managing such a complaint/allegation/concern - in keeping with DE Guidance and the school's policy and procedures.

Designated Governor for Child Protection

The Board of Governors delegates a specific member of the governing body to take the lead in child protection/safeguarding governance issues in order to be able to advise the governors on:

- The role of the designated teacher
- The content of safeguarding and child protection policies
- The content of a code of conduct for adults within the school
- The content of termly updates and Annual Child Protection Report

School Principal

The school Principal has the delegated responsibility for establishing and managing the safeguarding systems within the school. This includes the appointment and management of suitable staff to the Designated and Deputy Designated Teacher posts, and ensuring that no adult begins to work with pupils unless they have been inducted in the school safeguarding and child protection policies (including the Code of Conduct for Adults).

The Principal must ensure that parents and pupils receive a copy of the Child Protection Policy and Complaints Procedures every 2 years. This could include an abbreviated version of the full policy.

The Principal, as Secretary to the Board of Governors, has the responsibility of making sure that the Board of Governors is informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection. As chair of the school Safeguarding Team, the principal may ensure termly inclusion of child protection activities on the governor agenda.

The Principal also takes the lead in managing safeguarding/child protection concerns relating to staff.

Designated Teacher for Child Protection

Every school is required to have a Designated and Deputy Designated Teacher with responsibility for child protection. This is a highly skilled role, developed and supported through training and support from the CPSSS. The role requires knowledge, skills and professional judgement on complex and emotive issues. The Designated Teacher will work closely with the Principal to:

- Induct all adults working in the school, whether they are paid or unpaid (*before* they first meet pupils).
- Train all adults working in the school in safeguarding and child protection (including governors)
- Be available to discuss safeguarding or child protection concerns of any member of staff.
- Take responsibility for secure record keeping of all child protection concerns.
- Make referral to Social Services Gateway Team or PSNI Central Referral Unit as appropriate.
- Liaise with the EA Designated Officers for Child Protection.

- Keep the school principal informed of any child protection concerns.
- Take the lead responsibility for the development of the school's child protection policy.
- Contribute to the promotion a safeguarding ethos in the school.
- Compile reports to the Board of Governors regarding Child Protection and relevant safeguarding issues.

The Annual Child Protection Report to Governors will provide a report on the school's child protection/safeguarding arrangements and may include the following headings;

- Child Protection/Safeguarding Activity e.g.

- (i) number of concerns of abuse
- (ii) number of complaints of a child protection nature against staff
- (iii) number of referrals to Social Services/PSNI
- (iv) number of children on the child protection register (known to the school)

Child Protection Training e.g.

Designated / Deputy Designated Teacher

Principal

Governor

Whole School Training

-Policy Reviews / Updates

- Safeguarding Initiatives

Deputy Designated Teacher for Child Protection

The role of the Deputy Designated Teacher for Child Protection is to actively support the Designated Teacher in fulfilling his/her responsibilities. It is important that the Deputy Designated Teacher works *in partnership* with the Designated Teacher so that he/she develops sufficient knowledge and experience to undertake the duties of the Designated Teacher as required. Deputy Designated Teachers are also provided with the same specialist training by CPSSS to support them in their role

Parents/ Carers

Parents/Carers should inform school staff if they have a concern about a child.

5. Reporting Process

Procedures (see Appendix I)

Procedure for Reporting / Recording Concern.

Receive

Reassure

React

Record

Reflect

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**. They should seek some clarification from the child, with tact and understanding (see how to speak to a child below).

Care must be taken in asking and interpreting the child's responses to questions about indication of abuse. Staff should be aware that the way in which they talk to a child could have an effect on the evidence, which may be put forward if there are subsequent criminal proceedings.

All concerns should be recorded in writing by the person having or witnessing the issue. This written concern should be passed to the Designated Teacher or Deputy who in turn will share the issue with the Principal.

The issue should be factual:

Who, What, When, Where, How & Why

It is important not to investigate – this is a matter for the Referral Gateway Team – but should report these concerns immediately to the designated teacher. A referral may be made on the relevant form. **(UNOCINI – Understanding The Needs of Children in Northern Ireland)**. The designated teacher will discuss the matter with the Principal as a matter of urgency to plan a course of action, and ensure that a written record is made.

The Principal, in consultation with the designated teacher, will decide whether, in the best interests of the child, the matter needs to be referred to Referral Gateway Team.

If there are concerns that the child may be at risk, the school is obliged to make a referral. (UNOCINI) Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

The Principal may seek clarification or advice and consult with the Board's Designated Officer or the Referral Gateway Team before a referral is made.

The safety of the child is our first priority.

Where there are concerns about possible abuse, the Principal will inform:
(Education and Library Board's) Designated Officer for Child Protection
Referral Gateway Team
PSNI

How to speak to a child who makes a disclosure

Children when providing information will discuss the matter with two trained staff members. Never ask leading questions, as this can later be interpreted as putting ideas into the child's mind.

Do not ask questions that would encourage the child to change his or her version of events in any way or which would impose your own assumptions e.g. "Tell me what happened?" as opposed to "Did they do X to you?"

Listen to the child. Do not interrupt if he or she is freely recalling significant events. Make a note of the discussion to pass on to the designated teacher. The note should record time, date, place

and people who were present and what was said. Signs of physical injury observed should be described in detail or sketched. Under no circumstances should a child's clothing be removed. Any comment by the child, or subsequently by a parent or other adult, about how an injury occurred should be written down as soon as possible afterwards, preferably quoting words actually used. Do not give the child undertakings of confidentiality but reassure the child that information will only be disclosed to those professionals who need to know. Notes of the discussion may need to be used in any subsequent court proceedings. Be sensitive to what a child says, treat it seriously and value what they say.

While discreet preliminary clarification from the child, parent or other carer will often help to confirm or allay concerns; **it is not the responsibility of teachers to carry out investigations, or to make extensive enquiries of members of the child's family or other carers.**

The safety of the child is our first priority.

Where there are concerns about possible abuse, the Principal will inform:

- the Social Services
- Education Authority – South Eastern Region’s Designated Officer for Child Protection

(This will be done in an envelope marked ‘CONFIDENTIAL - CHILD PROTECTION’)

6. Complaint against a member of staff or volunteer

If a complaint about possible child abuse is made against a member of staff, the Principal and Designated Teacher must be informed immediately (**see Appendix I1**). The above procedures will apply unless the complaint is about the designated teacher, in which case the Principal is informed directly. Where the matter is referred to **Referral Gateway SPODE** Team, the member of staff will be removed from duties involving direct contact with pupils and may be suspended from duty as a precautionary measure pending investigation by Referral Gateway Team. The Chair of the Board of Governors (**Mr. B Bailie**) will be informed immediately.

If a complaint is made against the Principal, the DT or DDT must be informed immediately. He/she will inform the Chair of the Board of Governors and together they will ensure that the necessary action is taken.

If any member of staff feels unsure about what to do if he/she has concerns about a child, or unsure about being able to recognise the signs or symptoms of possible abuse, he/she should speak to the designated teacher.

It should be noted that 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.

7. Listening School

Straid Primary School is a reporting school and will take child protection concerns raised seriously. Concerns should be raised with Principal, Designated or Deputy Designated Teacher.

8. Code of Conduct (see AppendixIV)

All staff working with children should be aware of and follow the Code of Conduct.

9. Preventative Curriculum

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours.

Straid Primary School has a proactive promotion of positive emotional health and wellbeing of pupils within and across the broader school community. This is achieved by raising awareness of social, emotional, and health issues, developing the confidence, resiliencies and coping skills of pupils, and in offering early intervention when pupils are experiencing certain difficulties.

Straid Primary School teaches pupils how to develop healthy relationships, and to make informed choices in their lives so that they can protect themselves.

10. Other Policies

Overview

The school has a duty to ensure that safeguarding permeates all activities and functions. The child protection policy should complement and support a range of other policies including:

Attendance Policy.

Behaviour Management and Discipline Policy.

Pastoral Care.

Anti-Bullying Policy.

Safe Handling.

Special Educational Needs.

First Aid and Administration of Medicines.

Health and Safety Policy.

Relationships and Sexuality Education.

Intimate Care.

E-Safety Policy.

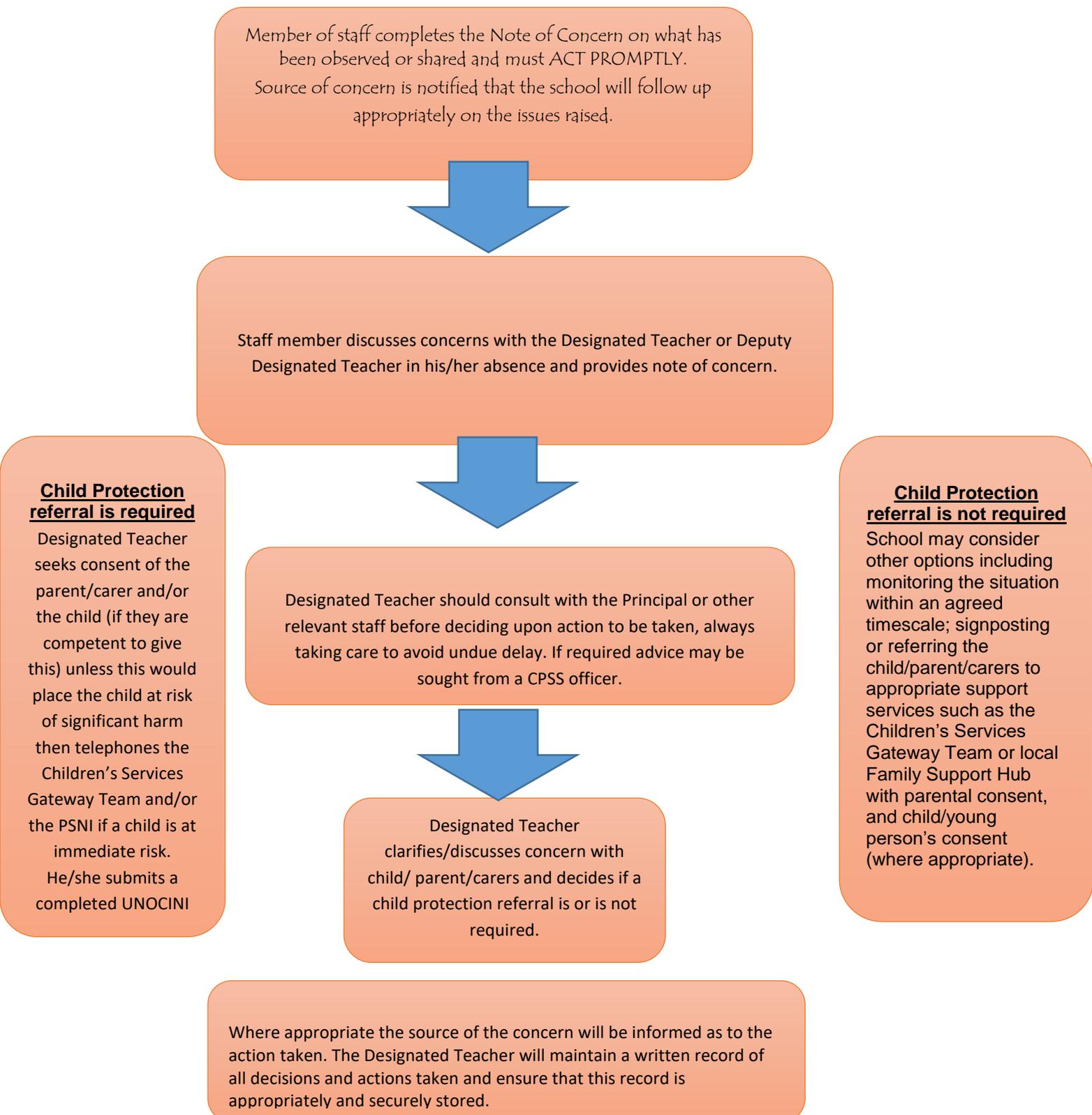
Educational Visits.

Staff Code of Conduct.

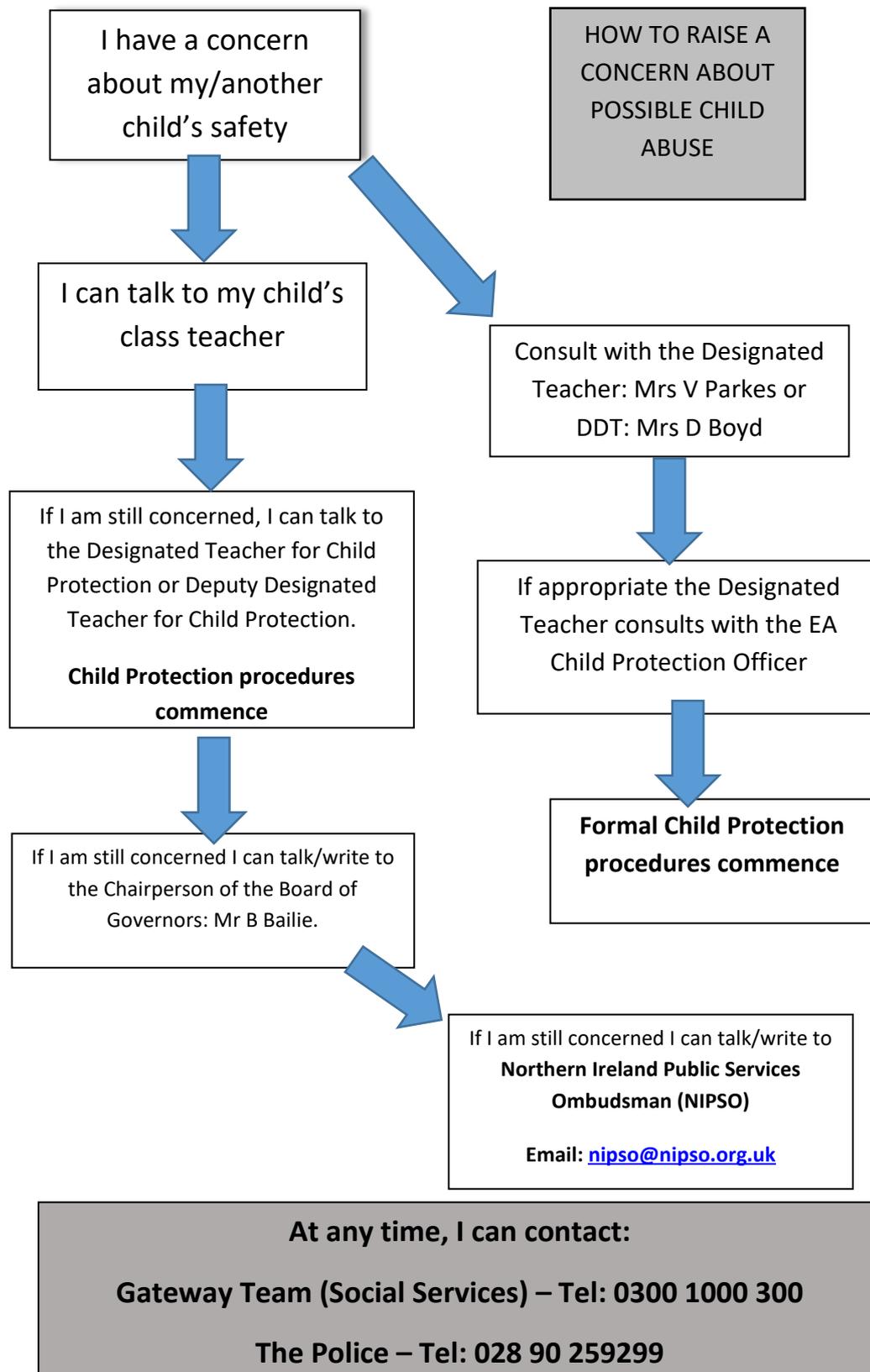
Safeguarding Policy

Processes for Referral are set out in the Flowcharts below:

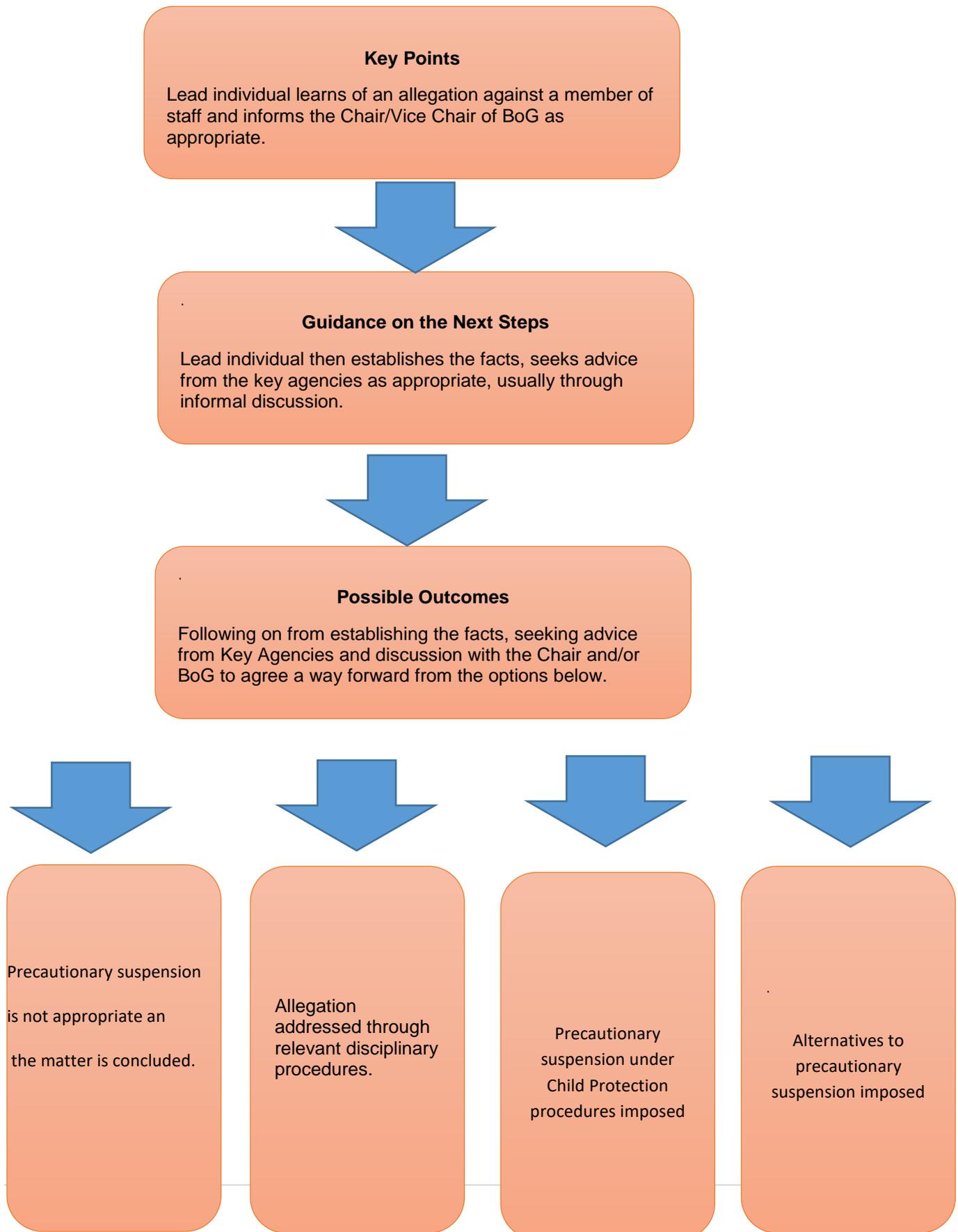
Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff.



How a parent can express their concerns about a child's welfare.



Dealing with Allegations of Abuse Against a Member of Staff



CONFIDENTIAL
NOTE OF CONCERN
CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:
Action taken at the time:
Details of any advice sought, from whom and when:

Any further action taken:
Written report passed to Designated Teacher: Yes : No: If 'No' state reason:
Date and time of report to the Designated Teacher:
Written note from staff member placed on pupil's Child Protection file If 'No' state reason:

Name of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

Code of Conduct for Staff and Volunteers in Straid Primary School

Objective, Scope and Principles

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

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

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

1. Setting an Example

1.1 All staff and volunteers who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times.

1.2 All staff and volunteers must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.

1.3 All staff and volunteers must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

1.4 This Code helps all staff and volunteers to understand what behaviour is and is not acceptable and regard should also be given to the disciplinary rules set out by the employing authority.

1.5 All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.

2. Safeguarding Pupils/Students

2.1 All staff and volunteers have a duty to safeguard pupils/students from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.

- 2.2 The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student or colleague to a member of the school's Safeguarding team (Designated Teacher (DT)/Deputy Designated Teacher (DDT) for Child Protection or the Principal).
- 2.3 The school's DT is Mrs Parkes (Mrs. D Boyd while Mrs. Parkes is on maternity leave) and the DDT is Mrs Boyd. (Miss Christie while Mrs. Parkes is on maternity leave)
- 2.4 All staff and volunteers are provided with personal copies of the school's Child Protection Policy and Whistleblowing Policy and must be familiar with these documents and other relevant school policies eg e-Safety and Acceptable Use Policy.
- 2.5 All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.
- 2.6 All staff and volunteers should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.
- 2.7 All staff and volunteers must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare. Staff should also complete risk assessments where appropriate in accordance with school policies.

3. Relationships with Students

- 3.1 All staff and volunteers must declare any relationships that they may have with pupils/students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff and volunteers should not assume that the school are aware of any such connections. A declaration form may be found in Appendix 1 of this document.
- 3.2 Relationships with students must be professional at all times, sexual relationships with students are not permitted and may lead to an abuse of trust and criminal conviction.

4. Pupil/Student Development

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

5. Honesty and Integrity

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

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

6. Conduct Outside of Work

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

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

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

7. E-Safety and Internet Use

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

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

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

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

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

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

8. Confidentiality

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

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

8.3 There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.

8.4 If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.

8.5 Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.

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

9. Dress and Appearance

9.1 All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.

9.2 Staff and volunteers should dress in a manner that is not offensive, revealing or sexually provocative.

9.3 Staff and volunteers should dress in a manner that is absent from political or other contentious slogans, including sports kit that could reasonably attract any adverse inferences.

10. Disciplinary Action

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

11. Compliance

All staff and volunteers must complete the form in Appendix 5 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

Staff/volunteer name _____

Signature _____

Date _____

Child Protection/Safeguarding Team:

Designated Teacher: Mrs V Parkes

Deputy Designated Teacher: Mrs D Boyd

Child Protection Governor: Mrs P Ferguson

Signed: Mr. Bailie

(Chairman of Board of Governors)

Signed: Mrs. Boyd

(Principal)

Date: 7th October 2020

Available to parents – October 2020