

Sullivan Upper Preparatory Department

Child Protection Policy 2025-26



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1. Our school's child protection ethos and key principles for safeguarding

Child protection ethos

We in Sullivan Preparatory Department School 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 care 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. All staff, teaching and non-teaching, should be alert to the signs of possible abuse and know the procedures to be followed. Our school development interim plan reflects the importance which we, at Sullivan Prep place on the well-being of each child. One way in which we seek to protect our pupils is by helping them learn about risks of possible abuse, helping them to recognise unwelcome behaviour and acquire the confidence and skills they need to keep themselves safe. This policy sets out the guidance in action, which is required when abuse or neglect of a child is suspected and outlines the referral procedures within our department of the school.

Principles

The general principles which underpin our work are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, 'co-operating to safeguard children and young people in NI' (DHSSPSNI, 2017 and 2024), the department of Education (NI) guidance, 'Safeguarding and child protection in schools' circular 2017/04 (and subsequent amendments) and the SENI Core Child Protection Policy and procedures (2017).

The following principles for the basis of our Child protection policy:

- The child or young person's welfare is paramount
- It is the child's right to feel safe at all times, to be heard, listened to and taken seriously
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved

- Parents are supported to exercise parental responsibility and families helped to stay together
- Partnership
- Prevention
- Responses should be proportionate to circumstances
- Protection
- Evidence based and informed decision making

Aims of the policy

1. Promote a child-centred approach
2. Prevent harm occurring by raising public awareness, equipping, empowering and supporting pupils to keep themselves safe and explicit preventative safeguarding curriculum
3. Promote early identification of needs or risk
4. Facilitate early intervention
5. Establish a defined process of reporting
6. Ensure responses to risks of harm are proportionate, timely, legal, ethical and professional
7. Ensure co-ordination with external agencies as required
8. Promote continuous learning and improvement of policy and procedures through self-evaluation

Adult safeguarding

For further information see <https://www.helath-ni.gov.uk/publications/adult-safeguarding-prevention-and-protection-partnership-key-document>

Adult safeguarding is based on fundamental human rights and in respecting the rights of adults as individuals, treating all adults with dignity and respecting their rights to choose. It involves empowering and enabling adults, including those at risk of harm, to manage their own health and well-being and to keep themselves safe. It extends to intervening to protect where harm has occurred or is likely to occurs and promoting justice. All adults at risk should be central to any actions and decisions facing their lives.

We are committed to:

- Ensuring that the welfare of vulnerable adults is paramount
- Maximising the student's choice, control and inclusion, and protecting their human rights
- Working in partnership with others in order to safeguard vulnerable adults
- We follow the procedures outlined in this policy when responding to concerns or disclosures of abuse relating to our students who are 18 years or over.

2. Related policies

Sullivan Prep department has a duty to ensure that safeguarding permeates all activities and functions. The Child Protection Policy therefore complements and supports a range of other school policies including:

- Pastoral care
- Safeguarding
- Positive behaviour
- Staff code of conduct
- Anti-bullying
- Attendance
- Educational visits
- Intimate care
- Critical incident
- Health and safety
- Administration of medication
- Educational visits/trip-s
- Use of mobile phones
- RSE
- Drugs
- E-safety policy
- Communication
- GDPR
- First aid policy
- Fire procedures
- SEN
- Complaints
- Use of reasonable force/safe handling

3. The school safeguarding team:

The following are members of the
safeguarding team:

Chair of the Board of Governors Mrs Laura Calvin
Designated Governor for Child Protection Mrs Audrey Gordon
Principal Mr Mairs
Head of Department /DT Mrs Wendy Ballard
DDT Mrs Kerry Callen
LSCO Ms Karla Gordon

The Board of Governors must:

The Board of Governors as a body must ensure that the school fulfils its
safeguarding responsibilities in keeping with current legislation and DE guidance
including:

- A designated governor for Child protection is appointed
- approving the school's Child Protection Policy on an annual basis and all other safeguarding policies every 2/3 years.
- receiving annual child protection reports and a report at every Board of Governor Meeting.
- ensuring there is a Staff Code of Conduct for all adults working in the school
- attendance at relevant child protection/safeguarding training for Governors
- appoint a Designated teacher and Deputy Designated teachers within school and have a full understanding of the role of these staff
- ensure that all staff both teaching and non-teaching receive annual Child protection training
- ensure all staff are recruited and vetted in line with DE circular 2012/19
- the school maintains child protection records in line with DE circulars 2015/13 dealing with allegations of abuse against a member of staff and 2020/07 child protection record keeping in schools

- the school has an Anti-bullying policy which is reviewed at intervals of no more than 4 years and maintains records of all incidents of bullying behaviour or alleged bullying behaviour. (addressing bullying in schools act (NI) 2016)
- complete the ETI self-evaluation framework for Child protection (Designated teacher and Designated governor)

The Designated Teacher and Deputy Designated Teacher must:

- avail of training so that they are aware of their duties, roles and responsibilities
- promote a safeguarding ethos within school
- organise ANNUAL training for the whole staff so that all are aware of the EA and school procedures and kept appropriately informed about child protection issues
- lead the development and annual review of the Child Protection policy
- act as a point of contact for staff, parents and children in relation to child abuse concerns
- Maintain a current awareness of early intervention supports and other local services such as family support hubs.
- Co-ordinate action by staff in cases of child abuse and make referrals to social services gateway team and PSNI where appropriate
- Liaise with the education authority's Designated officers for child protection
- Maintain record of all Child protection concerns
- Keep the school principal informed
- Report to the board of governors on child protection including an annual written report or presentation
- Establish, lead and maintain a safeguarding team
- Chair half-termly meetings with this team - specifically discussing and actioning continuous monitoring forms provided by class teachers and any other safeguarding or child protection issues
- Receive calls from Operation Encompass (PSNI) and ensure that there is immediate support to the child, share as little as possible with the class teacher

- The Prep currently has the Head of Prep department as designated teacher and 2 other teachers as DDT. The principal of the senior school can also act as DDT to the Prep Department.

Teachers, classroom assistants and other support staff must:

- Members of staff **must** refer concerns or disclosures to the Designated/Deputy Teacher for Child Protection/Principal if they feel that the child may be in significant harm
- Each class teacher is responsible for keeping, updating and making continuous monitoring forms available to the safeguarding team every half term.
- staff are responsible for completing the note of concern form, if they believe the child is in significant harm or if the child makes any type of disclosure and these forms should be brought straight away to DT/DDT or principal. They should remember the 5R's - Receive, Reassure, Respond, Record and Refer. The member of staff should listen without displaying shock or disbelief and support the child. They should act promptly but should NOT give a child the guarantee of total confidentiality regarding any disclosure. The member of staff must NOT investigate or ask leading questions.
- Staff will be expected to provide information for professional reports such as social services, case conferences, LAC reviews, court cases and should ensure that they provide clear, accurate information about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse. They should use the 5W heading when making any notes related to these. (Who? What? When? Where? And Why?) Staff **MUST** also record who made them aware of this information - e.g. It has been reported by mum that

- Staff **must update class register on a daily basis before 9:30 am** to ensure that attendance is clearly updated with the office and non-attendance by a child at school can be followed up
- All members of staff should follow the information and advice contained on the Child Protection and safeguarding CRIB sheet
- Complete lessons and activities included and related to the preventative curriculum

If member of staff does not feel their concerns are being taken seriously or action to safeguard the child is not being taken by professionals and the child is considered to be at risk of continuing harm then they should speak to the Designated Teacher for Child Protection, Principal, Education Authority Designated Officer for Child Protection or to Social Services.

Parents can play their part in safeguarding by:

- Sending a seesaw message on the morning of their child's absence, or telephoning school or sending in a note on the child's return to school, so as the school is reassured as to the child's well-being;
- Updating school with change of address, change of contact details, changes of name or parental responsibility
- making requests to the school in advance for permission to allow their child to attend medical or other appointment including providing details of any arrangements for the collection of the child
- informing the school of medical conditions or requirements that their child may have, providing medical documentation to support this and completing temporary administration of medication proforma when required
- give consent to the school to provide intimate care or agree to make alternative arrangements
- informing the school whenever anyone, other than themselves, intends to pick up the child after school
- signing their child in and out if collected early, taken to an appointment or goes home sick
- familiarising themselves with the schools safeguarding policies e.g. Anti-Bullying, Positive Behaviour, Internet and Child Protection Policies;

- give consent for safe internet and ICT usage
- reporting to the school office when they visit the school and follow the procedures for visitors
- sharing any concerns they may have in relation to their child with the school.
- Updating school in relation to any court orders relating to the safety or well-being of a parent or child
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More information on parental responsibility can be found on the EA website at:
www.eani.org.uk/schools/safeguarding-and-child-protection

Bullying

Bullying behaviour is a highly distressing and damaging form of abuse and is not tolerated in our school. All staff are vigilant at all times to the possibility of bullying behaviour occurring and will take immediate steps to , investigate it, stop it happening, to protect and reassure any pupil(s) experiencing bullying behaviour and to provide appropriate sanctions for any pupil(s) displaying bullying behaviour. Parents of any child involved in any way in bullying behaviour will be personally contacted immediately that bullying behaviour is identified.

Any complaint by a parent that their child is, or may be, experiencing bullying behaviour will be fully investigated by the Designated Teacher for Child Protection, completing the anti-bullying proforma.

Please refer to our Anti-Bullying Policy for further detail.

4. Definitions of harm:

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol, and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be

more vulnerable to suffering abuse. The forms of abuse include: neglect, physical abuse, sexual abuse, emotional abuse, exploitation and domestic violence. Child protection procedures also require that issues of concern including inappropriate sexual behaviour and self-harm or suicide ideology should be reported to the Designated Teacher. Evidence or disclosures regarding grooming, e-safety and sexting should also be reported to the Designated Teacher.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals.

The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child. The main types of abuse as well as their physical and behavioural indicators are included in **Appendix 2**.

5. Procedures for responding to Safeguarding and Child Protection concerns

Safeguarding is more than Child Protection; safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to Child Protection. Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering or are likely to suffer significant harm.

The Designated Teacher for child protection is Mrs Wendy Ballard. In her absence Mrs Kerry Callen (Deputy Designated teacher) or Ms Karla Gordon (DDT) will assume responsibility for Child Protection matters, supported by the Principal, Mr Mairs. 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 and volunteers have a clear guidance of the action which is required where abuse or neglect of a child is suspected.

The Designated Teacher or Deputy will always **take care to avoid delay** and staff have been informed of the importance of avoiding any delay. Advice may be sought from the Education Authority Child Protection team; clarification may be needed from the child/young person or their parents/carer.

All staff must keep and update **continuous monitoring forms** which give detail of any aspects of ongoing abuse such as neglect. These will be made available to the safeguarding team every term, where they will be discussed and any relevant actions recorded.

All disclosures should be regarded as significant harm and therefore should be recorded on the note of concern form. These forms should be given to the Designated teacher, Deputy Designated teacher or Head of Department as soon as possible. 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, either as a result of one observation or many observations over a period of time, the member of staff must act promptly. If a member of staff has concerns, they **should not investigate** - this is a matter for social services - but should report these concerns immediately to the Designated Teacher, discuss the matter with them and make full notes.

All notes or records should be factual, objective and include what was seen, said, heard or reported. (5W's) They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

Staff should NOT carry out any investigation or examination of the child.

Once advice is sought from the EA safeguarding team, a UNOCINI form may have to be completed as part of referral to the social services Gateway team.

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.

If a child protection referral is not required, the school may consider other options including monitoring, signposting or referring to other support agencies such as the Family support Hub.

Dealing with disclosures of abuse

The following are guidelines for use by staff should a child disclose concerns of a child protection nature.

Receive

Listen to what the child says, without displaying shock or disbelief. Accept what is said, making brief cursory notes. These notes should be retained.

Reassure

Ensure the child is reassured that he/she will be safe and his/her interests will come first. **No promise of confidentiality can or should be made to a child or anyone else giving information about possible abuse.**

Respond

Respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter. Use open questions e.g. anything else to tell me? Do not interrogate or ask leading questions- this may invalidate your evidence and the child's in any later court proceedings. Do not criticise the perpetrator- the child may love this person and reconciliation may be possible. Explain what you have to do next and to whom you have to talk.

Record- make notes at the time and write these up as soon as possible afterwards. Note the time, date, place, people present as well as what *is seen and said*. Record key phrases/words used, noticeable non-verbal behaviour and any physical injuries. Under no circumstances should a child be photographed or a child's clothing removed. Do not destroy original notes.

Report-

Refer the matter to the Designated Teacher by completing a note of concern form. **(Appendix 6)** Respect confidentiality i.e. the matter should only be discussed on a need to know basis.

Where a complaint has been made about possible abuse by a member of the school's staff

When a complaint about possible child abuse is made against a member of staff the Principal (or the Designated Teacher if the Principal is not available) must be informed immediately. If the complaint is against the Principal, then the Designated Teacher should be informed and he/she will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in **Appendix 5** will be followed in keeping with current Department of Education guidance. Where the matter is referred to Social Services the member of staff will normally be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Governor's will be informed immediately.

Abuse by someone other than a member of the school staff

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 not investigate**- this is a matter for Social Services- but should report these concerns immediately to the Designated Teacher, discuss the matter with them, and make full notes.

How a parent can raise concerns

At Sullivan Preparatory Department we aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner.

If a parent has a concern, they should contact Mrs Cairns via email or telephone and inform her that they need to speak to a member of the CP team regarding a matter of child Protection. If they are still concerned, they may talk to the chair of the Board of Governors.

If the matter occurs outside the normal school hours or school holidays, parents should contact a social worker from the Gateway team or the PSNI Central Referral Unit.

Details of who to contact are shown in the flowchart in **Appendix 3**.

Referral to social services or other agency

The Designated/Deputy Designated Teacher, on the advice of the Education Authority Child Protection team, will decide whether in the best interest of the child the matter needs to be referred to Social Services. They will discuss the matter with the Principal and may also seek advice or clarification from the Education Authority Designated Officer for Child Protection or from Social Services (Gateway Team). Where it is evident that a young person has been or is at risk of being abused and/or a criminal offence may have been committed then the school must make a referral. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. If the child is deemed to be at risk, the school will make a referral using the UNOCINI referral form. Parents will be informed based on the advice from the EA. The safety of the child is our first priority. Should a child or a parent make a disclosure in relation to any domestic violence incident this will prompt an immediate referral to Social Services/PSNI.

6. Consent, confidentiality, information sharing and record keeping

Consent

Prior to making a referral to Social Services the consent of the parent/carers and/or the young person (if they are competent to give this) will normally be sought. The exception to this is where to seek such consent would put that child, young person or others at increased risk of significant harm or an adult at risk of serious harm, or it would undermine the prevention, detection or

prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation.

In circumstances where the consent of the parent/carer and/or the young person has been sought and is withheld we will consider and, where possible, respect their wishes. However, our primary consideration must be the safety and welfare of the child, and we will make a referral in cases where consent is withheld if we believe on the basis of the information available that it is in the best interests of the child/young person to do so.

There is a difficult balance between gaining consent for a referral into Adult Protection Gateway services and also ensuring a vulnerable adult is protected from harm. Consent will always be sought from the person for a referral to statutory agencies.

If consent is withheld, then a referral will not be made into the Adult Protection Gateway unless there is reasonable doubt regarding the capacity of the adult to give/withhold consent.

In this case contact will be made with the local Adult Protection Gateway team to seek further advice.

In situations where there is reasonable doubt regarding an individual's capacity, they will be informed of the referral, unless to do so would put them at any further risk.

The principle of consent may be overridden if there is an overriding public interest, for example in the following circumstances:

- the person causing the harm is a member of staff, a volunteer or someone who only has contact with the adult at risk because they both use the service or
- consent has been provided under undue influence, coercion or duress
- other people are at risk from the person causing harm
- or a crime is alleged or suspected

Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to

share relevant information about the protection of children with other professionals particularly the investigative agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

Where there have been, or are current, child protection concerns about a pupil who transfers to another school we will follow DE guidance in determining what information should be shared with the Designated Teacher in the receiving school.

Where it is necessary to safeguard children, information will be shared with other statutory agencies in accordance with the requirements of this policy, the school data protection policy and the General Data Protection Regulations (GDPR)

In accordance with DE guidance, we have developed clear guidelines for the recording, storage, retention and destruction of both manual and electronic records where they relate to child protection concerns.

In order to meet these requirements all child protection records, information and confidential notes concerning pupils in our school are stored securely and only the Designated Teacher/Deputy Designated Teachers and Principal have access to them. In accordance with DE guidance on the disposal of child protection records these records will be stored from child's date of birth plus 30 years.

If information is held electronically, whether on a PC, a laptop or on a portable memory device, all must be encrypted and appropriately password protected. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

If a pupil from our school attends an EOTAS provision, a member of the safeguarding team will share any child protection concerns they have with the DT in the centre. If child protection concerns arise when the pupil is attending an EOTAS provision the designated teacher in EOTAS will follow child protection procedures and will advise a member of the school's safeguarding team of the concerns and any actions taken. It is the responsibility of EOTAS staff to maintain their records in accordance with DE Circular 2020/07 Child Protection: Record Keeping in Schools and any subsequent updates.

Attendance at child protection case conferences and core group meetings

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an initial and review Child Protection Case Conferences, core group or family support planning meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with their child protection plan. The written report should contain factual information including percentage attendance, punctuality, assessment scores, notes on physical presentation, homework, parental attendance at meetings, interviews etc, any specific/relevant evidence on playground interactions and work completed in class.

Record keeping

All child protection records, information and confidential notes are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. In accordance with DE policy on the disposal of child protection records these records will be stored until the child is 30 years old.

7. Vetting procedures

Vetting

Vetting procedures are a key preventative measure in preventing unsuitable individual's access to children and vulnerable adults. All our staff and volunteers are the subject to appropriate background checks. All staff paid or unpaid who are appointed to positions in the School are vetted / supervised in accordance with relevant legislation and Departmental guidance.

8. Code of conduct

Staff and volunteers

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach. 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. All members of staff are expected to comply with the school's code of conduct for employees and volunteers which has been approved by the Board of Governors.

Visitors

All visitors to the Prep must:

1. Read the Code of Conduct and sign the Visitors' book
2. Report immediately to the office
3. Knock the door before entering an office/classroom and explain the reason for your visit
4. Only be alone with a child in a room which has visual access or an open door
5. Never initiate an inappropriate conversation with a child
6. Never have physical contact with a child
7. Never swear on the premises
8. Never smoke on the premises
9. Never bring nuts or foods containing nuts of any kind onto the premises
10. Take precautions to ensure that any equipment you may have with you is safely and securely stored so pupils do not have access to it
11. Be particularly cautious when using social networking sites at all times.
12. Report any incidents immediately to: The Head of Prep/DT, DDT, Principal, or secretary.

Intimate care

(Intimate Care Permission Form filled in by Parent annually; Changing Form also to be completed by member of staff as per parent's permission to change child)

It may be necessary for staff to do things of a personal nature for these younger children in their care. Children may be upset and need to be comforted. They may have a toileting accident and need to have their clothes changed. To fail to do these things for a young child would be negligent. In order to safeguard the child and protect, the following code of conduct will be adhered to at all times:

- Children will be encouraged to adjust clothing, etc themselves when using the toilet
- A member of staff will only enter the pupils' toilets for a reason regarding safety, well-being or discipline. If possible, the member of staff should be accompanied by a second member of staff. The Facility Manager and Cleaner will only enter the toilet areas after first making sure that no pupils are present
- When taking a child/children to the toilet, the adult will inform another member of staff
- Children who wet their clothes after a toileting accident will be given clean replacements and encouraged to change themselves as much as possible
- If a child soils themselves, their previously given contacts will be telephoned in the order given to request that they are changed by a parent or another adult who has the parents' consent to clean and change the child. An appropriate form will be filled out as a record
- In all toileting accidents, the child's parent/s will be informed by the class teacher, the classroom assistant or the school secretary

Staff training

Annual Child Protection Training for all staff takes place during the last week of August. This is organised and delivered by the Designated Teacher. When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and the Code of Conduct and given access to the Teams file where they can read copies of these policies. All associated policies will also be accessible online for staff. The Designated Teacher, the Deputy Designated Teacher and the Designated Governor and Chair of the Board of Governors avail of all training offered to them by the EA. A substitute teacher quick reference booklet has been produced to give a brief overview of child protection to Substitute teachers. This booklet also contains details of all Child Protection staff.

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. (DE guidance "Safeguarding and Child Protection in Schools" Circular 2017/04 and subsequent amendments)

Our school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's personal development programme and is also addressed where it arises within the context of subjects. Through the preventative curriculum we aim to build the confidence, self-esteem and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations.

Throughout the school year child protection issues are addressed through weekly assemblies and there is a permanent child protection notice board in both Loughhead and Dromkeen main corridors which provides advice and displays child helpline numbers. Other initiatives which address child protection and safety issues: School visitors e.g. fire fighters, police etc. health visitor parent programmes.

Year group	Activity	Detail
P1 - P7 pupils All staff	Fire drills and Fire safety training	Fire drill assembly in term 1 Fire safety/warden training for staff annually
P1-P7 pupils	Take 5 assemblies and BWDW EA activities related to well-being and mental health	Bi-weekly afternoon assemblies to focus on Take 5 activities
P1-P7 November	Anti-bullying week	-whole-school launch assembly led By Head of Prep -specific year group activities covered by each class
P1-P7 November/ December	NSPCC online safety assemblies and workshops	Run by NSPCC bi-annually
P1-P7 February	Mental health week	-all classes focus on mental health and a range of fun and practical activities
P1-P7 February	Internet safety week	-activities and lessons completed in each class related to safety online -CEOP and thinkyouknow resources P1/P2 - Hector's world P3-P4 - Lee and Kim P5-P7 - Band runner / also 'jigsaw' video
P1-P7 Each time children return to school from holiday period	Internet safety and safe use of devices	-Class activities -September, November, January, Easter -whole school assemblies
P6/P7	RSE and changes in the body	-love for life sessions -class sessions led by teacher
P1-P7	PDMU lessons and circle time activities	-on a bi-weekly basis (minimum) -completed in each class and led by the class teacher -focus on consent, emotions, resilience and how to deal with worries (books purchased from well-being fund, 2022)
P1-P7	Whole school assembly - Who can I talk to?	Covered each term in whole school assembly. Term 2 - story 'the tell me tree'. PP to show all CP staff in school and who are 'trusted adults' that you can speak to.
P1	People who help us topic - term 3	-visit from police and focus on stranger danger - Visit from PSNI
P1 -P7 November	Road Safety	-Activities in class related to road safety
P5 TBC- arranged annually	Fire safety	-fire service visit and questions/answer session
P4 and P7 June 2025	Safety around dogs	Ards borough council - new workshop
P6 and P7	Antisocial behaviour	Hollywood shared town - TBC

10. Monitoring and evaluation

This policy will be reviewed annually by the Designated Teacher for Child Protection and approved every year by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the school's staff induction and training programme and as part of day to day practice. Compliance with the policy will be monitored on an on-going basis by the Designated Teacher for Child Protection and periodically by the Schools Safeguarding Team. Child Protection is also on the agenda for all Board of Governor meetings.

Consultation

Sullivan Prep will endeavour to consult with all interested parties in relation to this Child Protection Policy and other related documents. Parents are advised to use the school website to access all policies, including the Child Protection Policy when their child begins Sullivan Prep.

Parents are very welcome to contribute to this policy by contacting the Head of the Prep, Mrs Wendy Ballard. Each year the policy is presented to the Board of Governors as their input is important. Their contributions are included during the annual review of the policy. The children are consulted through ongoing activities throughout the year.

11. Child protection and safeguarding in the event of school closure or online learning

In the event of school having to close for any length of time due to an event such as the COVID19 pandemic, the following actions will take place.

1. Teachers will continue with daily online contact of lessons with their class through the seesaw app or google classroom.
2. Class teachers will report to Head of Department through teams meetings, if they have any concerns about a child ranging from allegations of abuse, to lack of interaction with online activities and this will be cross referenced with children known to social services or having been involved with any aspect of safeguarding or child protection
3. The safeguarding team, led by the DT, will contact families on the continuous monitoring list on a weekly basis, just checking in to ensure they have all the support required to work with their child(ren) at home.

4. The designated teacher will update a table of information including the child's name and any detail of information. This should also include dates of any SS visits, emails, case conferences etc
5. In the event of case conferences or contact from SS, the DT/DDT will be responsible for email contact with class teachers asking for a factual report of any information they have regarding the child
6. Class teachers will continue to use the Child protection and safeguarding CRIB sheet to inform the DT/DDT of any concerns and if they feel the child is in significant harm a note of concern should be completed and sent digitally to the DT
7. The DT will continue to report termly CP information to the board of governors and meet with the Designated Governor
8. The DT / DDT will continue to attend social service meetings and case conferences either online or digitally as decided by Social services
9. The safeguarding team will continue to meet through teams every term to carry out any actions and discuss children or families that may need support or advice or social services intervention
10. The DT/DDT will continue to use the EA CP contact to ask for advice regarding any CP and safeguarding issues
11. The safeguarding team will work closely with the ICT coordinator to ensure online safety is still a priority
12. Teaching staff will complete forms on teams detailing any concerns regarding remote teaching of any child
13. Teachers will continue to develop children's emotional learning-PDMU

12. 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.](#)

Appendix 1.

The School Safeguarding Team

Roles & Responsibilities of Governors and Head of Prep Department

1. Chair of the Board of Governors

The Chair of the Board of Governors is responsible for:

- Ensuring that a Child Protection policy is in place and that a safeguarding ethos is maintained in the school
- Ensuring that a Designated Governor for Child Protection is appointed
- Ensuring that Governors receive relevant training in Child Protection and Recruitment and Selection – Assuming lead responsibility in the management of a complaint/allegation against the School Principal.
- Ensure that the Board of Governors receive regular updates in relation to child protection activity including a full written annual report
- Checking and signing the complaints book annually (even if there have been no complaints)

2. Designated Governor for Child Protection.

The Designated Governor is responsible for advising the Governors on matters related to child protection including the child protection policy, reports to Governors, the recruitment, selection and vetting of staff and the role of the Designated teacher.

3. Head of the Prep

The Principal is responsible for:

- Ensuring that all relevant DENI guidance in relation to child protection and safeguarding in particular *"Pastoral Care in Schools - Child Protection"* (1999) is implemented within the school
- Enabling the Board of Governors to fulfil their Child Protection duties by keeping them informed of any changes to guidance, procedure or legislation relating to child protection and ensuring the inclusion of child protection activities on their agenda

- Maintaining and securely storing the *School Record of Child Abuse Complaints* and to make it available at least annually to the Board of Governors.
- The appointment of suitable staff to posts (teaching and non-teaching) within the school and the appointment of suitable teaching staff to the roles of Designated and Deputy Teacher for Child Protection
- Ensuring that parents are advised that the Child protection policy is available on the website
- Managing child protection concerns relating to staff

Appendix 2

Types of Abuse and Physical/Behavioural Indicators

All definitions are taken from the Co-operating to Safeguard children and Young People in Northern Ireland. March 2016

Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse

Physical Indicators	Behavioural Indicators
Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.	Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that there is no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.

Physical Abuse is deliberately 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

Physical Indicators	Behavioural Indicators
Unexplained bruises - in various stages of healing grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations or abrasions; untreated injuries; bruising on both sides of the ear - symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday	Self-destructive tendencies; aggression to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; coming to school early or staying last as if afraid to be at home; clothing inappropriate to weather - to hide part of body; violent themes in artwork or stories

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.

Physical Indicators	Behavioural Indicators
Well below average in height and weight; "failing to thrive"; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).	Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.

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.

Physical Indicators	Behavioural Indicators
bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.	What the child tells you; Withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self-esteem; self-devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in schoolwork or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.

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, engaging 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.

Physical Indicators	Behavioural Indicators
Acquisition of money, clothes, mobile phone etc. without plausible explanation Change in personal hygiene (greater attention or less) Bruising/bite marks	Leaving home/ care without permission Persistently going missing or returning late Receiving lots of texts/phone calls prior to leaving Agitated/stressed prior to leaving home/care Returning distraught/dishevelled or under the influence of substances Inappropriate sexualised behaviour for age Concerning use of the internet Self-harm and other expressions of despair New peer groups

Domestic violence Domestic Violence Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse: psychological, physical, sexual, financial, emotional or virtual. As a matter of priority, staff will follow up instances where a disclosure, concern or information is revealed from any source, including from a child, any instance of domestic violence and abuse which could impact a child either directly or indirectly. This will be referred to the Gateway Service as it can have profoundly damaging effects on a child's well-being.

Physical Indicators	Behavioural Indicators
Disturbed sleep patterns Nightmares or flashbacks Stomach pain Bed wetting Truancy Alcohol or drugs	Low self-worth nervousness Psychological stress/nerves Immature or needy behaviour Temper tantrums Aggression Internalising distress or withdrawal Bullying

Child Sexual Exploitation (CSE) is a form of 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 money or status. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always include physical contact; it can also occur through the use of technology. CSE can be perpetrated by adults or by young people's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males. While children in care are known to be more at risk of CSE, the majority of CSE victims are living at home.

Children who Display Harmful Sexualised Behaviour. Child protection procedures require that issues of concern including inappropriate sexual behaviour, should be noted to the designated teacher, who with the Principal, will take advice as necessary, on the most appropriate course of action. Intervention may be taken by the school, but as behaviours increase in severity or complexity, it may require the support of The Education Authority's Child Protection Support Service for Schools (CPSSS), Social Services or PSNI. This not only includes safely managing the pupil whose behaviour may pose a risk, but also considering the needs of the pupil(s) already exposed to the risk, as well as safeguarding the rest of the school population.

Self-Harm/ Suicidal Ideology Self-harm is a set of behaviours that people do to themselves in a deliberate, usually hidden way, which is damaging. Parents should seek advice from appropriately qualified and experienced professionals to make informed assessments of risk in relation to self-harming behaviours. It is important that children and young people who communicate thoughts of suicide are seen urgently by an appropriately qualified and experienced professional to ensure they are taken seriously, treated with empathy, kindness and understanding. Informed assessments of risk and needs can be completed as a matter of priority. The school will contact parents immediately in such circumstances and advice sought regarding referral.

Grooming often involves perpetrator(s) gaining the trust of the child or, in some cases, the trust of the family/ friends/ community - 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 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 may occur face to face, online and/or through social media.

FGM

Importance of knowing how to report this if a child talks to you about this occurring. Being aware of any signs of this.

E-safety/ Internet Abuse Refer to related e-learning policies Online safety means acting and staying safe when using digital technologies. Associated risks around online safety can be defined under four categories:

- Content risks: the child or young person is exposed to harmful material.
- Contact risks: the child or young person participates in adult initiated online activity.
- Conduct risks: the child or young person is a perpetrator or victim in peer-to-peer exchange.
- Commercial risks: the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. Pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18. If a young person has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress, the child protection procedures will be followed. The UK Safer Internet Centre is able to assist in having an image blocked or removed to prevent further distribution. It is also vital to ensure that the victim of abuse receives the correct support.

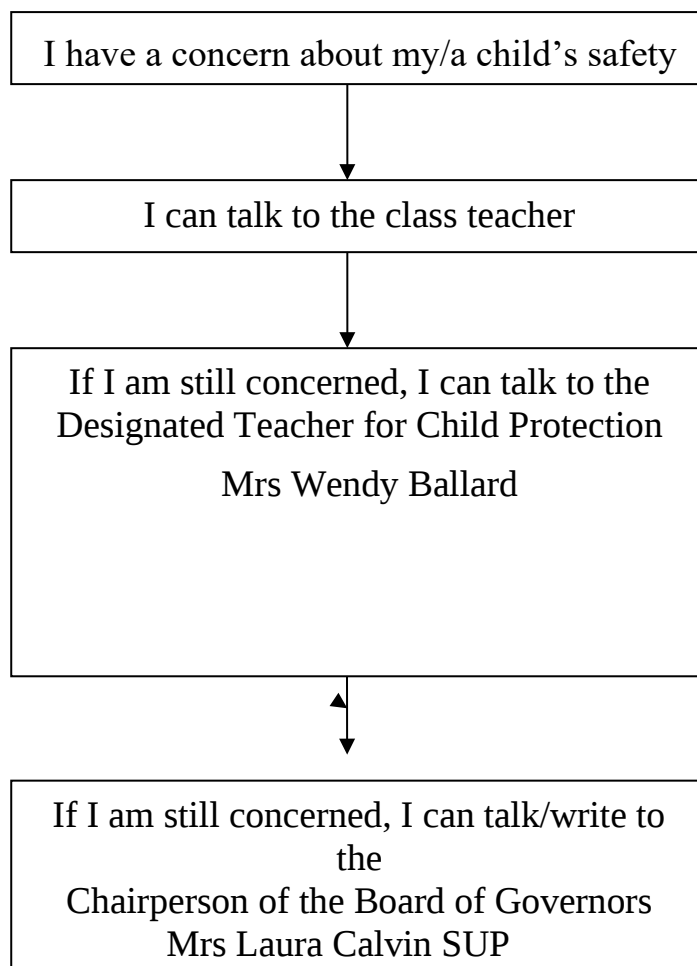
A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

Children with increased vulnerabilities

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English or sexual orientation. We have included information about children with increased vulnerabilities in our policy.

Appendix 3.

Procedure for Parents who wish to raise a Child Protection Concern

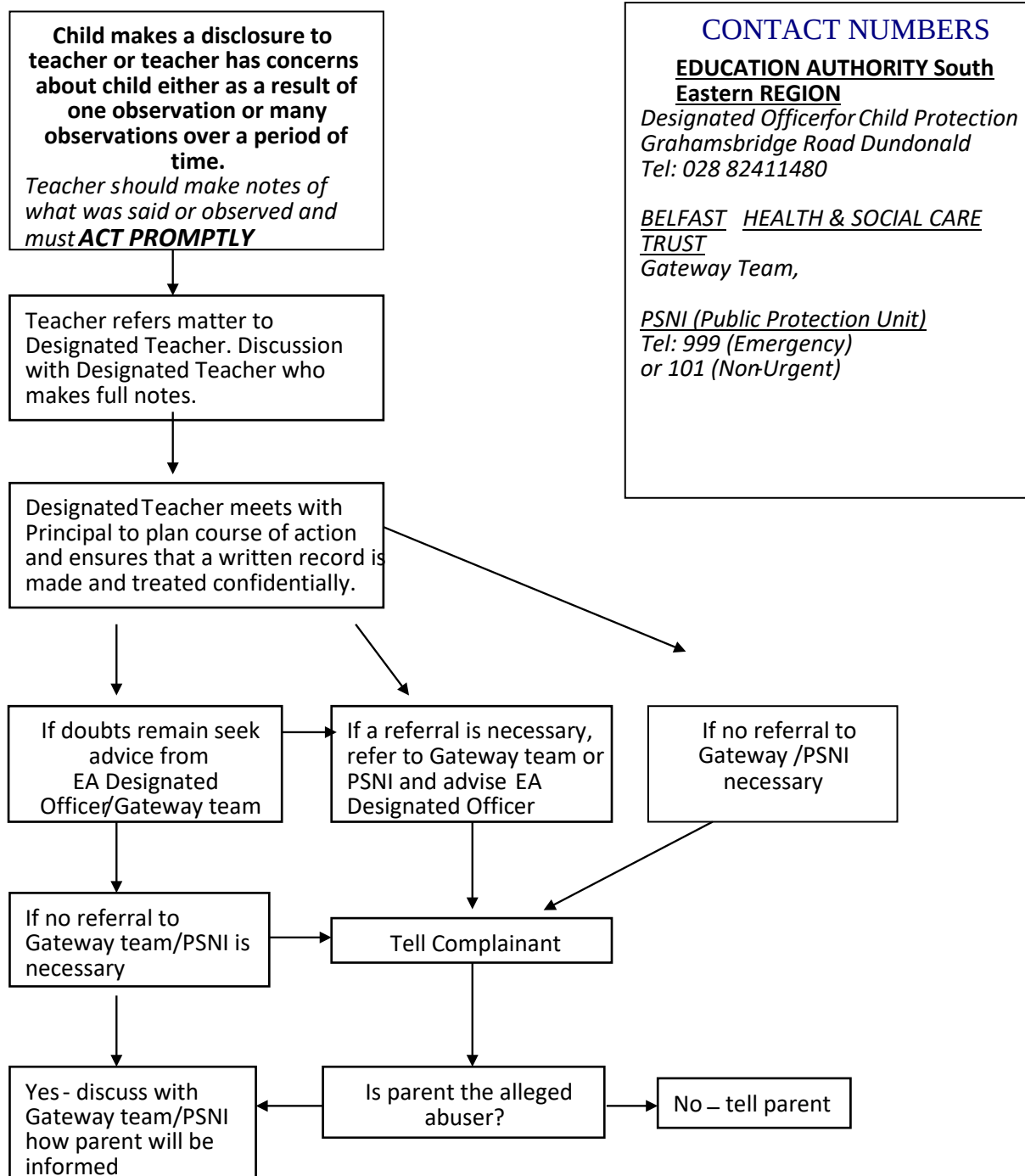


At any time a parent can talk to:

- A social worker at the Gateway Team (Belfast Trust) Tel: 028 90507000
- PSNI at the Public Protection Unit ^{Tel}: 999 (Emergency) or 101 (Non-Urgent)
Or Out of Hours service 028 95049999 (5pm to 8am Monday -Friday 5pm to 8am)

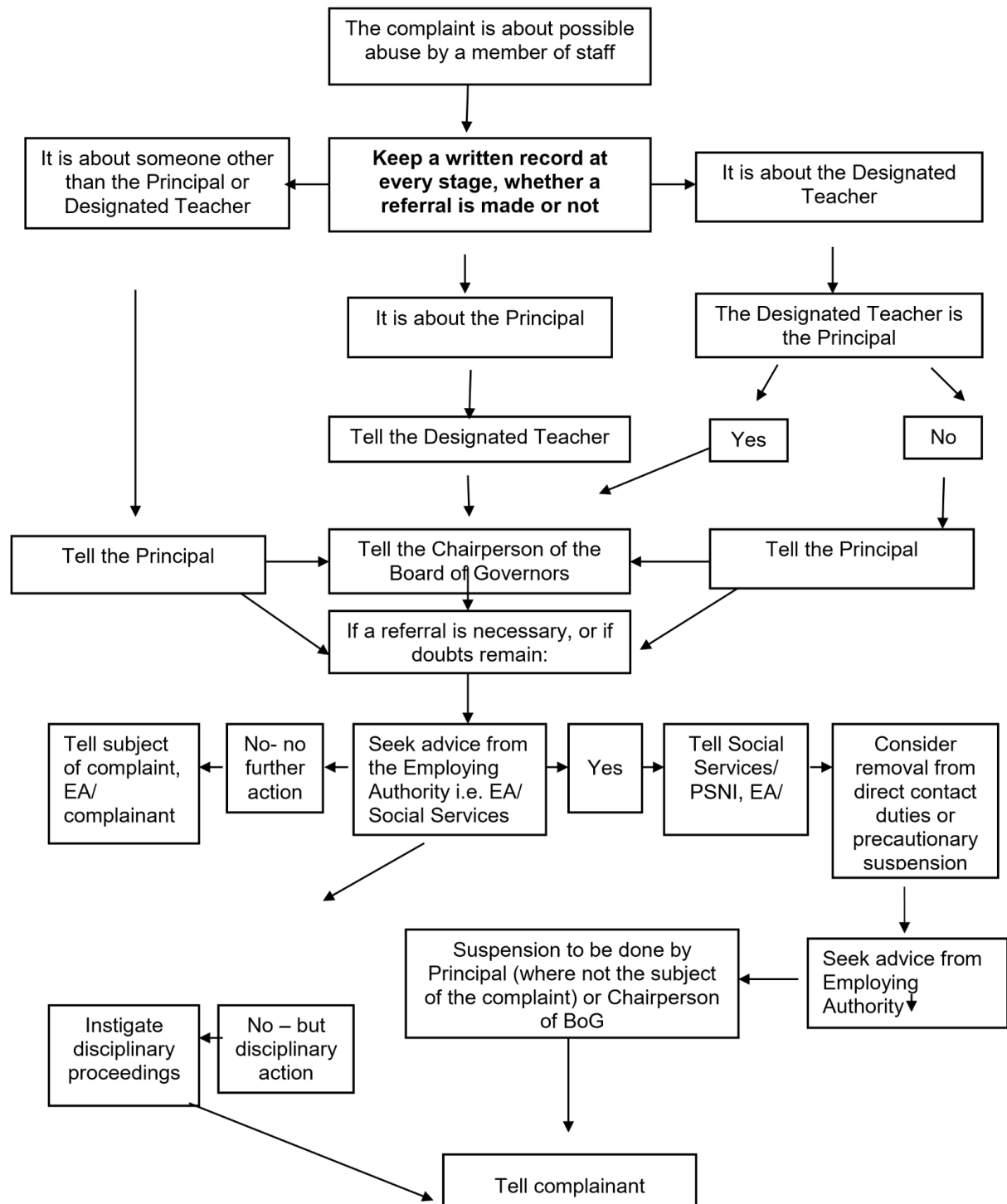
Appendix 4.

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



Appendix 5

Procedure where a complaint has been made about possible abuse by a member of the school's staff.



Appendix 6

CONFIDENTIAL

NOTE OF CONCERN

Child Protection Record – reports to Designated Teacher

Name of Pupil:
Year group of pupil:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved: (including any witness to an event and what is said or done and by whom)
Action taken at the time:
Details of any advice sought, from whom and when:
Any further actions 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: YES NO If 'NO' state reason :

**Name of staff member making the
report:**_____

Signature of staff member:_____

Date:_____

Signature of Designated Teacher:_____

Date:_____

APPENDIX 7 - DEALING WITH ALLEGATIONS OF ABUSE AGAINST A MEMBER OF STAFF

Dealing with Allegations of Abuse against a Member of Staff

KEY POINTS

Lead Individual learns of an allegation against a member of staff and informs the *Chair/Vice Chair of Board of Governors* as appropriate.



Guidance on the Next Steps

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



Possible Outcomes

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



Precautionary suspension is not appropriate, and the matter is concluded.



allegation addressed through relevant disciplinary procedures.



precautionary suspension under child protection procedures.



alternatives to precautionary suspension imposed.

APPENDIX 8 – STAFF CODE OF CONDUCT

Code of Conduct for Staff and Volunteers in Schools Objective, Scope and Principles:

This Code of Conduct, which applies to all staff and volunteers, is designed to give guidance on the standards of behaviour which should be observed. School staff and volunteers are role models, in a unique position of influence and trust and their behaviour should set a good example to all the pupils within the school. It does not form part of any employee's contract of employment. It is merely for guidance and specific breaches of the Code must not be viewed as a disciplinary offence.

The Code includes sections on:

- Setting an Example;
- Relationships and Attitudes;
- Private Meetings with Pupils;
- Physical Contact with Pupils;
- Honesty and Integrity;
- Conduct Outside of Work;
- e-Safety and Internet Use;
- Confidentiality;

Setting an Example

1.1 All staff and volunteers in schools set examples of behaviour and conduct which can be copied by pupils. Staff and volunteers should therefore, for example, avoid using inappropriate or offensive language at all times, and demonstrate high standards of conduct in order to encourage our pupils to do the same. All staff and volunteers should be familiar with all school policies and procedures and to comply with these to set a good example to pupils.

1.2 Staff and volunteers must always comply with statutory requirements in relation to such issues as discrimination, health and safety and data protection.

2. Relationships and Attitudes

2.1 All staff and volunteers should treat pupils with respect and dignity and not in a manner which demeans or undermines them, their parents or carers, or colleagues. Staff and volunteers should ensure that their relationships with pupils are appropriate to the age and maturity of their pupils. They should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating pupils, discriminating against or

favouring pupils. Attitudes, demeanour and language all require thought to ensure that conduct does not give rise to comment or speculation. Relationships with pupils must be professional at all times and sexual relationships with current pupils are not permitted and may lead to criminal conviction.

2.2 Staff and volunteers may have less formal contact with pupils outside of school; perhaps through mutual membership of social groups, sporting organisations, or family connections. Staff and volunteers should not assume that the school would be aware of any such relationship and should therefore consider whether the school should be made aware of the connection.

2.3 Staff and volunteers should always behave in a professional manner, which within the context of this Code of Conduct includes such aspects as: 2.4 • acting in a fair, courteous and mature manner to pupils, colleagues and other stakeholders;

- co-operating and liaising with colleagues, as appropriate, to ensure pupils receive a coherent and comprehensive educational service; respect for school property;
- taking responsibility for the behaviour and conduct of pupils in the classroom and sharing such responsibility elsewhere on the premises;
- being familiar with communication channels and school procedures applicable to both pupils and staff and volunteers;
- respect for the rights and opinions of others.

3. Private Meetings with Pupils

3.1 It is recognised that there will be occasions when confidential interviews with individual pupils must take place. As far as possible, staff and volunteers should conduct interviews in a room with visual access or with an open door and ensure that another adult knows that the interview is taking place. Where possible, another pupil or (preferably) another adult should be present or nearby during the interview.

4. Physical Contact with Pupils

4.1 To avoid misinterpretations, and so far, as is practicable, staff and volunteers are advised not to make unnecessary physical contact with a pupil.

4.2 Staff and volunteers should therefore be cognisant of the guidance issued by the Department on the use of reasonable force (Circular 1999/09 and guidance document 'Towards a Model Policy in Schools on Use of Reasonable Force).

5. Honesty and Integrity

5.1 All staff and volunteers are expected to maintain the highest 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 (e.g. a supplier of materials) must be declared to the Principal. A record should be kept of all such gifts received. This requirement does not apply to "one off" token gifts from pupils or parents e.g. at Christmas or the end of the school year. Staff and volunteers should be mindful that gifts to individual pupils may be considered inappropriate and could be misinterpreted.

6. Conduct outside of Work

6.1 Staff and volunteers should not engage in conduct outside work which could damage the reputation and standing of the school or the staff/ volunteer's own reputation or the reputation of other members of the school community.

6.2 Staff and volunteers may undertake work outside school, either paid or voluntary and should ensure it does not affect their work performance in the school. Advice should be sought from the Principal when considering work outside the school.

7. e-Safety and Internet Use

7.1 A staff member or volunteer's off duty hours are their personal concern but all staff and volunteers should exercise caution when using information technology and be fully aware of the risks to themselves and others. For school-based activities, advice is contained in the school's E-Safety, ICT Acceptable Use and Digital Media Policy and Remote Learning Policy.

7.2 Staff and volunteers should exercise particular caution in relation to making online associations/friendships with current pupils via social media and using texting/email facilities to communicate with them. It is preferable that any contact with pupils is made via the use of school email accounts or telephone equipment when necessary.

8. Confidentiality

8.1 Staff and volunteers may have access to confidential information about pupils including highly sensitive or private information. It should not be shared with any person other than on a need-to-know basis. In circumstances where the

pupil's identity does not need to be disclosed the information should be used anonymously.

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

8.3 If a member of staff or volunteer is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from a member of the Senior Management Team. Any media or legal enquiries should be passed to Senior Management.

8.4 Staff and volunteers need to be aware that although it is important to listen to and support pupils, they must not promise confidentiality or request pupils to do the same under any circumstances. Additionally, concerns and allegations about adults should be treated as confidential and passed to the Principal or a member of the safeguarding team without delay.

8.5 The school's child protection arrangements should include any external candidates studying or sitting examinations in the school

Appendix 9

OPERATION ENCOMPASS PHONE LOG PROFORMA



Child's name and age & DOB			
Police Reference Number		Date:	
Date and time of incident Address of incident			
<u>Circumstances of incident</u>			
<u>Additional school information including other Operation Encompass calls</u>			
<u>Actions taken and Impact</u>			