

# **DRUMAHOE PRIMARY SCHOOL**



## **SAFEGUARDING & CHILD PROTECTION POLICY**

## CONTENTS

Introduction	Page 3
Child Protection Principles	Page 3
What is Child Abuse?	Page 4
Procedures for Reporting Child Abuse <ul style="list-style-type: none"> <li>• Prevention</li> <li>• Recognition</li> <li>• Response</li> <li>• Referral</li> </ul>	Pages 4 - 9
Allegations	Page 9
Confidentiality	Page 10
Record Keeping	Page 10
Vetting Procedures	Page 10
Staff In-Service Training	Page 10
Monitoring and Evaluation	Page 11
Useful Contact Numbers	Page 11
Appendices <ul style="list-style-type: none"> <li>• Code of Conduct for All Staff</li> <li>• Code of Conduct (Visitors)</li> <li>• School Procedures for dealing with suspected or Disclosed Child Abuse (Staff)</li> <li>• School Procedures for dealing with suspected or Disclosed Child Abuse (Non Staff)</li> <li>• Out of School Activities / School Visit Proforma</li> <li>• Photographic Consent Form</li> <li>• Acceptable Use Agreement- Staff, Governors and Visitors</li> <li>• Acceptable Use Agreement- Pupils</li> <li>• Temporary Administration of Medication</li> <li>• Changing Procedures for Children with Special educational Needs</li> </ul>	Pages 12 - 25

**INTRODUCTION**

The following policy aims to set out the framework, which underpins the practices within Drumahoe Primary School. The school ethos is reflected in all actions and decisions taken by staff as they follow the detailed guidance set out in the WELB Child Protection Procedures, DENI Circular 1999/10, DENI ‘Promotion of Positive Behaviour’ 2001, DENI Circulars 2006/6, 7, 8, 9, 25, Co-operating to Safeguard Children 2003, Area Child Protection Committees’ – Regional Policy and Procedure 2005.

The staff at Drumahoe Primary School has adopted a Code of Conduct (**See Appendix 1**) and visitors are required to read and adhere to The Visitors Code of Conduct, sign the visitors’ book and wear a visitors’ badge (**See Appendix 2**).

**CHILD PROTECTION PRINCIPLES**

The principles and philosophy which underpin our work are those set out in the “UN Convention on the Rights of the Child” (UK Agreement in 1991) and enshrined in the Children (NI) Order 1995 effective from November 1996. A major part of our responsibility will be to safeguard the children in our care from neglect and physical, sexual and emotional harm.

The following principles form the basis for effective child protection and underpin the guidance which we follow:

- Children have a right to be listened to and to be taken seriously.
- In any matter the welfare of the child must always be paramount. This overrides all other considerations.
- A proper balance must be struck between protecting the child and respecting the rights and needs of parents and families: but where there is conflict the child’s interests must always come first.

**Aims to be addressed through this policy document:**

- To introduce procedures in the school to deal with suspected cases of child abuse as directed by Department and WELB circulars.
- To make the staff aware of the referral procedure within the school.
- To make parents aware of the procedures set up in school to deal with suspected cases of child abuse.

The appendices include code of conduct guidelines for staff and visitors as well as information relating to internet access, use of children’s images, use of mobile phones, administration of medication and changing clothes.

This document should be used in conjunction with a range of other school policies and guidelines including:

<ul style="list-style-type: none"> <li>• Pastoral Care</li> <li>• Anti-Bullying</li> <li>• Administration of Medication</li> <li>• Positive Behaviour</li> <li>• Health &amp; Safety</li> <li>• Intimate Care</li> </ul>	<ul style="list-style-type: none"> <li>• eSafety File</li> <li>• Drugs</li> <li>• First Aid</li> <li>• Loss &amp; Bereavement</li> <li>• Missing Pupil</li> <li>• Staff Code of Conduct</li> </ul>
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## WHAT IS CHILD ABUSE?

Children may be abused by a parent, sibling, other relative, a carer, a teacher or assistant, an acquaintance or a stranger who may be an adult or a young person. It may be a deliberate act or failure on the part of a parent, carer or teacher to act or to provide proper care, or both. Abuse can take any of the following forms:

- **Neglect** The persistent or significant neglect of a child, or failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care resulting in the significant impairment of the child's health or development.
- **Physical** injury to a child, whether deliberately inflicted or knowingly not prevented.
- **Sexual** The sexual exploitation of a child or young person for an adult's or another person's own gratification. The involvement of children or young people in sexual activities of any kind (including exposure to pornography) which they do not understand, to which they are unable to give informed consent or that violates normal family roles.
- **Emotional** Persistent or significant emotional ill-treatment or rejection, resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child.

## PROCEDURES FOR REPORTING CHILD ABUSE

Drumahoe Primary School recognises their four main responsibilities in the area of Child Protection. These are in the areas of **Prevention, Recognition, Response and Referral**. Parents will be made aware of the school's responsibilities and procedures through a tri-fold pamphlet distributed to each family every two years. In addition, a copy of the Child Protection Policy is available on the school's website [www.drumahoeps.org](http://www.drumahoeps.org)

### 1. PREVENTION

Drumahoe Primary School offers a supportive environment to children who are being abused, have been abused and may be abused in the future. The School through classwork, assemblies, visits from outside agencies, etc. has put in place a 'Child Protection Ethos' which provides a safe and secure environment for our pupils. We aim to involve the whole school in creating a 'listening school'.

Drumahoe Primary School offers protection on two levels:

1. Immediate protection - creating a listening environment that makes it easier for children to share their concerns (i.e. 'You Share, We Care' post-box, circle time etc.).
2. Long-term protection - enhancing self-esteem and encouraging social skills, which will help children to break the cycle of abusive behaviour.

The Board of Governors ensure that:

- a. The school curriculum includes a programme for pupils on personal protection.
- b. The school has and follows the Code of Practice for the conduct of all members of staff both teaching and non-teaching. This code covers all activities organised by the school whether on school premises or elsewhere.
- c. Persons beyond the school staff who are invited as helpers/leaders on trips, residential visits or other out of school activities are subject to **vetting procedures** in keeping with current arrangements for the care and protection of young people (Access NI-enhanced check).

**2. RECOGNITION**

We use the following definitions for Child Abuse:

a) **Neglect:** The persistent failure of a parent, guardian or carer to meet a child’s physical, emotional and psychological needs which is likely to lead to significant harm. It may involve the parent or carer failing to provide adequate food, shelter and clothing; failing to protect a child from physical harm or danger: failure to provide access to medical care or treatment; lack of supervision or lack of stimulation.

<b>Physical signs of neglect</b>	<b>Behavioural signs of neglect</b>
<ul style="list-style-type: none"> <li>• Constant hunger</li> <li>• Exposed to danger through lack of supervision</li> <li>• Inadequate / Inappropriate clothing</li> <li>• Poor personal hygiene</li> <li>• Untreated medical problems</li> <li>• Emaciation</li> </ul>	<ul style="list-style-type: none"> <li>• Tiredness</li> <li>• Lack of peer relationships</li> <li>• Low self-esteem</li> <li>• Destructive tendencies</li> <li>• Compulsive stealing / begging</li> <li>• Frequent lateness / non-attendance at school</li> <li>• Chronic running away</li> <li>• Scavenging for food and clothes</li> </ul>

b) **Physical Abuse:** The failure to prevent physical injury or causing actual physical injury to a child. This may include hitting, shaking, throwing, burning, scalding, confinement to a room or the inappropriate giving of drugs to control behaviour.

<b>Physical signs of physical abuse</b>	<b>Behavioural signs of physical abuse</b>
<ul style="list-style-type: none"> <li>• Scratches</li> <li>• Bite marks or welts</li> <li>• Bruises</li> <li>• Burns, especially cigarette burns</li> <li>• Untreated injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Self mutilation tendencies</li> <li>• Running away</li> <li>• Bullying</li> <li>• Aggressive or withdrawn</li> <li>• Fear of returning home / parents being contacted</li> <li>• Undue fear of adults</li> <li>• Flinching at sudden movements / withdrawn from physical contact</li> <li>• Fearful watchfulness</li> <li>• Improbable excuses to explain injuries</li> <li>• Refusal to discuss injuries</li> </ul>

c) **Sexual Abuse:** The actual or likely sexual exploitation of a child for an adult's or another young person's own gratification. The activity may involve physical contact including penetrative or non-penetrative acts. Sexual abuse may include non contact activities such as involving children looking at or in the production of pornographic material. Watching sexual activities or encouraging children to act in a sexually inappropriate manner.

Physical signs of sexual abuse	Behavioural signs of sexual abuse
<ul style="list-style-type: none"> <li>• Soreness, bleeding in genital area</li> <li>• Itching in genital area</li> <li>• Stomach pains or headaches</li> <li>• Pain on urination</li> <li>• Difficulty in walking or sitting</li> <li>• Bruises on inner thigh or buttocks</li> <li>• Anorexia / bulimia</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic depression</li> <li>• Self mutilation</li> <li>• Inappropriate language and sexual knowledge for age group</li> <li>• Sexualised play with explicit acts</li> <li>• Making sexual advances to adults or other children</li> <li>• Obsessive washing</li> <li>• Low self-esteem</li> <li>• Afraid of the dark</li> <li>• Wariness of being approached by anyone</li> <li>• Substance / drug abuse</li> <li>• In possession of unexplained large sums of money or gifts</li> <li>• Truanting / running away</li> </ul>

d) **Emotional Abuse:** Emotional rejection or ill treatment of a child resulting in adverse effects on the emotional, physical and/or behavioural development of the child. It may involve:

- Conveying to the child that he/she is worthless and unloved, inadequate or valued only insofar as he/she meets the needs of another person.
- The child feeling frightened or in danger
- The exploitation or corruption of a child
- Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional harm.

Physical signs of emotional abuse	Behavioural signs of emotional abuse
<ul style="list-style-type: none"> <li>• Short stature</li> <li>• Poor hair</li> <li>• Alopecia</li> <li>• Poor skin</li> <li>• Swollen extremities</li> <li>• Recurrent diarrhoea</li> <li>• Non-accidental injuries</li> <li>• Sudden speech disorders</li> <li>• Drug / solvent abuse</li> <li>• Self mutilation</li> <li>• Eating disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Rocking, thumb sucking and hair twisting</li> <li>• Chronic running away</li> <li>• Poor peer relationships</li> <li>• Over reaction to mistakes</li> <li>• Inappropriate emotional responses to stressful situations</li> <li>• Self mutilation</li> <li>• Extremes of passivity or aggression</li> <li>• Substance / drug abuse</li> </ul>

### e) **Bullying**

Although not an official form of abuse, bullying in any form will not be tolerated in Drumahoe Primary School. The procedures laid out in the school's Anti-Bullying Policy will be invoked. A copy of the school's Anti-Bullying Policy is available on the school's website [www.drumahoeeps.org](http://www.drumahoeeps.org)

### **3. Response**

In Drumahoe Primary School the Safeguarding Team of the Principal, Mrs Hegarty (Designated Teacher for Child Protection), Mr McMaster (Deputy Designated Child Protection Teacher), Miss Marshall (e-Safety Co-Ordinator) and Dr. N Chestnutt the Chairperson of the Board of Governors (Designated Governor for Child Protection) are responsible for Child Protection.

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 will act immediately (**Appendix 3**)

No child will be given a promise of confidentiality but will be assured that the information shared will only be disclosed to people who NEED to know.

#### **a. Staff members:**

##### **Receive:**

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said
- Take notes

##### **Reassure:**

- Reassure the child, but only so far as is honest and reliable, for example, don't make promises you may not be able to keep, like "I'll stay with you" or "Everything will be all right now".
- Don't promise confidentiality; you have a duty to refer. Explain to the child that you will need some help to deal with what he/she has told you.
- Do reassure and alleviate guilt, if the child refers to it. For example, you should say: "You're not to blame" or "You're not alone; you're not the only one this sort of thing has happened to".

##### **React:**

- React to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but don't 'interrogate' for full details.
- Do not ask 'leading' questions, for example, "What did he/she do next?" (this assumes he/she did) or "Did he/she touch your private parts?". Such questions may invalidate your evidence and the child's in any later prosecution in court.
- Do ask open questions, like "Anything else to tell me?", "Yes?" or "And?"
- Do not criticise the perpetrator; the child may love him/her and reconciliation may be possible.
- Do explain what you have to do next and to whom you have to talk. Try to see the matter through yourself and keep in contact with the child. Ensure that if a Social Services interview is to follow, that the child has a 'support person' present if the child wishes it (possibly yourself).

**Record:**

- Make some notes at the time on any paper which comes to hand and write them up as soon as possible.
- Do not destroy these original notes.
- Record the date, time, place, any noticeable non-verbal behaviour and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words. Any injuries or bruises noticed may be recorded on a diagram showing position and extent. UNDER NO CIRCUMSTANCES SHOULD A CHILD'S CLOTHING BE REMOVED. Teachers should be aware that their note of the discussion might need to be used in any subsequent court proceedings
- Record statements and observable things, rather than your 'interpretations' or assumptions.

**b. Designated / Deputy Designated Teacher:****Receive:**

- Listen to the class teacher or child
- Remind the class teacher to take notes
- Written records will be kept in the locked Safeguarding File Box in Mrs Hegarty's office.

**Discuss:**

- Immediately discuss the case with the WELB Designated Teacher for Child Protection.
- Refer the case to the Senior Social Worker promptly by School Referral Form – UNOCINI

**Support:**

- The child
- The class teacher (WELB Staff Welfare Services)

**c. Parents:**

If a parent has concerns about something that is happening in school, he or she should ask to speak to the school's Designated/Deputy Designated Teacher for Child Protection. Alternatively, the parent can speak to the Chairperson of the Board of Governors and/or the Designated Governor for Child Protection, Dr. N Chestnutt. If the parent does not wish to contact the school, he or she should call the police exchange who will put them through to, or give them the number of their nearest CARE (Child Abuse and Rape Enquiry) Unit – Maydown Tel: 028-71861355.

**d. Children:**

Children who are being abused and want to talk to someone, can either speak to the Designated Teacher, Deputy Designated Teacher or any teacher of his/her choice. If a child is unhappy about talking to someone in school, children can ring Childline on 0800 1111, or NSPCC Child Protection Helpline 0800 800500.

### **3. REFERRAL**

The following procedure will be applied:

- If (after consultation with the WELB Child Protection Officer) a referral is deemed necessary, it will be made immediately to the Social Services.
- If there are concerns that a child may be at risk the school is obliged to make a referral.
- Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.
- The Chairman of the Board of Governors will be kept fully up to date on all of these issues. The safety of the child is our first priority.

**NOTE: In all cases of suspected child abuse, the action to be taken by the school is that of informing Social Services and the Western Education and Library Board. The school will NOT be involved in investigating the suspected abuse.**

### **ALLEGATIONS**

#### **Allegation against a member of staff:**

If a complaint about possible child abuse is made against a member of staff, Mrs Hegarty (or Mr McMaster if she is not available) must be informed immediately. Parents can also seek advice from the School's Designated Child Protection Governor, Dr. N Chestnutt. The above procedures will apply (unless the complaint has been made about the Principal).

#### **Allegation against the Principal:**

If the complaint is made against the Principal, Mrs Hegarty must be informed immediately. Mrs Hegarty will inform the Chairperson (Dr. N Chestnutt) and together they will ensure that the necessary action is taken.

#### **Suspension from Duty:**

Where the matter has been referred to the Social Services, 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 Social Services. The Chairman of the Board of Governors will be informed immediately.

### **CONFIDENTIALITY**

For reasons of confidentiality the only people who need to know details of suspected cases are:

- a ) Mr T McMaster, Principal/ Deputy Designated Teacher
  - b) Mrs. L Hegarty, Designated Teacher
  - c) Chairperson of the Board of Governors - Designated Governor for Child Protection
- Other members of staff need to know only enough to prepare them to act with sensitivity to a distressed pupil. They do not need to know detail

## **RECORD KEEPING**

Staff will make notes at the time of the disclosure on the school pro-forma as soon as possible. The date, time, place, any noticeable non-verbal behaviour and the words used by the child will be recorded. If the child uses sexual 'pet' words, the actual words used will be recorded rather than translating them into 'proper' words. Any injuries or bruises noticed will be recorded on a diagram showing position and extent. Under no circumstances will a child's clothing be removed. Staff will be made aware that their note of the discussion might need to be used in any subsequent court proceedings

All records, information and confidential notes will be kept in separate files in the locked Safeguarding File Box. These will only identify the child by their initials and date of birth. These records are kept separate from the child's individual report.

Where an allegation is made against a member of staff and is pursued either as a formal referral or under the school's disciplinary procedures, a summary is entered on a Record of Abuse Complaints Notebook. This entry, which will contain details of the complaint, stored in the locked Safeguarding Drawer, and will be made available to the Board of Governors at least annually and signed by the Chairman if appropriate.

In addition to the above, the school specifically recognises the need to protect children when:

- On school trips
- Using the internet
- Administering medication
- Changing wet or soiled clothes

For this reason the schools seeks parental consent on:

- All out of school activities (See Appendix 5)
- Photographic Consent Form (Appendix 6)
- Access to the internet (See Appendices 7 and 8)
- Administration of medication (See Appendix 9)
- Changing clothes (See Appendix 10)

## **VETTING PROCEDURES – see also Vetting Policy**

All staff, teaching and non-teaching, including parent volunteers, students on work experience, external coaches and music tutors, will be subject to vetting procedures though Access NI before permission is granted to work in the school, either on a paid or voluntary basis. Copies of Access NI Certificates will be kept in the Secretary's Office.

## **STAFF IN-SERVICE TRAINING**

Each member of staff will receive general training on this policy and the procedures once every two years. This will be led by the Designated Teacher for Child Protection. The Designated Teacher and deputy Designated Teacher will also avail of courses offered by the WELB and other multi-disciplinary agencies.

## MONITORING AND EVALUATION

The Safeguarding Team will discuss all current Child Protection issues on a termly basis or if and when required. The Board of Governors (who have reviewed and approved this policy) will also be advised of relevant Child protection Issues at regular intervals during the course of the school year. Specific details will not be shared with the Governors and confidentiality will be maintained. The Safeguarding Team will review this policy annually and advise Governors and parents of changes when necessary. All parents will receive a summary (in the form of a tri-fold pamphlet) once every two years outlining the basic Child Protection Procedures and Policy.

## USEFUL CONTACT NUMBERS

<b>WELB Child Protection Officers:</b> Marion McBride Godfrey Young <b>Martin McQuaid</b>	<b>02882411480 (Daily Helpline)</b> 02882411467 02882411590 <b>02882411478 (Derry City Schools)</b>
Western Health & Social Care Trust Gateway Team	028 71314090
Foyle Health & Social Care Trust Riverview House, Abercorn Road, L'Derry	028 71266111
PSNI Public Protection Unit PSNI C.A.R.E. Unit (Maydown)	0845 600 8000 028 71861355
Childline	0800 1111
NSPCC 29a Strand Road L'Derry	0800 800 5000 028 71266789
Community Paediatrician DrJ Porter, Rosstown House	028 71 860056
Educational Welfare Officer (E.W.O.) Aileen Lynch	028 71272300

*L Hegarty/T McMaster  
September 2013*



## APPENDIX 1 – CODE OF CONDUCT FOR ALL STAFF

### Staff Code of Conduct Statement of Values and Professional Practice

#### **Introduction:**

Teachers as a group have always understood the professional nature of their task. They have always been conscious of the special purpose behind their endeavours and how, in essence, they shape the future of society through their work with those young people entrusted to their care. That duty of care, allied to a sense of professional responsibility, is the hallmark of true professionals. In discharging this responsibility teachers have been guided by a set of values that, to date, have been implicit rather than explicit.

Values are often seen as aspirations or driving forces, often not openly articulated, which effectively shape people's lives and determine where they will direct their energies and what they will hold to be of importance. Many within our community have both understood and benefited from the profession's implicit values, and the commitment and professionalism that were an inevitable outcome of these. There is, however, merit in articulating those values of only to celebrate the high ethical standards that underpin the work of teachers in Northern Ireland and in Drumahoe P.S. This code provides our teachers, for the first time, with an explicit and public statement of values and professional practice. The values enshrined within the Code are also those that underpin the work of the General Teaching Council for Northern Ireland and will inform its deliberations in regard to internal policy development and external policy initiatives.

#### **The Code seeks to:**

- set out clearly the core values underpinning professional practice;
- encourage attitudes and conduct commensurate with the core values of the profession;
- provide a framework for evaluating both policies and practice; and
- enhance the status of the profession in the eyes of the public and our parents.

The code effectively incorporates the core values articulated within the Teacher Competences Framework and those set out by the Nolan Committee.

#### **Core Values:**

The core values of the profession are as follows:

<b>Trust</b>	<b>Honesty</b>	<b>Commitment</b>
<b>Respect</b>	<b>Fairness</b>	<b>Equality</b>
<b>Integrity</b>	<b>Tolerance</b>	<b>Service</b>

A commitment to service lies at the heart of professional behaviour. In addition, members of our staff will exemplify the values listed above in their working and in their relationships with others; recognising in particular the unique and privileged relationship that exists between teachers and their pupils. In keeping with the spirit of professional service and commitment, teachers will at all times be conscious of their responsibilities to others: learners, colleagues and indeed the profession itself.

## **Code of Conduct for Employees within the Education Sector whose work brings them into contact with children/young people.**

### **Introduction:**

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 children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

### **Code of Conduct**

This Code of Conduct supplements the Teaching and Non-Teaching Staff Code of Conduct and is intended to assist staff in respect of the complex issue of child protection by drawing attention to the areas of risk for staff and offering advice on prudent conduct.

### **Private Meetings with Pupils**

- a. Teachers should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people.
- b. Where such conditions cannot apply teachers are advised to ensure that another adult knows that the interview is taking place.
- c. Where possible another pupil or another adult should be present or nearby during the interview.

### **Physical Contact with Pupils**

Staff should not feel inhibited from responding to the needs of the child and offering physical comfort as a caring parent would provide. However this should only occur when the child is in agreement.

- a. All touch should be governed by the age and developmental stage of the child.
- b. Staff should not touch a child who has clearly indicated that he/she would be uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- c. Physical punishment is illegal as in any form of physical response to misbehaviour unless it is by way of necessary restraint.
- d. Members of staff who have to administer first aid should ensure that wherever possible, that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first aid in an emergency simply because another person is not present.
- e. Any physical contact which is likely to be misinterpreted by the pupil, parent or other casual observers should be avoided.
- f. If any physical contact could be construed as inappropriate, the member of staff should inform the Principal in writing at the earliest possible opportunity.
- g. Staff should be particularly careful when supervising pupils in a residential setting or in an approved out of school activity where more informal relationships tend to be usual and where staff may be in proximity of pupils in circumstances very different from the normal school environment.

## **Restraint**

Staff can use reasonable force:

- a. To prevent injury to the child, other children, themselves or another member of staff.
- b. To prevent damage to school property.
- c. To prevent the commission of an offence.
- d. The rights of a member of staff to use reasonable force to restrain a pupil applies on the premises of the school or elsewhere at a time when he/she has lawful control or charge of the pupil concerned.
- e. Staff should inform the Principal after any incident where reasonable force has been used – see Use of Reasonable Force Policy.
- f. There should be a written account made of the incident in order to prevent any misunderstanding or misinterpretation. The account should include the names of those involved, when and where the incident took place, names of witnesses, a brief account of the steps taken to defuse the situation and the outcome of the incident.

## **Choice and Use of Materials**

- a. Parental permission should be sought before using teaching materials of a sensitive nature.
- b. Teachers should avoid teaching materials which might be misinterpreted.
- c. If in doubt about the appropriateness of a particular teaching material, the teacher should consult the Principal before using it.

## **Relationships and Attitudes**

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

## **Handling Conversations of a Sensitive Nature**

Staff should:

- a. Listen and accept information.
- b. Take notes, explaining to the child why you are doing so.
- c. Reassure the child.
- d. Not make promises about the future.
- e. Refer the conversation to the Safeguarding Team.

## **Photographic Images**

- a. With the written consent of parents, on behalf of pupils, the school permits the appropriate taking of images by staff and pupils with school equipment.
- b. Staff are not permitted to use personal digital equipment, such as mobile phones and cameras, to record images of pupils, this includes when on field trips. However with the express permission of the Principal, images can be taken provided they are transferred immediately and solely to the school's network and deleted from the staff device.

## **Internet Use**

- a. Teachers should supervise access to Internet resources (where reasonable) through the school's fixed and mobile internet technology.
- b. Teachers will preview any recommended sites before use.
- c. Raw image searches are discouraged when working with pupils.

- d. If Internet research is set for homework, specific sites will be suggested that have previously been checked by the teacher. It is advised that parents recheck these sites and supervise this work. Parents will be advised to supervise any further research.

### **Personal Mobile Devices (including Phones – see also Mobile Phone policy)**

The school allows staff to bring in personal mobile phones and devices for their own use at an appropriate time. Under no circumstances does the school allow a member of staff to contact a pupil or parent/ carer using their personal device.

- a. The sending of inappropriate text messages between any member of the school community is not allowed.
- b. Permission must be sought before any image or sound recordings are made on these devices of any member of the school community.
- c. Staff bringing personal devices into school must ensure there is no inappropriate or illegal content on the device.

### **Intimate Care and S.E.N. – see also Intimate Care Policy**

You may be required to provide intimate care for children who have special educational needs. The following guidelines must be followed:

- a. Ensure permission has been obtained from parents to change children (see Appendix 10 'Changing Procedures for Children with Special Educational Needs'). If possible, ensure that you are accompanied by another staff member. Members of staff will sign and date the 'Intimate Care Record Sheet'.
- b. Encourage children, where possible, to change their own clothes, while talking them through the process.
- c. Ensure as much privacy is afforded to the child as possible.

### **Intimate Care & Foundation Stage Pupils**

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:

- a. Children will be encouraged to adjust clothing, etc themselves when using the toilet.
- b. Only trained staff members will be permitted to accompany them to the toilet.
- c. When taking child/children to the toilet, the adult will inform another member of staff.
- d. Children who wet their clothes after a toileting accident will be given clean replacements and encouraged to change themselves as much as possible.
- e. 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.
- f. In all toileting accidents, the child's parent/s will be informed by the class teacher, the classroom assistant or the school secretary.

### **Conclusion**

It would be impossible to cover all the circumstances in which teachers inter-relate with pupils and where opportunities for their conduct to be misconstrued might occur. In all circumstances teachers' professional judgement will be exercised and for the vast majority of teachers this Code of Conduct confirms what has always been their practice.



## APPENDIX 2 – CODE OF CONDUCT (VISITORS)

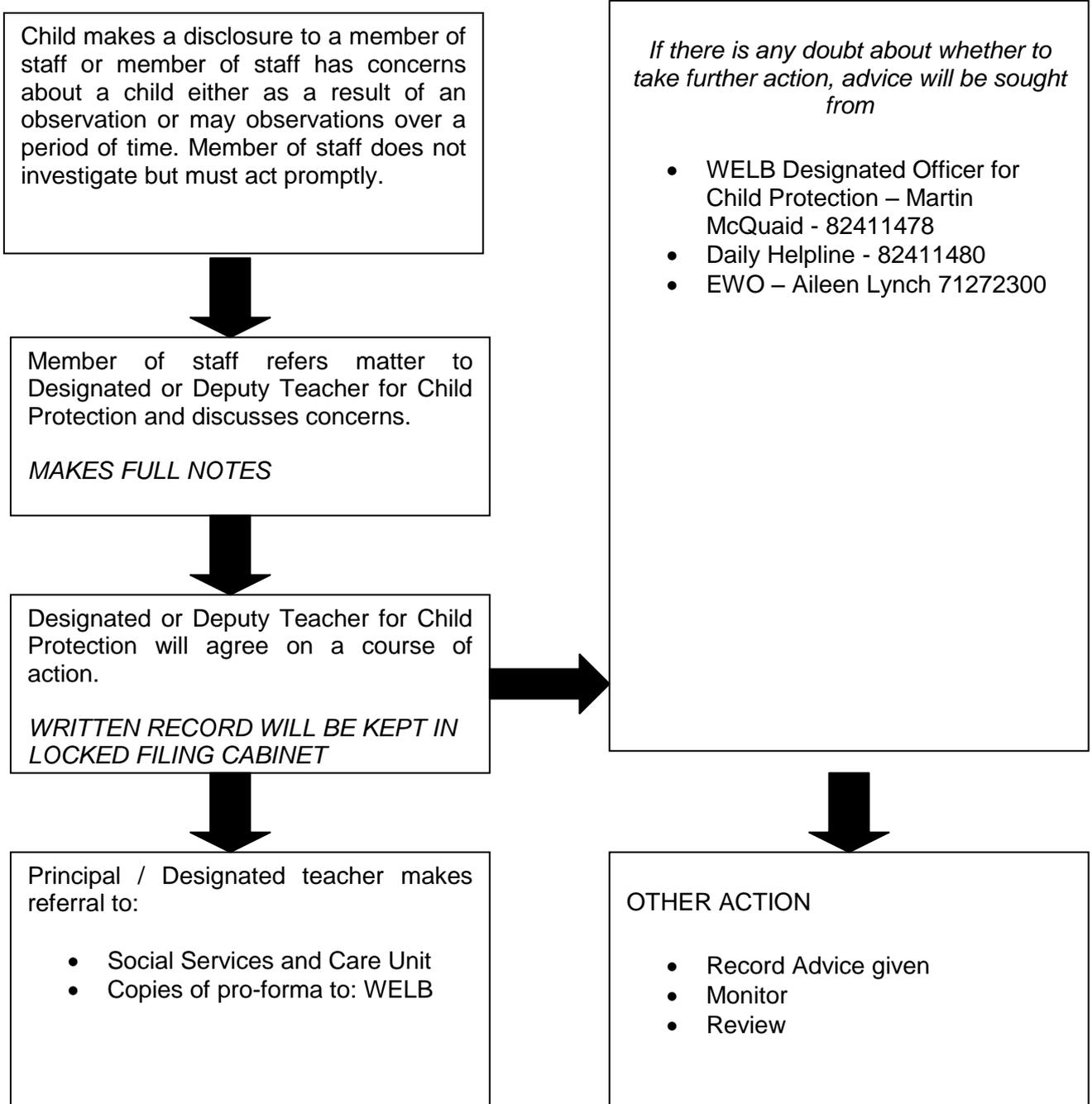
### All visitors must:

1. Report immediately to the office
2. Read the Code of Conduct and sign the Visitors' book.
3. Must wear a 'Visitor' Badge – clearly visible.
4. Wait until you can be escorted to a work area or the person to be visited.
5. Knock the door before entering an office/classroom and explain the reason for your visit.
6. Never be alone with a child.
7. Never initiate a conversation with a child.
8. Never have physical contact with a child.
9. Never swear on the premises.
10. Never smoke on the premises.
11. Never bring nuts or foods containing nuts of any kind onto the premises.
12. Take precautions to ensure that any equipment you may have with you is safely and securely stored so pupils do not have access.
13. Report any incidents immediately to:
  - Vice Principal - Mrs Hegarty Room 9 (Designated Teacher for Child Protection)
  - Principal - Mr McMaster (Deputy Designated Teacher for Child Protection)



### APPENDIX 3- SCHOOL PROCEDURES FOR DEALING WITH SUSPECTED OR DISCLOSED CHILD ABUSE (STAFF)

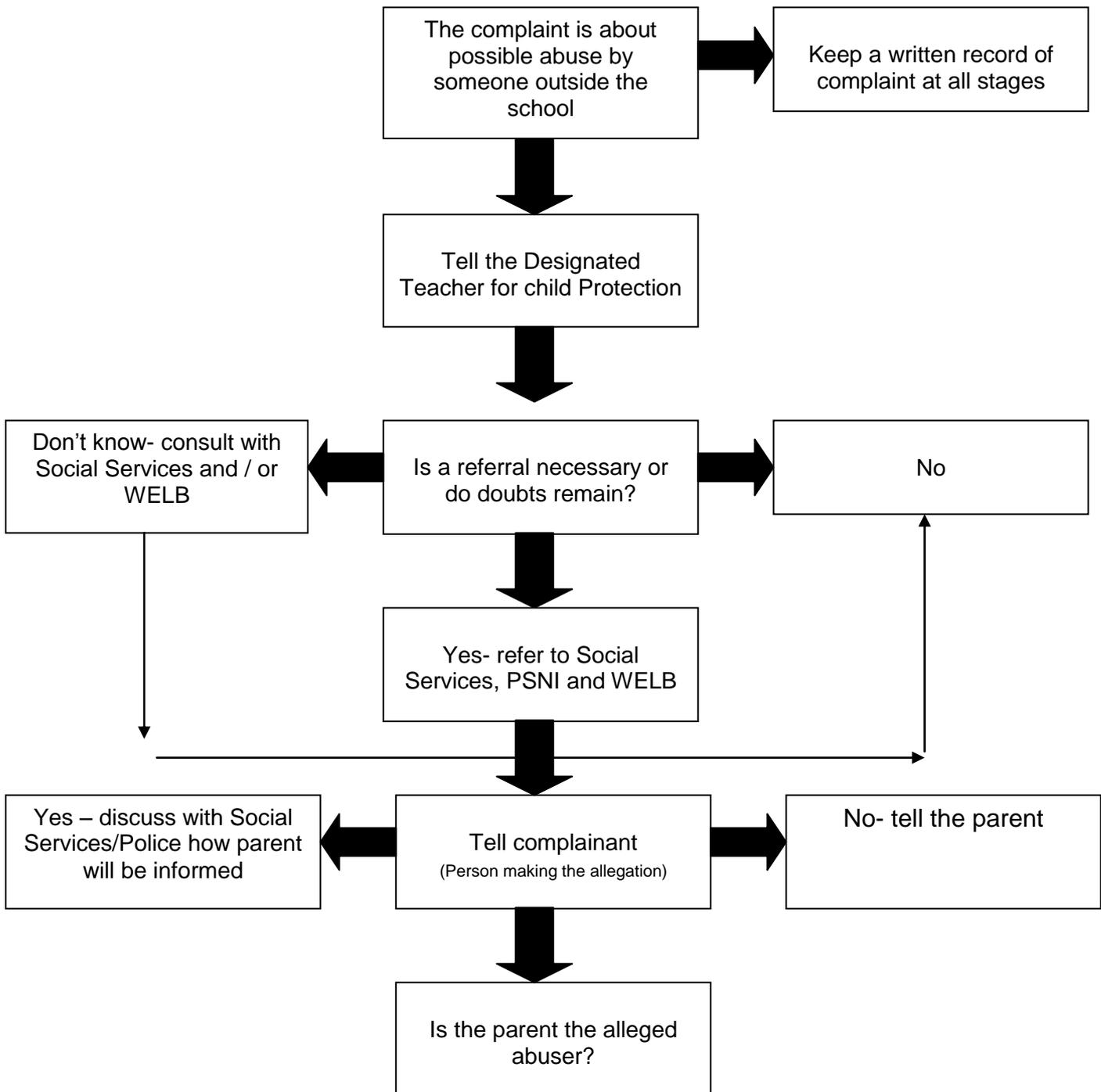
**The flow chart indicates the procedures, which will be invoked, should there be an incident of child abuse in Drumahoe Primary School.**





## APPENDIX 4- SCHOOL PROCEDURES FOR DEALING WITH SUSPECTED OR DISCLOSED CHILD ABUSE (NON-STAFF)

The following procedure should be applied if the school has concerns or has been given information about possible abuse by someone other than a member of staff.





**APPENDIX 5 – OUT OF SCHOOL ACTIVITIES/SCHOOL VISIT SAMPLE PROFORMA**

**Educational Visit/Extra-Curricular Activity Consent Form**

Educational visit to: \_\_\_\_\_

Date of the proposed visit: \_\_\_\_\_

**Details of the visit:**

Departure time: \_\_\_\_\_ Time of return to school: \_\_\_\_\_

**Purpose of the visit:**

\_\_\_\_\_  
\_\_\_\_\_

**Estimated costs of the visit:**

Transportation per child: \_\_\_\_\_

Entrance per child: \_\_\_\_\_

Additional costs (Please detail): \_\_\_\_\_

Total parental donation required: \_\_\_\_\_

✂-----

**Educational Visit/Extra-Curricular Activity Consent Form**

Educational visit to: \_\_\_\_\_

Date of the proposed visit: \_\_\_\_\_

I consent to my son/daughter (Name) \_\_\_\_\_

Participating in this educational visit and confirm that he/she is medically fit to participate.

Please detail below any new or recent medical information that is not included on the Medical Form completed in September this year.

\_\_\_\_\_  
Signed (Parent/Guardian): \_\_\_\_\_

Date: \_\_\_\_\_



## APPENDIX 6- PHOTOGRAPHIC CONSENT FORM

Dear Parent

### Re. Children's Photographs / Video

I am writing to inform you that during the course of the year and your child's time at Drumahoe Primary he/she may be photographed or video recorded participating in School activities such as:

- Sport and related extra-curricular activities
- School Trips, Residential and other curricular activities
- School open days and Charity Events
- Competitions

These photographs may be used for display purposes in the School, for publication in the local press or for promotional purposes in School prospectus/website/power point presentations etc. Photographs are also used in School records and may be retained in School for display and as part of an historical archive.

As a School we feel it is important that pupil achievements are recognised and pupils are proud and happy to feel valued. However, schools have a duty of care towards pupils and this means that individual pupils will remain unidentified and no images will be used in an inappropriate manner. We are also aware that some pupils may not wish their photograph to be taken or used for any School purpose. It is important that our school records are kept up to date and I would, therefore ask you to please ✓ the appropriate box in the permission slip below.

Please note that it will be the responsibility of each pupil, for whom permission has **not** been granted, to inform the staff of this fact at the time the photograph is to be taken.

Yours sincerely

T R McMaster  
Principal

✂.....

Name of Child: .....

- I give permission** for my child(ren)'s photograph to be taken to appear in public.  please ✓
- I give permission** for my child(ren) to be included in any school video.  please ✓
- I do not give permission** for my child(ren) to be photographed or videoed.  please ✓

If permission is granted it is valid from the date you sign it and will remain valid until we receive written confirmation to the contrary.

Signed: ..... Date : .....

**Parent/Guardian**



## **APPENDIX 7- Acceptable Use Agreement - Staff, Governors & Visitors**

ICT and the related technologies such as email, the internet and mobile devices are an expected part of our daily working life in school. This policy is designed to ensure that all members of staff are aware of their professional responsibilities when using any form of ICT. All members of staff are expected to sign this policy and adhere at all times to its contents. Any concerns or clarification should be discussed with Miss L Marshall, school UICT/ eSafety Co-ordinator.

- I will only use the school's email / Internet / Intranet / Learning Platform and any related technologies for professional purposes or for uses deemed 'reasonable' by the Principal or Governing Body.
- I will comply with the ICT system security and **not** disclose any passwords provided to me by the school or other related authorities.
- I will ensure that all electronic communications with pupils and staff are compatible with my professional role.
- I will not give out my own personal details, such as mobile phone number and personal email address, to pupils without the prior permission of the Principal or Governing Body.
- I will only use the approved, secure email system(s) for any school business.
- I will ensure that personal data (such as data held on SIMS) is kept secure and is used appropriately, whether in school, taken off the school premises or accessed remotely. Personal data can only be taken out of school or accessed remotely when authorised by the Principal or Governing Body.
- I will not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- Images of pupils and/ or staff will only be taken, stored and used for professional purposes in line with school policy and with written consent of the parent, carer or staff member. Images will not be distributed outside the school network without the permission of the parent/ carer, member of staff or Principal.
- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available, on request, to the Principal. The C2K system tracks all Internet use and records the sites visited. The system also logs emails and messages sent and received by individual users.
- I will respect copyright and intellectual property rights.
- I will ensure that my online activity, both in school and outside school, will not bring my professional role into disrepute.

- I will support and promote the school's e-Safety policy and help pupils to be safe and responsible in their use of ICT and related technologies.
- I will supervise pupils when they are accessing the Internet. I will check websites before allowing pupils to use them to ensure there is no unsuitable content and that material is age appropriate.
- I will report deliberate/accidental access to inappropriate materials or any other breaches of the school code of practice immediately to the Principal / ICT Co-ordinator.
- I will make pupils aware of the rules for the safe and effective use of the Internet. These will be displayed in the classroom and discussed with pupils.
- I will not use the school systems for commercial transactions unless deemed 'reasonable' by the Principal or Governing Body.

### **User Signature**

I agree to follow this code of conduct and to support the safe use of ICT throughout the school

Signature.....

Date.....

Full Name.....  
(Printed)

Position.....



## APPENDIX 8 – ACCESS TO THE INTERNET (PUPILS)

### **Using the Internet Pupil Agreement**

I promise that I will use the Internet sensibly and will not use it for the following purposes

1. Searching, viewing and/or retrieving materials that are not related to my work in school.
2. Playing computer games or using interactive chat sites, unless the teacher has asked me to do so.
3. Publishing, sharing or giving out personal information about a user (such as home address, e mail address, phone number, etc)
4. Any activity that breaks a school rule.
5. Using another user's password.
6. Use of obscene, racist or offensive language.
7. Insulting or bullying other people
8. Subscribing to any services or ordering any goods.

I know that my teachers can look at the sites I have visited and messages sent or received and if I don't use it properly my Internet privileges will be suspended.

I know that if something inappropriate happens while I'm using the Internet such as someone that I don't know asking me for my name and address I need to tell an adult immediately.

Pupil's Name: \_\_\_\_\_

Signature: \_\_\_\_\_



## ACCESS TO THE INTERNET (PUPILS)

### Parents' Internet Information Letter

Dear Parent/ Carer,

I.C.T. including the internet, email and mobile technologies, etc has become an important part of learning in our school. We expect all children to be safe and responsible when using any I.C.T.

Please read and discuss these e-Safety rules (Pupil Agreement) with your child and complete the slip at the bottom of this page and return it to school promptly. If you have any concerns or would like some explanation please contact the ICT/e-Safety Co ordinator, Miss Marshall or the Principal (028-71302284).

I would also ask you to read the Internet Policy of Drumahoe Primary School and the advice that has been given. You will realise that he/she will be able to access telecommunications networks throughout the world using the Internet. You will understand that this access is designed and intended as an educational tool to enhance learning and teaching and that he/she will receive instruction in the appropriate use of this resource.

Please realise that the internet contains material that is sometimes inappropriate for school purposes and by signing the agreement you support Drumahoe Primary School, in explaining to your child that they are responsible for not intentionally accessing such material. Please acknowledge that unacceptable use of the Internet may result in the temporary suspension or withdrawal of privileges and that you will not hold Drumahoe Primary School accountable for unsuitable materials acquired by him/her through Internet usage at school.

Yours sincerely

*T.R. McMaster*  
*Principal*

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### Drumahoe Primary School Acceptable Use Agreement: Pupils

#### Parent/Carer signature

We have discussed this and .....(child's name) agrees to follow the e-Safety rules and to support the safe use of ICT at Drumahoe Primary School.

Parent/CarerSignature.....

Class ..... Date .....



## APPENDIX 9 – TEMPORARY ADMINISTRATION OF MEDICATION

### CONSENT FORM FOR ADMINISTERING MEDICATION IN SCHOOL

Name of Pupil: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

**I request permission for my son/daughter to be given the following medication during school hours by the class teacher or a designated member of staff.**

Medication: \_\_\_\_\_

Dosage: \_\_\_\_\_

When taken: \_\_\_\_\_

Doctor's name: \_\_\_\_\_

Doctor's telephone number: \_\_\_\_\_

**I understand that whilst all best efforts will be made, staff of Drumahoe Primary School accept no responsibility whatsoever for omitting to administer this medicine or administering the medicine at a time different from that specified above.**

Signed (Parent/Guardian): \_\_\_\_\_

Date: \_\_\_\_\_

**Please note that this form relates to temporary administration of medication. Any child requiring ongoing medication requires a personal medical care plan which will be discussed and agreed with the Principal and signed by both parties.**



**APPENDIX 10: CHANGING PROCEDURES FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

**NAME OF CHILD:** \_\_\_\_\_

**STAFF INVOLVED:** \_\_\_\_\_

Should the above-mentioned child require a nappy change at any time during the session, the following procedures will be followed:

- The Classroom Assistant working with the child will inform the Class Teacher before leaving the classroom with the child.
- The changing procedure will take place using the special facilities in the Disabled toilet.
- There will be two members of staff undertaking this procedure where possible.
- The child will be laid on the changing table for the procedure.
- The Classroom Assistant, wearing the disposable gloves provided, will remove the soiled nappy, clean the child and put on a clean nappy.
- The soiled nappy will be disposed of in the appropriate bin in the changing area.
- Both staff members and child will then wash and dry their hands.
- The time of changing will be recorded and signed by both members of staff.
- The child and staff members will return to class immediately following this procedure and inform a member of staff of their return.

***We, the above-mentioned, have read the procedures to be followed and are happy with the arrangements and agree to follow them.***

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***I, the parent / guardian of \_\_\_\_\_ am happy for the above-named staff to change my child, following the above procedures.***

Parent / Guardian \_\_\_\_\_

Date: \_\_\_\_\_

