



Safeguarding & Child Protection Policy

1. Introduction

Grosvenor Grammar School provides a safe and caring environment for pupils and staff, and the safety and wellbeing of pupils have absolute priority.

2. Policy Aims

This policy is to be reviewed annually and should be read in conjunction with other relevant policies and school publications. This policy has been reviewed in accordance with the 2017 DE document *Safeguarding and Child Protection: A Guide for Schools*. The aims of the policy are to:

- maintain a safe and caring learning environment for all pupils;
- enable prompt identification and reporting of abuse, self-injurious behaviour and criminal activity;
- protect staff from erroneous or malicious allegations; and to
- meet legal obligations in relation to Safeguarding and Child Protection.

3. Key points

- 3.1 The Board of Governors oversees all issues relating to Safeguarding and Child Protection and, in keeping with Department of Education directives, has implemented policies and procedures for Safeguarding and Child Protection.
- 3.2 The School seeks to prevent abuse and to bring any abuse, or well-founded suspicions of abuse, to the attention of the properly constituted authorities. In discharging that duty, the School provides this policy, a *Professional Code of Practice* [Appendix 1], other documentation and training to ensure that employees are clear about their obligations in relation to Safeguarding and Child Protection.
- 3.3 Child abuse is defined as “the actions of another person or persons that result in the pupil being neglected, harmed or not provided with proper care.” There are different types of abuse and a pupil may suffer more than one of them; these include physical, sexual, emotional abuse, neglect and exploitation.
- 3.4 The key principles of safeguarding and child protection that underpin all policies, procedures, practices and services relating to safeguarding and child protection are: the welfare of the pupil is paramount; the pupil should be heard; parents will be supported; the School will work in partnership with all agencies to support the pupil; timely support measures will prevent further harm; responses will be proportionate to the circumstances; pupils will be protected; decisions and actions will be informed by evidence and pupils’ needs.
- 3.5 The Designated Team comprises:
Designated Teacher: Mr Brunt [Vice Principal] A 1 23 Ext 2123
Deputy Designated Teacher: Mr Young [Vice Principal] A 1 21 Ext 2121
Deputy Designated Teacher: Mr Cowan [Senior Leader] A 2 02 Ext 2179
Deputy Designated Teacher: Mr Smith [Senior Leader] A 2 02 Ext-2189

In these capacities they work in liaison with the Chairperson of the Board of Governors Miss S R Rainey (or, in her absence, the Vice Chair).

The School’s Safeguarding Team (comprising the Designated and Deputy Designated Governors, the Principal, the Designated and Deputy Designated Teachers) will meet termly to discuss all matters relating to Safeguarding and Child Protection.

- 3.6 All allegations of abuse against staff will be reported to the Principal directly and / or to the Chairperson of the Board of Governors and recorded confidentially.
- 3.7 The School operates a system of authorised controlled access, including the use of CCTV & visitor passes.

4. Safety and preventing abuse, self-injurious behaviour and criminal activity

- 4.1 Access to premises is restricted, as agreed by the Board of Governors; all visitors report to Reception where they are issued with a pass.
- 4.2 All employees, volunteers and members of the Board of Governors are subject to a criminal record check and do not commence service until cleared.
- 4.3 Personal safety is included in the Pupils’ *Code of Conduct* – issued annually. Learning about personal safety is part of the school’s Learning for Life & Work programme.
- 4.4 Pupils will have access to a preventative curriculum through Learning for Life and Work lessons and Pastoral Time. The preventative curriculum will focus on building confidence, self-esteem and developing good mental health and emotional resilience. Pupils will learn about healthy relationships and should develop knowledge to enable them to identify abuse and to make informed choices and exercise prevention skills to enable them to protect themselves.

- 4.5 All school employees / volunteers receive training in Safeguarding & Child Protection. This training will ensure that staff /volunteers possess an awareness of domestic violence and its impact on children.
- 4.6 Information regarding “Child Exploitation and On-line Protection (CEOP)” is delivered to both staff (and is included within the teacher Induction Programme) and to pupils on an annual basis.

5. Reporting abuse, self-injurious behaviour or criminal activity

- 5.1 This policy asserts the wellbeing of pupils as its first priority. Actual abuse must be reported without delay, but unfounded allegations should not be allowed to have a destructive effect on those against whom they are made. NB. School procedures are further detailed in the *Professional Code of Practice* (see Appendix 1).
- 5.2 The School has a well-established and highly effective Pastoral Care system and it is envisaged that this will shape how the School continues to protect pupils and report abuse.
- 5.3 If an explicit allegation of abuse is made at any time, from any source, or if there is a strong suspicion that abuse has occurred, it is the legal responsibility of all employees to report the matter immediately to the Designated Teacher (or Deputy).
- 5.4 Any member of staff (teaching & non-teaching) concerned about a pupil should indicate their views, without undue delay, to the Designated Teacher (or Deputy). ‘Concern’ includes noticing apparent signs of abuse; becoming aware of a confession or allegation of abuse; or suspecting abuse; noticing apparent signs of self-injurious behaviour; becoming aware of a confession or allegation of self-injurious behaviour or criminal activity; or suspecting criminal activity including child exploitation.
- 5.5 A pupil can contact any member of staff (teaching or non-teaching) directly in order to report a child protection concern or make a disclosure.
- 5.6 A parent can contact any member of staff (teaching or non-teaching) directly in order to report a child protection concern or to make a disclosure. If the parent remains concerned he / she can speak to the Designated or Deputy Designated Teacher.
- 5.6 If a pupil or a parent reports a concern or makes a disclosure to a member of staff (teaching or non-teaching), the member of staff must report this immediately to the Designated Teacher (or Deputy).
- 5.7 There may not be abuse in such cases. Categories and signs of abuse are:

Physical abuse – deliberately physically hurting a child, including hitting, biting, pinching, shaking, throwing, poisoning, burning, scalding, drowning or suffocating a child.

Signs of physical abuse include bruises, lacerations, bite marks and burns.

Sexual abuse – when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve penetrative or non-penetrative acts. 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 a sexually inappropriate way or grooming a child in preparation for abuse (including via e-technology).

Signs of sexual abuse may include: physical signs or behaviour including precocity, withdrawal, inappropriate sexual behaviour.

Emotional abuse – persistent maltreatment of a child. It may also be called psychological abuse and can have severe and persistent adverse effects on a child’s emotional development. Emotional abuse may involve telling a child that they are worthless or unloved or inadequate. It may involve bullying – including online bullying through social networks, online games or mobile phones – by a child’s peers.

Signs of emotional abuse may include: excessive dependence or attention-seeking

Neglect – 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 suffer from other types of abuse.

Signs of neglect may include: inadequate clothing, poor growth, hunger or apparent deficient nutrition

Exploitation – intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in

criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

5.8 Specific types of abuse include:

Grooming – grooming involves perpetrator(s) gaining the trust of a child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins.

Child Sexual Exploitation - Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Domestic and Sexual Violence and Abuse – domestic abuse is where threatening, controlling, coercive behaviour, violence or abuse inflicted on anyone by a current or former intimate partner or family member. Sexual abuse is any behaviour perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone.

Female Genital Mutilation – FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

Forced Marriage – a forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced marriage is a criminal offence and anyone with knowledge of a forced marriage must report it to the PSNI immediately.

Children who Display Harmful Sexualised Behaviour – it is important to distinguish between different sexual behaviours; these can be defined as ‘healthy’, ‘problematic’ or ‘sexually harmful’. When supporting pupils who display harmful sexualised behaviour, the Designated Teacher and Deputy Designated Teachers, will follow DE Circular 2022/02, based on the 2021 AIM Project Education Guidance *Understanding and Managing Sexual Behaviours in Education Settings*.

E-Safety/Internet Abuse and Sexting – online safety means acting and staying safe when using digital technologies. It includes internet technology, text messages, social environments and apps, and using games consoles through any digital device. Risks include content, contact, conduct and commercial risks. Pupils need to become ‘Internet Wise’ in order to protect them from the dangers the internet can pose. They should also be made aware that it is illegal under the Sexual Offences (NI) Order 2008, to take, possess or share ‘indecent images’ of anyone under 18.

6. Designated Teacher / Deputy Designated Teacher Duties

- 6.1 The Designated Teacher [*in all cases, please understand “or, in his / her absence, a Deputy Designated Teacher”*] has an ongoing responsibility to ensure that the *Safeguarding and Child Protection Policy* and *Professional Code of Practice* are implemented.
- 6.2 If the Designated Teacher is acquainted with any direct allegation or confession of abuse, self-injurious behaviour or criminal activity, or apparent signs of abuse on a pupil, or of a member of staff’s suspicion that abuse, self-injurious behaviour or criminal activity may have taken place, the Designated Teacher will conduct such preliminary clarifications as are felt merited.
- 6.3 The Designated Teacher will seek advice from one of the EA Designated Officers and / or the Child Protection Support Service (CPSS). If the Designated Teacher then forms the considered opinion that, on the balance of probability, abuse or criminal activity may be indicated, he / she is legally obliged to inform Social Services, the Chairman of the Board of Governors and the Designated Officer in the Education Authority. The Designated Teacher will complete an Understanding the Needs of Children in Northern Ireland (UNOCINI) form. Thereafter, the procedure will be directed by these agencies; for example, Social Services will inform the PSNI and there may be Police involvement at an early stage as part of a Joint Protocol procedure. The Principal will also be informed.

- 6.4 If the Designated Teacher forms the opinion that, on the balance of probability, abuse is not indicated, he / she will, after consultation with appropriate members of the School's Pastoral Care Team, determine what further action (e.g. support), if any, should be taken. The matter will still be reported to the Principal, recorded confidentially and guidance from EA Designated Officers and / or CPSS sought.
- 6.5 Where the abuse (as opposed to bullying) is peer abuse, i.e. by another pupil, both the victim and the alleged abuser must be reported.
- 6.6 In all cases in which abuse is suspected, a written record of all details must be kept, and filed in a suitable location, appropriate to the confidential and sensitive nature of the material. All records will be stored in accordance with DE Circular 2020/07 - *Child Protection: Record Keeping in Schools*. The School will co-operate fully with all investigations or processes as required by the properly constituted authorities and will try to accommodate parental/guardians' requests for information/interviews.
- 6.7 The names of all pupils who have been abused will be entered on the Child Protection Register.
- 6.8 If the Designated Teacher forms the considered opinion that, on the balance of probability, self-injurious behaviour may be indicated, he / she is legally obliged to inform Social Services, the Chairman of the Board of Governors and the Designated Officer for Child Protection in the Education Authority. Thereafter, the procedure will be directed by these agencies (for example, Social Services). The Principal will also be informed. The school will facilitate support measures (where appropriate) for the pupil concerned; for example, counselling from either the School Counsellors and/or the Independent Counselling Service for Schools.
- 6.9 Where child protection procedures have been implemented, the school will facilitate support measures (where appropriate) for the pupil concerned; for example, counselling from either the School Counsellor and/or the Independent Counselling Service for Schools and / or support from external agencies.
- 6.10 A confidential list of pupils who are on the Child Protection Register will be kept.
- 6.11 The Designated Teacher will make an annual formal report to the Board of Governors.
- 6.12 If the allegation or suspicion of abuse is against a member of staff, the allegation should be reported to the Designated Teacher, who will report it to the Principal who will then follow the procedures outlined in DE Circular 2015/13 *Dealing with Allegations of Abuse Against a Member of Staff*. If the allegation or suspicion of abuse is against the Designated Teacher, the initial report should be made to the Principal, who will then follow the above procedures.
- 6.13 The School is part of Operation Encompass and will work with the Police Service of Northern Ireland in receiving, managing and responding to confidential information about pupil cases of potential and / or actual abuse.

7. Associated Policies and School Publications

- *Professional Code of Practice* (see Appendix 1)
- *Attendance Policy*
- *Anti-bullying Policy*
- *Positive Behaviour Policy* (including the *Pupil Code of Conduct*)
- *Educational Visits Policy*
- *Health and Safety Policy - Safe Handling; Safe Environment*
- *Special Educational Needs and Disability Policy – including Intimate Care*
- *Drugs and Substance Abuse Policy*
- *Relationships and Sexuality Education Policy*
- *E-Safety, ICT Acceptable Use and Digital Media Policy*
- *Supporting Pupils with Medical Needs Policy*
- *Whistleblowing Policy*
- Using Adults Other Than Teachers (see Appendix 2)
- Information Booklet for Pupils and Parents
- Prospectus and Annual Report

APPENDIX 1 – PROFESSIONAL CODE OF PRACTICE

[bold paragraph headings relate directly to the *Safeguarding and Child Protection Policy*]

1 & 2 Introduction & Policy Aims

This *Professional Code of Practice* is intended to ensure that all staff (teaching and non-teaching) are aware of the way in which this School's *Safeguarding and Child Protection Policy* will be implemented, including the procedures which must be followed.

As a caring school, Grosvenor aims to provide the highest standard of pastoral care for all pupils. Apart from ensuring pupils' health, safety and welfare, this includes creating conditions and establishing procedures so that pupils feel able to raise issues and concerns and providing an appropriate support structure in order to help pupils deal with issues and difficulties. As respected and trusted adults, teachers (and other staff) are often approached by pupils wishing to discuss or to disclose their personal problems, issues or difficulties; therefore, it is essential that all staff follow school procedures.

3 Key Points

- 3.1 There is no conflict between discharging the duty to protect pupils and the obligation to look after the interests of staff who act in a professional manner towards the young people of this school. Staff do, however, have a duty to themselves to ensure that they do not contribute, by word or deed, to circumstances in which unfounded allegations are given credence.
- 3.2 The aims of the policy, prioritising the care and safety of pupils, are in line with legal requirements, and DENI directives. This is also true of the intention to ensure that unfounded allegations should not have a damaging impact on the lives of the individuals whom they implicate.
- 3.3 Staff should note that their best protection is to follow the procedures. The DE circular points out that this also applies to concerns about a person seeking legal redress following referral of a case to the authorities. EA are more direct: 'Any teacher or other member of staff who complies with EA procedures in making a report of suspected child abuse is acting within the course of his/her employment.' It therefore follows that 'in such circumstances where he/she has acted in good faith, he/she will receive the full support of the EA and will not be legally or financially liable.'
- 3.4 Only courts can determine guilt. However strong their feelings may be about a person accused of abuse, staff should beware of voicing their opinions and try to remain objective when dealing with possible abuse. They should not engage in injudicious conversation about such cases. The rights of the individual (innocent until proven guilty) remain.

4 Safety and preventing abuse, self-injurious behaviour and criminal activity

- 4.1 All staff and volunteers have a duty to safeguard pupils from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.
- 4.2 Staff must be familiar with the system of authorized controlled access and visitor passes that is in place. Adults on school premises who are not employees/volunteers of the School should have visitor passes. Staff should ask those who do not have such identification to proceed to Reception; additionally, it is the responsibility of the staff member to ensure that the person(s) is/are escorted to Reception. If the individual refuses to co-operate, a member of the Senior Leadership Team / Amey LG staff must be informed immediately. Staff who are working with visitors in school should ensure that their visitors have passes.
- 4.3 Several different categories of AOTTs (Adults Other Than Teachers) have been identified by the Safeguarding Team and a system of Criminal Record Checking has been approved by the Board of Governors (see Appendix 3).
Criminal Record Checking (of all employees, including those working on temporary or voluntary basis) is the responsibility of the EA and will be triggered by a request from the Principal. A request for an AOTT must be completed on the relevant pro forma and submitted to the Principal giving as much notice as possible. An employee / volunteer will not be allowed to undertake paid / voluntary work until they present an "Enhanced Disclosure Certificate" to the Principal.
- 4.4 At all times, staff should be aware of measures they can take to protect themselves from the possibility of unfounded allegations of abuse. They should be aware of the following:
 - 4.4.1 All accidents and injuries involving pupils must be reported, using the official EA Forms.
Written witness statements should be taken from pupils as well as adults, where possible.

- 4.4.2 Avoid physical contact with pupils, even perfectly innocent actions can be misconstrued. If it is necessary (e.g. pupil hurt in accident, or essential shepherding, or separating a fight) be mindful of how and where they are touched. Use only necessary force at all times. DE also instruct that: “It is important not to touch pupils, however casually, in ways, on parts of the body (especially breasts and genitalia) or in circumstances that might be considered indecent”.
- 4.4.3 Do not spend excessive amounts of time with one pupil, away from other people. If you know the situation will arise (e.g. departmental imposition), arrange to meet in a room which is in a busy part of the school, try to remain ‘visible’, leave the door of the room open, or use a room with a vision panel in the door.
- 4.4.4 Keep a record (date, time, nature) of any false allegations made against you or other staff, such as ‘he’s always picking on me’ or ‘you hit me’ or comments such as ‘don’t touch me’. Get another adult to witness the allegation, if possible.
- 4.4.5 If a pupil touches you, or talks to you in a sexually inappropriate way, record what happened and tell another adult. As it could be an innocent act, do not make the pupil feel guilty but remember that ignoring this sort of behaviour, or allowing it to go unchecked, may place you in a vulnerable situation, and could also leave the pupil open to molestation by another party prepared to exploit such innocence. Equally, if it is not an innocent act, it should certainly not be allowed to continue, and you should not give even tacit consent to it.
- 4.4.6 Never make any comment or remark which has sexually suggestive content about a pupil, even in jest.
- 4.4.7 On school trips, especially in a residential setting, never, under any circumstances, take a pupil into your room and, where possible, check pupil rooms along with another member of staff.
- 4.4.8 Never, under any circumstances, take a pupil alone into a toilet.
- 4.4.9 Obtain the Principal’s permission and complete all the relevant documentation before taking pupils off school premises. Written parental permission should be sought in advance; in the absence of such permission you must not take that pupil with you. This should be made clear to pupils and parents well in advance.
- 4.4.10 All members of staff should carry identification when on school trips. It is a requirement that they also carry a mobile phone.
- 4.4.11 Avoid being alone in a car with a pupil.
- 4.4.12 If you suspect or know about abuse or inappropriate behaviour by another member of staff, you must inform the Principal. Your silence implicates you in a ‘cover up’.
- 4.4.13 Emotional abuse may be more difficult to define and is often more subtle than other forms of abuse, but it can be just as devastating in its impact on the individual’s mental and physical health, feelings of self worth, academic progress etc. All staff should treat pupils with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues. Staff must exercise caution in their language and in their treatment of pupils.
- 4.5 Staff must exercise caution when using information technology and be aware of the risks to themselves and others.
- 4.6 Contact with pupils must be through school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with pupils. If contacted by a pupil by an inappropriate route, staff should report the contact to the Principal immediately.

Please note that this policy should be read in conjunction with TNC 2016/2: *Disciplinary Procedure for Teachers Including Principals and Vice Principals in Grant-Aided Schools with Fully Delegated Budgets*.

- 4.7 Photographs or video footage of students should only be taken using school equipment for purposes authorised by the school. Any such use should only be transparent and only occur when parental consent has been given.

5. Reporting abuse, self-injurious behaviour or criminal activity

- 5.1 As respected and trusted adults, teachers (and other staff) are often approached by pupils wishing to discuss or disclose their personal problems, issues or difficulties. There is a difference between a disclosure of general issues and a disclosure of possible abuse, self-injurious behaviour or criminal activity. Hence, it is, therefore, essential that all staff follow school procedures.
 - 5.1.1 If a pupil makes a disclosure to a member of staff which is clearly of a general nature (i.e. no possible abuse involved), then he/she should follow pastoral care procedures (i.e. report to the Form Tutor or the Head of Year or Head of School or School Counsellor or the Vice Principal i/c Pastoral Care. The member of staff can discuss the matter with the pupil as long as child protection procedures are followed (see Paragraph 4.3 above).

Care should be taken to ensure that where concerns exist, an appropriate approach is taken to the young person. The DE guidance is helpful:

- Avoid leading questions such as “Did X hit you?” or “Did they do X to you?” This can later be interpreted as putting ideas into the pupil’s mind.
 - Listen to the pupil, rather than leading the discussion.
 - Keep careful notes of what is said, and record any signs of injury. Under no circumstances should clothing be removed, nor should the pupil be asked to remove anything except an outer layer such as a jacket. It is permissible, for example, to ask them to roll up a sleeve, or to ask them to show markings on a leg or shin. Staff are not qualified medical practitioners and should not attempt to undertake a physical examination of the pupil. Where there are concerns about injury or damage to the pupil, (s)he should be taken to the Pupil Welfare Auxiliary.
 - No promise of confidentiality can or should ever be given.
- 5.1.2 If a pupil makes a disclosure to a member of staff which is possibly a case of abuse, self-injurious behaviour or criminal activity, then the member of staff must report immediately to the Designated Teacher or Deputy. They should inform the pupil that it is their duty to do so.
- 5.2 There is a well-established Pastoral Care system and it is envisaged that this will shape how the school will continue to protect pupils and report abuse. Much abuse goes undisclosed by its victims. The caring structures of the School should ensure that each pupil is known well by a number of adults, to whom (s)he may relate more closely. It is they who are more likely to find out about abuse.

6 Designated Teacher Duties

- 6.1 *The Designated Teacher’s role “is to act as the final step in the process of identifying and reporting abuse.” The Designated Teacher must be mindful that this is a very sensitive area, but the procedure is mandatory.*
- 6.2 The Designated Teacher in this School has an ongoing responsibility to ensure that the *Safeguarding and Child Protection Policy* and *Professional Code of Practice* are implemented.
- 6.3 **The Designated Team comprises:**
Designated Teacher: Mr Brunt [Vice Principal] A 1 23 Ext 2123
Deputy Designated Teacher: Mr Young [Vice Principal] A 1 21 Ext 2121
Deputy Designated Teacher: Mr Cowan [Senior Leader] A 2 02 Ext 2179
Deputy Designated Teacher: Mr Smith [Senior Leader] A 2 02 Ext-2189
- 6.4 The Designated Teacher (or Deputy) carries out the preliminary clarifications swiftly and discreetly. Whilst handling a Child Protection matter relating to abuse, there will be no attempt to secure a withdrawal of allegation or suppression of well-founded suspicions, but an effort must be made to ensure that there is a basis for reporting the matter to the authorities.
- 6.5 With reference to Peer Abuse, there is a thin line between bullying and abuse; strictly speaking bullying is a form of abuse, but it is dealt with under the School’s *Anti-bullying Policy*. Peer abuse in this context is taken to be sexual abuse. Having acquainted himself/herself with the findings of the preliminary investigation, and if the Designated Teacher is of the opinion that on the balance of probabilities, peer abuse of a sexual nature is indicated, the authorities will be informed of both victim and abuser. DE is unequivocal in this instruction and also state that where any conflict of interests arises between the welfare of the suspected abuser and that of the victim, the victim’s welfare must take paramount importance. The alleged abuser will be suspended immediately, for an initial period of 5 school days, pending further decisions about the safety of other pupils and the well-being of the victim, including her / his return to school, and the effect the alleged abuser’s continued presence would have. Support will be offered to all pupils, as per DE Circular 2022/02 on *Understanding and Managing Sexual Behaviours in Education Settings*.
- 6.6 Care should be taken to ensure that an appropriate approach is taken to the young person in all interviews / discussions. The DE guidance is helpful:
- Avoid leading questions such as “Did X hit you?” or “Did they do X to you?” This can later be interpreted as putting ideas into the pupil’s mind.
 - Listen to the pupil, rather than leading the discussion.
 - Keep careful notes of what is said and record any signs of injury. Under no circumstances should clothing be removed, nor should the pupil be asked to remove anything except an outer layer such as a jacket. It is permissible, for example, to ask them to roll up a sleeve, or to ask them to show markings on a leg or shin. Staff are not qualified medical practitioners and should not attempt to undertake a physical

examination of the pupil. Where there are concerns about injury or damage to the pupil, (s)he should be taken to the Pupil Welfare Auxiliary.

- No promise of confidentiality can or should ever be given.

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The Procedure for handling allegations of abuse against staff is:

- 7.1 The Principal will follow the guidance outlined in DE Circular 2015/13 *Dealing with Allegations of Abuse Against a Member of Staff*. Once the Principal has formed the considered opinion that, on the balance of probabilities, abuse of a pupil by a member of staff is indicated, she is legally obliged to inform all of the following: Social Services, the PSNI, the Chair of the Board of Governors, the Designated Officer in the Education Authority. Thereafter, the procedure will be directed by these agencies.
- 7.2 In the case of less well-defined indications of abuse of a pupil by a member of Staff, the Principal will then take immediate advice from the EA Designated Officer, and any other EA official to whom she is referred, with a view to conducting preliminary clarifications.
- 7.3 The Principal will then act in accordance with the advice given from these sources.
- 7.4 Following preliminary investigation, if the indications of abuse are held to be sufficiently strong, the teacher will be suspended on full pay with immediate effect and until further notice. In such a case the procedure will be to:
- withdraw the teacher from class and arrange that supervisory teachers are allocated;
 - in front of a witness, preferably a member of the Senior Leadership Team of the same sex as the teacher concerned, the Principal will inform the teacher that:
 - an allegation of abuse has been made against her/him;
 - following preliminary investigation the authorities have been informed;
 - (s)he is suspended from their employment with immediate effect and until further notice;
 - (s)he must not, under any circumstances, return to school premises without prior permission;
 - there should not, under any circumstances, be any attempt to contact pupils.
- 7.5 If the indications of abuse are not held to be sufficiently strong to merit referral to external authorities, the Principal will discuss the process to follow with the Chair of the Board of Governors. A properly documented record will be kept in all cases. Much of the criticism made in the official enquiry into another school's mishandling of allegations of abuse by a member of its staff was that such complaints were recorded only under the names of the pupils, not against the name of the teacher. In this school, all complaints of abuse will be recorded against both pupils and staff names. If such allegations are not substantiated, the record against the teacher will clearly indicate that fact, and the record in the pupil's file amended to show that an unsubstantiated allegation was made. In the case of the teacher, the record involving alleged abuse will be kept in a highly confidential file, in the safe in the Principal's Office. Access to this file will be restricted to the Principal or her Deputy. A yellow form, placed in the teacher's ordinary record file, will indicate the existence of this other unspecified record. Information on this record will be divulged only to the relevant authorities or at the direction of a court. In the case of the pupil, the record involving alleged abuse will be kept in a highly confidential file, in the safe in the Principal's Office. Access to this file will be restricted to the Principal or her Deputy and, with the Principal's permission, to the Head of Year if necessary. A yellow form, placed in the pupil's ordinary file, will indicate the existence of this other unspecified record. Information on this record will be divulged only to the relevant authorities or at the direction of a court. In keeping with DE regulations, the compilation of reports relating to abuse, such as for a Child Protection Conference, will be done under the direction of the Designated Teacher and will be co-ordinated with the Learning Support Co-ordinator (LSCo) / School Counsellor.
- 7.6 If a pupil's name is entered on the Child Protection Register (CPR), the School will be notified and will record this in the confidential record kept on the pupil. A yellow form, placed in the pupil's ordinary file, will indicate the existence of this other unspecified record. When a child on the CPR leaves for another school, that school must be notified that the pupil's name is on the CPR and all child protection records pertaining to that pupil will be destroyed. When a pupil on the CPR joins the school and the previous school has notified us, the Designated Teacher will contact Social Services for relevant information, which will then be kept in the relevant file. A yellow form, placed in the pupil's ordinary file, will indicate the existence of this other unspecified record. The school will monitor pupils whose names are on the CPR and

will alert the relevant personnel when there is absence of three days or more, a sporadic attendance pattern, or any other causes of serious concern for the pupil's wellbeing.

7.7 Where there is an allegation against the Designated Teacher, or good grounds for believing the Designated Teacher has abused a pupil, the following procedure will be followed:

- The staff member will report the matter to the Principal who is legally obliged to inform Social Services, the Chair of the Board of Governors, and the Designated Officer in the Education Authority.
- Thereafter, the procedure will be directed by these agencies, as above.
- It is the Principal's responsibility to ensure that all records are kept safely pending further investigation.
- The Designated Teacher shall have no right of access to these files.

APPENDIX 2 – USING ADULTS OTHER THAN TEACHERS TO SUPPORT THE SCHOOL’S EXTRA-CURRICULAR AND CO-CURRICULAR PROGRAMMES

1. Introduction

The School has had due regard to the guidance and advice of the EA and DE in relation to the use of volunteers / coaches during extra-curricular and co-curricular activities (for example, DE Circular 2013/01, *Guidelines for Schools Using Adults Other Than Teachers (AOTTs) in Physical Education and Sport*, 2009). Furthermore, any partnership between the School and AOTTs which is set up in curriculum time, must support the aims and objectives of the curriculum. It is noted that the Physical Education curriculum will be delivered by specialist Physical Education teachers.

However, the School recognizes the value that people who are not trained teachers can bring to the experiences of young people. Indeed, when necessary the School may avail of the skills of AOTTs in order that the pupils receive high quality coaching in a range of extra-curricular and co-curricular activities.

2. Definition of AOTTs

These are people who do not hold a recognized teaching qualification but operate in the School with the permission of the Principal.

AOTTs include:

- trainees in Initial Teacher Training;
- coaches and instructors;
- music tutors;
- volunteers (e.g. parents, past pupils, sports coaches);
- General Assistants and Classroom Assistants (Special Educational Needs);
- technical and administrative support staff;
- professional sportsmen and women and
- Sports Development Officers.

3. The Role of the School

An AOTT will not be allowed to undertake work until an Enhanced Disclosure Certificate has been presented to the Principal and until they have completed the School induction programme – as outlined in Appendix 3 - Induction. Additionally, the school will check the suitability of AOTTs, and to ensure that they have the relevant coaching qualification, knowledge, skills, attitudes, behaviour and experience to work with young people.

Recruitment of Coaches / Instructors

All AOTTs must work under the direction of a teacher. However, the level of supervision may vary according to the competence of the AOTT. All coaches and instructors should be judged on the following competences in order to determine the eventual level of direct or distant teacher supervision required:

- quality of relationships;
- knowledge of pupils;
- pupil management;
- knowledge of the activities and
- observation and analytical skills.

Recruitment of volunteers

Such volunteers must work under the direction of a teacher. The teacher is responsible for all aspects of behaviour and Health & Safety, including appropriate supervision at all times.

Induction, planning and delivery

The appropriate teacher will retain overall responsibility for the work of the AOTT. Additionally, the AOTT will have the benefit of an induction programme.

The school will ensure that the AOTT is aware that all employees and volunteers are working in the school in accordance to EA and school policies and procedures, including:

- *Emergency Evacuation Policy*;

- *ICT Acceptable Use and Digital Media Policy*;
- *Safeguarding and Child Protection Policy* and
- *Guidelines for Employees*.

Monitoring and Evaluation

The school should monitor and evaluate the quality of provision regularly and systematically.

4. The Role of the AOTT

The AOTT must work to support the school's extra-curricular and co-curricular activities. The AOTT should:

- have an appropriate coaching qualification (e.g. minimum National Governing Body level 2 – to lead a session);
- follow EA and the school policies such as *Safeguarding and Child Protection*, behaviour management and incident reporting procedures;
- understand the principle of duty of care;
- visit the school prior to delivery, meet the Designated Teacher and agree a programme;
- ensure that the sessions are pre-planned;
- ensure that the teaching environment (including any equipment that they plan to use) is safe for the activity;
- ensure that the activities and equipment are suitable for the age, ability, and size of the group;
- ensure that the activities are differentiated and inclusive for the group;
- inform the school of any incidents that occur and
- complete school documentation when required (e.g. registers, accident report forms).

5. The Role of the Education Authority

The EA will provide Pre-employment Vetting Checks through AccessNI.

APPENDIX 3 - INDUCTION

The Board of Governors has determined the following:

1. **Taxi/Bus Drivers** – All bookings must be made via the approved list of providers held centrally in the general office. No AccessNI required by the School as processed by EA, no online induction or attendance at formal induction session required.
2. **One-off Visitors e.g. guest speakers etc.** – no AccessNI required by the School and no online induction or attendance at formal induction required but the visitor must be accompanied at all times by a member of staff or a minimum of two pupils, unless special exceptional arrangements have been agreed directly with the Principal. As with all visitors, prior approval must be sought from the Principal or her appointed Deputy, as appropriate. Please note approval is automatically granted for events as published on the weekly diary.
3. **Pupil work shadowing/work experience in GGS** – no AccessNI required by the School and no online induction or attendance at formal induction required but the pupil must be accompanied at all times.
4. **Student on placement** – Prior to starting in the School the AccessNI must be presented to the Principal, via the Teacher Tutor, so that a photocopy of the original document can be taken. They will be required to complete, prior to starting in the school, the online induction and attendance at one of the formal induction sessions will be essential. In addition, the Teacher Tutor will lead an appropriate induction programme during their placement, including basic practical information on their first day.
5. **Other Employees e.g. EAClean/Catering, AmeyLG** – No AccessNI required by the School as processed by the relevant employer but they will all be invited to attend a formal induction session. However, they will not be required to complete the online induction. Other induction training to be provided by the relevant employer.
6. **External Examination Invigilator** – AccessNI required to be completed prior to the commencement of service in the School and will be invited to attend a formal induction session and must complete the online induction process. The relevant line manager will then arrange further induction as required.
7. **EA Music Tutor** - No AccessNI required by the school as processed by EA. The relevant Line Manager will forward the three Induction Policies and arrange further induction as required.
8. **Private Music Tutor** – AccessNI required to be completed prior to the commencement of service in the School and will be invited to attend a formal induction session and must complete the online induction process. In addition, random AccessNI checks will be completed each year. The relevant line manager will then arrange further induction as required.
9. **Careers Advisor** - No AccessNI required by the School as processed by the relevant organisation. The relevant Line Manager will forward the three Induction Policies and arrange further induction as required.
10. **Temporary Non-teacher** - AccessNI required to be started (and an appropriate risk assessment completed) prior to the commencement of service in the School and must attend the next formal induction session and must complete the online induction process. In addition, the Teacher Tutor will meet and greet a new temporary non-teacher, provide the relevant Handbook and will provide basic practical information on their first day. The relevant line manager will then arrange further induction as required.
11. **Temporary Teacher (short-term)** – AccessNI completed to be registered with NISTR; only temporary teachers can be used in the School who are registered on NISTR. The Teacher Tutor will meet and greet a new temporary teacher. She will also forward the three Induction Policies and will provide basic practical information on their first day. The relevant line manager will then arrange further induction as required.
12. **Temporary Teacher (long-term)** – AccessNI completed to be registered with NISTR; only temporary teachers can be used in the School who are registered on NISTR. They must attend the next formal induction session and must complete the online induction process. In addition, the Teacher Tutor will meet and greet a new temporary teacher, provide the relevant Handbook and will provide basic practical information on their first day. The relevant line manager will then arrange further induction as required.
13. **Permanent Teacher and Permanent Non-teacher** – All AccessNI applications will be completed via EA. They will be required to complete, prior to starting in the School, the online induction and attendance at one of the formal induction sessions will be essential. The Teacher Tutor will meet and greet a new teacher and non-teacher, provide the relevant Handbook and will provide basic practical information on their first day. The relevant line manager will then arrange further induction as required.

14. **AOTTs e.g. volunteer sports coaches, DoE volunteers etc.** - AccessNI required to be completed prior to the commencement of service in the School. They will be required to complete, prior to starting in the School, the online induction, and attendance at one of the formal induction sessions will be essential. The relevant line manager (referred to in the documentation as the Designated Teacher with responsibility for the AOTT) will then arrange further induction as required.
15. **Registered Sports Coaches e.g. IFA/Ulster Rugby** - No AccessNI required by the School as processed by the relevant organisation but must be presented to the Principal (so that a photocopy of the original document can be taken) prior to the commencement of service in the School. The relevant Line Manager will forward the three Induction Policies and arrange further induction as required.

**APPENDIX 4 – SAFEGUARDING AND CHILD PROTECTION – RISK TO LIFE
DISCLOSURE REPORT / PUPIL SAFETY PLAN**



**Safeguarding and child protection – risk to life
Disclosure report**

Pupil Name:	Form:	Date:
Disclosure reported by:		
Disclosure reported to DT/DDT:		

Action taken:

Advice from external support eg EA, GP, CAMHS:

Follow-up plan:



Pupil Safety Plan

Pupil Name:	Form:	Date:
Return to School date:		

Advice from external agencies eg GP, CAMHS:

Support in School:

Key staff identified	
Information to be shared	
Daily routine	
Classroom support	

Follow-up plan:

Safety Plan agreed by:

Pupil Signature:	Parent Signature:	DT/DDT Signature:
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