



Child Protection & Safeguarding Policy

The child protection policy should complement and support a range of other policies and guidance including:

- Attendance Policy.
- Behaviour Management and Discipline / Positive Behaviour Policy.
- Pastoral Care.
- Addressing Bullying Policy.
- Safe Handling.
- Special Educational Needs.
- First Aid and Administration of Medicines.
- Health and Safety Policy.
- Relationships and Sexuality Education.
- Intimate Care.
- E-Safety Policy.
- Educational Visits.
- Staff Code of Conduct.
- Whistle blowing.

Summary:

- Updated policy for the College
- Publications on General Child Protection Issues
- Pastoral care in schools – DE ‘Safeguarding and Child Protection in schools’ (2017), updated (2024). This publication provides guidance to schools and others on their responsibilities in relation to child protection, including the action to be taken to enable cases of suspected abuse to be properly considered and pursued. It also includes guidance on how complaints against school staff should be handled. The contents do not constitute, or purport to be, an authoritative interpretation of the law: that is exclusively a matter for others.
- Child Protection Support Service for Schools: School Governors Handbook Child Protection - Feb 2012 PDF 687KB. Revised October 2015, Updated Sep 2021
- This handbook will assist school governors in fulfilling their statutory responsibilities regarding their safeguarding role, to promote consistency and clarity of approach across all schools.

Summary:

We in Hazelwood College have a primary responsibility for the care, welfare, and safety of the students in our charge. It is our aim to provide a safe, healthy, caring, and supportive school in which each student can learn and develop to their full potential. Our commitment is to provide a safe environment that promotes the self-esteem of each student, develops his/her self-discipline, and provides him/her with the skills and qualities to develop a healthy lifestyle and the knowledge and skills to protect him/her.

Additional Notes

Policy Number: 2014/4/4

History:

Drafted: April 2014

Amended by Deputy Principal

Emailed to Pastoral Committee 04/04/2014

Discussed at Pastoral Sub Committee Governors 09/04/2014

Circulated to Parents for Comment

Drafted to reflect current changes Sep/Oct 2015 by DT.

Discussed at BOG 12/11/15.

Circulated to BOG/All staff/parents via school website

Amended by Designated Teacher December 2017 and 2018

Discussed at BOG 07/02/19

Circulated to BOG/All staff/parents via school website, C2K, ParentMail/call parent

Amended by Designated Teacher 2023

Circulated to BOG/All staff/parents via school website, C2K, ParentMail/call parent

Amended by Designated Teacher Dec 2024

Circulated to BOG/All staff/parents via school website, C2K, ParentMail/call parent (January 2025)

INTRODUCTION

(Please note that all reference to the 'Principal', include the Acting Principal, Mrs Áine Leslie).

The governors and staff of Hazelwood Integrated College School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, has a full and active part in taking reasonable steps to ensure that the children feel safe and are protected from harm.

All staff and Governors believe that our school should provide a caring, positive, safe, and stimulating environment which promotes the social physical and emotional development of the individual child.

This policy is informed by the guidance and procedures set out by DE 'Safeguarding and Child Protection in schools' (2024).

The central thrust of The Children (Northern Ireland) Order 1995 is that the welfare of the child must be the paramount consideration in all decision concerning the child. This is also reflected in Article 3 of the UN Convention on the Rights of the Child – the best interests of the child shall be of primary consideration. The 'paramountcy' of the child principle underpins our Child Protection policy and procedures.

Our policy applies to all staff, governors and volunteers working in the school. The purpose of the procedures set out in this policy is to safeguard and protect our pupils by ensuring that every adult who works in our school – teachers, non-teaching staff and volunteers – has clear guidance on the action which is required where abuse or neglect of a child is suspected. The issue of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence. We also recognise that domestic violence may be a cause of a range of physical, emotional, and behavioural difficulties for children.

There are five main elements to our policy:

- 1. Establishing a safe and stimulating environment in which children can learn and develop
- 2. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- 3. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- 4. Raising awareness of child protection issues and teaching children the skills needed to keep themselves safe
- 5. Supporting pupils who have been abused in accordance with his/her agreed child protection plan

THE SAFEGUARDING TEAM AT HAZELWOOD

(Chair) Principal: Máire Thompson (Acting Principal, Áine Leslie)

Designated Teacher for Child Protection: Gavin McIlveen

Deputy Designated Teacher for Child Protection: Linda Drennan

Chair of Governors: Trevor Parkhill

Designated Governor for Child Protection Governance: Val Owens

ROLES AND RESPONSIBILITIES

All staff in a school, both teaching and support staff, have a responsibility to ensure the protection and welfare of children is paramount. This also extends to any volunteers accepted to work in the school during school hours when pupils are on the premises.

All Adults

It is the responsibility of **ALL** adults working in the school to record and report possible/disclosed abuse to the Designated Teacher. It is the responsibility of all adults to;

- Adopt safeguarding guidelines including the code of behaviour for staff.
- Act upon any concern, no matter how small it may seem, in accordance with the school's procedures.
- Promote safe practice and challenge poor or unsafe behaviour.
- Ensure all health and safety procedures are adhered to guidance and procedural documents that have been produced by the Department of Education (DE) and DoH.

Responsibilities of Board of Governors

The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on BoG to:

- Safeguard and promote the welfare of registered pupils.
- Have a written child protection policy.
- Specifically address the prevention of bullying in school behaviour management policies.

The Addressing Bullying in Schools Act (NI) 2016, places a statutory duty on BoG to record all incidents of alleged and confirmed bullying type behaviour involving registered pupils. To fulfil their responsibilities BoGs are obligated to acknowledge and work within the relevant.

All Governors should receive an element of safeguarding training as part of their induction with the Chair and Designated Governor for Child Protection undertaking full CPSS training.

All Governors should undertake refresher Child Protection training every term of office (four years). This training may be delivered by the Principal or DT with resources available from the EA CPSS.

Process BoG must ensure that:

- A Designated Governor for Child Protection is appointed.
- A DT and DDT are appointed in their schools.
- They have a full understanding of the roles of the DT and DDTs for Child Protection.
- Safeguarding and child protection training is given to all staff and governors including refresher training.

- Relevant safeguarding information and guidance is disseminated to all staff and governors with the opportunity to discuss requirements and impact on roles and responsibilities.
- The school has a Child Protection Policy which is reviewed annually, and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016.
- The school ensures that other safeguarding policies, see Section 10, are reviewed at least every three years, or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school.
- All school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19 (currently under review) and DE Circular 2013/01.

They receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff.

The school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2020/07 Child Protection: Record Keeping in Schools:

- Safeguarding and child protection concerns.
- Disclosures of abuse.
- Allegations against staff and actions taken to investigate and deal with outcomes. ☑ Staff induction and training.

Chair of Board of Governors

The Chairperson of the BoG plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment.

In the event of a safeguarding or child protection complaint being made against the principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department (and relevant guidance from other Departments when it comes to early years settings), employing authorities, and the school's own policies and procedures.

The Chairperson is responsible for ensuring child protection records are kept and for signing and dating annually the Record of Child Abuse Complaints against staff members even if there have been no entries.

The Designated Governor for Child Protection

The BoG will delegate a specific member of the governing body to take the lead in safeguarding/child protection issues to be able to advise the governors on:

- The role of the DTs;
- The content of child protection policies.
- The content of a code of conduct for adults within the school.
- The content of the termly updates and full Annual Designated Teachers Report.
- Recruitment, selection and vetting of staff.

The Principal

The role of the principal is to ensure that:

- That a designated teacher and deputy are appointed
- That this policy is adopted and followed in the school
- That the Chairperson of the Board of Governors (and the Board of Governors) is kept informed where appropriate
- That the school's Safeguarding and Child Protection policy is reviewed annually
- That confidentiality is paramount; information should only be passed to the Board of Governors on a need-to-know basis.
- The principal takes the lead in managing safeguarding and child protection concerns relating to adults in the school

The Designated Teacher for Child Protection

The role of the designated teacher is:

- To provide initial induction to all adults (before meeting pupils), and to deliver training to all school staff including support staff on the safeguarding and child protection policy
- Being available to discuss safeguarding/child protection concerns of any member of staff
- Responsibility for managing and keeping records of all child protection concerns
- Making referrals to social services or PSNI Public Protection Units where appropriate
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences.
- Liaising with the Education Authority (Belfast) Designated Officers for Child Protection
- Keeping the school Principal informed
- The lead responsibility for the development and updating of the school's safeguarding and child protection policy
- Ensures parents receive a copy of the safeguarding and child protection policy every two years which alerts them to the fact that referrals may be made and the role of the school in this
- Promotion of a safeguarding ethos in the school
- Written annual reports to the Board of Governors regarding safeguarding and child protection
- Maintains all records pertaining to child protection in a secure location (accessed only by The Safeguarding Team as appropriate)
- Where a pupil on the child protection register changes school, the DT ensures that the Designated Teacher in the receiving school is informed of the child's circumstances and contact details of the child's Social Worker.
- Ensures where a child on the child protection register has missed two consecutive days from school, that the child's social worker is informed of the situation.
- Maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs
-

Deputy Designated Teacher:

To support and share the duties of the Designated Teacher for Child Protection as appropriate.

Guidelines

- A confidential Record of Complaints of child abuse is kept securely.
- All students are informed of all avenues of communications within the College as detailed on Page 18.
- All students and staff are aware of who the designated and deputy designated teachers are.
- All parents are aware of and have access to the policy.
- All new staff will receive training and substitute staff will be made aware of procedures.
- The Record of Complaints will be viewed by the Chairman of the Board of Governors annually.

Dissemination of the Policy

- Annual whole staff training
- Whole staff meetings/training on Wednesday afternoon.
- Pastoral meetings.
- Pastoral/Curriculum Council.
- School publications (via Newsletter, Prospectus and Summer Post).
- Bursar and Support Manager via interviews with support staff.
- SENCO via staff training for support and teaching staff.

Rationale

In the College we seek to protect our students by helping them learn about the risks of possible abuse, helping them to recognize unwelcome behaviours in others and acquire the confidence and skills they need to keep themselves safe.

Purpose

- 1) To inform staff and present and prospective parents of Child Protection Provision in Hazelwood College.
- 2) To protect the students in our care.

DEFINITIONS**What is Child Abuse?**

(A child is a person under the age of 18 years as defined in the Children (NI) Order 1995. This policy also applies to vulnerable adults who are registered in the school to the end of their 19th year.)

Child Abuse occurs when 'a child is neglected, harmed, or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them, or more rarely by a stranger.' (ACPC, 2005)

TYPES OF ABUSE

Physical Abuse: is the deliberate physical injury to a child, or the wilful neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour. (ACPC, 2005)

Possible signs or symptoms of physical abuse include:

- Unexplained bruises (in places difficult to mark)
- Human bite marks, welts, or bald spots
- Unexplained lacerations, fractures, or abrasions
- Untreated injuries
- Self-destructive tendencies
- Chronic runaway
- Fear of going home

Emotional Abuse: is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse, and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games, or mobile phones — by a child's peers.

Possible signs or symptoms of emotional abuse include:

- Bullying of others
- Change in personality from outgoing to withdrawn
- Difficulty in forming/maintaining relationships with others
- Depression
- Signs of mutilation
- Attention seeking
- Chronic runaway
- Wetting and soiling
- Sudden speech disorders
- Low self-esteem

Sexual Abuse: involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children to look at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. (ACPC, 2005)

Possible signs or symptoms of sexual abuse include:

- Bruised or sore genitals
- Genital infection
- Difficulty in walking or sitting
- Inappropriate sexualised language or behaviour
- Low self-esteem
- Chronic depression
- Substance abuse
- Personality changes

- Fear of going home

Neglect: is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter, and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive. (ACPC, 2005)

Possible signs or symptoms of neglect include:

- Poor hygiene
- Constant hunger/cramming food
- Inadequate/inappropriate clothing
- Constant tiredness
- Exposed to danger/lack of adequate supervision
- Untreated illness
- Lack of peer relationships
- Compulsive stealing/begging

Exploitation

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls.

Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs, and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim.

The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse. Any concerns report immediately to the DT.

Child Sexual Exploitation (CSE) is form of sexual abuse where children are sexually exploited for money, power, or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection, or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in a sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online.

A significant number of children who are victims of sexual exploitation go missing from home, care, and education at some point. Any child under the age of 18 can be a victim of CSE. Although younger children can experience CSE, the average age at which concerns are first identified is 12-15 years of age. Sixteen- and seventeen-year-olds, although legally able to consent to sexual

activity can also be sexually exploited. Young males can also be victims of CSE. While children in care are known to experience disproportionate risk of CSE, the majority of CSE victims are living at home.

CSE can be very difficult to identify, and a young person may not see themselves as a victim. However, it is the statutory responsibility to protect all children and young people from abuse, irrespective of whether they view themselves as a victim of abuse.

Grooming

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

Grooming is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

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

Those working in the College should be alert to signs that may indicate grooming and take early action in line with their child protection and safeguarding policies and procedures to enable preventative action to be taken, if possible, before harm occurs.

Domestic Violence

Domestic Violence and Abuse is ...

“Threatening behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on one person by another where they are or have been intimate partners or family members, irrespective of gender or sexual orientation” (Tackling Violence at Home 2005).

Domestic Violence behaviour used is intended to show power and control of a relationship, with most forms of violence/abuse aiming to gain authority over the victim. This may consist of any of the following behaviours:

Physical violence: can involve hitting, shoving, shaking, restraining, choking, punching, or using a weapon to inflict harm.

Sexual abuse: non-consensual sexual activity, including rape, sexual assault or refusing safe sex.

Emotional/psychological abuse: intimidation, social isolation, verbal abuse, humiliation, constant criticism, enforced trivial routines.

Verbal abuse: is a form of abusive behaviour involving the use of language.

Economic/financial abuse: when the abuser has control over the victim's money and other economic resources. Could be stealing, depriving, or taking control of money and running up debts.

Restricting a person's behaviour: controlling who you can see, where you go, what clothing you wear, forcing you to do something you don't want to.

Who can experience domestic abuse?

Domestic abuse can happen in any relationship and may involve the female in the relationship abusing the male and it can occur when a grown-up child or teenager abuses their parents or carers.

Some of following things may happen to children in homes with domestic violence:

- The child may be hurt trying to protect their mother, father, or sibling
- domestic abuse could occur when children might indirectly receive an injury, this might happen when items are thrown, or weapons used
- Develop difficulties at school, absences, and lack of concentration
- Take responsibility for the abuse that is happening
- Develop low self-esteem
- Become socially isolated
- Suffer physical complaints, eating and sleeping difficulties
- Older children may try alcohol or drugs and may drop out of school

(http://www.safenetwork.org.uk/help_and_advice/best_safeguarding_practice/pages/domestic_abuse.aspx)

Sexual Violence and Abuse is: 'Any behaviour (physical; verbal, virtual/digital) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, or sexual orientation) without their informed consent or understanding. (DE Safeguarding and Child Protection – a guide for schools).



Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them. Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical, and psychological harm.

Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium, and long-term effects of domestic abuse.

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

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis.

Members of the safeguarding team have completed online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

FEMALE GENITAL MUTILATION

- FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.
- In England, Wales, and Northern Ireland, it is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years' imprisonment or a fine, or both.

How to identify FGM

Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

The time when FGM is most likely to take place is at the start of the summer holidays, as there is then enough time for the girl to recover before returning to school.

Risk factors

Schools should be particularly alert for signs when a girl comes from a community where FGM is practised.

Other risk factors include:

- where the family is less integrated within UK society
- where the mother or other women in the extended family have also been subject to FGM
- where a girl has been withdrawn from sex education lessons and there is a reluctance for her to be informed about her body and her rights.

Indicators that FGM is imminent

Indicators that it might be about to take place include:

- being a girl between the ages of 5 to 8 within a community where FGM is practised
- when a female family elder visits, particularly if she arrives from another country
- a girl talking about a 'special procedure' or saying that she is attending a special ceremony to become a woman
- a girl being taken out of the country for a prolonged period.

Indicators that it has taken place

Indications that FGM has already taken place include:

- a girl having difficulty walking, sitting, or standing

All the above definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2016).

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

These types of abuse apply equally to children with disabilities, but the abuse may take slightly different forms, for example, lack of supervision, or the use of physical restraints such as being confined to a wheelchair or bed.

CHILDREN WITH A DISABILITY

Children with a special educational need have opportunities to express themselves to a member of staff such as the Head of Additional Needs/DDT, a teaching assistant or learning mentor or SPSS etc who have the appropriate language/communication skills, to discuss concerns that abuse may have occurred.

CHILDREN WITH LIMITED FLUENCY IN ENGLISH

Children who are not fluent in English have an opportunity to express themselves to a member of the EAL department who may have the appropriate language/communication skills, especially where there are concerns that abuse may have occurred.

Confidentiality and Sharing Information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated senior person, principal, or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Information sharing decisions will be recorded, whether the decision is taken to share.

A record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DT will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DT may share information without consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act and GDPR, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the principal.

Data Protection and GDPR does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request.

IF A PUPIL DISCLOSES TO YOU

It takes courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

How to Respond to a Child Who Makes a Disclosure

1. *Receive*

- Stay calm
- Listen to what the child is saying without displaying shock or disbelief
- Accept what the child is saying
- Be discreet

2. *Reassure*

- Reassure the child that they have done the right thing by talking to you, **do not make promises that you cannot keep** (e.g. everything will be alright now, I'll stay with you)
- Do not promise confidentiality, staff have a duty to refer the matter to the designated teacher for child protection. Explain that you will need to talk to Mr McIlveen DT who will know what to do next.
- Do reassure and alleviate guilt if the child refers to it

3. *Respond*

- Respond to the child only as far as is necessary for you to establish whether you need to refer the matter to the designated teacher for child protection
- Do ask open questions (can you tell me what happened? Anything else you wish to tell me? Yes.)
- Do not ask closed questions (those that will evoke a yes/no response, e.g. Did _____ do this to you?). Such questions invalidate evidence where a subsequent court action is necessary.
- Do not criticise the perpetrator as the child may love that person
- Do explain what you will do next (talk with the designated teacher who will know how to get help)

4. *Record*

- Make notes as soon as possible after hearing what the child has said and write them up by completing a 'Note of Concern.'
 - Staff should not ask the child to write an account of their disclosure for the record.
 - Do not destroy these original notes
 - Record the date, time place, people present and any noticeable non-verbal behaviour. Record the words the child used as much as possible. – If the child uses 'pet' words record those rather than translating them into 'proper' words. Any injuries or marks noticed can be depicted on a diagram showing position and extent.
 - Record statements and observable things, rather than your interpretations and assumptions.
 - Sign the record and hand it to the designated teacher
- (All written records of concerns about children, even where there is no need to refer the matter immediately, are securely maintained, separate from the main pupil file, and in a locked location. Any notes of the discussion may need to be used in any subsequent court proceedings.)

5. Refer

- **Concerns about possible abuse must be referred to the designated teacher as soon as possible within the working day.** He will liaise with the principal in the decision-making process regarding possible referral to statutory services.

It is important to remember that the **person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred.** That is a task for the professional child protection agencies, following a referral from the designated teacher for child protection in the school.

If a pupil's conversation is overheard

The child's welfare is paramount, and that information can be shared, with or without consent, to protect a child.

An approach to the child who is the potential subject of concern is entirely appropriate – "I've noticed you seem quiet/someone mentioned you had been upset/is everything okay/is there anything you would like to tell me" – or any other gentle, non-threatening conversation opener will give the child the chance to talk.

A quiet word with the children who were overheard will give them an opportunity to clarify the situation. The staff member can then form an opinion based on the information received and decide on an appropriate course of action.

If the staff member is met with silence or denial that anything is wrong from all the children, in which case the decision on how to proceed will be based on the level of potential risk identified in the overheard conversation.

PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE

The designated teacher for child protection (DT) is Mr McIlveen.

In his absence **the deputy designated teacher for child protection (DDT)** Mrs Linda Drennan will assume responsibility for child protection. On the rare occasion that neither DT nor DDT is in the school the Principal Máire Thompson (or Acting Principal Áine Leslie) will assume responsibility for child protection. If the Principal is unavailable, then the Vice Principals should assume responsibility.

If a child **makes a disclosure** to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, **the member of staff must act promptly.**

He/she should not investigate – this is a matter for social services – but should report these concerns immediately to the DT, discuss the matter with him/her, make full notes (signing and dating them), and hand the note to the DT.

The DT will discuss the matter with the principal as a matter of urgency to plan a course of action and ensure that a written record of decisions is made.

The DT, in consultation with the principal, will decide whether, in the best interests of the child, the matter needs to be referred to social services. **If there are concerns that the child may be at risk of significant harm, the school is obliged to make a referral to social services.** Unless there are concerns that a parent/guardian may be the possible abuser, the parents/guardians will be informed immediately.

The DT may seek clarification or advice and consult with The Child Protection Support Service for Schools (CPSSS) - Designated Officer for Child Protection at the Education Authority (Belfast), or a

senior social worker before a referral is made. No decisions to refer a child to social services will be made without full consideration and on appropriate advice. ***The safety of the child is our priority.***

Where there are concerns about possible abuse of a child, the DT will inform:

- Social Services - using the regional UNOCINI framework (Understanding the Needs of Children in Northern Ireland) *
- Designated Officer for Child Protection the Education Authority (Belfast)

The UNOCINI referral will be made within 24 hours of the initial telephone referral to social services Gateway Team

(This will be done in an envelope marked 'CONFIDENTIAL — CHILD PROTECTION)

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

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

It should be noted that the information given to members of staff about possible child abuse cannot be held 'in confidence'.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DT will contact the parent in the event of a concern, suspicion, or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

If the College becomes aware of young people below the age of consent engaging in sexual activity or, where we have concerns about a 16/17-year-old in a sexual relationship the Designated Teacher has a duty to share this information with Social Services.

Record Keeping

Each school has a responsibility to maintain its records and record keeping systems. The Board of Governors (BoG) should ensure that the arrangements operated by the school for the retention, management and release of public records comply with statutory requirements, including the Data Protection Act 2018 (DPA) including the General Data Protection Regulation (GDPR). GDPR provides a legal framework for keeping everyone's personal data safe by requiring organisations to have robust processes in place for handling and storing personal information based on the following principles:

- Processed lawfully, fairly and in a transparent manner.
- Collected for specified, explicit and legitimate purposes.
- Adequate, relevant, and limited to what is necessary.
- Accurate and where necessary kept up to date.
- Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which those data are processed; and
- Processed in a manner that ensures appropriate security of personal data. Each school should have a Records Management Policy.

While there is no specific legislation in respect of child protection records, schools should ensure that the principles of the requirements of the legislation, particularly the Children (Northern Ireland) Order 1995 and the Data Protection Act 2018, and guidance in DE Circular 2020/07 is adhered to.

- The school will keep accurate records of concerns expressed and the action, which has been taken. The records will aim to demonstrate accountability for decisions and actions taken. These will be maintained in a secure location, separately from the general records.
- It will be the responsibility of the Designated Teacher to ensure that such records are kept up-to-date and forwarded when a child moves school (in compliance with DE guidance).
- Only the Principal and the Designated/Deputy Designated Teachers will have access to child protection records.
- Files must not be removed from school premises except when taken to a case planning meeting or on foot of a court order. A record should be kept of when information is removed, by whom, for what purpose, and when it is returned.
- If information is held electronically, whether on a laptop or portable memory device all must be encrypted and appropriately password protected.

Circular 2016/20 provides a framework which is followed by the College for managing child protection records to demonstrate accountability for decisions and actions taken.

Supporting Vulnerable Children and Young people

Hazelwood Integrated College will endeavour to support the pupils who are exposed to risk of harm through supporting such pupils in accordance with his/her agreed protection plan.

Support for all pupils in the school in developing skills in self-protection and developing confidence will be afforded as follows:

- The content of the curriculum, particularly through Personal Development/Learning for Life and Work and Pastoral programmes
- The school ethos which promotes a positive supportive and safe environment that gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils understand the difference between acceptable and unacceptable behaviours towards themselves and others.
- Liaison with other agencies that support the pupil such as Social Services, Gateway, Education Welfare Service, Educational Psychology, PSNI, EOTAS and relevant professionals and voluntary agencies.

Safeguarding concerns about an adult working in the school

Where a concern is raised about possible child abuse of a child by an adult working in the school, the principal (or the DT if the principal is unavailable) must be informed immediately. The safeguarding procedures will apply (unless the complaint is about the designated teacher or the principal).

Where the matter is referred to social services the member of staff may be removed from duties involving direct contact with pupils and may be suspended from duty as a precautionary measure pending investigations by social services. The Chairperson of the Board of Governors will be informed immediately.

If a concern is raised about possible child abuse by the Principal, the DT must be informed immediately. He/she will inform the Chairperson of the Board of Governors and together they will take appropriate advice from the Child Protection Support Services for Schools (Education Authority Belfast) and ensure the appropriate action is taken.

All allegations of a child abuse nature must be recorded in the hard backed and bound Record of Child Abuse Complaints book, which must be retained securely. A record of this should be placed on the relevant pupil's Child Protection File (DE Circular 2016/20 Child Protection: Record Keeping in Schools).



HAZELWOOD
INTEGRATED COLLEGE

CONFIDENTIAL

NOTE OF CONCERN

Child Protection Record — Reports to Designated Teacher (Mr Gavin McIlveen)

Name of student: _____ ***Form Class:*** _____

Date and Time of Incident/disclosure: _____

Circumstances of incident/disclosure:

Nature and description of concern:

Parties involved, including any witnesses to an event and what was said or done and by whom:
Action taken at the time:
Details of any advice sought, from whom and when:
Any further action taken:
Written report passed to Designated Teacher: <input type="checkbox"/> Yes <input type="checkbox"/> No If 'No' state reason:
Date and time of report to the Designated Teacher:
Written note from staff member placed on student's Child Protection file: <input type="checkbox"/> Yes <input type="checkbox"/> No If 'No' state reason:

The Designated Teacher is to record and place all written notes on student's Child Protection file.

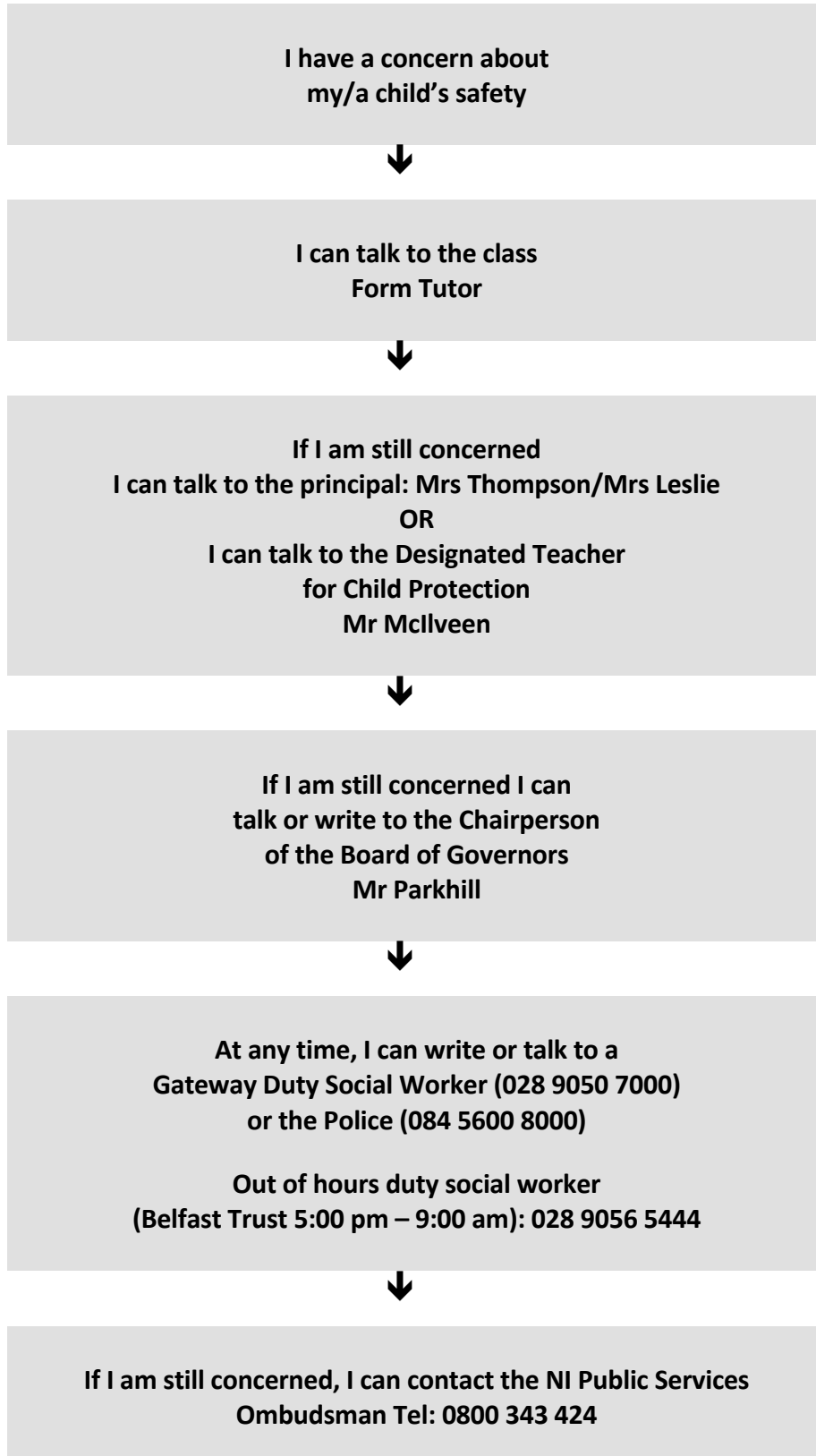
Name of staff member making the report: _____

Signature of staff member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

HOW A PARENT/CARER CAN RAISE A CHILD PROTECTION CONCERN

Where a parent/carer has a safeguarding/child protection concern they can follow the guide below:



CONTACTS

Should any adult in the school find themselves in the rare position of being the only adult remaining in the school and in need of immediate safeguarding advice, they should use the contacts below (in the given order) to seek that help:

Child Protection Support Service

The helpline number is 028 9598 5590 and operates from Monday to Friday from 9.00 am until 4.30 pm.

Duty Social Worker Gateway Team (Health & Social Care Trusts)

Gateway Teams Contact Number

Belfast 028 9050 7000

Northern 0300 1234 333

Out of Hours for All Areas 028 9504 9999

Regional Emergency Social Work Service (RESWS)

The RESWS provides an emergency social work response across Northern Ireland on an out of hours basis:

- 5.00pm to 9.00am weekdays
- 24 hours at weekends and bank holidays

Wherever you live in Northern Ireland, Out of Hours Social Workers can be contacted through one central telephone number (028) 0800 197 9995

PSNI The Central Referral Unit (CRU) based in Antrim Road PSNI Station is part of the Public Protection Unit and is the central referral point for child sexual and physical abuse allegations. The office is open Monday to Sunday 9.00am to 5.00pm including public holidays.

Email cru@psni.police.uk

HAZELWOOD INTEGRATED COLLEGE VETTING PROCEDURES

The selection and appointment process are the starting point for ensuring that only those who are suitable are employed to work near with children, in either a paid or unpaid capacity in our school.

In order that all reasonable steps are taken to employ and engage suitable staff to work with the children in our care we follow the guidance on pre-employment checking and safe recruitment practices provided by the Department of Education and have adopted the new arrangements for vetting and checking of staff prior to appointment or use as volunteers within the school:

- DE Circular 2006/06. Child Protection: Recruitment of People to Work with Children and Young People in Educational Settings
- DE Circular 2006/07. Child Protection: Employment of Substitute Teachers
- DE Circular 2006/08 Child Protection: Training Requirements for School Governors on Staff Recruitment and Selection Panels
- DE Circular 2006/09 Child Protection: Criminal Background Checking of Staff in Schools – Programme to Extend Coverage
- DE Circular 2006/25 Child Protection: Vetting of School Governors
- DE Circular 2008/03 Pre-Employment Checking of Persons to Work in Schools – New Arrangements
- DE Circular 2008/10 Employment of Substitute Teachers
- DE Circular 2012/19 Disclosure and Barring arrangements: change to pre-employment vetting checks for volunteers working in schools from 1 September 2012
- DE Circular 2013/01 Disclosure and Barring arrangements: Vetting Requirements for paid staff

Copies of these circulars are available on the DE website: www.deni.gov.uk. Click on 'Circulars'.

All staff – whether paid or unpaid – are inducted in our Safeguarding and Child Protection Policy prior to contact with the pupils in our school.

AccessNI Clearance DE Circular 2013/01 (currently under review) sets out vetting requirements for schools. In brief, the following groups must have an Enhanced Disclosure Certificate (EDC) from AccessNI before taking up post:

- All new paid teaching and support staff.
- Examination Invigilators.
- Private contracted transport providers - named drivers.

CODE OF CONDUCT FOR ALL STAFF

The code of conduct is known to all staff – teaching staff, non-teaching staff, and volunteers. It reflects the safeguarding ethos of the school and is set out in Appendix 1.

External service providers such as sports coaches, music tutors and counsellors are provided with a Code of Conduct for External Providers who must complete and return Appendix 1 to Gavin McIlveen along with a copy an Access NI Certificate.

Whistleblowing

Staff/volunteers who are concerned about the behaviour of a colleague towards a pupil are undoubtedly placed in a difficult situation. They may worry that they have misunderstood the situation, and they will wonder whether a report might jeopardise their colleague's career. All staff/volunteers must remember that the welfare of the child is of paramount importance. The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the principal. Concerns about the Principal should be reported to the chair of governors.

Abuse of Trust

All school staff and volunteers are aware that inappropriate behaviour towards pupils is unacceptable and that their behaviour towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18. This means that any sexual activity between a member of staff/volunteer and a pupil may be a criminal offence.

Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying, or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the principal, and governors.

An explanation of the complaints procedure is included on the school website and can be read in conjunction with the school child protection/safeguarding policy.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

LINKS WITH OTHER SCHOOL POLICIES

The Child Protection/Safeguarding Policy should be read in conjunction with other policies.

Pastoral Care

The Pastoral Care Policy within our school aims to support the learning of each of our children and offer them a secure, well-ordered environment which will allow for their moral, emotional, academic, and social development.

The Promoting Positive Behaviour Policy.

The Promoting Positive Behaviour Policy has been formulated having consulted with the students, parents, governors, and all staff and researching best practice elsewhere. It provides an agreed course of action to promote effective teaching and learning and the worth and values of all members of the school community. We aim to provide a healthy learning environment and will encourage everyone to follow the Code of Conduct fairly and consistently.

Drugs & Solvents Policy

In Hazelwood College we aim to provide a safe, clean environment for our students. In keeping with that policy, it is our intention that the school campus, the buildings and grounds will be designated smoke, alcohol, and drug free.

Relationships & Sexuality Policy.

The centrality of Personal Development reflects the importance which CCEA places on delivering appropriate age-related Relationships and Sexuality Education within a clear values framework. The delivery of Relationships and Sexuality Education contributes to 'promoting pupils' personal growth and development and in supporting their academic achievement' (ETI, 2011, page 22).

Health & Safety Policy

The Health & Safety Policy is to promote the health, safety and wellbeing of all staff, students, and visitors to the College. This is a legal requirement. This objective can only be met effectively with the support and co-operation of all who work in the College, the students, and visitors.

Reporting a Critical Incident

The Critical Incident policy is a clear and robust policy the College can provide a framework for staff members to address a critical incident and deal with the consequences of critical incidents.

Addressing Bullying in Schools

The Addressing Bullying in Schools Act (Northern Ireland) 2016 Section 2 of the Act requires that the BoG of the school determine the addressing bullying measures pursued at the school, ensure these are properly implemented and are reviewed at intervals of no more than four years.

Section 3 of the Act places a statutory duty on BoG of a grant-aided school to ensure that a record is kept of all incidents involving a registered pupil at the school that occur:

- a) on the premises of the school during the school day.
- b) while travelling to or from the school during the school term; Annex A 78
- c) while the pupil is in the lawful control or charge of a member of the staff of the school; or
- d) while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school. The Act can be found at: Addressing Bullying in Schools Act (Northern Ireland) 2016.

THE PREVENTATIVE CURRICULUM

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of safeguarding and protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to
- Ensure all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Follow the curriculum for Personal Development and Pastoral Programmes- which equips children with the skills they need to stay safe from harm and to whom they should turn for help if the need arises

E-Safety

Our ICT Policy on e-safety is set out in a separate document. It includes Policies for the Acceptable Use of The Internet (Staff and Pupils separately) and is informed by DE guidance (DE Circular 2007/01). It acknowledges the opportunities for learning as well as the risks attached to the internet and digital technologies. Specifically, it addresses safeguarding issues that may arise in the use of the internet and digital technologies for both staff and pupils.

Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance.

Educational Trips/Visits

The Educational Visits Policy seeks to detail the main steps involved in planning an educational visit, to outline how to deal with the issue of risk and its assessment as part of the planning process, the conduct of the visit itself, how to deal with emergencies while on an educational visit and the reporting of issues or concerns once the visit has been completed. The policy is in line with the Educational Visit Policy (2009).

Intimate Care

Our Intimate Care Policy is consistent with the ACPC Regional Intimate Care Policy and Guidelines Regarding Children (2008), which were developed to safeguard children and staff. They apply to everyone involved in the intimate care of children in the school and have been adopted and applied to keep children and staff safe.

Whistleblowing Policy

The Policy aims to provide an avenue for staff to raise concerns and receive feedback on any action taken. Staff will be reassured that they will be protected from reprisals or victimisation for whistleblowing in good faith.

REVIEWING OUR CHILD PROTECTION POLICY

The Safeguarding Team at Hazelwood Integrated College school will review this policy annually, or in the event of a change of legislation, or following an incident when the policy will be evaluated as to its effectiveness. Any necessary changes will be made considering any lessons learnt.

Date policy reviewed: *January 2025*

Signed: Trevor Parkhin MBE Chair of Governors

Mare Thompson. Principal

A. Leslie Acting Principal

Joan M'Gloren. Designated Teacher

A CODE OF CONDUCT FOR ALL STAFF

(Safeguarding Child Protection – a guide for schools)

This Code of Conduct is not intended to detract from the enriching experiences pupils at Hazelwood Integrated College gain from positive interaction with staff. 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.

Objective, Scope, and Principles

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

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

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

1) Setting an Example

- 1.1 All staff and volunteers who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must always therefore for example avoid using inappropriate or offensive language.
- 1.2 All staff and volunteers must, therefore, demonstrate high standards of conduct to encourage our pupils/students to do the same.
- 1.3 All staff and volunteers must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- 1.4 This Code helps all staff and volunteers to understand what behaviour is and is not acceptable and regard should also be given to the disciplinary rules set out by the employing authority.
- 1.5 All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.

2) Safeguarding Pupils/Students

- 2.1 All staff and volunteers have a duty to safeguard pupils/students from physical abuse, sexual abuse, emotional abuse, neglect, and exploitation.
- 2.2 The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student or colleague to a member of the school's Safeguarding team (Designated Teacher (DT)/Deputy Designated Teacher (DDT) for Child Protection or the Principal).
- 2.3 The school's DT is Mr McIlveen, and the DDT is Mrs Linda Drennan.
- 2.4 All staff and volunteers are provided with personal copies of the school's Child Protection Policy and Whistleblowing Policy and must be familiar with these documents and other relevant school policies e.g. e-Safety and Acceptable Use Policy.

- 2.5 All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers, or colleagues.
- 2.6 All staff and volunteers should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing, or humiliating students, discriminating against, or favouring students.
- 2.7 All staff and volunteers must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare. Staff should also complete risk assessments where appropriate in accordance with school policies.

3) Relationships with Students

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

4) Pupil/Student Development

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

5) Honesty and Integrity

- 5.1 All staff and volunteers must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
- 5.2 Gifts from suppliers or associates of the school must be declared to the principal except for "one off" token gifts from students or parents. Personal gifts from individual members of staff or volunteers to students are inappropriate and could be misinterpreted and may lead to disciplinary action. A record will be kept of all gifts received.

6) Conduct Outside of Work

- 6.1 All staff and volunteers must not engage in conduct outside work which could seriously damage the reputation and standing of the school, or the staff/ volunteers own reputation or the reputation of other members of the school community.
- 6.2 Criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.
- 6.3 Staff may undertake work outside school, either paid or voluntary, if it does not conflict with the interests of the school. It should not contravene the working time regulations or affect an individual's work performance in the school. Staff should seek advice from the principal when considering work outside the school.

7) E-Safety and Internet Use

- 7.1 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be always given to the schools' E-Safety and ICT Acceptable Use Policy both inside and outside of work.
- 7.2 Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have.
- 7.3 Staff should exercise caution in their use of all social media or any other web-based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.
- 7.4 Contact with students must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students.

If contacted by a student by an inappropriate route, staff should report the contact to the principal immediately.
- 7.5 Photographs/stills or video footage of students should only be taken using school equipment for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be retained and destroyed in accordance with the schools Records Management Policy and Disposal Schedules.

8) Tutoring

- 8.1 School staff are free to tutor outside school but private tutoring on the school site is not permitted.
- 8.2 School staff are advised not to tutor students from Hazelwood College as this may cause a conflict of interest.

9) Confidentiality

- 9.1 Members of staff and volunteers may have access to confidential information about students to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.
- 9.2 Confidential information about students should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.
- 9.3 There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.

- 9.4 If a member of staff is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.
- 9.5 Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.
- 9.6 Additionally concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

10) Dress and Appearance

- 10.1 All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.
- 10.2 Staff and volunteers should dress in a manner that is not offensive, revealing or sexually provocative.
- 10.3 Staff and volunteers should dress in a manner that is absent from political or other contentious slogans.

11) Disciplinary Action

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

GUIDELINES FOR VOLUNTEERS

Volunteers have an important and beneficial role in supporting the work of teachers and other support staff in Hazelwood Integrated College in contributing, by their efforts and initiative, to the life of the school.

Who is a Volunteer?

A volunteer is an individual who, subject to the satisfactory procedures below, either.

- 1. Assumes unpaid duties in a school on a regular basis on more than two occasions or is engaged by the school to accompany or assist in school visits or trips; residential activities; or to undertake coaching in sports activities.

Formal arrangements as to selection and vetting should not be required for volunteers who are involved outside school hours and who do not have unsupervised contact with pupils. These would include fund raisers, people using school premises for meetings etc.

Use of Volunteers

There are three main categories into which the use of volunteers might be grouped and to which guidance will apply:

- During school hours involving direct contact with Pupils
- Outside school hours involving direct contact with pupils
- During school hours but not usually involving direct contact with Pupils

Recruiting and Selecting Volunteers

The school may canvass for volunteers or people may come forward to help at their own initiative. In many cases potential volunteers may already be known to the school. Others may come forward from the local community. Engagement of volunteers is only undertaken with agreement of the Board of Governors.

Initial Appraisal

As a minimum requirement all potential volunteers are asked to provide the following information:

- personal details
- qualifications and previous work with children
- a declaration as to whether they have been investigated by Social Services for child protection
- agree to a criminal record being carried out
- provide the name of two referees who are not family members or members of staff in the school
- attend an interview with the school Principal with proof of identity

No individual will be admitted to the school as a volunteer until these basic steps have been completed and the results assessed.

Accepting Volunteers

Where the previous procedures have been followed as appropriate and the school is satisfied that:

- the volunteer is a suitable person to have contact with the children and has the character, skills, and experience to support the work of the school in a voluntary capacity.
- well defined and worthwhile activities have been identified for the volunteer to undertake, and he/she is competent to undertake them.
- the school will notify the individual that he/she has been accepted for voluntary duties in the school.

The use of Volunteers

These are the fundamental principles observed when using volunteers:

- the purpose of the volunteer is to assist staff, whether teaching or non-teaching. They are not used as substitutes either to cover activities normally undertaken by paid staff who are absent, or to release such staff to undertake other duties:
- volunteers only work under the supervision and guidance of paid staff and these arrangements should be such as to minimise the opportunities for direct, unsupervised, access to children.
- volunteers are not placed in a position of sole responsibility for the security of children, premises, or equipment.
- volunteers should understand the tasks they are to undertake and receive appropriate training to enable them to perform these.
- volunteers are only allocated duties after consultation and agreement with the teacher or other member of staff with whom the volunteer will be closely involved. Teachers are not placed under any pressure to accept a volunteer in their classroom.
- volunteers are not afforded access to records or other information relating to staff or pupils. An exception might be made where a child has a medical or other condition of which all those working with the pupil should be made aware, and where agreement of the parent has been sought.
- Schools must ensure that volunteers, e.g. coaches, music tutors, school photographers etc, who are employed by others, have the necessary clearances in place and a record of these should be maintained by the principal.

Health and Safety Insurance

Volunteers are owed a duty of care under the requirements of Health and Safety Legislation. Hazelwood Integrated College therefore ensures that volunteers are treated no less favourably than paid employees in terms of the school's obligations under the legislation.

Duration

Where a volunteer's involvement is likely to be long term, the school advises the volunteer that he/she will be subject to a trial period, during which the principal monitors the volunteer's effectiveness in contributing to the life and work of the school.

Information and Training

The school ensures that the volunteer receives such information, guidance, preparation and where necessary, training to enable him/her to perform tasks effectively. As a minimum, volunteers are briefed on:

- the policy of the school and the management authority in relation to pastoral care and safeguarding/child protection, including its behaviour/discipline policy, including rewards and sanctions, and the extent of the volunteer's authority within it.
- Hazelwood Integrated College's Health and Safety Policy

Arrangements are made for the volunteer to have a formal line of communication with the designated teacher for Child Protection for reporting issues of concern or the welfare of the children in the school.

Visitors to Schools

Visitors to schools, such as parents, suppliers of goods and services, to carry out maintenance etc. do not routinely need to be vetted before being allowed onto school premises. However, such visitors should be managed by school staff and their access to areas and movement within the school should be restricted as needs require.

Visitors will be:

- Met/directed by school staff/representatives.
- Signed in and out of the school, by school staff.
- Given restricted access to only specific areas of the school, if appropriate.
- Escorted by a member of staff/representative, where appropriate.
- Clearly identified with visitor/contractor passes.
- Given access to pupils restricted to the purpose of their visit.
- Cordoned off from pupils for health and safety reasons if delivering goods or carrying out building/maintenance or repairs.