



Royal School Dungannon

Safeguarding and Child Protection Policy

Revised June 2021

Safeguarding and Child Protection Policy
The Royal School Dungannon
2020-21

1. Child Protection Ethos

The Royal School Dungannon is a caring school. The pastoral work of the school is at the heart of the school's activity and has a central role to play in promoting the personal development of its young people. We aim to provide a safe and happy environment where each pupil has the opportunity to develop their self-confidence and reach their academic potential in an atmosphere of mutual respect. Strong relationships exist between pupils and staff and we aim to create an environment where each pupil feels valued and their welfare is safeguarded and promoted. All staff, teaching and non-teaching, should be alert to the signs of possible abuse and should know the procedures to be followed. This policy sets out guidance on the action which is required where abuse or neglect of a young person is suspected or disclosed and outlines the referral procedures within the school. The policy applies to both Day and Boarding sections within the school. (Appendix 5c provides additional guidelines for the Boarding department)

2. Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools- Child Protection" (DENI Circular 99/10) and "Dealing with Allegations of Abuse Against a Member of Staff" (DENI Circular 15/13) and the Area Child Protection Committees' Regional Policy and Procedures (2005).

The following principles form the basis of our Child Protection Policy.

- It is a young person's right to feel safe at all times, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the pupils in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident, the pupil's welfare must be paramount. This overrides all other considerations.
- A proper balance must be struck between protecting young people and respecting the rights and needs of parents and families but where there is conflict the young person's interest must always come first.

3. Other Relevant Policies

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other school policies including:

- Pastoral care
- Positive Behaviour and Sanctions
- Anti-Bullying
- Drugs and Substance abuse
- Special Educational Needs and Disability
- Health and Safety Policy
- Internet guidelines and policy
- Relationships and sexuality

- School trips and risk assessment

These policies are available to parents and may be requested via the Reception Office.

4. School Safeguarding Team

The following are members of the school's Safeguarding Team

- Designated Teacher (Mr J Graham)
- Deputy Designated Teachers (Mrs C Kerr & Mr G Lucas)
- Principal (Dr D Burnett)
- Designated Governor for Child Protection (Ms J Williamson)
- Chair of the Board of Governors (Dr G Walsh)

5. Roles and Responsibilities

5.1 The Designated Teacher and Deputy Designated Teachers

The Designated Teacher and Deputy Designated Teachers must:

- Avail of training so that they are aware of duties, responsibilities and role
- Organise training for all staff (whole school training)
- Lead in the development of the school's Child Protection Policy
- Issue a copy of the school's Child Protection Policy to teaching staff
- Act as a point of contact for staff and parents
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate
- Liaise with the Education Authority, Southern Region's Designated Officers for Child Protection
- Maintain records of all child protection concerns
- Keep the School Principal informed
- Provide a written annual report to the Board of Governors regarding child protection

5.2 The Principal

The Principal must ensure that:

- DENI 1999/10 together with DENI 15/13 is implemented within the school
- That a Designated teacher and Deputies are appointed
- That all staff receive child protection training
- That all necessary referrals are taken forward in the appropriate manner
- That the Chairman of the Board of Governors (and, when appropriate, the Board of Governors) is kept informed
- That child protection activities feature on the agenda of the Board of Governors meetings and an annual report is provided

- That the school Child Protection Policy is reviewed annually and that parents and pupils are reminded where the policy is available and made aware of any changes at least once every 2 years.
- That confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

5.3 The Bursar

The Bursar on behalf of The Royal School Dungannon (as the Employer) and its Board of Governors will complete the internal administration needed for Access NI vetting procedures of all staff paid or unpaid who are appointed to positions in the School:

- Vetting will be in accordance with relevant legislation and Departmental guidance – Circular 2008/03
- A copy of the Safeguarding and Child Protection Policy will be issued by the Bursar to all adults working with pupils (except for teaching staff) including Volunteers
- A copy of the Safeguarding and Child Protection Policy is also available in key workroom areas

5.4 The Designated Governor for Child Protection

The Designated Governor will provide the child protection lead in order to advise the Governors on:

- The role of the Designated Teachers
- The content of child protection policies
- The content of a Code of Conduct for adults within the school
- The content of the Annual Designated Teacher's Report
- Recruitment, selection and vetting of staff

5.5 The Chair of the Board of Governors

The Chair of the Board of Governors must:

- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the Education Authority, Southern Region's Child Protection Support Service for Schools and the Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Principal
- Ensure that the Board of Governors receives a full written annual report in relation to child protection activity

5.6 Other Members of School Staff

Staff in school see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse.

Remember the 5 Rs: Receive, Reassure, Respond, Record and Refer

The member of staff must:

- refer concerns to the Designated/Deputy Teachers for Child Protection;
- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child using the "Incident Report/Area of Concern form (**Appendix 1a**)
- Avail of whole school training and relevant other training regarding safeguarding children
- **Not** give children a guarantee of total confidentiality regarding their disclosures
- **Not** investigate
- **Not** ask leading questions

See **Appendix 1b** – Guidelines for use by staff should a child make a disclosure

In addition, the Head of Year/Form tutor/Subject teacher should:

Keep the Designated Teacher informed about any issues that may cause concern in the area of Child Protection. The issues may be related to poor attendance and punctuality, poor presentation, changed or unusual behaviour, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence. (using the Incident Report/Area of Concern form. **Appendix 1a**)

5.7 Parents/Guardians

Parents/Guardians should play their part in Child Protection by:

- telephoning the school before 9.30 am on the first day of their child's absence and leaving a message giving the reason for the absence (Tel No: 028 8772 4966). This informs the school of the pupil's situation
- sending in a written absence note on the pupil's return to school. This note should be signed and dated by the parent/guardian and provide the explanation for absence and the dates for absence
- familiarising themselves with the School's Pastoral Care, Positive Behaviour and Discipline, Anti Bullying, Internet and Child Protection Policies
- reporting to the Reception Office when they visit the school
- raising concerns they have in relation to their child with the school

5.8 The Board of Governors

Board of Governors must ensure that:

- the school has a Child Protection Policy in place and that staff implement the policy

- relevant Child Protection training is kept up-to-date by at least one governor and a record kept of the same
- confidentiality is paramount. Information should only be passed to an entire Board of Governors on a need-to-know basis

6. What Is Child Abuse?

The following definitions of child abuse are taken from the Area Child Protection Committees' Regional Policy and Procedures (2005).

6.1 Definition of Abuse

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. There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

6.2 Types of Abuse

Physical Abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

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.

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

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

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.

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.

Sexual Activity - The Designated Teacher has a duty to share information with Social Services as appropriate in line with the advice issued to schools in Section 4 DE letter to schools 2/2/09:

- All sexual activity involving a child of 12 years and under is sexual abuse and must be reported to the investigating agencies – PSNI or the relevant Social Services.
- A child of 13 years can be every bit as vulnerable as their younger peers and information that indicates that they are engaged in sexual activity should be treated very seriously. In all such cases the matter should be discussed with social services in the relevant Trust.
- Sexual activity involving a child between the ages of 14 and 15 years, while illegal, may not necessarily constitute sexual abuse or exploitation. The decision to initiate child protection action in such cases is a matter of professional judgement. Each case should be considered individually and advice sought from the Education Authority, Southern Region’s Designated Officer for Child Protection.
- Sexual activity by children aged 16-17 years is not an offence, however, young people under the age of 18 years are still entitled to protection. It is important to ensure in these cases that there are no concerns about sexual abuse, exploitation or abuse of trust to be addressed.
- The offence of taking, sending or sharing indecent pictures of children under 18 years can apply in a situation where a pupil has taken inappropriate pictures of another pupil(s) aged under 18 (e.g. using a mobile phone).

6.3 Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

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

Emotional Abuse

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

Neglect

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

Sexual Abuse

Physical Indicators	Behavioural Indicators
<p>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs;</p> <p>bruises or bleeding in genital or anal areas;</p> <p>torn, stained or bloody underclothes;</p> <p>chronic ailments such as recurrent abdominal pains or headaches;</p> <p>difficulty in walking or sitting;</p> <p>frequent urinary infections;</p> <p>avoidance of lessons especially PE, games, showers;</p> <p>unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.</p>	<p>What the child tells you;</p> <p>Withdrawn; chronic depression;</p> <p>excessive sexual precociousness;</p> <p>seductiveness;</p> <p>children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality;</p> <p>parent/child role reversal;</p> <p>over concerned for siblings;</p> <p>poor self esteem; self devaluation;</p> <p>lack of confidence; peer problems;</p> <p>lack of involvement;</p> <p>massive weight change;</p> <p>suicide attempts (especially adolescents);</p> <p>hysterical/angry outbursts;</p> <p>lack of emotional control;</p>

	<p>sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children’s art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.</p>
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Child Sexual Exploitation

Physical Indicators	Behavioural Indicators
<p>New friends, some may be older; new things they couldn't normally afford- clothes, electronic devices etc; use a second mobile phone; away from home overnight, skip school, whereabouts often unknown; suddenly started dressing differently; cuts, burns or bruises you can't explain; increased use of drugs/ alcohol</p>	<p>Moody and taciturn all of a sudden; sudden interest in knives or guns; new-found interest in politics and foreign affairs with strident viewpoints; spend a lot of time online; increasingly secretive; changes in behaviour in school etc</p>

7. Procedures for making complaints in relation to child abuse

7.1 How a Parent can make a Complaint

The Royal School Dungannon aims to work closely with parents/guardians in supporting all aspects of our pupils’ development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the Designated Teacher for Child Protection or the Principal. If they are still concerned they may talk to the Chair of the Board of Governors. At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in Appendix 2.

7.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers

Where staff become aware of concerns or are approached by a pupil they should not investigate – this is a matter for Social Services – but should report these concerns immediately to the Designated Teacher (James Graham) and full notes should be made. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated Teacher. The person who reports the incident must treat the matter in confidence.

The Designated Teacher in consultation with the Principal (where practicable to do so) will decide whether in the best interest of the child the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless

there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

The Designated Teacher may consult with the Education Authority, Southern Region's Designated Officer for Child Protection (CPSS) or Southern Trust Duty Social Work Team before a referral is made. During consultation with the Designated Officer the pupil's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made, the Designated Teacher will telephone Southern Trust Duty Social Work Team. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Southern Trust Duty Social Work Team with a copy sent to the Education Authority, Southern Region's Designated Officer for Child Protection.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

This procedure with names and contact numbers is shown in Appendix 3.

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

If a complaint about possible child abuse is made against a member of staff, the Principal (or Designated Teacher if he/she is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/Designated Teacher)

If a complaint is made against the Principal the Designated Teacher will inform the Chairperson of The Board of Governors who will ensure that necessary action is taken.

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 investigation by the appropriate authorities). The Chairman of the Board of Governors will be informed immediately.

The Child Protection procedure will be followed in keeping with current Department of Education guidance. This procedure is shown in Appendix 4.

8. Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher/Deputy Designated Teachers or Principal may be invited to attend initial and review Child Protection Case Conferences and/or core group meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with the child protection plan.

9. Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held “in confidence”. In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a ‘need to know’ basis.

10. Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person and are only accessible by the Designated Teacher, Deputy Designated Teachers and Principal.

Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

Where an allegation is made against a member of staff and is pursued either as a formal referral or under the education establishment’s disciplinary procedures, a summary is entered in a Record of Child Abuse Complaints book. This entry which will contain details of the complaint will be made available to the Board of Governors annually.

11. Vetting Procedures

All staff paid or unpaid who are appointed to positions in the School are vetted in accordance with relevant legislation and Departmental guidance. It is the responsibility of all members of the teaching staff to inform the Bursar regarding any adults or volunteers they may wish to bring into the school and who are likely to work alone with pupils, so that appropriate Access NI vetting procedures may be carried out in line with school policy. Volunteers who will work with pupils alongside RSD staff and who will not be working alone with pupils do not need to be brought to the Bursar’s attention.

12. Code of Conduct for all Staff Paid or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the child and young people in their charge must be above reproach.

The school provides a Code of Conduct for teaching staff, non-teaching staff and members of staff working in the boarding section of the school. Other adults working alone with pupils will also receive a Code of Conduct (See Appendix 5a, b and c).

13. Staff Training

The Royal School Dungannon is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated

Teacher/Deputy Designated Teachers, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support service for Schools.

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given access to copies of these policies.

14. The Preventative Curriculum

Relationships between staff (teaching and non-teaching) and pupils aim to create an atmosphere of mutual respect and a listening environment that makes it easier for pupils to share their concerns. Pupils also have access to a School Counsellor provided by New Life Counselling and funded by Department of Education.

Through the school year child protection issues are addressed through main, year and form tutor assemblies and child protection information is displayed in main corridors, form tutor rooms and in the staffroom.

Other initiatives which address child protection and safety issues:

- Each year pupils participate in an “Antibullying Week”
- Other issues are raised through form tutor and year assemblies as opportunities arise e.g. Safer Internet Day
- The Dungannon Community Safety section of PSNI visit the school and provide information on child protection issues e.g. Cyber bullying
- During Form Tutor assemblies and Year 8 form period a listening environment is created and relevant issues are addressed. In Year 8 form period examples include antibullying, managing change from primary school to RSD, safety and managing risk, developing and maintaining appropriate, healthy relationships.
- The Personal Development strand of Learning for Life and Work curriculum addresses relevant issues in the 3 areas of study – Self awareness, Personal health and Relationships e.g. building and maintaining healthy relationships, recognising, assessing and managing risk, feelings and emotions and morals, values and beliefs.
- The Pastoral Support Teacher works in conjunction with Volunteer Liaison Staff to provide a close-contact network for pupils who may be displaying academic, personal, social or emotional issues in school. The pupils meet with the member of staff in a non-judgemental environment and are provided with opportunities to discuss problems and target solutions. The Pastoral Support Teacher meets with a pupil one to one on a prearranged, often regular, basis whereas members of the Volunteer Liaison Team will meet one to one determined at the request of the pupil.

15. Monitoring and Evaluation

The Safeguarding Team in The Royal School Dungannon will update this Policy and procedures in the light of any further guidance and legislation as necessary and review it annually. The Board of Governors will also monitor child protection activity and the implementation of the child protection policy on a regular basis through the provision of reports from the Designated Teacher.

On-going evaluation will ensure the effectiveness of the Policy.

Date Policy Reviewed: _____

Signed:

_____ (Designated Teacher)

_____ (Principal)

_____ (Chair of Board of Governors)

The Royal School, Dungannon

Child Protection Incident or Record of Concern Report

Pupil's Name: _____ Class: _____ DOB: _____

Details of Incident/Disclosure*/Area of Concern

Name of Person completing the report: _____

Designation: _____

Signature: _____

Date: _____

*** Record actual words used by the child/young person**

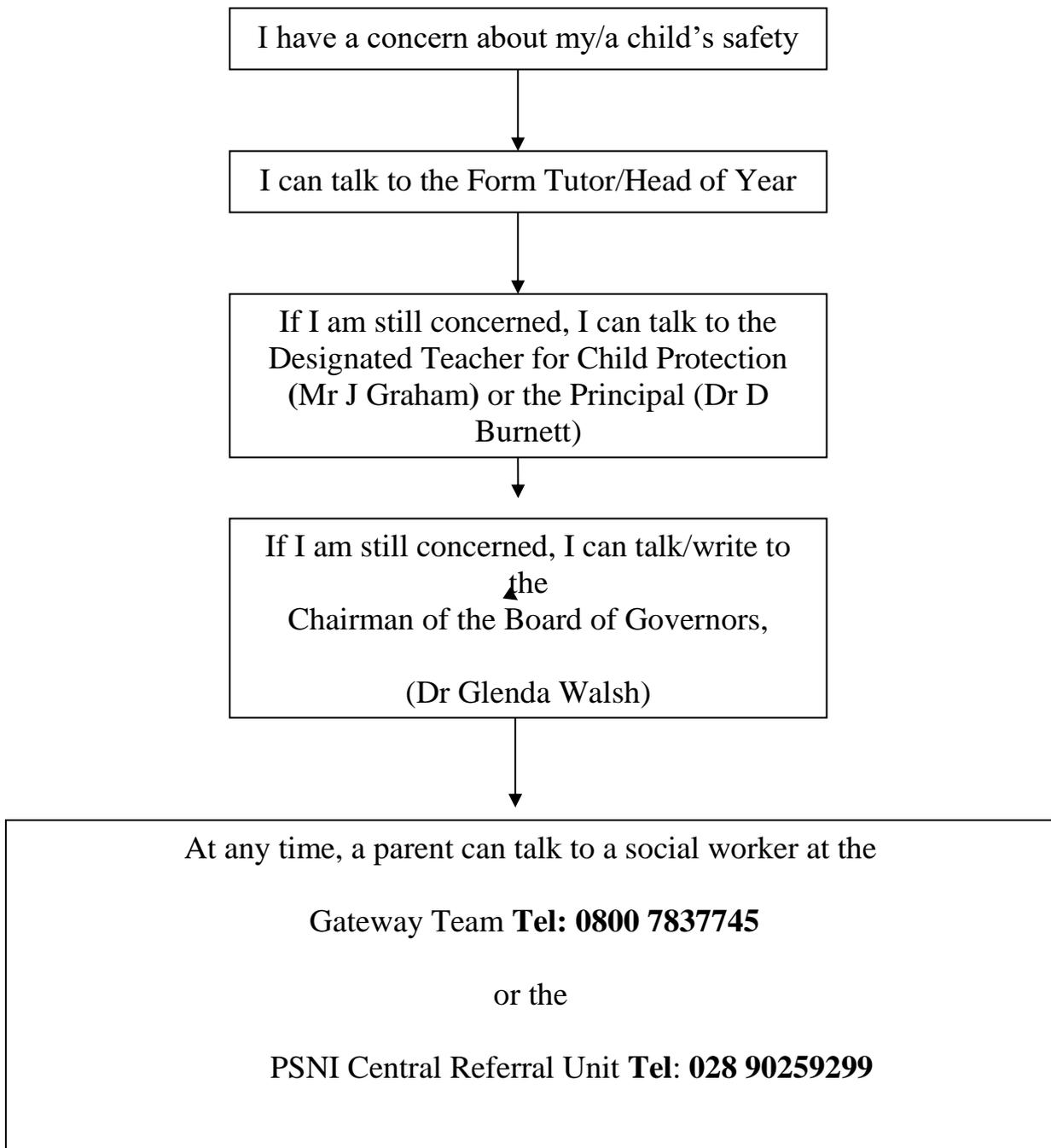
Appendix 1b

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

Do:	Do not:
<ul style="list-style-type: none">❖ Listen to what the child says❖ Give the child time❖ Assure the child they are not at fault❖ Explain to the child that you cannot keep it a secret❖ Document exactly what the child says using his/her exact words❖ Remember not to promise the child confidentiality❖ Stay calm❖ Listen❖ Accept❖ Reassure❖ Explain what you are going to do❖ Record accurately❖ Seek support for yourself	<ul style="list-style-type: none">❖ Ask leading questions.❖ Put words into the child's mouth.❖ Ignore the child's behaviour.❖ Remove any clothing.❖ Panic❖ Promise to keep secrets❖ Ask leading questions❖ Make the child repeat the story unnecessarily❖ Delay❖ Start to investigate❖ Do Nothing

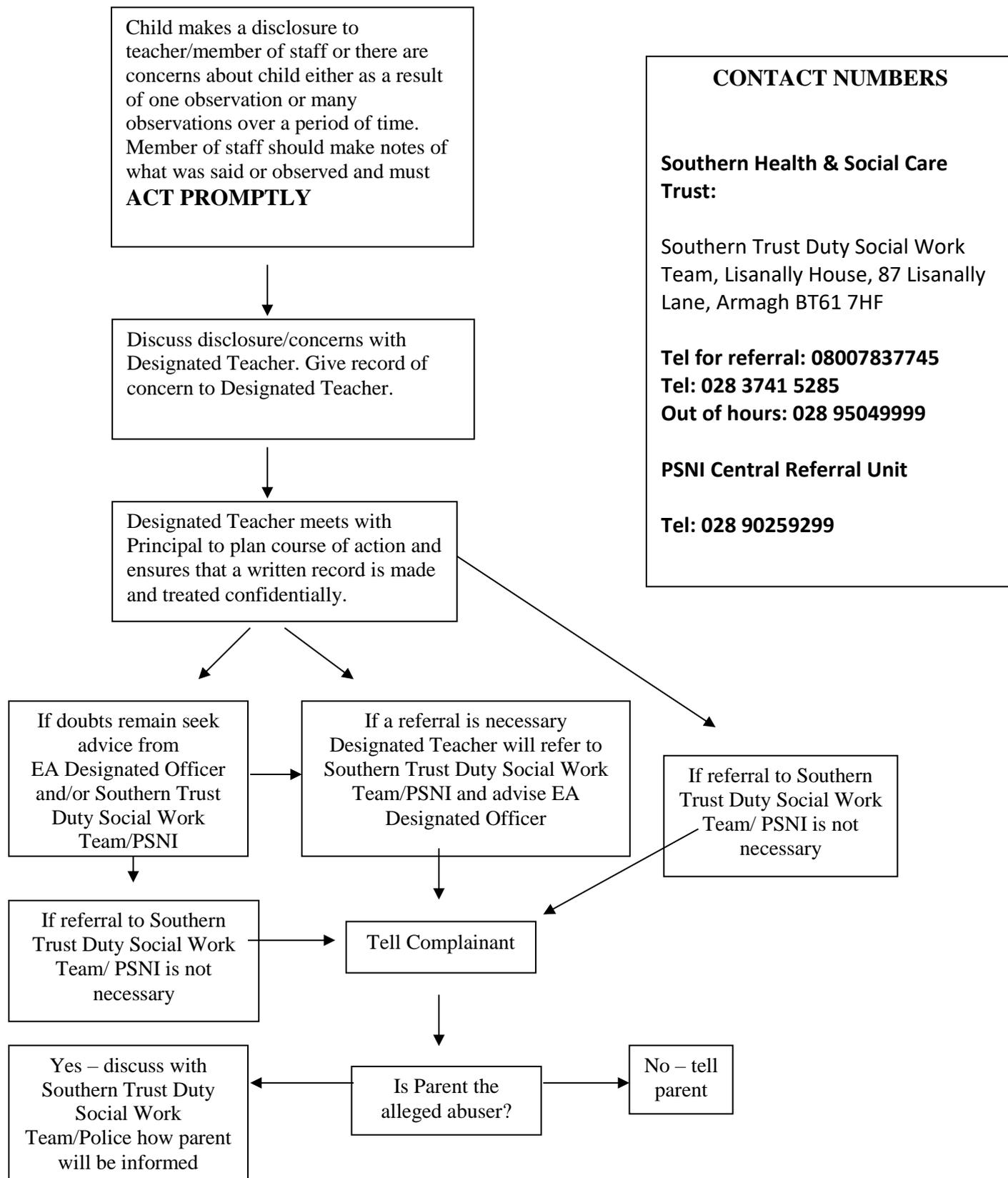
Appendix 2

How a Parent can make a Complaint



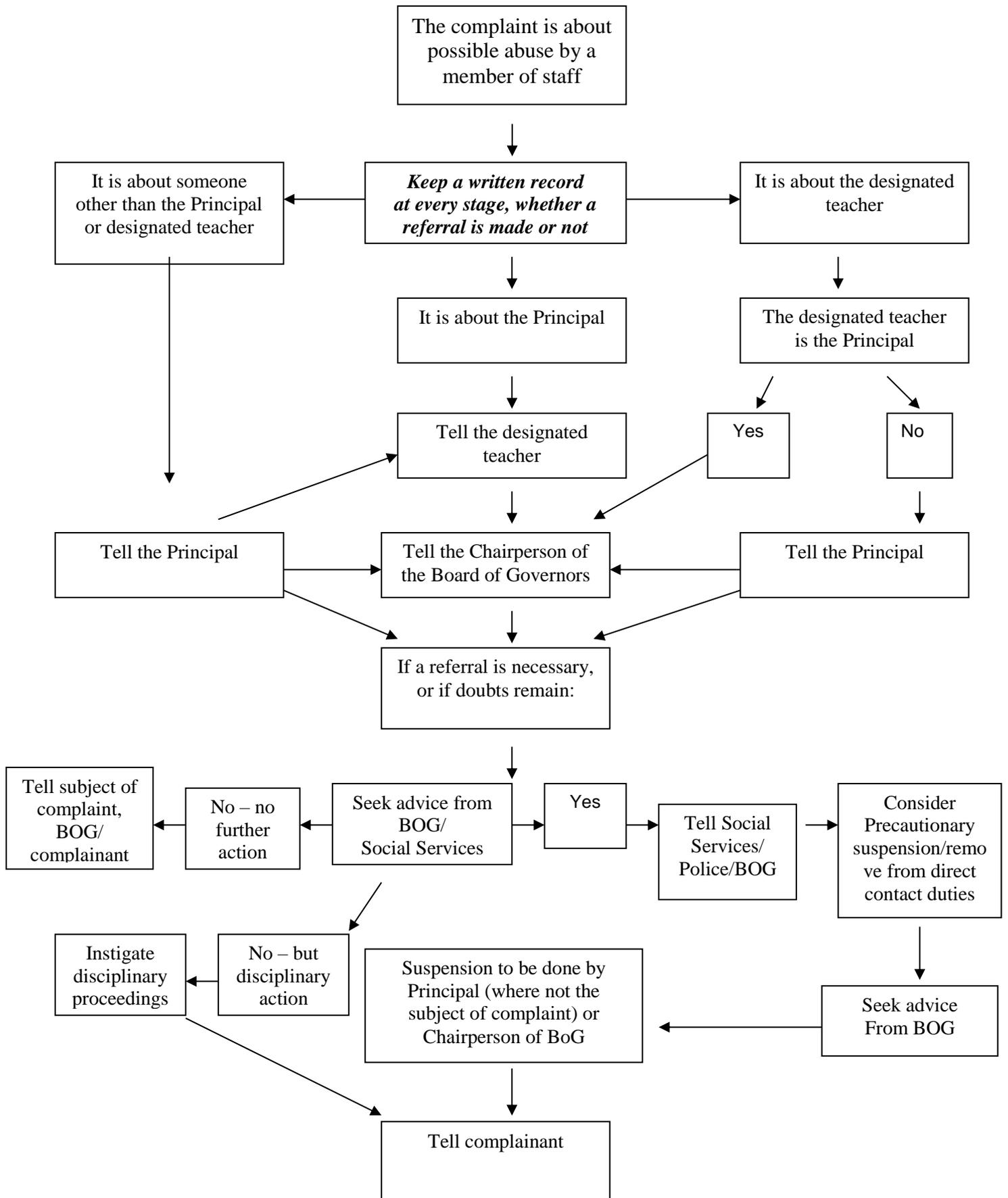
Appendix 3

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



Appendix 4

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



In addition to the above procedure, please also review the helpful procedure detailed at Annex G of Circular 2015/13 – Dealing with Allegations of Abuse against a Member of Staff.

Appendix 5b

CODE OF CONDUCT for Teaching Staff

If you need to be alone with a pupil (e.g. a one to one meeting/interview):

- Ensure that adults/children are close by (preferably an adult) or that another adult knows the meeting/interview is taking place
- Leave the door open/adult can sit in view
- Avoid taking children on their own in your car unless this is unplanned and unavoidable. In this instance the pupil should sit in the back of the car. Inform another staff member of your journey.

Physical contact with pupils

- Staff are advised not to make unnecessary physical contact with pupils, especially when disciplining and/or trying to get attention or cooperation. Physical punishment is illegal. **Never search a young person.** Physical contact may be necessary in the following exceptions:
 - first aid – usually other pupils/adults are present but may not be in an emergency situation
 - restraint – this should only be on a rare occasion to protect the pupil, others or property from harm (guidance available DENI Circular 1999/9 on the use of reasonable force)
 - P.E. demonstrations, use of equipment etc
 - Comforting a distressed child, particularly a young child where one may act as a caring parent would (unless the child is uncomfortable with this)
- Staff are advised to avoid any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer. Following any incident where a member of staff feels that his/her actions have been or may be, misconstrued, a written report of the incident should be submitted immediately to the Headmaster. Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

Relationships and attitudes

- The ethos of the school is to create a caring environment where the welfare of the pupils is put first and staff are prepared to be good listeners. It is a school which aims to treat all young people equally in an atmosphere of mutual respect. Whilst there should be a professional relationship with appropriate distance maintained with pupils it is possible to have a good rapport with pupils. In extra-curricular activities and approved out of school activities staff should be particularly careful. Report without delay any accusations made against you or your colleagues.
- Staff should not share personal mobile phone numbers or personal email addresses with pupils (unless there is no alternative in an emergency situation e.g. on a Duke of Edinburgh expedition). School mobile phones are available from Reception Office for use on school outings and extra-curricular events. Only the official school e-mail should be used and always for school-related issues.

- Social networking sites should not be used to communicate with pupils in any circumstances. Information directly related to the school community should never be posted on personal social networking sites.
- Staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the young people, taking care that their conduct does not give rise to comment or speculation.
- All verbal exchange in school should be conducted in a calm and professional manner. Only in unusual circumstances e.g. in emergency situations or when attracting attention in large areas, will voices be raised. Sarcastic, threatening or demeaning verbal interaction is not acceptable. Verbally humiliating or frightening pupils as a means of punishment is not acceptable. The use of humour can be helpful in diffusing situations but the humour used must be understood and appropriate.
- Never invite or allow pupils to stay at your home
- Report without delay any allegations made by a pupil against you or your colleagues. All concerns should be raised with the Designated Teacher for Child Protection (Mr James Graham) or in his absence the Deputy Designated Teachers for Child Protection (Mrs Claire Kerr or Mr Gareth Lucas). In the absence of all of the designated teachers, concerns should be raised with the principal, Dr Burnett.

Choice and Use of Teaching Materials - Teachers should take care when using teaching materials of a sensitive nature so that the risk of criticism is reduced. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Headmaster before using it to ensure that it conforms to acceptable school policy.

Appendix 5c

CHILD PROTECTION (BOARDING DEPARTMENT) **CODE OF CONDUCT**

The Boarding Department aims to provide a family atmosphere and positive environment within which pupils living away from home feel safe and cared for. The Child Protection procedures, practices and guidelines for the school both day and boarding are outlined in RSD Safeguarding and Child Protection Policy and apply in all circumstances including Boarding. The school also has an Anti-Bullying Policy. However, there are additional points relevant to all Staff in contact with or having responsibility for Boarders.

Additional guidelines for the Boarding Department:

- All circumstances considered to be of a Child Protection nature must be reported to the Headmaster or Designated Teacher immediately. Staff should not investigate but pass the issue on.
- Day pupils do not have access to any dormitory or cubicle.
- Where workmen require access to the boarding department permission must be sought and they will be accompanied.
- Sanctions must not be excessive, physical, disproportionate, unfair or depriving of normal rights of access to food and drink, parental contact, medical support or sleep.
- Staff should look after boarders well without favouritism and antipathy towards individuals or groups of boarders. Communication should generally be positive and disagreements between boarders and Staff should be dealt with reasonably.
- Use of physical restraint – this should only be on a rare occasion to protect the boarder, others or property from harm (guidance available DENI Circular 1999/9 on the use of reasonable force):
<https://www.education-ni.gov.uk/sites/default/files/publications/de/circular-1999-9-reasonable-force.pdf>
- Boarding Prefects have no right to allocate sanctions. They may only report Boarders to Boarding Staff, the Head of Boarding or the Headmaster. Boarding Staff should always monitor the methods and actions of Boarding Prefects. Boarding Prefects have a key role in the prevention of bullying.
- No initiation ceremonies or other practices which cause pain, anxiety or humiliation are permitted.
- Boarders may take a serious issue/child protection issue to a member of staff at any time. Other personal or welfare concerns should be taken to any member of staff at a reasonable time. Boarding staff may consult or refer a boarder to the School Counsellor or to the Chaplain, both of whom are independent listeners (in consultation with the Designated Teacher or Deputy Designated Teacher). The Headmaster or Designated Teacher will consult/inform parents as appropriate regarding any Child Protection issue.

The Head of Boarding will keep parents updated regarding any health and well-being concerns for their child. When staff require privacy to discuss an issue with a boarder they should ensure that other staff are close by, that a door is left open and that a clear distance is maintained between the boarder and staff. In all other situations boarding staff should never be alone with a boarder. (For car journeys see Code of Conduct, appendix 5b – a pupil on his/her own should sit in the back seat.)

- If a member of the Boarding Staff finds themselves alone with a boarder in a cubicle or other school room for any reason they should immediately move out into a public or open space.
- A verbal warning should always be issued before entering cubicles and time should be given to ensure the dignity of the pupil is maintained. Patrolling should avoid embarrassment at 'sensitive' times – (dressing, showering, changing). Boarders' privacy should be respected in so far as possible except in emergency or suspicious circumstances when Staff feel that a breach of rules may be taking place.
- Exeats – If a serious issue/child protection issue arises boarders may contact the member of staff on duty using the boarding mobile phone number. On return to school following an exeat boarders report back to the teacher on duty. Comments are noted in the Evening Record book.

Procedure for action in the event of a Child Protection issue

(Evening after 5.00pm/Weekend Sat & Sun):

- Report issue to Headmaster or Designated Teacher.
- Headmaster or Designated Teacher may seek guidance from a Social Worker when a child may be at risk

Contact:

Regional Emergency Social Work Service

0285049999

This service is available outside normal office hours including weekends and Public holidays

5pm – 9am Mon – Thurs

5pm on Friday to 9am on Monday

There is a 24hr cover over public holidays

During normal office hours.

Contact Southern Trust Duty Social Worker

028 3741 5285 (See Page 15)

Royal School Dungannon
Child protection actions taken following advice

To be completed by the Designated/Deputy Designated Teacher

Advice sought/conversation with - Board Officer for CP, CCMS Diocesan Officer, Social Services, Police CPSA Unit, date, time, place, advice.

In the case of REFERRAL: Decision to refer and why; any other actions taken; type of feedback to those involved – how and when relayed.

In the case of NO REFERRAL: Decision not to refer and why; any other actions action; type of feedback to all those involved - how, when.

Signed by Designated Teacher: _____

Date: _____