

ST GENEVIEVE'S HIGH SCHOOL



CHILD PROTECTION POLICY

Updated MAY 2017

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Section		Page
1	Table of Contents.....	1
2	General Statement/ Context/Rationale	3
	Role of the Designated and Deputy Designated Teachers	3
3	Definitions of Child Abuse.....	4
4	Online Safety.....	5
5	Operational Issues	
5.1	Reporting an incident of Child Abuse.....	7
5.2	Reporting an incident of possible abuse by someone other than a member of the school staff.....	8
5.3	Dealing with a complaint against a member of staff in the context of Child Abuse	10
5.4	Procedures which may result from a referral.....	11
5.5	Partnership with Parents.....	12
5.6	Vetting of school staff.....	13
5.7	Code of Conduct for Staff.....	14
6	Anti-Bullying Policy.....	17
6.1	Forms of Bullying	18
6.2	Procedures for dealing with a complaint of a serious nature including bullying in school.....	21
7	General Child Protection issues.....	22
7.1	Pupils leaving school during the school day.....	22
7.2	Pupil participation in Activities not organised by the school	23
8	Use of Reasonable Force.....	24
9	Use of Pupil Images /Voice Recordings/ Pupil Publicity...	28
10	Use of Internet and Email.....	32
	Glossary of Terms.....	33
	Bibliography	34

2 PASTORAL CARE: CHILD PROTECTION POLICY

St. Genevieve's School has a primary responsibility for the care, welfare and safety of the pupils in its charge. The school will carry out this duty through its Pastoral Care Policy which aims to provide a safe environment, valuing individuals for their unique talents and abilities. One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and to acquire the confidence and skills they need to keep themselves safe. All teaching, non-teaching staff and others working in the school have a duty to protect children from abuse or the risk of abuse.

It should be noted that the procedures adopted in this policy cover activities directly organised by the school only. When either parents or an outside agency ask the school to help facilitate an educational experience not within the control of the school, the school policy will not apply. In such circumstances, parents should satisfy themselves that the policy of the organising group is in accord with their expectations.

In St. Genevieve's the welfare of each child is our paramount consideration. Everyone who works in our school-teachers, non teaching staff and volunteers-has clear guidance on the action which is required where the abuse or neglect of a child is suspected. The problem of child abuse will not be ignored in our school. All new staff, teaching and non-teaching, will be subject to appropriate background checks. All staff have been given guidelines concerning their behaviour towards pupils.

Mrs. Carr is the Designated Teacher with responsibility for co-ordinating action on child protection matters within the school and for liaising with Social Services and the Police over cases of actual or suspected abuse. **Mrs. Kelly and Mrs. Vize are her deputies** who will take responsibility for above in her absence.

Should parents have any concerns regarding the safety of a child they should speak directly to Mrs. Carr, Mrs. Kelly or Mrs. Vize or to the Principal. Any disclosure made by a pupil to any member of staff will be reported to Mrs. Carr or her deputies. All staff, both teaching and non teaching, are asked to be alert for signs of neglect or abuse and to report such signs to Mrs. Carr or her deputies.

The Principal and Designated Teacher will be advised by the appropriate Education Authorities and will co-operate with other statutory agencies i.e. Social Services and the Police. If there are concerns that the child may be at risk the school is obliged to make a referral to Social Services. Written records will be maintained at all stages of the referral process and will be made available to the above agencies.

Any information given to a member of staff will be treated sensitively. Where there are concerns about the possibility of abuse the case will be referred to the appropriate authorities. The Board of Governors will be informed of any referral to such Authorities.

Specific Aims

- To ensure we are a ‘Safeguarding School’, and that pupils and staff are clear about the procedures that are in place to ensure child protection.
- To seek to ensure that all pupils are safe and protected whilst in our care and to report to social services any concerns that arise about abuse or neglect, which may be happening whilst they are outside of our care.
- To increase awareness among staff parents and pupils of all aspects in the area of suspected child abuse. As an aid to this, the Policy will include both a definition of child abuse and guidelines for the identification of suspected abuse.
- To set out clear procedures to be followed by all staff i.e. – the role of the ‘Safeguarding team’ (Principal, Designated teacher, the Deputy Designated teacher, and a trained member of the Board of Governors), the role of individual members of staff, the role of the designated teacher, subsequent referral to outside agencies.
- To integrate Personal Safety Programmes into the curriculum.

Context/Rationale

In recent years a number of documents have been produced both legislative and in the form of guidance in order to protect children from abuse. The main aim of **The Children (Northern Ireland) Order 1995** is to promote the welfare of children; it clearly identifies five key principles which are Paramount, Prevention, Protection, Partnership and Parental Responsibility with the welfare of children considered as being of paramount importance.

The guidance produced subsequent to the Order has been aimed at protecting children and young people from abuse in all its forms; emotional, sexual, physical, exploitation and neglect and ensuring that the welfare of children and young children is paramount.

This legislation is supported by a broad range of international and domestic legislation relating to child welfare and protection. These include: The Education and Libraries (Northern Ireland) Order 2003, The Sexual Offences (Northern Ireland) Order 2008, The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007, The Safeguarding Board (Northern Ireland) Act 2011, The Public Services Ombudsman Act (NI) 2016 and The Addressing Bullying in Schools Act (NI) 2016.

In the protection of children, schools share responsibility with parents, the support and investigating agencies and the community in general. In view of this and recommendations made by the **Wallace Inquiry Report (1998)**, the Education Minister for Northern Ireland has requested... “that the curriculum for primary and post primary children should include a programme on personal protection and that the implementation of the programmes should be monitored” In order to support schools responding to his request the Minister has asked that the CCEA provides guidance on how such personal protection programmes can best be integrated into the curriculum.

3 Child Abuse: A definition

“Children may be abused by a parent, a sibling or other relatives, a carer, an acquaintance or a stranger; who may be an adult or young person.

The abuse may be the result of a deliberate act or a failure on the part of a parent or carer to act or to provide proper care, or both. The abuse may take a number of forms.

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm or significant harm. Harm can be caused by:

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect; and
- Exploitation.

As a school we are aware that some of our pupils may have been witness to or victim of domestic violence.

Types of Child 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.

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.

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 the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

Exploitation¹ 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.

¹ Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

Possible Indicators of Abuse

School Staff, especially teachers but also ancillary and auxiliary staff, are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. No list of symptoms can be exhaustive but the following may present themselves.

Physical Abuse

- hand slap or belt marks.
- black eyes or ears.
- gripping bruises.
- burn or bite marks.
- unwillingness to undress in front of others.
- failure at sudden movements.

Emotional Abuse

- sudden speech disorders.
- signs of mutilation.
- signs of solvent abuse. (e.g. mouth sores, smell of glue, drowsiness).
- wetting and/or soiling.
- attention seeking behaviour.
- loss of self-esteem.
- neurotic behaviour (e.g. rocking, hair twisting, thumb sucking).
- reluctance for parental liaison.

Sexual Abuse

- disclosure.
- sexually explicit language or behaviour.
- inappropriately seductive or precocious behaviour.
- low self-esteem, self devaluation, lack of confidence.
- recurring nightmares, fear of the dark
- relationship problems.

(new guidance is now available to assist teachers if children display harmful sexualized behaviour - DENI Circular 2016/05 “Children who Display Harmful Sexualised Behaviour”)

Neglect

- low weight.
- listlessness, tiredness, chronically dirty, cold or hungry.
- underachievement at school.
- lack of supervision at home.
- frequent lateness or non-arrival at school.

Such symptoms may be due to a variety of other medical or social causes and are not, in themselves proof that abuse has occurred. School staff should be aware of the possible implications of such signs particularly if they appear in combination or are regularly repeated.

Child Sexual Exploitation (CSE)

CSE is a 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 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. Possible indicators of this type of abuse include:

- Acquisition of money, clothes, mobile phones without plausible explanation
- Truancy/leaving school without permission
- Persistently going missing
- Change of mood – agitation/stressed
- Appearing distraught/disheveled or under the influence of substances
- Inappropriate sexualized behavior for age
- Physical symptoms e.g. bruising; bite marks
- New peer groups
- Significantly older boyfriend or girlfriend
- Self harm

Identifying CSE

CSE can be very difficult to identify and a young person may not see themselves as a victim. However, it is our statutory responsibility to protect all children and young people from abuse, irrespective of whether or not they view themselves as a victim of abuse. **Staff need to be able to identify vulnerability in the midst of challenging behaviour and frequent resistance to, or even apparent disregard for, professional support.**

4 ONLINE SAFETY

Young people nowadays have an extensive knowledge of technologies. This therefore leaves no doubt over the importance of online safety. Circular 2016/27 will be followed.

- The school has a crucial role in raising awareness of the risks, highlighting the impact of behaviour when engaging with online technologies and educating our pupils about how to act appropriately and stay safe.
- We aim through our Personal and Social Education Programme and in assistance from our local PSNI, Link Centre/SPSS group sessions and West Belfast Project groups to teach pupils how to act responsibly and keep themselves safe in a digital world.
- “An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland” (SBNI, January 2014) pointed to a number associated risks:

- These risks have been defined under four categories:
 - Content risk:** The child or young person is exposed to harmful material
 - Contact risk:** The child or young person participates in adult-initiated online activity and/or is at risk of grooming
 - Conduct risks:** The child or young person is a perpetrator or subject to bullying behaviour in peer-to-peer exchange and/or is at risk of bullying, entrapment and/or blackmail.
 - Commercial risks:** The child or young person is exposed to appropriate commercial advertising, marketing schemes or hidden costs/fraud.

We try to ensure that our pupils have a clear understanding of online safety issues and understand their responsibility in having a positive digital footprint for themselves. Online safety messages are integrated across the curriculum for pupils in all Key Stages. Online safety messages are distributed amongst pupils, staff, and parents/carers. Guidance is included in letters to parents/carers throughout the school year.

- Pupils and staff clearly understand that they should report concerns about online safety immediately following the safeguarding advice they have been given. Incidents should be reported as outlined in the next section of the policy.
- Pupils must follow the mobile phone policy at all times.

CYBERBULLYING

The school takes Cyber bullying, as with any other form of bullying, very seriously. Information about specific strategies or programmes in place to prevent and tackle bullying are set out in the anti-bullying policy. The anonymity that can come with using the internet can sometimes make people feel safe to say and do hurtful things that they otherwise would not do in person. It is made very clear to members of the school community what is expected of them in terms of respecting their peers, members of the public and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will follow the procedures outlined in the anti-bullying policy. The school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident
- provide support and reassurance to the victim
- make it clear to the ‘bully’ that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that pupil who have harmed another, either physically

or emotionally, redress their actions and the school will make sure that they understand what they have done and the impact of their actions.

If a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used. They will be asked to remove any harmful or inappropriate content that has been published, and the service provider may be contacted to do this if they refuse or are unable to remove it. They may have their use of school ICT facilities suspended.

Article 2(2) of the Addressing Bullying in Schools Act (NI) 2016 will expressly permit the school to investigate and tackle cyber-bullying between pupils, even when the incidents take place outside the normal school day.

Repeated bullying may result in a suspension from school.

5 OPERATIONAL ISSUES

5.1 PROCEDURE FOR REPORTING AN INCIDENT OF CHILD ABUSE

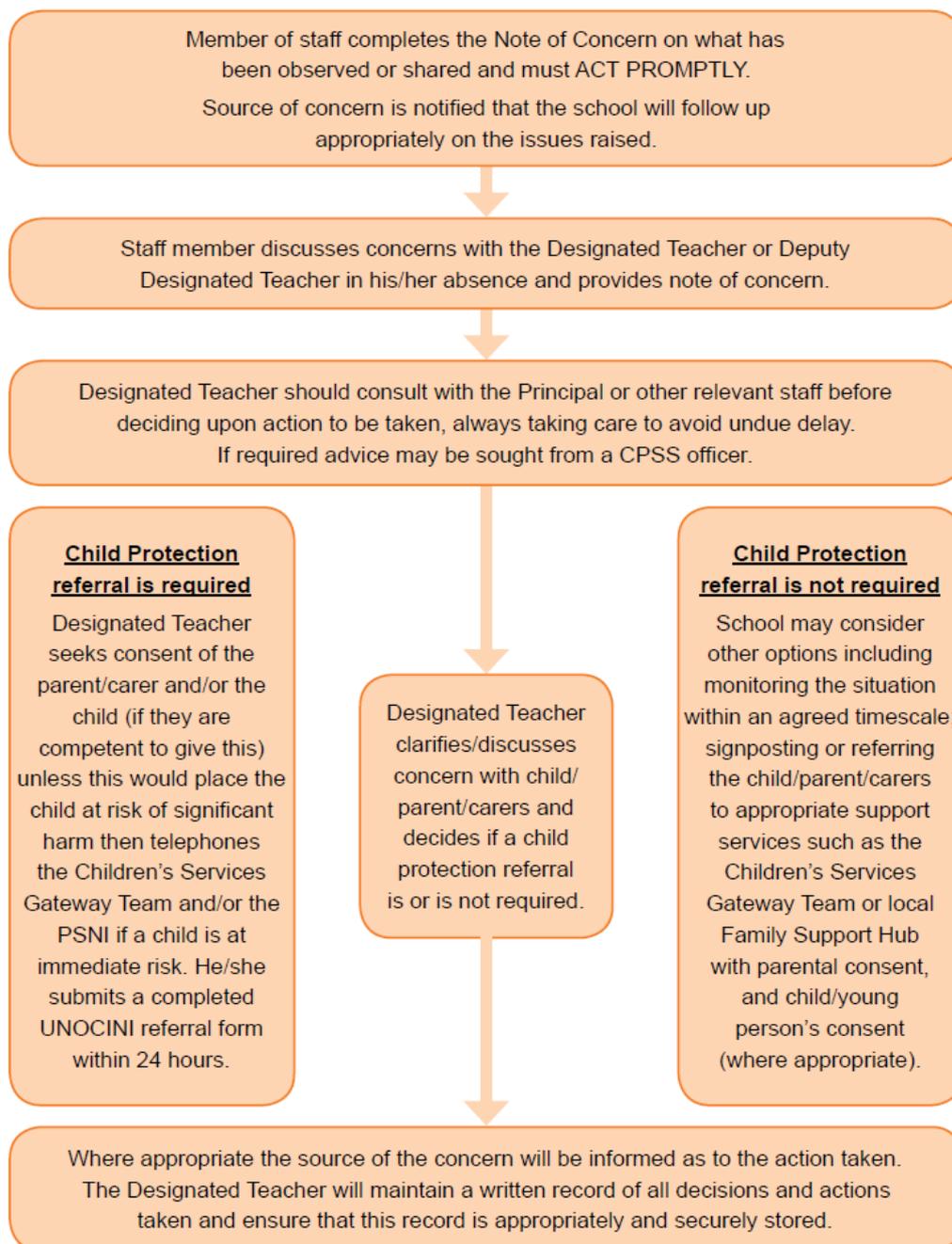
- * Any allegation by a child that she is suffering or has suffered abuse should be treated seriously. When a child volunteers such information, the chief task at this stage is to listen to the child make a note of what was said ('note of concern') to pass on to the Designated teacher, Mrs. Nadine Carr or, in her absence, for the Deputy Designated teachers, Mrs. Siobhan Kelly and Mrs. Caroline Vize.
- * When teachers see signs which cause them concern they should, as a first step, seek clarification from the child with tact and understanding. **It is not the responsibility of staff to carry out investigations into cases of suspected child abuse.**
- * Any comment by the child, or subsequently by a parent or carer or other adult, about how an injury occurred should be written down as soon as possible afterwards, preferably **quoting words actually used**. Records made by a member of staff must be objective, factual and detailed. These records should be given to the Designated teacher to be filed in a safe place. Staff should also be aware that their notes may need to be used in any subsequent court proceedings.
- * Staff should not give the child or young person undertakings of confidentiality, rather the child should be reassured that she has done the right thing in seeking help and that information will be disclosed only to those professionals who need to know so that they might provide her with the help she may need.
- * Where a complaint about possible abuse is made against a member of staff of the school, the procedures in DE Circular 2015/13 should be followed. All complaints about staff must be reported to the Chairperson of the Board of Governors.

Reports giving an update on how the Child Protection Policy and Procedures

are operating within the school are presented to the Board of Governors as an agenda item approximately three times a year.

5.7 Processes for Referral are set out in the Flowcharts below:

Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff^{7,8}



7 It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is reported immediately to the PSNI and Social Services to ensure that emergency protection measures are put in place. This is particularly important if there is a risk of the child at home. Contact details for the PSNI Central Referral Unit and Duty Social Workers can be found in the Contacts Section.

8 DE Circular 2016/20 Child Protection Record Keeping in Schools.

5.3 Procedures for dealing with a complaint against a member of staff in the context of Child Protection.

The need to protect children must be paramount, but the need to protect staff against unfounded but potentially damaging allegations must be considered. DE Circular 2015/13 will be followed.

- * If the complaint is not about the Principal it will be referred directly to her. A 'Lead Individual' will be identified to manage the handling of the allegation from the outset. This will normally be the Principal. If the Principal is the subject of concern the allegation should be reported immediately to the Chair of the Board of Governors, Deputy Chairperson, Designated Governor for Child Protection and the person about to be the 'Lead Individual'

- * Designated teacher will be informed (if she is not the subject of the complaint) and she will record details.

- * Principal will consult with the Designated Officer CCMS to assess the situation.

- * She will also consult the Chairperson/ Vice Chair of the Board of Governors.

- * Principal/ Lead Individual may seek discreet preliminary clarification to establish the facts, seek advice from the key agencies as appropriate, usually through informal discussion.

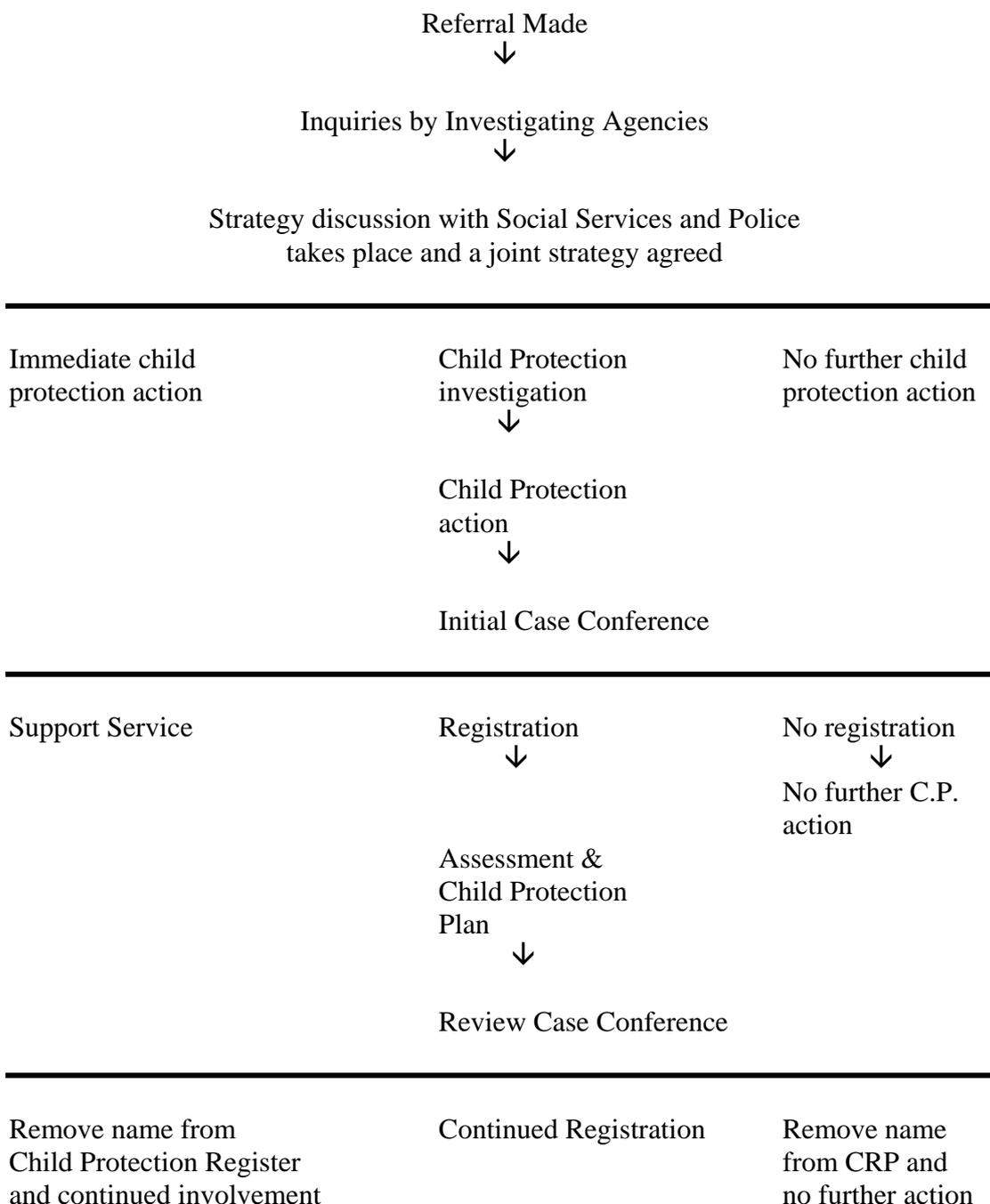
- * Principal, in consultation with the Chairperson of the Board of Governors will decide that
 - (a) Precautionary suspension is not appropriate and the matter is concluded.
 - (b) Allegation addressed through relevant disciplinary procedures
 - (c) Precautionary suspension under Child Protection procedures imposed.
 - (d) Alternatives to precautionary suspension imposed.

The need to protect children must be of paramount of importance but the need to protect staff against unfounded but potentially damaging allegations must be considered. The advice provided in DENI Circular 2015/13 "Dealing with Allegations of Abuse against a member of Staff" will be followed. Every effort to maintain

confidentiality and guard against unwanted publicity must be made. Allegations should not be shared with other staff or children.

5.4 Procedures which may result from a referral

The welfare of the child is paramount and the following interagency procedures are intended to ensure a prompt and co-ordinated response to any referral.



Staff may be called upon to attend the initial Strategy discussion and any subsequent Case Conferences. In more serious cases, staff may be required to assist in the preparation of a Court Report and may be asked to appear in court.

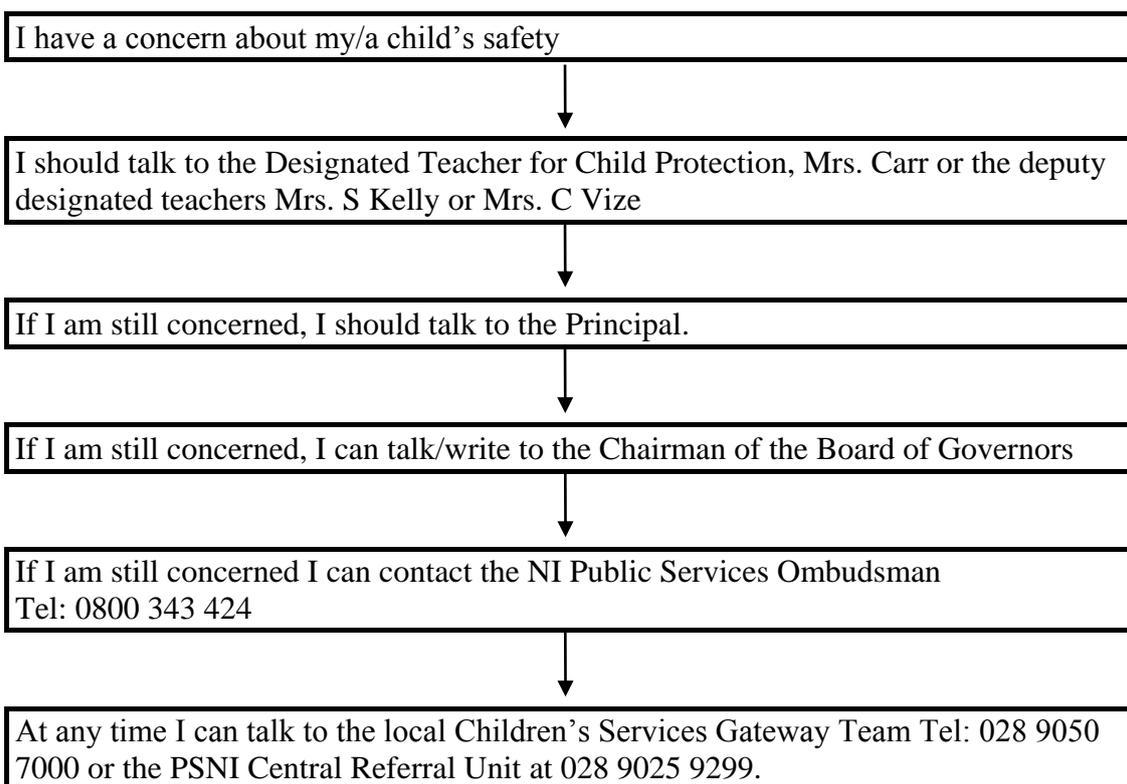
5.5 PARTNERSHIP WITH PARENTS

In St. Genevieve's we have always stressed the importance of teachers working in partnership with parents and would seek to convey to parents how much we value their support and co-operation as part of our Child Protection Policy

We would wish, through our induction procedures and parents' meetings, to emphasize to parents

- (a) our responsibility for the welfare of all the children and young people in our charge.
- (b) that we may be obliged to refer cases to the investigative agencies in the interests of the child
- (c) how they may make a complaint should the occasion arise.

If a parent has a potential child protection concern:



5.6 VETTING OF SCHOOL PERSONNEL

All members of staff are subject to a “vetting procedure”

Where Teaching Staff are concerned the procedure is carried by CCMS/DENI.
Where non-teaching staff are concerned the procedure is carried out by EA.

The Safeguarding Vulnerable Groups (NI) Order 2007 and the Protection of Freedoms Act 2012 provide the legislative framework for the vetting and barring scheme for people who work with children and vulnerable adults.

The following circulars will be adhered to:

DE Circular 2013/01 ‘Disclosure and Barring Arrangements: Vetting Requirements for Paid Staff working in or Providing a Service in Schools’, DE Circular 2012/19 @ Disclosure and Barring Arrangements: Changes to Pre-Employment Checks for Volunteers Working in Schools from 10 September 2012.

The following groups will have an Enhanced Disclosure Certificate (EDC) from AccessNI before taking up post:

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

Volunteers will now be vetted in two categories: unsupervised volunteers and supervised volunteers. **Unsupervised volunteers** are required to have an EDC. **Supervised volunteers** may also have a disclosure check but this will always include a criminal background check, but not include a barred list check. All volunteers are subject to the school’s full Child Protection Policy.

(Circular 2012/19)

Visitors to the school will be:

- Met/directed by school staff
- Signed in and out of the school by school staff
- If appropriate, be given restricted access to only specific areas of the school
- Where possible escorted by a member of staff
- Clearly identified with a visitor pass
- Access to pupils restricted to the purpose of their visit.

5.7 CODE OF CONDUCT FOR ALL STAFF

The duty to safeguard and promote the welfare of the children in our care rests with all members of staff, teaching and non-teaching.

Implicit in this is the assumption that the conduct of school staff towards all pupils must be beyond reproach; decorum in both professional dress and manner should be observed at all times. The following advice is designed to reduce the risk of allegations being made against any member of staff. All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.

- All staff and volunteers who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times.
- Ensure that your relationships with pupils are appropriate to the age and gender of the pupils, taking care that your conduct does not give rise to comment or speculation; professional boundaries should be maintained at all times. Should a child touch you or talk to you in a sexually inappropriate way record what happened and tell the designated teacher.
- Do give firm guidelines on sexually inappropriate behaviour to the child. Explain that the behaviour is unacceptable and could get the child into difficulty but do not make the child feel guilty. The behaviour may be an imitation of the abuse the child has suffered and is not the child's fault.
- Be aware of the dangers which may arise from private interviews with pupils. These should always be conducted in a room with visual access or with the door open or in a room or area which is likely to be frequented by other people. Teachers should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others.
- Teachers should not normally need to be alone with a pupil. One to one situations with pupils should be agreed with senior management and/or parents/carers. If the need for one-to-one teaching or counselling arises the door of the classroom should be open at all times.
- All staff should not demonstrate behaviours that may be perceived as emotional abuse or construed as verbal bullying i.e. sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students, or making severe or persistent negative comment particularly when directed consistently at a single pupil or a small group of pupils. The use of humour should be sensitive and controlled. All staff should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.
- Be aware that should you have to physically restrain a child for any reason your actions could be misinterpreted as assault. In such circumstances no

more than minimum force necessary should be used in line with our school 'Use of Reasonable Force' guidance. Should you feel that your actions have been misconstrued, a written report of the incident should be submitted immediately to the Principal.

- Be particularly vigilant when in a residential setting where the atmosphere may be more informal. Never, under any circumstances, take a child/children to your room.
- At no time should a pupil (who is not a relative of the teachers') be invited to a teacher's home socially.
- All staff are advised to 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 is available should you wish to do so.
- Relationships with students must be professional at all times, sexual relationships with students are not permitted and may lead to an abuse of trust and criminal conviction.
- Teachers should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. If a pupil seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise his/her professional judgment in making a response. Teachers should be aware that some social contacts, especially where these are not common knowledge can be misconstrued as being in part a grooming process.
- Communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology. 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. Staff 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.
- Adults should not share any personal information with a pupil. If a teacher is contacting a pupil via email they should only be in relation to school issues and teachers should always use the C2k email address and never a personal email address. Teachers are advised never to use their personal mobile when contacting pupils or parents, unless the need to do so is agreed with senior management and parents/carers.

- Staff are advised not to recommend to a pupil or to her parents any activity outside the school at which the teacher will not be present. Such proposals must always be discussed with Senior Management.
- Many areas of the curriculum can include or raise subject matter which is of a sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified. Responding to pupils' questions will require all staff to display careful judgment. Staff may wish to take guidance from senior management.
- 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). Never keep suspicions of abuse or inappropriate behaviour by a colleague or other individual to yourself. It is essential that this is reported to the designated teacher/Principal. Staff have a duty to pass information on without delay.
- The school's DT is Mrs Nadine Carr and the DDTs are Mrs Siobhan Kelly and Mrs Caroline Vize
- Should an allegation be made to you against a member of staff record the details and report the matter immediately to the designated teacher/Principal. The allegation should not be brought to the attention of the member of staff by you.
- There are supervision arrangements throughout the entire school day. The pupils under your supervision and care should never be out of your sight. Staff need to be punctual for class/duties and must ensure that pupils are not released from class before the bell.
For example: Teachers on Corridor Duty need to be in place at 8.45am.
Teachers with registration groups need to be in the classroom at 8.45 am and 3.05 pm (2.05pm on Tuesday)
Teachers on Break/Lunch Duty need to be in place as these begin.
- Members of staff may have access to confidential information about pupils in order to undertake their every day responsibilities. Confidential information about a pupil should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.
- Gifts should be given to pupils in line with our School Awards. On occasion teachers may wish to reward a group of pupils or an individual pupil, these pupils should be awarded for example to support positive behaviour or to recognise a particular achievement. In such circumstances this should be

recorded and discussed and approved by SMT. Teachers may wish to acknowledge specific occasions and may consider it appropriate to give a pupil a small personal gift of insignificant value. This should be agreed in advance with the Principal, SMT and the parent or carer and the action recorded. Any gifts should be given openly. Teachers need to be aware that the giving of gifts can be misinterpreted by others to be a 'bribe' or 'grooming'

- All work with pupils and parents should, wherever possible, be undertaken in school. There are however occasions, in response to a specific situation where it is necessary to make a home visit. These visits should not be made alone and you should always be accompanied by a member of the senior management.
- It is not advisable for teachers to transport pupils in their private vehicles. If this need does arise e.g. out of school activity, teachers should be confident that their car is roadworthy and appropriately insured in order for such an activity to take place. Parents/carers and the Principal should be in full agreement with these arrangements prior to transportation. There are occasions when teachers (with specific duties) are asked to transport pupils as part of their duties; in these situations teachers should again ensure that their car is roadworthy and appropriately insured. Such circumstances must always be recorded and be agreed with senior management and parents/carers. It is inappropriate for teachers to offer lifts to pupils outside normal working duties, unless this has been brought to the attention of senior management and has been agreed with parents/carers.
- Pupils should only be allowed to leave the school unaccompanied upon receipt of a written request from a parent. In all other circumstances they will only be permitted to leave in the company of a parent or an adult designated by the parent. All adults collecting pupils from school during the school day must report to reception who will make contact with the Referral Room personnel.
- It is not appropriate for teachers to take photographs of pupils for their personal use.
- It is not appropriate for teachers to use electric cigarettes while in school. It is against the law for teachers to smoke in the school building.
- All staff must dress in a manner that is appropriate to a professional role and promoting a professional image. Staff should at all times be dressed appropriately for the planned activities of the day.

All staff should be familiar with the full Pastoral Care Policy, a copy of which has been distributed to all teachers.

Issues relating to this Policy will be addressed as part of the annual Staff Development Programme.

6 ANTI-BULLYING POLICY

Bullying is defined in general terms as the willful, conscious desire to hurt, threaten or frighten someone.

In terms of day to day school life, such behaviour undermines the ethos of St Genevieve's, a Catholic school concerned with the dignity and worth of the individual. It also hinders our aims to help each pupil develop intellectually, morally, emotionally and spiritually.

Obviously, bullying in the forms of name-calling, teasing, rude gestures, malicious gossip, stealing and damaging property, isolation, intimidation, racial and sexual harassment and physical attack are contrary to the aspirations of teachers, pupils and parents.

The school's Pastoral Care Policy emphasises the importance of positive discipline and a well-structured Pastoral Care Policy which fosters a close, caring pupil/teacher relationship and pupil support systems. Bullying is addressed through a cross-curriculum approach and the Personal education programme and clearly defined codes of conduct (Our Rules) endeavour to motivate the pupil to positive involvement in academic and non-academic areas.

Teachers are constantly watchful, observing pupils' behaviour and general progress, mindful of concerns which parents, ancillary staff or others may have expressed.

In the unfortunate event of bullying in school, definite procedures will be followed, involving pupils, parents and support agencies as necessary.

In an attempt to prevent reoccurrence, the careful monitoring of such incidents will facilitate the review of policy and strategy.

We aim to:

- Create an atmosphere in which good relationships are fostered and in which all members of the school community, including all staff, pupils and parents are committed to combating and eradicating bullying.
- Ensure understanding of what constitutes bullying
- Make all pupils aware that bullying is never acceptable and that they should report any incident involving themselves or others immediately to a member of the Pastoral Team or to any member of staff whom they wish to approach.
- Ensure an appropriate, structured and consistent response to all reported incidents.

6.1 FORMS OF BULLYING

- Physical violence i.e. hitting, punching or spitting at another pupil.

- Interfering with, damaging or stealing another pupil's property.
- Using offensive language to when addressing another pupil.
- Teasing or spreading malicious rumors about another pupil or her family.
- Isolating or excluding another pupil.
- Writing offensive notes or graffiti about another pupil
- Inappropriate use of online technologies

CYBERBULLYING

The school takes Cyber bullying, as with any other form of bullying, very seriously. Information about specific strategies or programmes in place to prevent and tackle bullying are set out in the anti-bullying policy. The anonymity that can come with using the internet can sometimes make people feel safe to say and do hurtful things that they otherwise would not do in person. It is made very clear to members of the school community what is expected of them in terms of respecting their peers, members of the public and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will follow the procedures outlined in the anti-bullying policy. The school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that pupil who have harmed another, either physically or emotionally, redress their actions and the school will make sure that they understand what they have done and the impact of their actions.
- Advise parents/carers to contact PSNI as appropriate.

If a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used. They will be asked to remove any harmful or inappropriate content that has been published.

Repeated bullying in school may result in a suspension from school.

Preventative Measures

In line with the ethos of St Genevieve's we will continue to develop our Pastoral Care Programme and to implement strategies which, whilst striving for the highest standards of behaviour and respect for self and others, will promote fairness, tolerance and compassion. Our positive Behaviour Management Policy will aim to foster a warm, caring pupil/teacher relationship and effective pupil support systems. In line with our restorative ethos the pastoral team encourage pupils to develop, maintain and repair positive relationships helping young people to learn and develop the skills to make good choices now and throughout their lives. Enabling them to acknowledge when they have harmed someone and how they can put this right.

Responsibilities of Staff

- To encourage pupils to respect themselves and others
- To demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- To regularly discuss the issue within the Pastoral Care Programme, including raising awareness of the need for online safety and highlighting the impact of behaviour when engaging with online technologies.
- To address the issue through a cross-curricular approach so that every pupil is aware of the damage bullying can cause both to the bully and the pupil who is bullied and is aware of the importance of reporting it when it occurs.
- To be alert to any signs of distress or other possible indications of bullying.
- To listen sympathetically to children who have been bullied, take seriously what they have to say and act immediately to support and protect them by reporting details to the relevant member of the Pastoral Team or the Designated Teacher for Child Protection.
- Online safety issues- teachers will actively promote online safety messages to the pupils on how to stay safe; how to protect themselves online; and how to take responsibility for their own and others' safety. In the case of Internet abuse or where a pupil is at risk our child protection procedures will be implemented. The school will seek the assistance of PSNI where appropriate.

Responsibilities of pupils

- To refrain from being involved in any form of bullying.
- To intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- To speak out if they are being bullied.
- To report to a member of staff any witnessed or suspected instances of bullying.
- Online safety issues- pupils should protect themselves online; and take responsibility for their own and others' safety. In the case of Internet abuse or where a pupil is at risk our child protection procedures will be implemented and guidance may be sought from the PSNI.

Responsibilities of parents

We ask our parents to support their children and the school by:

- Being alert to signs of distress or unusual behaviour in their daughters which might be evidence of Bullying.
- Advising their children to avoid retaliation and to report any Bullying to their Form Teacher/Tutor/Head of Year or any member of staff whom they feel comfortable to approach.
- Informing the school immediately of any concerns and supporting us in the resolution of bullying incidents whether they are the parents of the alleged bully or the victim.

- Online safety issues- parents should protect their children when online; and take responsibility for their daughter's safety. In the case of Internet abuse or where a pupil is at risk, parents should inform the school and where appropriate seek guidance from the PSNI.

Strategies employed to combat Bullying

- Awareness-raising: The issue including the values of self-respect, respect and care for others underpins much of the content of both Head of Year and Class Assemblies.
- School Council: Pupils have an opportunity to air their views/concerns. These are given appropriate consideration by the Senior Management Team and feed-back provided.
- Buddy Prefect: Sixth form pupils are trained by Childline Personnel and act as Mentors to younger pupils within the school.
- School-based and commercially produced posters are displayed throughout the school both in corridors and classrooms.
- Effective staff supervision is provided during break/lunch and on corridors between classes.
- Pupils are fully aware of a clearly defined code of conduct and are regularly reminded of these
- "Bullying Seminars" are organized in Year 8 (West Belfast Project, EA)
- Regular assemblies and SE class discussion to raise awareness of the need for online safety and highlighting the impact of behaviour when engaging with online technologies including how to take responsibility for their own and others' safety (supported by the PSNI).

**ANTI-BULLYING EDUCATION THROUGHOUT THE SCHOOL –
THE PREVENTATIVE CURRICULUM**

Yr 8 - 14	Personal Education	<ul style="list-style-type: none"> -Transition from Primary to Secondary School – Induction Programme by Head of Year - Recognition of personal worth. - Socially acceptable habits and behaviour. - Self respect/respect for others. - “Our rules” - “Rights and Responsibilities” - outline of structured. Rules can be found in pupil ‘Homework Diaries’ - ‘Safety & Managing Risk’ To understand and manage the balance between risk and safety in relation to physical and emotional well-being Different forms of abuse (Year 10 Insync Programme) - ‘Safety & Managing Risk’ To understand and manage the balance between risk and safety in relation to physical and emotional well-being. Sub-theme 1Examining why we have rules. (Year 8 10 Insync Programme) - To explore and understand the process of developing and maintaining appropriate, healthy relationships. ‘Do You Hear Me?’ Building on the work covered in Year 8 on Friendship, brainstorm what makes a good friend (Year 9 Insync)
Yr 8 - 14	Pastoral Care System	<ul style="list-style-type: none"> (i) Offers guidance and counselling. (ii) Facilitates support from parents/ outside agencies.
Yr 8	English	<p>Discussion / written work / drama initiated by</p> <ul style="list-style-type: none"> (i) Poetry (ii) Set Text
Yr 8 & 10	Art & Design	Topic included appropriately in Schemes of Work.
Yr 10	Religion	“The New Christian Way, Series 3” A Time to Live, in conjunction with video.
Yr 8	Personal Education	<p>Bullying seminars completed by all Year 8 form classes – “Awareness of Bullying Programme” – EA, West Belfast Project</p> <p>“The Preventative Curriculum” – See Relationships and Sexuality Policy for details – covering Domestic and Sexual Violence and Abuse – explaining why it is important that those at risk are identified and interventions are put in place. Pupils are also made aware and provide with information on Domestic and Sexual Violence and Abuse so that skills can be built around healthy behaviours and relationships.</p>
Yr 8 - 12	Form Teacher/ Tutor Support	Bullying information posters displayed in Form Rooms. Personnel from PSNI and Religious address pupils at Year group Assemblies.

Lunch-time supervisors are advised of the necessity to be alert to signs of bullying and report suspicions.

Structured procedures deal with bullying.

6.2 PROCEDURES FOR DEALING WITH A COMPLAINT OF A SERIOUS NATURE INCLUDING BULLYING IN SCHOOL

A serious incident could be e.g. bullying, a fight (either physical or verbal), or any incident that may give rise to suspension or possible exclusion from school. Written statements will be taken on these occasions. Heads of Year should clarify with the Assistant Vice Principal (Pastoral), The Pupil Welfare Officer or another member of the SLT if unsure about the necessity for a pupil written statement.

- 1 (a) In such incidences the alleged victim or complainant will be interviewed by The Head of Year and may be asked to give a written account of the incident(s).
- (b) The alleged bully or participant(s) will be interviewed by the Head of Year and may be asked to give a written account of the incident(s).
- (c) Those who witnessed the incident(s) will be interviewed and may be asked to give written accounts.

- 2 (a) The parents of the alleged victim or complainant and alleged bully or participant(s) will be informed of the incident(s) and of investigations being made at school.
- (b) The parents will be given an opportunity to make an appointment to discuss the situation with the Head of Year.

- 3 (a) The Head of Year will seek reports from the Form teachers and Subject teachers on the progress/behaviour of those involved in the serious incident.
- (b) The Head of Year may seek further discussion with the Form teacher(s) and Assistant Vice-Principal (Pastoral).

- 4 (a) The victim or complainant will be interviewed to discuss the outcome of investigations about how this problem may be resolved.
- (b) The bully or participant(s) who are at fault will be interviewed to discuss the outcome of investigations / how this problem may be resolved / sanctions to be imposed /further sanctions, should there be a re-occurrence.
- (c) All parties will be reminded of the school policy on expected good behaviour.

- 5 (a) Parents of those involved will be informed of the outcome of investigations, immediate sanctions imposed, and further sanctions should there be a re-occurrence.
- (b) If necessary, parents may be advised of support agencies available.
- (c) The pupil(s) involved will be told to stop this behaviour, in the presence of her/their parents.

- 6 The Form Teacher, Subject Teacher, Lunch-time Supervisors will be asked to discreetly monitor the situation.
- 7 The Principal is informed by the Assistant Vice Principal (Pastoral) of all bullying/ serious incidents who will take further action as appropriate.

7 GENERAL CHILD PROTECTION CONCERNS

7.1 PUPILS LEAVING SCHOOL DURING THE SCHOOL DAY

Pupils leaving school during the school day unaccompanied

Pupils will only be allowed to leave unaccompanied upon receipt of a written request from a parent. In all other instances they will only be permitted to leave in the company of a parent or an adult designated by the parent.

All adults collecting pupils for school during the school day must report to school Receptionist who will liaise with Referral Room Personnel.

Referral Room Personnel - pupils who report ill or have an accident at school

If a pupil is unwell or has an accident they should tell their teacher and then report to the Referral room.

- 1 Ring parent and ask that they be collected **Do not arrange a taxi** on behalf of parents.
- 2 If parents are sending a taxi ask that they
 - (a) advise the taxi driver that he must come into the school to collect the pupil
 - (b) he must be able to give some personal detail about the pupil eg. Date of Birth.

Pupils must never be allowed to wait at reception. They must be supervised in the Referral Room until collected.

Only Referral Room Personnel/Members of the Pastoral Team may make arrangements for pupils to be collected.

7.2 PARTICIPATION IN ACTIVITIES NOT ORGANISED BY THE SCHOOL

Parental permission is sought on all occasions when pupils are participating in school run activities. On occasion parents may decide to involve their children in activities that are beyond the control of the school. On these occasions parents are made aware of the school's position in the activity.

The following is an example of how parents may be informed of such an activity.

Dear Parents

I am pleased that your daughter is participating in the following activity:

While I am happy to facilitate arrangements for your daughter's participation, please note that the school is not responsible for any aspect of the organisation of this event; it therefore is not embraced by our Child Protection Policy.

You may wish to satisfy yourself that the arrangements being made by the organisers are in accordance with your expectations. This responsibility rests with:

NAME
ADDRESS
PHONE

and you are invited to contact that organising body directly. You should also be aware that it will be your responsibility to make arrangements for your daughter to be brought to the venue at _____ and to be collected at _____.

Please complete and return the Reply Slip below.

Yours sincerely

M SMITH (MRS)
PRINCIPAL

I understand that responsibility for _____ rests with an organising body external to the school.

I wish/do not wish my daughter to participate.

_____ Parent/Guardian _____ Date

7.3 PARTICIPATION IN ACTIVITIES ORGANISED BY THE SCHOOL

When school trips/ outings are undertaken for pupils the Pastoral Care policy will be followed at all times. Teachers planning and executing trips should follow guidance outlined specifically in the ‘**School Trips Risk Assessment Policy April 2013**’ and follow EA guidance fully.

All trips must be planned and approved in consultation with the Vice Principal. Trip leaders should ensure that pupil medical information/ child protection / safeguarding and SEN information including emotional concerns have been considered before undertaking a trip.

SUMMARY OF PROCEDURES FOR REPORTING SUSPECTED CHILD ABUSE

It is consistent with the aims and objectives of a Catholic school that all teachers have a duty to help protect children from abuse or the risk of abuse. Teachers take the role of a concerned parent, and behave accordingly.

- 1 When teachers see -
 - a) physical signs
 - b) signs in incidents
 - c) signs in behaviourwhich cause them concern they may have the opportunity to talk to the child with tact and sympathy.

A pupil may disclose abuse

no investigation or examination should be carried out by the teacher.

- 2 The teacher concerned should make his/her concerns known to the designated teacher Mrs. Carr, or, in her absence, Mrs. S Kelly or Mrs. C Vize, the Deputy Designated teachers.

If information is received from an outside source those providing the information are advised by the designated teacher that they should contact the Social Services Duty Officer.

- 3 The designated teacher will inform the Principal
- 4 The designated teacher will complete
 - a) Report for Council for Catholic Maintained Schools
 - b) Report for EA. Referral to EHSST
i.e. CCMS, EHSST, EA will be informed.
- 5 Suspected child abuse involving a member of staff should be referred directly to the Principal who will refer the matter to

- a) the Diocesan Administrator CCMS or
 - b) the designated Board Officer or
 - c) The Chairman of the Board of Governors and Social Services.
- 6 Suspected child abuse involving the Principal should be reported to
- a) the Diocesan Administrator CCMS or
 - b) the designated EA Officer or
 - c) The Chairman of the Board of Governors who will inform Social Services.
- 7 Social Services have a statutory duty to investigate any case where they receive information suggesting that a child may be in need of care, protection or control unless satisfied that such enquiries are unnecessary.
- 8 CCMS and EA concur that, making a report of suspected child abuse in good faith, a teacher will not be held responsible either legally or financially.

Informing Parents of Procedures

Principal will outline these annually by letter.

Informing Pupils of Procedures

- 1 Form Teachers/Tutors will address the matter with pupils making them aware of whom they may approach if they have concerns.
- 2 Designated teacher will address all pupils at Assembly.

8 USE OF REASONABLE FORCE

POLICY STATEMENT

In accordance with the school's pastoral responsibility towards the pupils in our charge, we undertake to take all reasonable steps to ensure that the welfare of all pupils is safe-guarded and that their safety is preserved. With regard to the Use of Reasonable Force, Article 4 of the Education (NI) Order 1998 states that a member of staff may use such force as is reasonable in the circumstances to prevent a pupil from:

- (a) Developing or being in imminent risk of injury.
- (b) Causing personal injury to, or damage to the property of, any person (including the pupil himself / herself)
- (c) Engaging in any behaviour prejudicial to the maintenance of good order and discipline in school or among any of its pupils, whether in class or otherwise

These categories are known as the 'boundaries for safe handling'. *A member of staff will only use reasonable force in an emergency situation, as a last resort when all other behaviour management strategies have been exhausted.*

SPECIFIC AIMS

- To create a learning environment in which all members of the school community feel safe.
- To protect all members of that community from harm.
- To protect pupils against any form of physical intervention this is unnecessary, inappropriate, excessive or harmful.
- To provide guidance to all members of staff, teaching and non-teaching, on circumstances where reasonable force might be used to restrain a pupil(s) and on how that force might be applied.

DEFINITION OF REASONABLE FORCE

There is no precise legal definition of 'reasonable force' "... *the working definition of 'reasonable force' is the minimum force necessary (for the shortest period of time) to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.*" (Regional Policy Framework on the use of Reasonable Force/Safe Handling May 2004 p.4)

The following relevant considerations should be borne in mind:

- The **use of force** can **only** be regarded as reasonable if the circumstances warrant it. Therefore, physical force could not be justified to prevent a pupil from committing a trivial misdemeanor or in a situation which could be resolved without force.
- The **degree of force** employed must be in proportion to the circumstances and seriousness of the behaviour or the consequences it is intended to prevent. Any force used should be **the minimum** needed to achieve the desired result

- The use of force and the degree that might reasonably be employed might depend on the age, level of understanding and sex of the pupil and / or any physical disability he/she might have.
- “Reasonable Adjustment” will always be made for pupils with special needs as Advised in the Special Educational Needs and Disability (Northern Ireland) Order 2005.

THE APPLICATION OF REASONABLE FORCE

The application of reasonable force to restrain or control a pupil will be used only as a last resort when the pupil, other pupils, members of staff or property are at risk and / or the pupil is seriously compromising good order and discipline.

N.B. Article 4 does not prevent any person from exercising his / her right under common law to defend themselves against an attack provided that he / she does not use a disproportionate degree of force to do so.

WHERE CAN REASONABLE FORCE BE USED?

The right of a member of staff to ‘use such force as is reasonable’ to restrain or control a pupil will apply:

- Where the member of staff is on the school premises.
- Elsewhere at a time when he / she has lawful control or charge of the pupil concerned.
- To any other member of staff who, with the authority of the principal, has lawful control or charge of pupils.

PRACTICAL GUIDELINES

- Before intervening physically, a member of staff should attempt to use other behaviour strategies.
A calm and measured approach is essential at all times.
- A member of staff may be advised not to intervene in an incident without help (unless it is an emergency situation) when dealing, for example, with an older pupil, a physically large pupil, more than one pupil or if he / she believes he / she may be at risk of injury. In such a situation, the member of staff should remove other pupils who may be at risk and request assistance from colleagues or, where necessary, the police. Whilst awaiting support the member of staff should continue to attempt to diffuse the situation orally.

FORMS OF REASONABLE FORCE

Physical intervention may involve:

- physically interposing between pupils
- separating
- blocking a pupil’s path
- holding
- breakaway (to physically protect yourself)
- leading by the arm

- placing a hand in the centre of a pupil's back.
- Shepherding by placing hands on the backs of elbows ('Caring Cs')
- More restrictive holds (extreme circumstances)

It follows then, that a pupil could be injured during an intervention by a member of staff.

EXCEPTIONAL CIRCUMSTANCES

In **exceptional circumstances**, where there is a risk of immediate injury, a member of staff may need to take **any necessary action** which is consistent with the concept of 'reasonable force'. However, no member of staff should ever act in a way that might reasonably be expected to cause injury, for example, by:

- holding a pupil by the neck or collar or in any way which might restrict breathing,
- slapping, punching, kicking or using any implement on a pupil
- throwing an object at a pupil
- twisting or forcing limbs against a joint
- tripping a pupil
- holding or pulling a pupil by the hair or ear
- holding a pupil face down on the ground
- touching or holding a pupil in any way which might be considered indecent

LEGAL CONSIDERATIONS

- Where force is applied it should be done in a manner that attempts to REDUCE rather than PREVOKE
- The number of staff involved should be the minimum necessary to intervene physically, whilst minimising injury. Staff should however never act alone.
- Staff should use a calm tone of voice, but are advised to say as little as possible and always to act in a calm manner.
- What constitutes "reasonable" will always be a matter of personal and professional judgment that will need to be justified, reported, recorded and evaluated.

Therefore if a pupil has been 'handled' rather than 'guided using caring Cs, a report of the incident needs to be prepared.

This will include:

- Who was involved?
- Where did it happen?
- When?
- Defusing strategies that were used.
- Positive handling used.
- Was the pupil warned?
- How long were the techniques used for?
- Had staff involved been authorised?

FUTURE ARRANGEMENTS

Pupils who require to be handled will in future have a risk assessment carried out and a risk management plan put in place which will include a positive handling plan.

DEBRIEFING

Following a restraint there will be a debriefing with the staff involved and later, at an appropriate time, with the pupil.

Monitoring of the 'Reasonable Force and Safe Handling' Policy in school is the responsibility of Mrs. N. Carr (Assistant Vice Principal – Pastoral)

9 USE OF PUPIL IMAGES IN SCHOOL / VOICE

RECORDINGS / PUPIL PUBLICITY

(Refer to E Safety and ICT Policies also)

St Genevieve's High School welcomes positive publicity.

The aim of the school's policy is to minimize the risks in relation to the use of publicity in school publicity materials, on its website and in newspapers. To this end all parents have access to this policy on our website and parental consent will be secured for the use of publicity.

Parental consent will be sought during the Year 8/Year 13 admission procedure. Please note it is the responsibility of the parent(s)/guardian(s) to inform the school if this permission is not granted for the entire duration of the child's attendance at St Genevieve's.

In order to celebrate pupil success and as part of school life pupil images may be used. Pupils may be involved in examination success, sporting success or may be participating in school publicity e.g. for inclusion in School Prospectus, for use on Prize Day or on school web-site etc.

As part of our induction procedures with pupils, parental permission is sought on the use of images (photographic/ video images) and voice recordings.

At all times we assure parents that their use will comply with Child Protection legislation.

Data Protection Act

Photographs and video images of pupils are classed as personal data under the terms of the Data Protection Act 1998. Therefore using such images for publicity purposes will require the consent of either the individual concerned or, in the case of pupils, their legal guardians. This means that without consent, images of pupils or staff on websites, in publications or in a public place, may not be displayed. The definition of a public place includes areas where visitors to the school have access.

Implementation

The implementation of the policy is the responsibility of the whole staff.

Pupil images in School Publicity Material

- No image of a child who is subject to a court order will be used.
- No image of a child where parental consent is refused will be used.
- Only images of children suitably dressed will be used.
- Images will be stored securely and used only by those authorised to do so.

All visitors are required to turn off camera phones on entering the school.

If a commercial photographer is used:

- (a) A clear brief on appropriate content and behaviour will be provided
- (b) Identification will be worn at all times
- (d) There will be no unsupervised access to children or one-to-one sessions
- (e) No photo sessions will be allowed outside the event

Websites, Facebook, Twitter (School Accounts)

To celebrate our achievements we will post publicity on our school website (www.stgenevieves.org.uk)

- No image of a child who is subject to a court order will be used.
- No image of a child where parental consent is refused will be used.

Internal School Publications

To celebrate our achievements internal school magazines will use publicity of pupils and their names.

- No image of a child who is subject to a court order will be used.
- No image of a child where parental consent is refused will be used.

Newspapers

For all publicity names will only be supplied if prior permission has been obtained on the parental consent form during the admission procedure.

- No image of a child who is subject to a court order will be used.

- No image of a child where parental consent is refused will be used.

(Please note that some newspapers will refuse to publish publicity without a name and as such children may need to be omitted in such cases (if permission is not given)).

Filming Events

- No image of a child who is subject to a court order will be used.
- No image of a child where parental consent is refused will be used.

CCTV Cameras are in operation in the school and a separate policy controls the usage, publication and storage of these images

School Archive

The school now maintains an archive of publicity on the school network. This publicity is not for general circulation but may form part of future displays or exhibitions. These may be viewed by parents and copies may be requested at a nominal charge.

Examinations

The school may need to use images or recording of pupils for Key Stage 3, GCSE or A-Level examination/coursework.

- No image of a child who is subject to a court order will be used.
- No image of a child where parental consent is refused will be used.

Medical conditions

Pupils with medical conditions that could cause a health and safety risk within the school environment will be identified by photographs that will be displayed in the staff room, the medical room and other appropriate areas within the school.

10 USE OF INTERNET AND EMAIL

Rules for Responsible Internet Use

The school computer system provides Internet access to students and staff. This set of rules will help protect students, staff and the school by clearly stating what is acceptable and what is not.

1. Pupils should not use the Internet without the permission of a teacher and only through their own authorised account and password, which must not be given to any other person.
2. Our Internet service is ‘filtered’ to remove illegal or controversial web sites but not all such sites are filtered. Just because a site is not filtered, you should not assume that you are allowed to visit it. School computer and Internet use must be appropriate to the student’s education or to staff professional activity. Copyright and intellectual property rights must be respected.
3. Each user is responsible for whatever web sites are visited while he/she is logged on. All Internet usage is logged.
4. Users are responsible for e-mails they send and for contacts made. Sending abusive messages (“flaming”) is banned. Sending insulting or obscene messages could be considered bullying. Anonymous messages and chain letters must not be sent.
5. You must not download programs (EXE files) because installing unauthorised software on the school network could damage the network.
6. Pupils at St Genevieve’s are not allowed to buy anything on the Internet. Use for personal financial gain, gambling, political purposes or advertising is forbidden.
7. **Pupils are NOT PERMITTED to enter chat rooms of any description. Doing so will be regarded as a serious breach of school rules.**
8. **‘Grooming’ of pupils is a serious concern.** Don’t reveal your real identity to a stranger. Don’t assume that people are who they claim to be. Speak to a teacher if you are concerned about anyone or anything.

Irresponsible use will result in the loss of network access. Additional action may be taken in line with existing school policy

Parent and Pupil Agreement

I have read and understood the school rules for responsible Internet use and give permission for my daughter to access the Internet. I understand that the school will take all reasonable precautions to ensure pupils cannot access inappropriate materials. I understand that the school cannot be held responsible for the nature or content of materials accessed through the Internet particularly where pupils willfully try to breach school policy. I agree that the school is not liable for any damages arising from the use of Internet facilities.

Parent’s Signature: _____ Date: _____

Pupil’s Signature: _____ Form Class: _____ Date: ____

(See ICT Policy and E Safety Policy also)

Glossary of Terms

Child: This is defined in “Co-operating to protect children” Children (Northern Ireland) Order 1995 Vol. 6 as “any young person under the age of eighteen”.

Abuse: This may be held to have occurred where a child is suffering or likely to suffer “significant harm”.

Significant Harm: Under Art. 66 of The Children (NI) Order 1995 “harm” is defined as “the ill-treatment or the impairment of health or development”. Whether it is “significant” is determined by “the health and development of the child in question compared to that which could reasonably be expected of a similar child”.

Referral: Where abuse is suspected the Principal will decide that the following are notified immediately

- *The Social Services
- The Designated Officer of the Education Authority – Belfast Region
- The Designated Officer at CCMS
- The PSNI Care Unit

Statutory Agencies: CCMS, Education and Library Board, Social Services and the PSNI (PPU – CAIU).

Child Protection Conferences: Following a referral of suspected or alleged abuse the Social Services may convene a Child Protection Conference to assess the child circumstances and decide on further action.

CPSSS: Education Authority’s Child Protection Support Service for Schools

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“Pastoral Care in Schools” (Child Protection) - DENI 1999

“Integrating Personal Safety Programmes into the Curriculum” 1999 - CCEA

HM Government “The Vetting and Barring Scheme Guidance” October 2009
Independent Safeguarding Authority

Safeguarding and Child Protection : DE Circulars

DENI Circular 1099/10 “Guidance for schools on Child Protection and Procedures”

DENI Circular 1990/28: “Disclosure of criminal background of persons with access to children”

DENI Circular 2003/13 “Guidance for schools on the Welfare and Protection of Pupils Education and Libraries (NI) Order 2003

DENI Circular 2006/06: “Recruitment of people to work with children and young people in an educational setting”

DENI Circular 2006/07: “Guidance for schools on the employment of substitute teachers”

DENI Circular 2006/08: “Guidance for schools on the requirement for child protection training in relation to interviewing and selection panels”

DENI Circular 2006/09: “Guidance on the vetting of paid and unpaid staff”

DENI Circular 2006/25 “Guidance on the requirements for vetting school governors”

DENI Circular 2007/01 “Acceptable use of the internet and digital technologies in school”

DENI Circular 2008/03 “Pre-employment checking of persons to work in schools-new arrangements”

DENI Circular 2008/10: “From 1st August 2008 substitute teachers must be booked on line via NISTR”

DENI Circular 2010/01: “Guidance on Relationships and Sexuality Education”

DENI Circular 2012/23 “Disclosure and Barring Scheme- Changes to Pre-Employment Checks for Volunteers and Governors”

DENI Circular 2015/13 “Dealing with Allegations of Abuse against a member of Staff”

DENI Circular 2016/05 “Children who Display Harmful Sexualised Behaviour”

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DENI Circular 2016/27 “Online Safety”

DENI Circular 2017/04 “Safeguarding and Child Protection – A Guide for Schools”

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The Data Protection Act 1998

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