



Child Protection Policy

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Chapter 1: The school's safeguarding/child protection ethos.

- Bangor Academy and Sixth Form College is a co-educational controlled Secondary School. Under the terms of the Scheme of Management, the relevant Body with authority in Child Protection matters is the Board of Governors.
- Safeguarding is more than child protection. Safeguarding begins with preventative education and activities which enable children and young people to grow up safely and securely in circumstances where their development and wellbeing is promoted.
It includes support to families and early intervention to meet the needs of children and continues through to child protection, which refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or likely to suffer harm.
- Article 19 of the U.N. Convention on The Rights of the Child provides that children have "the right to be protected from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse by those looking after them." In this context, the school is held to be "looking after" children.
- It is the duty of all employees of Bangor Academy and Sixth Form College to protect children from abuse, to report suspected abuse and to implement The Child Protection Policy.
- Everyone in education plays a part in keeping children and young people safe from harm and abuse. All staff in a school, both teaching and non-teaching, have a responsibility to ensure the protection and welfare of children is paramount.
This also extends to any volunteers accepted to work in the school during school hours when pupils are on the premises.

Chapter 2: Reviewing process

Bangor Academy and Sixth Form College creates and retains reliable records to demonstrate accountability for decisions and actions taken. As part of developing child protection/safeguarding arrangements the school has considered and developed clear guidelines for the recording, storage, sharing, retention and destruction of both manual and electronic records where they relate to child welfare concerns.

Statutory Responsibilities

Each school should have a Records Management Policy. While there is no specific legislation in respect of child protection records, schools should ensure that the principles of the requirements of the legislation, in particular the Children (Northern Ireland) Order 1995 and the Data Protection Act 1998, and guidance in DE Circular 2016/20 is adhered to.

Process

School staff are aware of the need to record and report child protection concerns. It is essential that an accurate record of all cases of child abuse, or possible abuse, is maintained detailing all actions taken. Circular 2016/20 provides a framework for managing child protection records in order to ensure that schools create and retain reliable records to demonstrate accountability for decisions and actions taken. This process is a central part of the Child Protection training provided by the Designated Teacher to the staff on an annual basis.

Bangor Academy ensures that:

- School staff are aware of the need to record and report child protection issues and the appropriate procedures to be followed. The importance of confidentiality is highlighted.
- The Child Protection Files are held in a separate, secure confidential filing cabinet. This is only accessible to the Designated Teacher, Deputy Designated Teacher or the Principal.
- Files are not removed from school premises except when taken to a case planning meeting or due to a court order. A record is kept of when information is removed, by whom, for what purpose, and when it is returned.
- Information that is held electronically, whether on a laptop or portable memory device is appropriately password-protected.

Departmental Guidance

Bangor Academy and Sixth Form College follows the guidance detailed in the following:

- DE Circular 2016/20 Child Protection: Record Keeping Schools
- DE Circular 2015/13 Dealing with allegations of abuse against a member of staff

Chapter 3: Legal and Policy Context

There is a broad range of international and domestic legislation relating to child welfare and protection. Details of all relevant legislation are set out in Department of Education guidance entitled 'Safeguarding and Child Protection in Schools' and Bangor Academy and Sixth Form College implement the responsibilities as detailed in this guidance. The following provide the legal bedrock for child protection policy and procedures at Bangor Academy.

The United Nations Convention on the Rights of the Child

The United Kingdom agreed to be bound by the Convention in 1991. It sets out the rights which all children and young people up to the age of 18 should have.

The Children (Northern Ireland) Order 1995

The Children (Northern Ireland) Order 1995 is the principle statute governing the care, upbringing and protection of children in Northern Ireland. It applies to all those who work with and care for children. It clearly identifies five key principles which are Paramountcy, Prevention, Protection, Partnership and Parental Responsibility with the welfare of the child considered as being of paramount importance.

The Education and Libraries (Northern Ireland) Order 2003

Articles 17, 18 and 19 of the Education and Libraries (Northern Ireland) Order 2003 place a statutory duty on Boards of Governors (BoG) to safeguard and promote the welfare of its pupils and to determine the measures to be taken at the school with a view to protecting pupils from abuse (whether at school or elsewhere). Article 18(d) requires BoG to prepare a written statement of such measures and to provide this to parents. BoG must also have regard to any guidance given by the Department, the Education Authority (EA), the former DHSSPS (Department of Health from 9 May 2016), Safeguarding Board Northern Ireland (SBNI) and the relevant Employing Authority.

Further relevant legislation is signposted in the department guidance. These relevant pieces of legislation are...

- Sexual Offences (Northern Ireland) Order 2008
- Safeguarding Vulnerable Groups (Northern Ireland) Order 2007
- The Safeguarding Board (Northern Ireland) Act 2011
- The Public Services Ombudsman Act (NI) 2016
- The Addressing Bullying in Schools Act (NI) 2016

The government have also produced a series of relevant policies and guidance. They are as follows...

- Co-operating to Safeguard Children and Young People in Northern Ireland (March 2016)
- Domestic and Sexual Violence and Abuse Strategy 2013-2020 and subsequent action plans
- Adult Safeguarding: Prevention and Prevention in Partnership

Chapter 4: Details of safe recruitment

Vetting checks are a key preventative measure in preventing unsuitable individuals access to children and vulnerable adults through the education system and Bangor Academy and Sixth Form College ensures that all persons on school property are vetted, inducted and supervised as appropriate.

Bangor Academy and Sixth Form College understands and implements the responsibilities and processes that are clearly set out in:

- 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 Vetting Checks for Volunteers Working in Schools from 10 September 2012

AccessNI Clearance

Bangor Academy and Sixth Form College follows the guidance as detailed in the DE Circular 2013/01 (updated September 2015) which sets out vetting requirements for schools. In brief, the following groups must have an Enhanced Disclosure Certificate (EDC) from AccessNI **before** taking up post:

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

Volunteers

- There are two types of volunteers working in schools: those who work unsupervised and those who work under supervision. Volunteers who work unsupervised are required to have an EDC. A volunteer who works under supervision is not required to obtain an EDC.
- Bangor Academy and Sixth Form College ensures that volunteers, eg coaches, music tutors, school photographers etc, who are employed by others, have the necessary clearances in place.

Visitors to Schools

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

Visitors are:

- Met/directed by school staff/representatives.
- 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/representative.
- Clearly identified with visitor/contractor passes.
- Access to pupils restricted to the purpose of their visit.
- If delivering goods or carrying out building/maintenance or repair tasks their work should be cordoned off from pupils for health and safety reasons.

Work Experience

- Pupils coming into the school on work experience do not require AccessNI clearance if they are fully supervised by school staff. The normal child protection induction processes apply.

Chapter 5: Definitions and potential signs and symptoms of abuse including Child Sexual Exploitation (CSE) and domestic violence.

Staff training is provided to ensure that staff are alert to all types of abuse and to their legal obligations in the event of a disclosure of abuse.

Types of abuse

- **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.
- **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.
- **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.

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

Specific Types of Abuse

Grooming

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

Grooming is often associated with Child Sexual Exploitation (CSE) (see Section 6.2), but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

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

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

Practitioners should be aware that those involved in grooming may themselves be children or young people, and be acting under the coercion or influence of adults. Such young people must be considered victims of those holding power over them. Careful consideration should always be given to any punitive approach or 'criminalising' young people who may, themselves, still be victims and/or acting under duress, control, threat, the fear of, or actual violence. In consultation with the PSNI and where necessary the PPS, HSC professionals must consider whether children used to groom others should be considered a child in need or requiring protection from significant harm.

Statutory Responsibilities

The Sexual Offences (Northern Ireland) Order 2008 provides for offences relating to sexual grooming of children and young people.

Child Sexual Exploitation

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.

Any child under the age of 18 can be a victim of CSE. Although younger children can experience CSE, the average age at which concerns are first identified is 12-15 years of age. Sixteen and seventeen year olds, although legally able to consent to sexual activity can also be sexually exploited. Young males can also be victims of CSE.

CSE can be perpetrated by adults or by young people's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males.

While children in care are known to experience disproportionate risk of CSE, **the majority of CSE victims are living at home.**

Statutory Responsibilities

While CSE is not a specific criminal offence, it does encompass a range of sexual offences and other forms of serious criminal misconduct.

The Sexual Offences (NI) Order 2008 provides for a number of offences that between them could enable prosecution of all cases of CSE.

The Children (NI) Order 1995 and the Child Abduction (NI) Order 1985 can also be used in cases where children are going missing as part of the exploitation.

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. **Professionals need to be able to identify vulnerability in the midst of challenging behaviour and frequent resistance to, or even apparent disregard for, professional support.**

Research repeatedly shows that young people rarely report abuse through CSE. Most concerns are identified by professionals, friends or family or by proactive investigation by authorities. In recognition of this, good practice guidelines state that all areas should assume that CSE is occurring within their area unless they have evidence to indicate otherwise. As such, **schools should be alert to the likelihood of CSE and plan to protect children and young people accordingly.**

Potential indicators of CSE:

- Acquisition of money, clothes, mobile phones etc without plausible explanation.
- Truancy/leaving school without permission.
- Persistently going missing or returning late.
- Receiving lots of texts/ phone calls prior to leaving.

- Change in mood - agitated/stressed.
- Appearing distraught/dishevelled or under the influence of substances.
- Inappropriate sexualised behaviour for age.
- Physical symptoms eg bruising; bite marks.
- Collected from school by unknown adults or taxis.
- New peer groups.
- Significantly older boyfriend or girlfriend.
- Increasing secretiveness around behaviours.
- Low self-esteem.
- Change in personal hygiene (greater attention or less).
- Self harm and other expressions of despair.
- Evidence or suspicion of substance abuse.

While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring. More importantly, nor does their absence mean it is not.

The HSCT and PSNI should be involved as early as possible to ensure any evidence that may assist prosecution is not lost and to enable a disruption plan to reduce the victim's contact with the perpetrator(s) and reduce the perpetrator(s) control over the victim to be put in place without delay. More details on the process can be found in DoH Co-operating to Safeguard Children and Young People in Northern Ireland (2016)

DoH Co-operating to Safeguard Children and Young People in Northern Ireland (2016), Section 7.2.7 gives further information on CSE and steps to be followed.

The Safeguarding Board for Northern Ireland (SBNI) has developed a public information campaign on CSE - "The More You Know, The More You See". For further information go to www.safertoknow.info

Domestic and Sexual Violence and Abuse

The Stopping Domestic and Sexual Violence and Abuse Strategy (2016) defines domestic and sexual violence and abuse as follows:-

Domestic Violence and Abuse:

'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.'

Sexual Violence and Abuse

'any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).'

Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual's incapacity to give informed consent.

The Stopping Domestic and Sexual Violence and Abuse Strategy can be found at:

www.health-ni.gov.uk/publications/stopping-domestic-and-sexual-violence-and-abuse-northern-ireland-strategy

Statistics available for Northern Ireland in 2016 indicated an increase in the number of calls to PSNI and deaths due to domestic abuse, with approximately 27,628 calls made and six deaths recorded. At least 15,000 children are estimated to be living in a culture of/or are survivors of violence in the home.

NSPCC research carried out in 2009 'Partner exploitation and violence in teenage intimate relationships' highlights partner violence as a significant concern for young people's wellbeing, providing unequivocal evidence for the need to develop more effective safeguards in this area of child welfare. The survey identified that three-quarters of girls in a relationship experienced emotional violence of some form, a third reported sexual violence and a quarter experienced physical violence with one in 10 girls the physical violence was defined as severe. Half of boys in a relationship reported emotional violence, 18 per cent experienced physical violence and 16 per cent sexual violence. Thus, a substantial number of young people will experience some form of violence from their partner before they reach adulthood.

Schools should ensure that:

- Training for Designated Teachers (DTs) for Child protection includes awareness of domestic violence and its impact on children;
- The Child Protection Policy includes recognition of the impact on children of an abusive family setting and states that cases will be reported to the appropriate statutory agency;
- Domestic and sexual violence and abuse is included in the school's preventative curriculum

The DT can contact CPSS for advice at any stage

Female Genital Mutilation

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed and established school procedures.

In the UK, FGM has been a specific criminal offence since the Prohibition of Female Circumcision Act 1985. The Female Genital Mutilation Act 2003 replaced the 1985 Act in England, Wales and Northern Ireland and the Serious Crime Act 2015 further strengthened the law on FGM.

FGM is a complex issue with many men and women from practising communities considering it to be normal to protect their cultural identity. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases are thought to take place between the ages of five and eight, putting children in this age bracket at highest risk.

Statutory Responsibilities

Education and Libraries (Northern Ireland) Order 2003 - Article 17 - schools have a statutory duty to promote and safeguard the welfare of its pupils.

The Female Genital Mutilation Act 2003 repealed and re-enacted the Prohibition of Female Circumcision Act 1985 to set the maximum penalty for FGM to 14 years imprisonment and to make it an offence for UK nationals or permanent UK residents to perform FGM overseas or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where FGM is legal.

The Serious Crime Act 2015 introduced a new offence of failing to protect a girl from FGM and lifelong anonymity for victims of FGM has been guaranteed. New FGM Protection Orders (FGMPO) were

introduced in July 2015 (Section 73) and allows for the making of an FGMPO for the purpose of protecting a girl against the commission of a genital mutilation offence or protecting a girl against whom such an offence has been committed.

A new mandatory FGM reporting duty was also introduced. This duty does not extend to Northern Ireland, however, the **Criminal Law Act (NI) 1967** - Section 5 - makes it an offence to fail to report a "relevant offence" where a person has information which could lead to the apprehension, prosecution or conviction of such an offender. FGM would be such an offence.

www.legislation.gov.uk/ukpga/1967/58/section/5

The Department issued Multi Agency Practice Guidelines on FGM to all Principals, Designated Teachers, Boards of Governors and the CPSS in July 2014 and FGM is included as part of Child Protection training.

Where there is a concern that a child or young person may be at **immediate** risk of FGM this should be reported to the PSNI without delay. Contact can be made direct to the Sexual Referral Unit (based within the Public Protection Unit) at 028 9025 9299. Where there is a concern that a child or young person may be at risk of FGM, referral should be made to the relevant HSCT Gateway Team.

All staff should be aware of warning signs, appropriate response and signposting to further information and sources of help.

The EA CPSS can offer advice on all safeguarding and child protection issues.

Forced Marriage

A Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced Marriage is a criminal offence in Northern Ireland, and where an agency, organisation or practitioner has knowledge or suspicion of a forced marriage in relation to a child or young person, they should contact the PSNI immediately.

There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses. In forced marriages, one or both spouses do not (or, in the case of some adults with support needs, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

Statutory Responsibilities

Forced Marriage (Civil Protection) Act 2007

A Forced Marriage Protection Order (FMPO) issued under the 2007 Act offers protection to a victim from being forced into marriage. A FMPO may contain prohibitions, restrictions or requirements and any other such terms as the Court considers appropriate. An application for a FMPO can be made by a victim, a person obtaining the court's permission to apply for an order on behalf of the victim, a relevant third party, or by the Court itself. Breach of a FMPO is a criminal offence.

All agencies with responsibility towards safeguarding and promoting the welfare of children must comply with The Right to Choose: Statutory guidance for dealing with forced marriage published by the Department of Finance and Personnel in April 2012 to protect persons from being forced into marriage against their will. This guidance is designed to assist with the operation of the 2007 Act and to ensure that the protections which the Act offers are widely promoted in Northern Ireland.

Warning signs within the school environment:

- Absence and persistent absence.
- Request for extended leave of absence/failure to return from visits to country of origin.
- Surveillance by siblings or cousins.
- Decline in behaviour, engagement, performance or punctuality.
- Poor exam results.
- Being withdrawn from school by those with parental responsibility and not being provided with suitable education at home.
- Not allowed to attend extracurricular activities.
- Sudden announcement of engagement to a stranger.
- Prevented from going on to further/higher education.

Due to the nature of forced marriage the involvement of the child's or young person's family may increase the risk of significant harm to the child or young person. The family may deny that the child or young person is being forced to marry and they may expedite any travel arrangements and bring forward the marriage.

It is, therefore, advised that in all cases where there is a suspicion that a child or young person is being, or has been forced into a marriage, schools should contact CPSS for advice and assistance.

The EA CPSS can offer advice on all safeguarding and child protection issues.

Children who Display Harmful Sexualised Behaviour

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. Schools support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise.

It must also be borne in mind that sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the school's positive behaviour policy but it is important to always apply principles that remain child centred.

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'. More details on each type of behaviour can be found in DE Circular 2016/05 'Children Who Display Harmful Sexualised Behaviour'.

Healthy sexual behaviour will normally have no need for intervention, however consideration may be required as to appropriateness within a school setting.

Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required.

The CPSS will advise if additional advice from PSNI or Social Services is required.

What is Harmful Sexualised Behaviour?

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or
- the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim

Harmful sexualised behaviour can include:

- Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.

- Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Harmful sexualised behaviour will always require intervention and schools should refer to their own child protection policy and, seek the support that is available from the CPSS

DE Circular 2016/05 provides guidance for schools and other education settings about harmful sexualised behaviour displayed by children and young people.

www.education-ni.gov.uk/publications/circular-201605-children-who-display-harmful-sexualised-behaviour

E-Safety/Internet Abuse

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern.

In January 2014, the SBNI published its report 'An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland' which identified the associated risks around online safety under four categories:

- **Content risks:** the child or young person is exposed to harmful material.
- **Contact risks:** the child or young person participates in adult initiated online activity.
- **Conduct risks:** the child or young person is a perpetrator or victim in peer-to-peer exchange.
- **Commercial risks:** the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

Schools have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and should be energetic in teaching pupils how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues and, individually, be able to demonstrate what a positive digital footprint might look like.

The school's actions and governance of online safety must be reflected clearly in its safeguarding arrangements. Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

It is recommended that rather than having a stand-alone online safety policy, schools should integrate their online safety policy (and, where applicable, their mobile learning policy) into existing safeguarding, behaviour, code of practice and anti-bullying policies.

The online safety policy should incorporate agreements on the acceptable use of (i) the internet and school-based digital technology and (ii) personal mobile technology.

Managing the Risks

Twenty-first Century life presents dangers including violence, racism, radicalisation and exploitation. Whilst children and young people need to be protected from these dangers, they also need to be educated about how to recognise and avoid the risks and become 'Internet Wise'. Pupils need to know how to cope if they come across inappropriate material or situations on line and should be encouraged to seek help and advice when they need it without fear of censure or criminalisation.

Schools also need to perform risk assessments on the technologies within their school to ensure that they are fully aware of and can mitigate the potential risks involved with their use.

DE Circular 2016/27 provides schools with information on the characteristics of good online safety practice and recommended actions for schools to consider in developing or reviewing their online safety procedures. The Department's website also provides further advice and links to relevant DE Circulars and sites providing advice for teachers, pupils and parents. www.education-ni.gov.uk/articles/education-safe-and-effective-practices

The EA/C2k has procured a filtered internet service for and on behalf of all pupils and staff in schools in Northern Ireland. This is provided as part of the core C2k service available to all schools. However, where a school decides to provide alternative internet access, then the responsibility for the filtering of any inappropriate online content rests with the school's Board of Governors (unless otherwise agreed in a written contract with the service provider).

It is appreciated that schools cannot cover every scenario and that parents have the primary responsibility for the protection and safeguarding of their children but the reality is that many parents are intimidated by the complexity of modern technology and feel inadequate in the face of the ready familiarity with which their children use them. It is recommended that schools, so far as is reasonably possible, engage with parents to share information, advice and guidance on the appropriate and safe use of digital technology.

Cases of Inappropriate Use

A school may become aware of pupils or members of staff affected by internet abuse, either in school or outside school hours, eg trolling, sexting, cyber-bullying, online grooming etc.

Cyber-bullying should be considered within the schools overall Anti Bullying Policy. Article 2(2) of the Addressing Bullying in Schools Act (NI) 2016 will expressly permit schools to include in their Anti-Bullying Policy measure to tackle cyber-bullying between pupils, even when the incidents take place outside the normal school day.

While there is no specific legislation for cyber-bullying, the following may cover different elements of cyber-bullying behaviour:

Protection for Harassment (NI) Order 1997 www.legislation.gov.uk/nisi/1997/1180

Malicious Communications (NI) Order 1988 www.legislation.gov.uk/nisi/1988/1849

The Communications Act 2003 www.legislation.gov.uk/ukpga/2003/21

Sexting

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. There are two aspects to Sexting:

Sexting between individuals in a relationship

As adults we can question the wisdom of this but the reality is that some children and young people consider this to be normal and can be confronted with huge pressure to participate.

Clearly pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship) and in these cases you should contact local police on 101 for advice and guidance.

Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances and it is not necessarily the case that they will end up with a criminal record.

It is important that particular care is taken in dealing with any such cases. Adopting scare tactics may discourage a young person from seeking help if they feel entrapped by the misuse of sexual images. Advice should be sought from CPSS.

Sharing an inappropriate image with an intent to cause distress

If a pupil has been affected by inappropriate images or links on the internet it is important that you **do not forward it to anyone else**. Please remember that schools are not required to investigate incidents. It is an offence under the Criminal Justice and Courts Act 2015 (www.legislation.gov.uk/ukpga/2015/2/section/33/enacted) to share an inappropriate image of another person without the individual's consent - see Articles 33-35 of the Act for more detail. By contacting the police, you could help prevent further such incidents.

If a young person has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress, the child protection procedures should be followed.

It is also vital to ensure that the victim of abuse gets the correct support. They are likely to be ashamed and embarrassed and worried about parental reaction - some may wish to speak to the school independent Counsellor. A list of organisations offering advice and support is included below.

Departmental Guidance

DE Circular 2007/1 - guidance on Internet Use Policy

DE Circular 2011/22 - advice on the safe use of the internet and digital technologies

DE Circular 2013/25 - guidance on e-Safety policy and Acceptable Use Policy

DE Circular 2016/27 - guidance on online safety

DHSSPS Co-operating to Safeguard Children and Young People in Northern Ireland (2016) - Section 7.2.9 offers advice on Risks of Misuse of Digital Technologies.

The SBNI recommend the SWGFL (South West Grid for Learning) '360 degree safe' online safety self-assessment tool for use across schools and colleges. The tool is free to use and is intended to help schools review their online safety policy and practice.

The tool can be found at www.360safe.org.uk/ or via the C2k Online Safety area on Fronter.

Further Information

C2k can offer advice on internet safety and has produced resources including 'better safe than sorry' and 'Internet Safety Room'. In cases of internet abuse a number of organisations offer support and help including:

- Child Exploitation and Online Protection (CEOP) 'thinkuknow' website contains advice and resources for teachers exploring the risks which children and young people are exposed to when online. CEOP have produced targeted advice and guidance for 11-13 year olds, 14+ years, parents or carers, and teachers. www.thinkuknow.co.uk
- Go to www.getsafeonline.org for lots of useful advice and information on how to stay safe online. Safeguardingni.org will also provide information for parents and carers on online safety.
- The UKCCIS (UK Council for Child Internet Safety) has published guidance for England and Wales 'Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People'. www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- The UK Safer Internet Centre (www.saferinternet.org.uk/) offers online safety tips, advice and resources to help professionals, children and young people to stay safe on the internet.
- PSNI/SBNI leaflet 'Sexting and the Law' - a basic guide to help professionals and the public deal with incidents of sexting. www.psni.police.uk/contentassets/fae34aff4af6409e9ad393130043ec55/sexting_the_law_leaflet_trifold.pdf

Children with a Disability

Children and young people with disabilities (ie any child or young person who has a physical, sensory or learning impairment or a significant health condition¹⁵) may be more vulnerable to abuse and individuals and organisations working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues. Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Staff and volunteers working with children should receive training to enable them to identify and refer concerns early, to allow preventative action to be taken.

DoH Co-operating to Safeguard Children and Young People in Northern Ireland (2016), Section 7.3.10 gives further information on children and young people with disabilities and steps to be followed.¹⁶

Children with a special educational need should be given the chance to express themselves to a member of staff or other professional with appropriate language/ communication skills, especially where there are concerns that abuse may have occurred.

Physical contact may be a necessary part of teaching some pupils with special educational needs, for example visually impaired children, or those with profound and multiple learning difficulties. Schools with such pupils should consider whether the Code of Conduct for Staff needs to be amplified to make clear the necessary balance between providing support and preventing abuse or potential perceptions of abuse. Schools should inform staff, parents and pupils about their Code of Conduct and Intimate Care Policy.

Children with limited fluency in English

As with children with a special educational need, children who are not fluent in English should be given the chance to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred.

Designated teachers should work with their SEN co-ordinators along with school staff with responsibility for newcomer pupils, seeking advice from the EA's Inclusion and Diversity Service to identify and respond to any particular communication needs that a child may have. All schools should try to create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

Pre-school provision including nursery schools and classes

Many of the issues in the preceding paragraphs will also be relevant in the pre-school setting as young children may have limited communication skills. Teachers, nursery assistants and other adults will come into contact with children while helping them with toileting, washing and changing their clothing. The staff in pre-school settings should consider whether the Code of Conduct needs to be amplified and to make clear the bounds of appropriate physical contact, and should make their Code known to staff and parents.

Gender Identity Issues/Sexual Orientation

Schools should strive to provide a happy environment where all young people feel safe and secure. All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity, and not to be treated any less favourably due to their actual or perceived sexual orientation.

The Department of Education requires all grant-aided schools to develop their own policy on how they will address Relationships and Sexuality Education (RSE) within the curriculum. It is via this policy that schools are expected to cover issues relating to relationships and sexuality, including those affecting LGB&T children and young people.

CCEA published updated guidance for primary and post-primary schools on RSE in August 2015. This guidance outlines the importance of RSE, the partnership approach needed for effective delivery of RSE (including the need for engagement with parents), the inclusive approach that is required (covering sexual orientation/gender identity) and the importance of the classroom environment. DE Circular 2015/22 - Relationship and sexuality education also provides help and advice for schools.

Statutory Responsibilities

The Education (Curriculum Minimum Content) Order (NI) 2007 does **not** specifically refer to, "gender, race, political opinion, faith" but instead states that pupils should have opportunities to, "Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community". The terms prejudice and stereotyping can cover a wide range of scenarios - including disability, gender, and sexual orientation.

European Convention of Human Rights details the rights of all citizens.

Education and Libraries (NI) Order 2003 places an obligation on Boards of Governors to 'safeguard and promote the welfare of registered pupils'.

Equality Act (Sexual Orientation) Regulations (NI) 2003 and Regulations (NI) 2006 makes it unlawful for service providers (including education service providers) to discriminate against people because of their sexual orientation.

Sex Discrimination (NI) Order 1976 (as amended in 2011 and 2012) makes it unlawful for an educator to discriminate based on sex, being married or having a civil partner, on the grounds of

undergoing, undergone, or intention to undergo gender reassignment (this means someone who changes their sex under medical supervision).

Each school is required to have in place a written RSE Policy with the latest guidance published in August 2015:

www.education-ni.gov.uk/articles/relationships-and-sexuality-education

The policy should seek to promote an understanding of diversity and inclusiveness and Section 3 offers guidance specifically in respect of LGB&T pupils.

While it is recognised that every school's RSE policy will be different, there are some key areas which should appear in all policies, including how the policy takes account of statutory obligations including The Equality Act (Sexual Orientation) Regulations NI 2006.

The guide also provides support to teaching staff in dealing with sensitive issues such as sexual orientation. There are separate guides for primary and post-primary schools.

RSE Guidance is available at:

www.ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/pdmu/rse/RSE_Guidance_Primary.pdf

www.ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/pdmu/rse/RSE_Guidance_PostPrimary.pdf

KOI (Knowing Our Identity) is a gender identity development service operated by the Belfast Health and Social Care Trust. The service is for children and adolescents (up to the age of 18) across Northern Ireland who are experiencing distress in relation to their gender identity development. The preferred referral route is through CAMHS (Child and Adolescent Mental Health Service), however other professionals, including education, as well as young people and their families can contact the service direct to discuss a possible referral. More details can be found at:

www.belfasttrust.hscni.net/pdf/website_KOIleaflet.pdf

NIABF - the Northern Ireland Anti-Bullying Forum offers guidance on how to address all forms of bullying in schools and includes resources on homophobic bullying. www.endbullying.org.uk

Work Experience and Residential Situations

Schools will also be concerned to ensure the welfare of their pupils on work experience and on residential trips. Guidance on organising work experience is available from the Education Authority (EA) and from the Health and Safety Executive.

For guidance on vetting of supervisors/volunteers see DE Circulars 2013/01 and 2012/19.

Chapter 6: The roles of the Designated and Deputy Designated Teacher and appropriate contact details for them.

All staff at Bangor Academy and Sixth Form College are committed to practice which protects all pupils in their care from harm. They recognise and accept their responsibilities under the Children (NI) Order 1995 in relation to safeguarding children.

Our aims

- To provide a safe learning environment where children rights are respected, protected and safe-guarded by staff who are aware of the symptoms of possible child abuse and procedures to follow if disclosures are made.
- To create an ethos in which young people feel confident that they can share any concerns about child abuse.

If a young person discloses any information to you that you feel could indicate physical, sexual, emotional or neglectful abuse you should;

- Listen and note carefully any information. (Do not attempt to investigate the issue or ask probing questions)
- Speak immediately to the Pupil Support Office (PSO), Designated Teacher (DT) or Deputy Designated Teachers (DDT)

Designated Teacher for Child Protection	Neil Withers
Deputy Teacher for Child Protection	Jenny Irvine
Deputy Teacher for Child Protection	Claire McDowell
Pupil Support Officer	Joanne Hair

Chapter 7: The reporting process for child protection concerns i.e. who to report to and what to record.

In Bangor Academy the Designated Teacher conducts annual training to inform all staff of the reporting process in the event of a disclosure of abuse or suspicion of abuse.

Where teachers see signs which cause them concern, they should, as a first step, seek some clarification from the child with tact and understanding. Where a classroom assistant or another member of the school's non-teaching staff sees such signs, he/ she should immediately bring them to the attention of either the class teacher or the Designated Teacher, and it may be appropriate for the necessary clarification to be carried out by the teacher.

Such clarification may reassure teachers that abuse has not occurred; but signs and symptoms which cause concern, while perhaps not a result of abuse, may nevertheless indicate that the child or his/her family is in need of intervention by statutory, voluntary or community based services through a 'child in need' referral (with parental consent).

Care must be taken in asking, and interpreting children's responses to, questions about indications of abuse. The same considerations apply when a child makes an allegation of abuse, or volunteers information which amounts to that. In some circumstances, talking to the child will quickly clarify initial concerns into a suspicion that abuse has occurred, and point to the need for an immediate referral. Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings, and the extent of questioning should, therefore, be kept to a minimum

Staff should not ask the child leading questions, as this can later be interpreted as putting ideas into the child's mind.

- Staff should not, therefore, ask questions which encourage the child to change his/her version of events in any way, or which impose the adult's own assumptions. For example, staff should say, "Tell me what has happened", rather than, "Did they do X to you?".
- The priority at this stage is to actively listen to the child, and not to interrupt or try to interpret if he/she is freely recalling significant events (*the child must not be asked to unnecessarily recount the experience of abuse*), and as soon as possible afterwards to make a record of the discussion to pass on to the Designated Teacher, using for example, the template 'Note of Concern' from the DE 'Child Protection: Record Keeping in Schools' circular 2016/20. The note should record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed should be described in detail, but *under no circumstances should a child's clothing be removed nor a photograph taken*.
- 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, quoting words actually used.

- Staff should not give the child or young person undertakings of confidentiality, although they can and should, of course, reassure that information will be disclosed only to those professionals who need to know.
- Staff should also be aware that their note of the discussion may need to be used in any subsequent court proceedings. Subsequent sections of this booklet give guidance on record-keeping. It should be emphasised that lack of proper records will not, of itself, exempt the school from any subsequent requirement to give evidence in court. *It is therefore essential that accurate contemporaneous records are maintained.*
- Staff should **not** ask the child to write an account of their disclosure for the record.

In all cases where symptoms displayed by a child give rise to concerns about possible abuse, or about the welfare of the child, the teacher or other member of staff should report these concerns to the designated teacher. A parent or other carer may also give information to a member of staff of the school which gives rise to concern about possible child abuse by someone outside the school, or by a person working in the school in a volunteer capacity. The person making the complaint should be advised of their responsibility to refer to the local Health and Social Care Trust Gateway Team. The staff member should also inform the designated teacher responsible for child protection matters in the school who will refer, if necessary to the appropriate statutory authorities.

In order to form a view on whether a child or children may indeed be being abused, or at risk of possible abuse, the Principal/DT/DDT may need to seek discreet preliminary clarification from the person making the complaint or giving the information, or from others who may have relevant information.

While such clarification will often help to confirm or allay concerns, *it is not the responsibility of teachers and other education staff to carry out investigations into cases of suspected abuse, or to make extensive enquiries of members of the child's family or other carers.* Under Articles 65 and 66 of the Children (NI) Order, this is the statutory responsibility of the investigating agencies, Children's Social Services and/or Police. Schools should not take action beyond that set out in the procedures in this guidance, and those established by the Safeguarding Board for Northern Ireland (SBNI) and employing authorities, to be followed in handling suspected cases of abuse.

Chapter 8: The reporting process for concerns about school staff or volunteers.

- 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.
- In all decisions the child's welfare is the paramount consideration and the child should be listened to and his/her concerns taken seriously. The possible risk of harm to children posed by a member of staff must be evaluated and managed and in some cases this will require consideration of suspension as a precautionary measure.

Statutory Responsibilities

- The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on Boards of Governors to safeguard and promote the welfare of pupils. In order to fulfil these responsibilities Governors are obliged to acknowledge and work within the relevant guidance issued by the Department of Education (DE) and the Department of Health (DoH).

Process

- Principals and Boards of Governors have a duty of care for the welfare of pupils and any allegation needs to be effectively evaluated and managed. However, as employers, they also have a duty of care to their staff and should ensure they provide effective support for anyone facing an allegation of abuse.
- **All allegations should be reported immediately**, normally to the Principal or Designated Teacher for Child Protection/Deputy Designated Teacher for Child Protection. A Lead Individual should be identified to manage the handling of the allegation from the outset. This would normally be the Principal or a designated senior member of staff. 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.
- In the interests of all involved the issue should be dealt with as a priority and unnecessary delays should be avoided. Every effort to maintain confidentiality and guard against unwanted publicity must be made. Allegations should not be shared with other staff or children.
- **All allegations** of a child abuse nature **must** be recorded in the hard backed and bound Record of Child Abuse Complaints Book, which must be retained securely. A record of this should be placed on the relevant pupil's Child Protection File. For more information on recording of child protection complaints see DE Circular 2016/20 Child Protection: Record Keeping in Schools. This file is kept securely in the child protection filing cabinet under the supervision of the Designated Teacher.

Dealing with Allegations of Abuse Against a Member of Staff

Key Points

Lead individual learns of an allegation against a member of staff and informs the Chair/Vice Chair of BoG as appropriate.



Guidance on the Next Steps

Lead individual then establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion.



Possible Outcomes

Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and/or BoG to agree a way forward from the options below.



Precautionary suspension is not appropriate and the matter is concluded.



Allegation addressed through relevant disciplinary procedures.

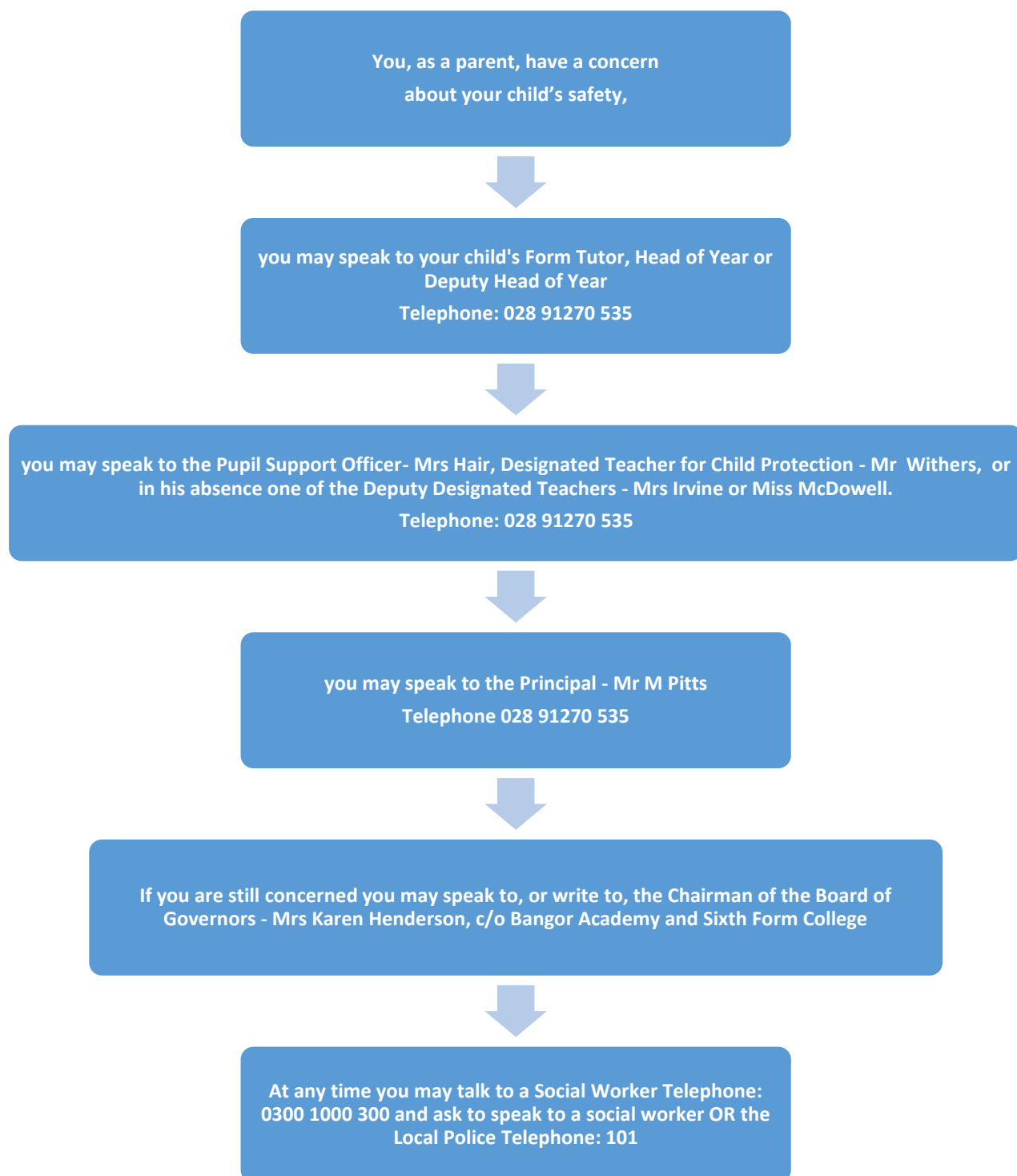


Precautionary suspension under Child Protection procedures imposed



Alternatives to precautionary suspension imposed

Chapter 9: How a parent can raise a concern about safeguarding/child protection.



Chapter 10: Code of Conduct for all staff and volunteers.

Objective, Scope and Principles

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

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

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

1. Setting an Example

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

2. Safeguarding Pupils/Students

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

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

3. Relationships with Students

- 3.1 All staff and volunteers must declare any relationships that they may have with pupils/students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff and volunteers should not assume that the school are aware of any such connections.
- 3.2 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.

4. Pupil/Student Development

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

5. Honesty and Integrity

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

6. Conduct Outside of Work

- 6.1 All staff and volunteers must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the staff/ volunteers own reputation or the reputation of other members of the school community.
- 6.2 In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.

- 6.3 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school. It should not contravene the working time regulations or affect an individual's work performance in the school. Staff should seek advice from the Principal when considering work outside the school.

7. E-Safety and Internet Use

- 7.1 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work.
- 7.2 Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have.
- 7.3 Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.
- 7.4 Contact with students must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students. If contacted by a student by an inappropriate route, staff should report the contact to the DT and/or the Principal immediately.
- 7.5 Photographs/stills or video footage of students should only be taken using school equipment for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be retained and destroyed in accordance with the schools Records Management Policy and Disposal Schedules.

8. Confidentiality

- 8.1 Members of staff and volunteers may have access to confidential information about students in order to undertake their every day responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.
- 8.2 Confidential information about students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.
- 8.3 There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have

a duty to pass information on without delay, but only to those with designated child protection responsibilities.

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

9. Dress and Appearance

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

10. Disciplinary Action

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

11. Compliance

All staff and volunteers must sign to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

Relationships with Students Outside of Work Declaration

It is recognised that there may be circumstances whereby staff and volunteers of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students.

Staff name	Pupil name	Relationship

- I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.
- If I am tutoring a student outside of school I am aware that the following must be adhered to:
 - I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring.
 - I emphasise to parents that this is done completely independently of the school.
 - No monies come through the school at any point, informally (eg via the child) or formally.
 - No private tutoring is to take place on the school premises.

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed _____ Date _____

Chapter 11: The school's approach to "The Preventative Curriculum".

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours.

In recent years, the use of "keeping safe messages" and the term "preventative curriculum" have become more widely used to denote the proactive promotion of positive emotional health and wellbeing of pupils within and across the broader school community. This is achieved by raising awareness of social, emotional, and health issues, developing the confidence, resiliencies and coping skills of pupils, and in offering early intervention when pupils are experiencing certain difficulties.

School is well-placed to teach pupils how to develop healthy relationships, and to make informed choices in their lives so that they can protect themselves.

The ETI report 'An evaluation of preventative education and the statutory curriculum to inform the Independent Inquiry into Child Sexual Exploitation' published in September 2014 found that the schools with the most effective provision are proactive in identifying local issues and promote a preventative curriculum to build the confidence, self-esteem, and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations. This contrasts with the less effective practice in schools which are more reactive to "single issues" such as Child Sexual Exploitation (CSE).

In the most effective school leadership is particularly effective at all levels with governors and the senior leadership team strongly committed to developing positive relationships and a caring ethos across the whole school. The personal development curriculum and wellbeing of pupils has a high priority in the school development plan and keeping safe messages are embedded throughout the school. The teachers delivering the programme are highly skilled in both pastoral care and personal development and there are effective links across the wider curriculum. These schools consult extensively with parents, pupils and community organisations and external providers are carefully selected and evaluated prior to delivering their programmes in the school.

Bangor Academy actively promotes positive messages in daily assemblies focus on issues that are designed to promote positive mental health and well-being in our pupils. Subjects specifically contribute to this programme such as Learning for Life and Work, Health and Social Care, RE, PE, to name but a few. A range of extra-curricular activities also promote this message. The school nurse organises events on for each year group to tackle a range of health and lifestyle issues. The RSE policy is available on the school website.

Chapter 12: Physical Restraint and Reasonable Force

All staff at Bangor Academy have a responsibility to maintain confidence in their ability to safeguard the welfare and best interests of children and young people. Integral to this is a clear understanding of standards of behaviour expected and in particular the acceptable boundaries of physical contact with pupils. School staff must accept that all physical contact can be open to scrutiny and that even perfectly innocent actions can sometimes be misconstrued.

The Code of Conduct makes it clear that whilst, as a general principle, staff are advised not to make unnecessary physical contact with children and young people, it is also unnecessary and unrealistic to suggest that physical contact should only happen in emergencies.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should, therefore, use their professional judgement at all times. As a general rule, when physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils, for example, physical comforting can give welcome reassurance to a distressed younger child.

In extreme cases, a staff member might have to restrain a pupil physically to prevent him or her from committing an offence, from causing injury to him or herself, to others or to property, or otherwise from behaving in an undisciplined way. Staff are empowered to use reasonable force in these circumstances, either on school premises or anywhere else where the member of staff is in lawful charge of the pupil concerned. In such instances no more than the minimum necessary force should be used. Staff should act within the Department's and the Education Authority's (EA) guidelines on the use of reasonable force and should seek to avoid causing injury to the pupil.

Statutory Responsibilities

The Education (Northern Ireland) Order 1998¹⁸, Article 4, outlines the powers a member of school staff can use in restraining pupils. Through this legislation, staff of a grant-aided school may use reasonable force for the purposes of preventing the pupil from:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

The legislation extends to the premises of the school and when a member of school staff has lawful control or charge of the pupil concerned.

Further Information

Support is available from the EA Behaviour Support Service.

Schools should also be familiar with:

- 'Regional Policy Framework on the Use of Reasonable Force/Safe Handling' (May 2004).
- 'Towards a Model Policy in Schools on the Use of Reasonable Force'.
- DE Circular 1999/9 Use of Reasonable Force.

APPENDIX 1 – SPECIFIC ROLES AND RESPONSIBILITIES

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

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

The Addressing Bullying in Schools Act (NI) 2016, when enacted, will place a statutory duty on Boards of Governors to keep a record of all incidents of bullying or alleged bullying involving a registered pupil at the school.

To fulfil their responsibilities BoGs are obligated to acknowledge and work within the relevant guidance and procedural documents that have been produced by the Department of Education (DE) and the Department of Health (DoH).

All Governors should have initial Child Protection Support Service (CPSS) child protection training with the Chair and Designated Governor for Child Protection undertaking full CPSS training. All Governors should undertake refresher Child Protection training every term of office (four years).

Process

Boards of Governors must ensure that:

- A Designated Governor for Child Protection is appointed.
- A Designated and Deputy Designated Teacher are appointed in their schools.
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Safeguarding and child protection training is given to all staff and governors including refresher training.
- The school has a Child Protection Policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years
- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 20162.
- The school ensures that other safeguarding policies are reviewed at least every three years, or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school
- All school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19
- They receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff.
- The school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2016/20 Child Protection: Record Keeping in Schools:
 - Safeguarding and child protection concerns.
 - Disclosures of abuse.
 - Complaints against staff.
 - Staff induction and training.

NB: Governors of Schools which are involved in initiatives such as Extended Schools, Full Service Schools, and Boarding Departments, must ensure that the implications for safeguarding their pupils in the extended school environment are fully addressed and that this is addressed, and that these are outlined within the school's child protection policy.

The School Safeguarding Team

As best practice, in the best interests of the children, and as a support for the Designated Teachers, the school should establish a Safeguarding Team. This team should include the Chair of the Board of Governors, the Designated Governor for Child Protection, the Principal (as Chair), the Designated Teacher and the Deputy Designated Teacher. The team may co-opt other members as required to help address specific issues, for example the SENCO, ICT Co-ordinator, etc.

This Safeguarding Team is a vehicle for ensuring effective co-ordination and co-operation between the key individuals responsible for safeguarding throughout the school.

The EA CPSS provides child protection training in relation to the specific responsibilities of each member of the team.

The responsibilities of the team should include:

- The monitoring and periodic review of Safeguarding and Child Protection arrangements in the school.
- Support for the Designated Teacher in the exercise of their child protection responsibilities, including recognition of the administrative and emotional demands of the post.
- Ensuring attendance of Governors and staff at relevant training - including refresher training - in keeping with legislative and best practice requirements.

As best practice, the Safeguarding Team should review their child protection/ safeguarding practices annually using the Education and Training Inspectorate (ETI) pro-forma entitled 'Guidance for the evaluation of child protection/safeguarding'. ETI expects the pro-forma to be completed and provided to them as a permanent record on all types of inspections. Phase and sector appropriate versions of the pro-forma (which is annually reviewed and updated) and other information from ETI is available on the ETI website

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

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

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

Designated Governor for Child Protection

The Board of Governors will delegate a specific member of the governing body to take the lead in safeguarding/child protection issues in order to be able 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 termly updates and full Annual Designated Teachers Report;
- Recruitment, selection, vetting and induction of staff.

School Principal

The Principal, as the Secretary to the Board of Governors, will assist the Board of Governors to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from the Department of Education is shared promptly, and termly inclusion of child protection activities on the BoG meeting agenda. In addition, the Principal takes the lead in managing child protection concerns relating to staff.

The Principal has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of Designated and Deputy Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.

It is essential that there is protected time and support to allow the Designated Teachers (DTs) to carry out this important role effectively and that DTs are selected based on knowledge and skills required to fulfil the role. The Principal must ensure that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

Designated Teacher for Child Protection

Every school is required to have a Designated and Deputy Designated Teacher with responsibility for child protection. These are highly skilled roles developed and supported through a structured training programme, requiring knowledge and professional judgement on complex and emotive issues. The role involves:

- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.

- Maintaining a current awareness of early intervention supports and other local services eg Family Support Hubs4.
- Making referrals to Social Services or PSNI where appropriate.
- Liaison with the EA Designated Officers for Child Protection.
- Keeping the school Principal informed.
- Lead responsibility for the development of the school's child protection policy.
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the Board of Governors regarding child protection.

Deputy Designated Teacher for Child Protection

The role of the Deputy Designated Teacher is to work co-operatively with the Designated Teacher in fulfilling his/her responsibilities.

It is important that the Deputy Designated Teacher works in partnership with the Designated Teacher so that he/she develops sufficient knowledge and experience to undertake the duties of the Designated Teacher when required. Deputy Designated Teachers are also provided with the same specialist training by CPSS to help them in their role.

Schools may have more than one Deputy Designated Teacher depending on their size, location, (eg split site schools) and the presence of an additional provision such as a nursery or speech and language unit, or boarding department

Pupil Support Officer

The role of the Pupil Support Officer is to work co-operatively with the Designated Teacher in fulfilling his/her responsibilities.

As the Pupil Support Officer will engage in external supervision as directed by the Education Authority.

The Pupil Support Officer will engage with EA Child Protection training but also in external social work training as directing through their supervision.

APPENDIX 2

Section 1: Child or Young Person's Details			
Surname:		ID No.	Choose an item.
Forename:			
Known As:		HCN:	
Address:		Previous Address:	
Postcode:		Previous Postcode:	
Telephone No:			
Mobile No:		Locality:	8=NT – South Eastern Team
Date of Birth:		Gender	Choose an item.
GP Name:		GP Tel No:	
GP Address:		GP Email Address:	
GP Postcode:			
School Name :Bangor Academy		School Tel No: 02891270535	
School Address: Castle Street Bangor		School Postcode: BT20 4TB	
Does the Child have a Disability? No	If Yes, What Disability: (& source of diagnosis)		Other Special Needs:
Nationality:	3=British	Ethnic Origin:	W=White
Religion:	Choose an item.	Country of Origin:	EGBR=GREAT BRITAIN (GB)
Language Spoken:	10=English	Communication Support:	No
Interpreter ☐	Signer ☐	Document Translator ☐	

Section 2a: Referrer's Details	
Name of Referrer: Neil Withers	Designation: Designated Teacher for CP
Address: Bangor Academy, Castle Street, Bangor	Date of Referral: Click here to enter a date.
Postcode: BT20 4TB	Contact Details: 02891270535
Section 2b: Reason for Referral	
Section 2c: Immediate Actions	
Are Immediate /Actions necessary to safeguard the child(ren) or young person(s)? Yes	

Section 3a: Primary Carers & Other Household Members (Incl. non-family members)				
	Member 1	Member 2	Member 3	Member 4
Last Name:				
Alternative Last Name:				
First Name:				
Telephone No:				
Mobile No:				
Date of Birth:				
Relationship to Child/ YP:				
Language Spoken:	10=English	10=English	10=English	10=English

Nationality:	3=British	3=British	3=British	3=British
Communication Support:	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details
Section 3b: Significant Others (Incl. family members who are not members of the child(ren) or young person(s) household)				
	Other 1	Other 2	Other 3	Other 4
Last Name:				
Alternative Last Name:				
First Name:				
Address:				
Postcode:				
Mobile No:				
Date of Birth:				
Relationship to Child/ YP:				
Language Spoken:	1=Albanian	2=Arabic	3=Bengali	4=British Sign Language
Nationality:	1=Austrian	2=Belgian	3=British	4=Bulgarian
Communication Support:	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details	☐ Interpreter ☐ Signer ☐ Doc. Trans Details

Section 4a: Summary of Referrer's Previous Involvement
Section 4b: Referral Consent
Child(ren) / Young Person(s)

Are all the children in the family aware the referral is being made?	Yes ☒ No ☐
Do all the children in the family consent to the Referral being made?	Yes ☒ No ☐
If NO, please explain	
Parent/ Carer	
Are Parents/ Carers of all the children/ young people are Referral has been made?	Yes ☒ No ☐
Do they consent to the Referral being made?	Yes ☐ No ☐
If NO, please explain	

Section 5: Additional Information: Agencies Currently Working with Child or Young Person	
Agency and Contact Details	
Health Professional: Name: Role: Tel No: Email:	
Health Professional: Name: Role: Tel No: Email:	
Health Professional: Name: Role: Tel No: Email:	
Health Professional:	

Name:

Role:

Tel No:

Email:

APPENDIX 4

RECORD OF THE USE OF REASONABLE FORCE

Bangor Academy
and Sixth Form College

Principal: **Matthew Pitts**, B.A. Hons, N.P.Q.H.



Pupil name:	Date:	Time:
Member(s) of staff involved:		
Adult witness(es):	Pupil witness(es):	
Location:		

Outline of event leading to incident, including a description of pupil's behaviour and steps taken to defuse the situation other than physical intervention:
--

Outline reason for use of reasonable force, how it was applied and for how long:
--

Measures taken following the incident (eg respite for pupil(s), support for teacher(s):

Description of any injury(ies) sustained by anyone, any subsequent treatment and any damage to property:

Bangor Academy
and Sixth Form College

Principal: **Matthew Pitts**, B.A. Hons, N.P.Q.H.



Date parent/carer informed of incident:

Time:

By whom:

Outline of parent/carer response:

Signature of staff member completing report: _____

PRINT NAME _____ Date: _____

Signature of Designated Teacher for CP: _____

PRINT NAME _____ Date: _____

Signature of Principal: _____

PRINT NAME _____ Date: _____

Brief description of any subsequent inquiry/complaint or action::

APPENDIX 5

Intimate Care

Definition

Intimate care is any assistance that involves touching a child while carrying out a procedure that most pupils are able to do for themselves, but which some are unable to do due to physical disability, medical needs or needs arising from the child's stage of development.

Introduction

Bangor Academy is committed to ensuring that all staff responsible for the intimate care of pupils will undertake their duties in a professional manner at all times. The Intimate Care Policy and guidance regarding children have been developed to safeguard pupils and staff. They apply to everyone involved in the intimate care of pupils.

Aims

- Safeguard the dignity, rights and well-being of the pupil
- Provide guidance and support to staff, and
- Reassure parents that their children are cared for and protected.

Management of Intimate Care Needs

- The management of all pupils with intimate care needs will be carefully planned.
- The pupils welfare and dignity is of paramount importance
- Staff who provide intimate care are trained to do so (including child protection training and manual handling training).
- Suitable equipment and facilities will be provided to assist with children who need special arrangements following assessments from physiotherapist/occupational therapist.
- Individual Intimate Care Plans will be drawn up for particular pupils.
- Intimate care arrangements will be discussed and agreed with the pupil's parents/carers.

Procedures for Intimate Care

- When a pupil requires any intimate care arrangements such as changing soiled clothes, where possible, staff will offer a change of clothes for the child to change themselves and/or contact the pupil's parents to come to school to provide clothing and/or assistance.
- If there is an occurrence of heavier soiling or when a pupil has been sick, this may require the school nurse to provide care on a more personal level.

The procedure in this situation will be as follows:

- The pupil will be taken to a less public place, to maintain dignity.
- In these situations, all efforts will be made to contact/carers.
- If parents/carers cannot be contacted staff will decide on the most appropriate care to minimise any stress, discomfort or anxiety the pupil may be experiencing.

- It is anticipated that older pupils will be able to manage any circumstances given guidance or assistance. Intimate care will only be provide to older children in extreme circumstances.

N.B If providing intimate care two members of staff will be present at all times. The well-being and dignity of the child will remain paramount at all times.

Intimate Care Plan

Pupils Name: _____

Date of Birth: _____

Form Class: _____

Form Tutor: _____

Assistance required:

Schedule of assistance (ie times etc)

Persons assisting school nurse (if required)

Alternative arrangements:

Location/equipment:

Signatures:

Parent/Guardian: _____

Date: _____

Pupil: _____

Date: _____

School nurse: _____

Date: _____

Assistant(s) if required): _____

Date: _____

Principal: _____

Date: _____

Protocol For Critical Incident

Pupils Name: _____

Date of Birth: _____ Form Class: _____ Form Tutor: _____

Assistance:

Alternative arrangements:

Persons assisting school nurse (if required)

Signatures:

Parent/Guardian: _____

Date: _____

Pupil: _____

Date: _____

School nurse: _____

Date: _____

Assistant(s) if required: _____

Date: _____

Principal: _____

Date: _____

Inclusion and accessibility statement

This policy applies to all pupils in Bangor Academy and Sixth Form College. We at Bangor Academy and Sixth Form College are committed to inclusion and supplying all our school publications in an accessible format.

Should any pupil parent or carer require support in interpreting or understanding this policy school will provide guidance in partnership with the Inclusion and Diversity Service.

If you require this document in an alternative format, such as large print or a coloured background, please contact us on policies@bangoracademy.org.uk