



Ballycraigy Primary School

Policy for Pastoral Care and Child Protection

Date reviewed	September 2018
Date ratified by governors	24/9/2018
Next review due	August 2019

POLICY FOR PASTORAL CARE AND PUPIL SUPPORT

At Ballycraigy Primary, we approach the welfare of our pupils in a positive and respectful way; all our staff fully support the philosophy and ethos of being a Rights Respecting, Nurturing School.

We wish our children to feel happy and secure in whatever activity they are taking part. Our children are supervised at all times, and we place great emphasis on the welfare and well being of the children in our care. One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All our staff and volunteers have been subject to appropriate background checks. The staff of our school has adopted a Code of Conduct for our behaviour towards pupils, (Appendix 1) and an Acceptable Use Policy Agreement for the use of the internet and other digital information and communications technologies, (Appendix 3).

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school – teachers, non-teaching staff and volunteers – has a clear guidance on the action that is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of the child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

What is child abuse?

We use the following definition:

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 (e.g. 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

Exploitation abuse may involve bullying through social networks, online games or mobile phones – by a child’s peers. 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.

Signs and symptoms

This is not an exhaustive list, but intended only as a guide. The presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Constant minor injuries
- Bite marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- “frozen” look
- Attention seeking
- Apprehension
- Antisocial behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to PE (undressing)
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance – repeated infections etc
- Unexplained bruising-
 - bruise marks in or around the mouth
 - black eyes, especially if both eyes are black and there are no marks to forehead or nose
 - grasp marks
 - finger marks
 - bruising of the ears
 - linear bruising (particularly buttocks or back)
 - differing age bruising

Full supervision continues during all extra-curricular activities, such as school clubs. No child remains in the classrooms, central resource areas, cloakroom/toilet areas or other areas of the building during playtimes and lunchtimes without adult supervision. Children should not enter the building at break times without the permission of the member of staff on duty.

All our children should feel able to talk freely and openly to any member of staff, if they have any worries or problems of any kind on a work or personal level. Staff respond to children in an appropriate manner, offering advice, support, guidance and reassurance.

The School Safeguarding Team is made up of Dr Edwards (Principal and Designated Teacher), Mrs Little (Coordinator for FS and KS1, Deputy Designated Teacher), Mrs Fowler (Coordinator KS2 and Deputy Designated Teacher), Miss Moore (Nurture Teacher and SENCO), Mr Palmer (Chair of Governors) and Mrs Girvin (Designated Governor for Child Protection). The class teacher or the member of staff on duty resolves minor difficulties, worries or upsets involving any child, which arise within the classroom or the playground. The child (or children) concerned participates in any discussion about an incident. Incidents that are more serious, or concerns about a child's behaviour, health or welfare, should be referred to Dr Edwards, the designated teacher for Child Protection, or in her absence Mrs Fowler or Mrs Little, the deputy designated teachers for Child Protection. The school has comprehensive Discipline and Anti-Bullying Policies. These are adhered to by all staff and volunteers.

A child's parents or carers are contacted if it is felt advisable to involve them in a particular situation or issue. This contact is in person, when the child is collected from school, or by a telephone call or letter.

Parents are encouraged to talk to their child's class teacher, the Key Stage Coordinators or Principal if they have any concerns or worries. Parents should feel able to share concerns about home circumstances or medical matters that might affect their child's work or behaviour in school. All discussions are treated as confidential.

Ballycraig Primary respects the individuality of every person and pupils learn to be non-judgemental and supportive in their approach to people who might seem 'different' because of a disability or their physical appearance.

Ballycraig Primary has established and maintains close links with outside agencies involved in the care of children. These include the Educational Psychology Service, The school Medical Service Social Services, the Police and Fire Service. In particular our relationship with the Police includes regular talks and discussions about road safety and being cautious towards strangers.

Pastoral Support for Individual Pupils

At Ballycraig Primary we are aware that certain groups of children are at particular risk and a Pastoral Support Programme should offer assistance to:

- ◆ those on the Child Protection Register or classed as Children in Need
- ◆ children with special needs
- ◆ LAC children
- ◆ ethnic minority children
- ◆ Travellers
- ◆ young carers
- ◆ those from families experiencing stress, e.g. bereavement
- ◆ children with school phobia
- ◆ children with long-term absence from school for medical reasons.

Ballycraigy Primary acknowledges school-based intervention is needed for disaffected pupils.

The school works closely with external agencies when necessary. Social Services should be involved in supporting pupils in care, pupils on the Child Protection Register and those who are carers in the home. The Educational Welfare Officer assists with establishing a programme for those pupils with school phobia. The School Nurse's involvement is with those who have medical needs, including pupils who are absent because of long-term illness, and those with duties as a carer.

For disaffected pupils at Ballycraigy Primary who display behavioural problems that we feel cannot be resolved, requests for support will be made to the relevant external agencies. An intervention programme should be introduced and might include part-time attendance at a Pupil referral Unit. The pupil's Support Programme is withdrawn gradually when the child can manage the situation, or the personal circumstances improve.

Preventative Curriculum

Our P.D.M.U. curriculum pays particular attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. It also offers a medium to explore sensitive issues with children in an age appropriate way which helps them to develop appropriate protective behaviours.

Staff will avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.

When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised.

If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the principal before using it.

Procedure for reporting abuse

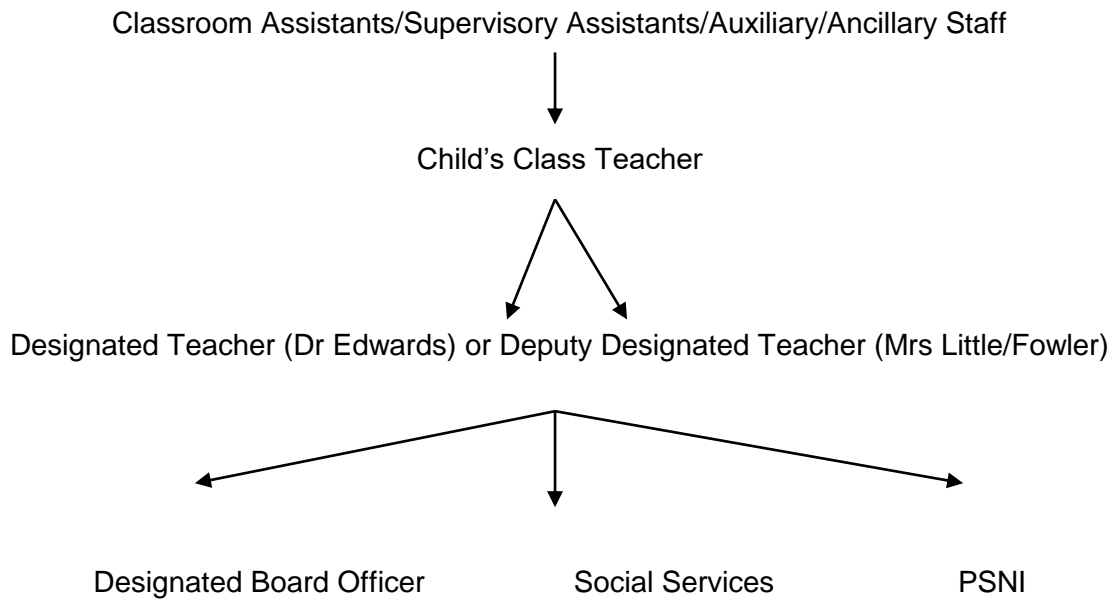
If there are concerns that the child may be at risk, the school is obliged to make a referral. The Principal may seek clarification or advice and consult with the Education Authority – North East Region Designated Officer for Child Protection or the Senior Social Worker before a Referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. **The safety of the child is our first priority.** Where there are concerns about possible abuse the Principal will inform Social Services and EA - NER Designated Officer for Child Protection. (Appendix 2 - UNOCINI)

If a child makes a disclosure to a teacher or other member of staff that gives rise to concerns about possible child abuse, or if a member of staff has concerns about a child, **the member of staff will act promptly. He/She will not investigate** – this is a matter for Social Services – but should report these concerns immediately to the designated teacher, discuss the matter with her, and make full notes. Procedures for reporting are tabled below.

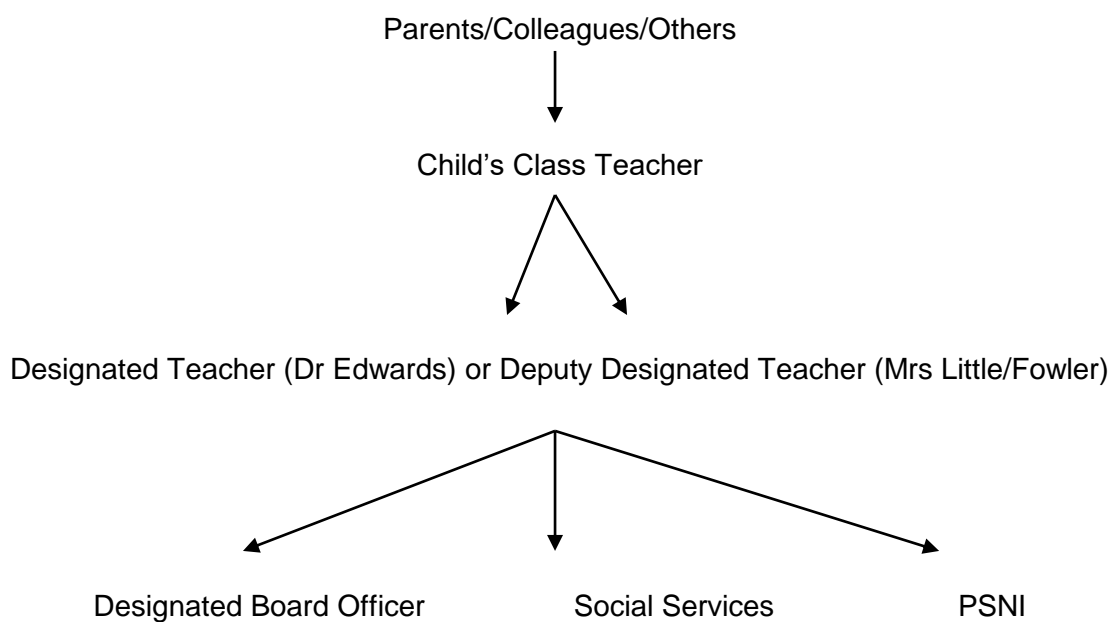
It should be noted that information given to members of staff about possible child abuse cannot be held “in confidence.” In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told. The form found in Appendix 7 will be used to record any note of concerns.

The reporting process for child protection concerns:

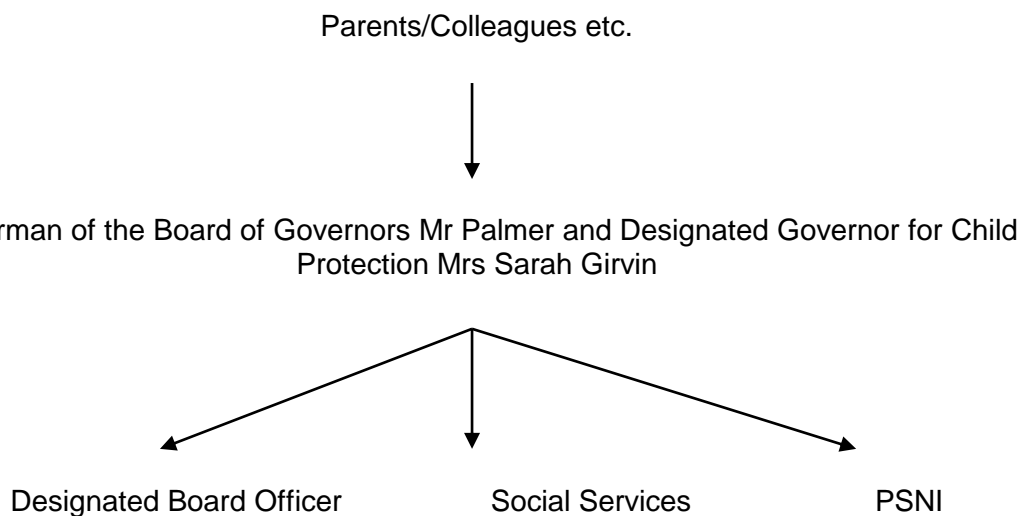
A By persons outside school



B By persons inside school



C About the Principal



If a parent has a potential child protection concern:

I have a concern about my/a child's safety

I can talk to the classroom/form teacher

If I am still concerned, I can talk to the Designated/Deputy Designated Teacher for Child Protection (Dr Edwards, Mrs Little, Mrs Fowler)

If I am still concerned, I can talk/write to the Chair of Board of Governors (Mr Palmer)

If I am still concerned I can contact The NI Public Services Ombudsman
Tel: 0800 343 424

At any time I can talk to the local Children's Services Gateway Team or the PSNI Central Referral Unit at 028 9025 9299

APPENDIX 1 CODE OF CONDUCT FOR EMPLOYEES

Objectives, 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 (DT/P; DDTs).
- 2.3 The school's DT is Dr Hazel Edwards and the DDTs are Mrs Ruth Little and Mrs Diane Fowler.
- 2.4 All staff and volunteers are provided with personal copies of the school's Child Protection Policy and Whistleblowing Policy and must be familiar with these documents and other relevant school policies e.g. e-Safety and Acceptable Use Policy.
- 2.5 All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.
- 2.6 All staff and volunteers should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring pupils.
- 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 With pupils/students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff and volunteers should not assume that the school are aware of any such connections. A declaration form may be found in Appendix 5.
- 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 cooperate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students.

5. Honest 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 (e.g. at Christmas or End of Year). 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 offenses 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 of 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. (Appendix 3)
- 7.2 Staff and volunteers must not engage in appropriate 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 post established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.
- 7.4 Contact with students must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students. If contacted by a student by an inappropriate route, staff should report the contact to the Principal immediately.
- 7.5 Photographs 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 everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.
- 8.2 Confidential information about students should never be used casually in conversation or shared with any person other 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, e.g. 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 school 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 circumstance.
- 8.6 Additionally concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

9. Dress

- 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 complete the form in Appendix 4 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

APPENDIX 2

NOTIFICATION OF SUSPECTED/ADMITTED/KNOWN ABUSE OF CHILDREN TO SOCIAL SERVICES – UNOCINI (Understanding the Needs of Children in Northern Ireland)

Section 1: Child or Young Person's Details		
Surname:	ID No.	Soscare
Forename:		
Known As:	HCN:	
Address:	Previous Address:	
Postcode:	Previous Postcode:	
Telephone No:	Locality: 1=BT – Belfast Central	
Mobile No:		
Date of Birth:	Gender	Male
GP Name:	GP Tel No:	
GP Address:	GP Email Address:	
GP Postcode:		
School Name:	School Tel No:	
School Address:	School Postcode:	
Does the Child have a Disability? Yes	If Yes, What Disability: (& source of diagnosis)	Other Special Needs:
Nationality:	1=Austrian	Ethnic Origin: B=Bangladeshi
Religion:	1=Church of Ireland	Country of Origin: AAFG=AFGHANISTAN
Language Spoken:	1=Albanian	Communication Support: Yes
Interpreter <input type="checkbox"/>	Signer <input type="checkbox"/>	Document Translator <input type="checkbox"/>

Section 2a: Referrer's Details

Name of Referrer:	Designation:
Address:	Date of Referral: 11/05/2015
Postcode:	Contact Details:

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:	1=Albanian	2=Arabic	3=Bengali	4=British Sign Language
Nationality:	1=Austrian	2=Belgian	3=British	4=Bulgarian
Communication Support:	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> 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:	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> 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 <input type="checkbox"/> No <input type="checkbox"/>
Do all the children in the family consent to the Referral being made?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If NO, please explain	
Parent/ Carer	
Are Parents/ Carers of all the children/ young people are Referral has been made?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Do they consent to the Referral being made?	Yes <input type="checkbox"/> No <input type="checkbox"/>
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 3

Staff (and Volunteer) Acceptable Use Policy Agreement

New technologies have become integral to the lives of children and young people in today's society, both within school and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. All users should have an entitlement to safe access to the internet and digital technologies at all times.

This Acceptable Use Policy is intended to ensure:

- that staff and volunteers will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school / academy systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that staff are protected from potential risk in their use of technology in their everyday work.

The school will try to ensure that staff and volunteers will have good access to digital technology to enhance their work, to enhance learning opportunities for *students / pupils* learning and will, in return, expect staff and volunteers to agree to be responsible users.

Acceptable Use Policy Agreement

I understand that I must use school systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems and other users. I recognise the value of the use of digital technology for enhancing learning and will ensure that students / pupils receive opportunities to gain from the use of digital technology. I will, where possible, educate the young people in my care in the safe use of digital technology and embed online safety in my work with young people.

For my professional and personal safety:

- I understand that the school will monitor my use of the school digital technology and communications systems.
- I understand that the rules set out in this agreement also apply to use of these technologies (e.g. laptops, email, VLE etc.) out of school, and to the transfer of personal data (digital or paper based) out of school.
- I understand that the school digital technology systems are primarily intended for educational use and that I will only use the systems for personal or recreational use within the policies and rules set down by the school. (schools should amend this section in the light of their policies which relate to the personal use, by staff and volunteers, of school systems)
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.

- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.

I will be professional in my communications and actions when using school ICT systems:

- I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
- I will communicate with others in a professional manner, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will ensure that when I take and / or publish images of others I will do so with their permission and in accordance with the school's policy on the use of digital / video images. I will not use my personal equipment to record these images, unless I have permission to do so. Where these images are published (eg on the school website / VLE) it will not be possible to identify by name, or other personal information, those who are featured.
- I will only use social networking sites in school in accordance with the school's policies.
- I will only communicate with students / pupils and parents / carers using official school systems. Any such communication will be professional in tone and manner.
- I will not engage in any on-line activity that may compromise my professional responsibilities.

The school and the local authority have the responsibility to provide safe and secure access to technologies and ensure the smooth running of the school:

- When I use my mobile devices (laptops / tablets / mobile phones / USB devices etc) in school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment. I will also follow any additional rules set by the *school* about such use. I will ensure that any such devices are protected by up to date anti-virus software and are free from viruses.
- I will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes)
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.

- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings, unless this is allowed in school.
- I will not disable or cause any damage to school equipment, or the equipment belonging to others.
- I will only transport, hold, disclose or share personal information about myself or others, as outlined in the School Data Policy (or other relevant policy). Where digital personal data is transferred outside the secure local network, it must be encrypted. Paper based Protected and Restricted data must be held in lockable storage.
- I understand that data protection policy requires that any staff or student / pupil data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by school policy to disclose such information to an appropriate authority.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

When using the internet in my professional capacity or for school sanctioned personal use:

- I will ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not download or distribute copies (including music and videos).

I understand that I am responsible for my actions in and out of the school:

- I understand that this Acceptable Use Policy applies not only to my work and use of school digital technology equipment in school, but also applies to my use of school systems and equipment off the premises and my use of personal equipment on the premises or in situations related to my employment by the school
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors / Directors and / or the Local Authority and in the event of illegal activities the involvement of the police.

I have read and understand the above and agree to use the school digital technology systems (both in and out of school) and my own devices (in school and when carrying out communications related to the school) within these guidelines.

Staff / Volunteer Name:

Signed:

Date:

APPENDIX 4

Confirmation of Compliance

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Name _____

Position/Post Held _____

Signed _____

Date _____

Once completed, signed and dated, please return this form to the Principal.

APPENDIX 5

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.

Employee Name	Student 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 (e.g. via the child) or formally.
- No private tutoring is to take place on the school premises.

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

Signed: _____

Date: _____

Once completed, signed and dated, please return this form to the Principal.

APPENDIX 6

Other Policies

This Child Protection Policy complements and supports a range of other policies including:

- Attendance Policy
- Behaviour Management and Discipline Policy
- Pastoral Care
- Anti-Bullying Policy
- Safe Handling
- Special Educational Needs
- First Aid and Administration of Medication
- Health and Safety Policy
- Relationships and Sexuality Education
- Intimate Care
- E-Safety Policy
- Educational Visits
- Staff Code of Conduct

All policies are kept up to date, with regular risk assessments carried out where required. All policies are available to parents with hard copies available on request.

APPENDIX 7

**NOTE OF CONCERN – CHILD PROTECTION RECORD – REPORT
TO DESIGNATED TEACHER**



Ballycraigy Primary School

Education Authority – North East Region

**CONFIDENTIAL – NOTE OF CONCERN
Child Protection Record – Reports to Designated Teacher**

Name of pupil:
Year Group:
Date, time of incident/disclosure:
Circumstances of incident/disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:
Action taken at the time:

Details of any advice sought, from whom and when:

Any further action taken:

Written report passed to designated Teacher: Yes No
If 'No' state reason:

Date and time of report to the Designated Teacher:

Written note from staff member placed on pupil's Child Protection file: Yes No
If 'No' state reason:

Name of staff member making the report:

Signature of staff member:

Date:

Signature of Designated Teacher:

Date: