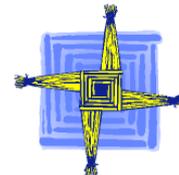


**Safeguarding and Child Protection Policy**  
**St. Bride's Primary School**



**St. Bride's Primary School Safeguarding Team**

Chair of the Board of Governors:	Mrs Rosalie Flanagan
Link Governor for Safeguarding:	Mrs Caroline Agnew
School Principal:	Mrs Quinn
Designated Teacher (DT):	Miss Joyce
Deputy Designated teacher (DDT):	Mrs Granleese
Designated Teacher Nursery:	Ms Ward

## **1.0 Introduction**

St. Bride's Primary School recognises that we have a safeguarding responsibility towards all the pupils in our care. All in our school community are committed to safeguarding and staff take their responsibility seriously. We, in St. Bride's, all work towards a culture of mutual trust and respect through which the best interests of the pupils entrusted to our care is paramount.

We have taken reasonable steps to ensure that the welfare of all pupils is safeguarded and their safety is preserved.

As best practice, we review our Safeguarding and Child Protection Policy annually taking on board changes to guidance, procedure or legislation relating to safeguarding and child protection.

The school is in regular contact with the Child Protection Support Service (CPSS) based in the Education Authority, which offers training, advice and support.

Parents and pupils receive a copy of this Child Protection Policy at intake and every two years thereafter.

This safeguarding and Child Protection Policy is not a stand-alone policy but operates in conjunction with a suite of safeguarding policies.

## **2.0 The Aims of this Safeguarding and Child Protection Policy are:**

- 2.1 To promote a safeguarding and child protection ethos within St. Bride's school environment, ensuring that there is a cultural of mutual trust and respect which contributes to the care, safety and well-being of our pupils.
- 2.2 To ensure that all in St. Bride's school community takes responsibility for protecting our pupils and ensure that those in key positions have a clear understanding of their roles in adhering to policies and procedures.
- 2.3 To ensure that all in key positions have undergone initial CPSS child protection training and refresher training.
- 2.4 To ensure that the Designated and Deputy Designated Teachers cascade child protection training to the whole school. This includes support staff and new staff as part of their induction programme.

- 2.5 To ensure that high priority is given to the delivery of a preventative education and activities which enable St. Bride's pupils to grow up safely and securely in circumstances where their development and wellbeing is promoted.
- 2.6 To ensure that safeguarding/ child protection arrangements should be accessible in the school and understood by children so that they know what to do and who to go to.
- 2.7 To offer support to families and promote early intervention to meet the needs of our pupils.
- 2.8 To ensure a culture in which the pupils feel safe, and that they are confident and secure talking to staff about matters that concern them, knowing that the staff will listen to them, take them seriously taking into account their age and understanding.
- 2.9 To treat pupils' and parents' concerns in a confidential manner, whilst recognising that when a pupil is at risk of abuse, confidentiality must be subordinated to safeguarding, and the need to take appropriate action, by informing and involving relevant others in the best interests of the pupil.
- 2.10 To ensure that all staff are familiar with St. Bride's Code of Conduct for Staff. This extends to both teaching and non-teaching staff, and volunteers.

### **3.0 Key Principals of Safeguarding and Child Protection**

In accordance with the Children (NI) Order 1995 and with DENI May 2017 'Safeguarding and Child Protection in Schools - A Guide for Schools', the key principles of Safeguarding and child protection are:

- 3.1 The child's welfare is paramount.
- 3.2 The voice of the child or young person should be heard.
- 3.3 Parents are supported to exercise parental responsibility and families helped stay together.
- 3.4 Partnership- safeguarding is a shared responsibility. This includes both teaching and non-teaching staff and extends to any volunteers accepted to work in the school during school hours when pupils are on the premises.
- 3.5 Prevention- The importance of preventing problems occurring or worsening through the introduction of timely supportive measures.
- 3.6 Responses should be proportionate to the circumstances- Where a child's needs can be met through the provision of support services, these should be provided.
- 3.7 Protection- Children should be safe from harm.

### **4.0 How Can We Keep Our Pupils Safe?**

We seek to protect our pupils by adopting a preventative education approach and:

- 4.1 Helping them to learn about the risks of abuse through PDMU & RSE lessons and through the use of outside agencies e.g. NSPCC workshops for pupils and parents
- 4.2 Helping them to recognise unwelcome behaviour in others
- 4.3 Helping them to acquire the confidence and skills to keep themselves safe
- 4.4 Keeping the school secure
- 4.5 Being vigilant regarding strangers, photographers or anyone acting suspiciously

- 4.6 Responding appropriately to concerns about potential abuse
- 4.7 Implementing the safeguarding elements of the school's ICT Policy specifically online safety.

## **5.0 Definitions**

### **5.1 Safeguarding**

Safeguarding is the action we take to promote the welfare of children and protect them from harm. It is everyone's responsibility.

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.

In all matters relating to safeguarding and child protection procedures or policies, the best interests of the child must be the paramount consideration.

### **5.2 Child Protection**

Child protection refers specifically to the activity that is undertaken to protect individual children who are suffering, or likely to suffer significant harm.

### **5.3 Child Abuse**

Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a numbers of ways and can involve a combination of the forms of abuse. Those working with children and young people must have an awareness and understanding of the nature and prevalence of different manifestations within their practice area. (Dept. of Educ. 2017)

## **6.0 Abuse & Definitions of Abuse (DHSSPS March 2016)**

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and on-going information sharing is key between professionals.

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

Harm can be caused by:

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

**6.1 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.

**6.2 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.

**6.3 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 opportunity 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.

**6.4 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.

**6.5 Exploitation** Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity

appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (6-2) ?

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

## **7.0 Child Protection Procedures in St. Bride's P.S**

### **(Section 7A)**

- 7.1a** Where signs are evident or there has been a disclosure staff should respond. They may seek some clarification from the child with tact and understanding. They should listen actively to the child. The child should not be interrupted. They should not ask leading questions. As soon as possible afterwards the member of staff should make a record of the discussion for the DT. The teacher should use the "Note of Concern Template" (See appendices). The Note of Concern should record the time, date, place and people who were present, as well as what was said. Signs of physical injury should be described in detail but under no circumstances should a child's clothing be removed nor a photograph be taken.
- 7.2a** Any questions asked should be for the purpose of clarification of the nature of the concern, not for the purpose of investigation.
- 7.3a** Where there is still concern, a report must be made to the Designated Teacher (Miss Joyce, Ms Ward or DDT Mrs Granleese) and full notes made.
- 7.4a** The Designated Teachers (Miss Joyce, Ms Ward or DDT Mrs Granleese) must notify the Principal. (Mrs Quinn)
- 7.5a** The Principal may seek clarification or advice and consult with CCMS or CPSSS.
- 7.6a** If a referral is necessary, the Principal (or DT or DDT) will notify:
- Social Service (Gateway) or the PSNI.
  - The Designated Officer for Child Protection in CCMS/EANI Belfast Office

### **(Section 7B)**

- 7.1b** Where a pupil confides information to a member of staff, the pupil should be reassured. Notes should be made. No investigation or promise of confidentiality should ever be made.
- 7.1b** The Procedure at Point **7.3a** is then followed.

**(Section 7C)**

- 7.1c** Where a pupil confides information of possible abuse outside the school or whether or not the pupil is the subject of the alleged abuse, and where the suspected abuser is not the parent, then the parent may be present while the school is seeking preliminary clarification.
- 7.2c** The procedure at Point **7.3a** is then followed.

**(Section 7D)**

- 7.1d** Safeguarding / child protection complaint against a member of the Board of Governors
- 7.2d** The Procedure at Point **7.3a** is then followed.

**(Section 7E)**

- 7.1e** Safeguarding / child protection complaint against a Volunteer
- 7.2e** The Procedure at Point **7.3a** is then followed.

**(Section 7F)**

- 7.1f** Safeguarding / child protection complaint against a member of the School's staff  
**DE Circular 2015/13 Dealing with Allegations of Abuse Against a Member of Staff** will be followed in all such circumstances.
- 7.2f** If the complaint is about the Principal, tell the Designated Teacher Miss Joyce or DDT Mrs Granleese.
- 7.3f** The Designated Teacher Miss Joyce or DDT Mrs Granleese must notify the Chairperson of the Board of Governors and the EA local CPSSS team.
- 7.4f** The Chairperson and DT will apply the DE Circular above.
- 7.5f** If the complaint is about any other adult working in the school, tell the Principal.
- 7.6f** The Chairperson and Principal will apply the DE Circular above.
- 7.7f** The Principal will inform the Designated Teacher Miss Joyce or DDT Mrs Granleese and the Chairperson of the Board of Governors (except where the DT/DDT is the subject of the allegation.)
- 7.8f** The DE Circular above is then applied.

- 7.9f** Following a risk assessment, and advice from CCMS/EANI Belfast Office, a member of staff may be suspended from duty as a precaution, pending investigation by Social Services.
- 7.10f** The Principal will ensure that proper records, dated and signed, are kept of all complaints or information received.
- 7.11f** The Principal or Designated Teacher Miss Joyce or DDT Mrs Granleese will advise the person who made the complaint, on the outcome of the complaint.

## **8.0 Record Keeping**

### **8.1 Records will be maintained and set out:**

- The time, date, place and people who were present
- 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 pupil undertakings of confidentiality

### **Note**

- Information should be written on the presumption that parents and relevant professionals can request access to it
- Note taker's personal feelings and reactions should not be noted
- Information should be factual, accessible in language and concise.

## **9.0 Recruitment, Vetting and Induction of Staff and Volunteers**

As a key preventative measure in preventing unsuitable individuals' access to children, all staff and volunteers are to be vetted by the appropriate authorities before commencing duties. They are then inducted in the Safeguarding and Child Protection Policy before meeting any pupils. In some cases, they are supervised as appropriate.

From April 1<sup>st</sup> 2008 responsibility for undertaking vetting procedures has been transferred to Access NI. A background check, by the above organisation, will be requested by the school for all prospective

employees, volunteers and school governors. From this date all persons joining St. Bride's staff, including volunteers and governors will require an Enhanced Disclosure Certificate.

## **10.0 Visitors to St. Bride's Primary School**

**10.1** Visitors to St. Bride's Primary School such as parents, suppliers of goods and services, those here to carry out maintenance work etc. do not routinely need to be vetted before being allowed onto school premises.

However, as the doors on both the Derryvolgie and Ashleigh sites are locked, such visitors have to be "buzzed" onto the premises by school staff. There are T.V. monitors in both offices to facilitate this. The visitors must report to the offices on either site where they are met by staff representatives usually our secretarial staff. Their access to areas and movement within the school is restricted as need requires.

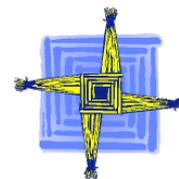
Visitors who are remaining on site, for example Clarawood Staff & members of the peripatetic service, School of Music Staff etc. are asked to sign in and out of the school in the visitor's book. They are given clearly identifiable visitor passes which they wear around their necks. All staff know to be vigilant, to check for visitor badges and to inform SMT immediately if they have concerns about people on the premises.

All gates to the school premises are also closed during the day to deter strangers, dogs etc. from entering the grounds. There is signage on all gates asking all to keep the gates shut. Staff and pupils know to close the gates. This is an added deterrent to help keep our pupils safe.

Pupils coming into St. Bride's on work experience do not require Access NI clearance if they are fully supervised by school staff. All students are given a copy of the Safeguarding and Child Protection Policy and the normal child protection induction process applies.

## **11.0 Code of Conduct of Staff**

The protection and promotion of the pupils in St. Bride's is the responsibility of all members of staff, teaching and non-teaching. In meeting this, the staff of St. Bride's work towards a culture of mutual trust and respect through which the best interests of our pupils entrusted to our care is paramount. St. Bride's P.S. operates a code of Conduct which extends to staff, both teaching and non-teaching and volunteers. This code of conduct helps to ensure that the conduct of school staff towards the pupils is above reproach. The Code is updated regularly. It is felt that adherence to the Code of Conduct will reduce the risks of allegations being made. The code is intended to assist staff by drawing attention to the areas of risk for staff and by offering guidance on conduct.



**Appendix**

**Proforma**

**Confidential**

**NOTE OF CONCERN**

**CHILD PROTECTION RECORD-REPORTS TO DESIGNATED TEACHER**

<b>Name of Pupil:</b>
<b>Year Group</b>
<b>Date, time of incident/ disclosure</b>
<b>Circumstances of incident/ disclosure:</b>
<b>Nature and description of concern:</b>
<b>Parties involved, including any witnesses to an event and what was said or done and by whom:</b>

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Adopted by BOG March 2018

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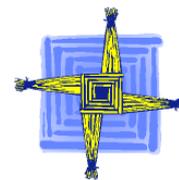
<b>Action taken at the time:</b>
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<b>Details of any advice sought, from whom and when:</b>
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<b>Any further action taken:</b>
----------------------------------

<b>Written report passed to Designated Teacher:</b> <b>If "no" state reason</b>
--

<b>Date and time reported to the designated teacher:</b>
--



**Written note from staff member placed on the pupil's Child Protection file**

**If "no" state reason:**

**Name of staff member making the report:** \_\_\_\_\_

**Signature of Staff Member:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Designated Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix

### How a Parent Can Raise a Concern in relation to Child Protection

If a parent has concerns about his or her child or another child's safety, they may take the following action:

I have a concern about my  
child or another child's safety.



I can talk to the  
CLASS TEACHER.



If I am still concerned I can talk to  
the designated teacher for  
Child Protection, Miss Joyce,  
or Deputy Designated teacher, Mrs Granleese, or the Nursery Designated Teacher Ms Ward.



If I am still concerned, I can talk to  
the Principal.

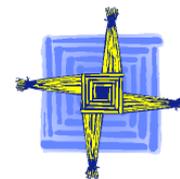


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Adopted by BOG March 2018

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If I am still concerned, I can  
talk/write to the,  
Chair of the Board of Governors.



At any time, I can talk to the Social  
Workers at their local Health  
and Social Services Trust  
Tel: 02890507000  
(out of hours 02890565444)  
or  
The Central Referral Unit  
Tel: 02890 259299 (or 101 Ext. 30299)

**Parents may view the full policy on the school website: [www.stbridesps.org.uk](http://www.stbridesps.org.uk)  
Alternatively, parents can obtain a hard copy of the school's full Child Protection Policy from  
the school office on request.**

## **Appendix 2**

### **Code of Conduct for Staff and Volunteers\* in St. Bride's Primary School**

#### **Objectives, Scope and Principles.**

This Code of Conduct is designed to give clear guidance on the standards of behaviour of all St. Bride's staff and volunteers are expected to observe. We, in St. Bride's P.S, are well aware that we 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 within the school community. As a member of the St. Bride's 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.

#### **1.0 Setting an example**

- 1.1 All staff and volunteers who work in St. Bride's set examples of behaviour and conduct which can be copied by the pupils. Staff must therefore for example avoid using inappropriate language or inappropriate gestures at all times.
- 1.2 All staff and volunteers must, therefore demonstrate high standards of conduct in order to encourage our pupils to do the same. Staff should consistently emphasise St. Bride's school rules and positively reinforce these with the pupils.

- 1.3 All staff and volunteers must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct. Staff should, as far as is possible, never be alone with pupils. If talking to a child, for example about a disciplinary issue, you might want them to step out into the corridor. Staff should ensure that the door to their classroom is then open and that they are visible to other pupils or staff. If in an emergency you have to travel with a child in your car, always ensure that another adult or second child travels with you. Never be alone with a child in a car. The SEN Team and all Peripatetic staff should always teach in a room with a glass window or if not possible they should always teach with the door open. Panes of glass on classroom doors should not be covered to ensure a clear view into each room.
- 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 behaviours. Policies can be found on the public folder.

## **2.0 Safeguarding Pupils**

- 2.1 All staff and volunteers have a duty to safeguard pupils from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.
- 2.2 The duty to safeguard pupils includes the duty to report concerns about a pupil or colleague to a member of the school's Safeguarding team. (Designated Teachers, Deputy Designated Teacher for Child Protection or the Principal)
- 2.3 The school's Designated Teacher (DT) are Miss Joyce whole school and Ms Ward in the Nursery, and the Deputy Designated Teacher (DT) is Mrs Granleese.
- 2.4 All staff and volunteers are provided with personal copies of St. Bride's Child Protection Policy and can access the EA Whistle Blowing Policy on the school network. They 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. This is in line with St. Bride's Vision statement, "Attainment for all within a happy, safe, caring, Catholic environment." 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 pupils, embarrassing or humiliating pupils, discriminating or favouring students.
- 2.7 All staff and volunteers must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare. Pupils should never be left unattended. In an emergency staff can phone either office for assistance or use the "Red Card" alert system. Staff should also complete Environmental Assessments where appropriate in accordance with school policies.

## **3.0 Relationships with students**

- 3.1 All staff and volunteers must declare any relationships that they may have with pupils outside of the school; this may include mutual membership of social groups, tutoring or family connections.

Staff and volunteers should not assume that the school is aware of any such connections. A declaration form can be found in the appendices. This should be completed by all staff.

- 3.2 Relationships with students must be professional at all times. Sexual relationships are not permitted and may lead to an abuse of trust and criminal conviction.

#### **4.0 Pupil Development**

- 4.1 All staff and volunteers must comply with school policies and procedures that support the well-being and development of the pupils. Staff should be familiar with the Medical Action Plans for pupils in their class and know the procedures to follow. Medical Action Plans can be found in blue files in the offices on each site.

Staff should recognise that St. Bride's is a "nut free zone" for staff and pupils. Therefore, no member of staff should be eating nut products at break or lunch. They should for example be aware of the procedures to follow in respect to epi pens, where they are kept in the class and ensure that pupils take them to mass, dinners on school trips, etc. In St. Bride's pupils are not permitted to bring in birthday cakes to share as some pupils have allergies. This is part of our duty of care.

As part of supporting the pupils' well-being and development, teachers should ensure the teaching of PDMU and RSE lessons in line with schemes of work, and the teaching of a preventative curriculum in relation to On-Line Safety, Risk Avoidance Danger, Road Safety, etc.

Teachers should be familiar and comply with all agreed health and safety procedures such as; the Safe Handling Procedures, the Intimate Care Policy, the Fire Evacuation Procedures, guidelines for travelling designated routes (See Environmental Assessments on the Public Folder) for e.g. to the PEC, between the two school sites, to the Parish Hall, to St. Brigid's Church, Ulster Museum etc. No child is permitted to cross the road between the two sites. Staff and volunteers should be aware of school policy in regards to the wearing of high viz vests on outings, the closing of school gates on both sites, the closing of school entrance doors, (no doors should be propped open by a bolt), the procedures for accompanying classes around the site, including the use of the "Stop Here" points which when used ensure that staff can see the whole class rather than the teacher walking ahead with the whole class following. They should also be familiar with all supervision rotas and the routines for break time and lunch time supervision etc.

Fire procedures should for each classroom should be pinned to the door along with a copy your class list. This will be easily accessible to all teachers, classroom assistants and substitute teachers. The "Red Cards" should also be pinned to the inside door of the classroom.

- 4.2 All staff and volunteers must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of the pupils. E.g. The Literacy Service, Harberton Outreach for Literacy and Behaviour, Clarawood, The School Nurse, Education Welfare, Gateway, Inter Cultural Education Service, RISE N.I etc.

#### **5.0 Honesty and Integrity**

- 5.1 All staff 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. (See Cash Handling Procedure Policy)
- 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.

## **6.0 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 interest of the school. It should not contravene the working time regulations or affect an individual's work performance in school.

## **7.0 E-Safety and Internet Use & Mobile Phone 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 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 files they 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 or "retweeting" tweets. This may also include the use of dating websites where staff could encounter past students or parents with their own profile or acting covertly.
- 7.4 Contact with pupils 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 you are contacting parents, in as far as possible use the school telephone in either office. It is advisable to not give parents yours or other teachers' personal contact details. Parents can contact the school by phone or through the school info email account.  
If contacted by a student by an inappropriate route, staff should report the contact to the Principal immediately.
- 7.5 Photographs/stills or video footage of students should only be taken using school equipment for purpose 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 recordings or taking of

photographs must be retained and destroyed in accordance with the schools Record Management Policy and Disposal Schedules.

- 7.6 Staff are asked not to use their mobile phones during the working day especially when teaching. This includes the receiving of personal calls, replying to texts and emails both personal and school related. It is recognised that some "roaming" members of staff need to use their phones for work purposes. However, in exceptional circumstances and in agreement with the principal, exceptions can be made.

## 8.0 **Confidentiality**

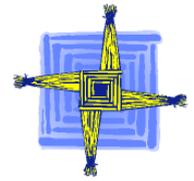
- 8.1 Members of staff and volunteers may have access to confidential information about students in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or their families for their own use, or others' advantage. Information must never be used to intimidate, 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 members 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 duties.
- 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 enquires should be passed to SMT.
- 8.5 Adults need to be aware that although it is important to listen to and support pupils, they must not promise confidentiality or request pupils to do the same under any circumstances.
- 8.6 Additionally, concerns and allegations about adults should be treated as confidential and passed to a member of SMT without delay.

## 9.0 **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.

## 10.0 **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.



### **11.0 Compliance**

All staff and volunteers must complete the compliance form to confirm they have read, understood and agreed to comply with the Code of Conduct. This form should be signed and dated.

\* Volunteers refers to parents, student teachers, students from both secondary and third level education and past pupils.

## **Appendix 1**

### **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.

<b>Employee Name</b>	<b>Student Name</b>	<b>Relationship</b>

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

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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

## Appendix 2

### 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**