



Enniskillen Royal Grammar School

CHILD PROTECTION POLICY

(Including COVID 19 Arrangements for Safeguarding and
Child Protection Appendix 1)

1. Child Protection Ethos

We in Enniskillen Royal Grammar School have a responsibility for the safeguarding and child protection of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or harm to a child is suspected and outlines referral procedures within our school.

2. Principles

- The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, The Education and Libraries (NI) Order 2003 the Department of Education (Northern Ireland) guidance Safeguarding and Child Protection: a guide for schools Circular 2017/04, the Area Child Protection Committees' Regional Policy and Procedures (2005), Co- operating to Safeguard Children and Young People in Northern Ireland (2016), Safeguarding Board Act Northern Ireland (2011).

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

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident the child's welfare must be paramount, this overrides all other considerations.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interest must always come first.
- The promotion of co-operation with statutory agencies in the multi-agency response to child protection.

3. Other Relevant Policies

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

- Positive Behaviour Policy
- Learning Support Policy
- Anti-Bullying Policy
- Attendance Policy
- Hand-Held Devices Policy
- Relationships and Sexuality Education
- Pastoral Care Policy
- Drugs Policy
- ICT Policy including the ICT Contract and our Online Learning Protocols
- Period Dignity

- Supporting Pupils with Medication Needs
- Response to a Critical Incident (under review)
- Educational Visits: Policy, Guidance and Procedures
- Whistle Blowing Policy

These policies are available to parents and any parent wishing to have a copy should contact the School office or visit the school website at www.enniskillenroyalgs.com.

4. Roles And Responsibilities

4.1 The School Safeguarding Team

The following are members of the school's Safeguarding Team

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| • Chair of the Board of Governors | Rt Rev Dr Ian Ellis |
| • Designated Governor for Child Protection | Ingrid Logan |
| • Principal | Miss Elizabeth Armstrong |
| • Designated Teacher | Miss Kerry McCabe |
| • Deputy Designated Teachers | Mrs Heather Kettyle
Mrs Nicola Jones |

The main role of the team is to:

- Monitor and periodically audit the safeguarding and child protection arrangements in the school
- Identify any actions required to address audit findings or ETI inspection of its safeguarding/child protection arrangements
- Provide support for the Designated and Deputy Designated teachers in the exercise of their child protection responsibilities.

The roles and responsibilities of individual members of the Safeguarding team are summarised in **Appendix 2**

4.2 The Board of Governors

The Board of Governors as a body must ensure that the school fulfils its safeguarding responsibilities in keeping with current legislation and DE guidance including:

- ensuring that safeguarding/child protection is a standard item on the agenda of Board of Governor meetings at least once a year
- approving the school's Child Protection Policy at least once every 2 years
- ensuring that there is a time-tabled review (every 2/3 years) of all other safeguarding policies and that they are presented to the BOG for approval.
- receiving annual child protection reports.
- ensuring there is a staff code of conduct for all adults working in the school
- attending relevant child protection/safeguarding training for Governors

4.3 School Staff

Teachers, Classroom Assistants and other Support staff in school see children on a daily basis over long periods and can notice physical, behavioural and emotional indicators and a child may choose to disclose to them allegations of abuse.

Members of staff **must** refer concerns or disclosures to the Designated/Deputy Teacher for Child Protection/Principal. In addition staff should also keep the Designated Teacher informed in writing or verbally about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse. A pro-forma for reporting a concern or disclosure is included at **Appendix 5**. Staff should exercise due caution in terms of confidentiality of sensitive information in their communications.

If a member of staff does not feel their concerns are being taken seriously or action to safeguard the child is not being taken by professionals and the child is considered to be at risk of continuing harm then they should speak to the Designated Teacher for Child Protection, Principal, Education Authority Designated Officer for Child Protection or to Social Services.

4.4 Parents

Parents can play their part in safeguarding by:

- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, in order that the school is reassured as to the child's well-being
- making requests to the school in advance for permission to allow their child to attend medical or other appointment including providing details of any arrangements for the collection of the child
- familiarising themselves with the school's safeguarding policies e.g. Anti Bullying, Positive Behaviour, Attendance and Child Protection Policies
- reporting to the school office when they visit the school
- informing the school of any changes in address, contact details, living or travel arrangements for the child
- sharing any concerns they may have in relation to their child with the school.

5. Definition of Harm

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 ongoing information sharing is key between professionals

(Co- operating To Safeguard Children and Young People in Northern Ireland August 2017)

Harm can be caused by:

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

The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child. The main types of abuse as well as their physical and behavioural indicators are included in **Appendix 4**.

6. Dealing with Disclosures of Abuse

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

Receive – listen to what the child says, without displaying shock or disbelief. Accept what is said, making brief cursory notes. These notes should be retained.

Reassure- ensure the child is reassured that he/she will be safe and his/her interests will come first. **No promise of confidentiality can or should be made to a child or anyone else giving information about possible abuse.**

Respond- respond to the child only as far as is necessary for you to establish whether or not you need to refer the matter. Use open questions e.g. anything else to tell me? Do not interrogate or ask leading questions- this may invalidate your evidence and the child's in any later court proceedings. Do not criticise the perpetrator- the child may love this person and reconciliation may be possible. Explain what you have to do next and to whom you have to talk.

Record- make notes at the time and write these up as soon as possible afterwards on the Note of Concern proforma (Appendix 5). Record the time, date, place, people present as well as what *is seen and* said. Record key phrases/words used, noticeable non-verbal behaviour and any physical injuries. Under no circumstances should a child be photographed or a child's clothing removed. Do not ask the child to write an account of their disclosure for the record. Do not destroy original notes.

Report- refer the matter to the Designated Teacher. Respect confidentiality i.e. the matter should only be discussed on a need to know basis.

7. Procedures for Reporting Suspected or Disclosed Child Abuse.

7.1 How a student can raise a concern

Pupils are encouraged to talk to anyone in the school community if they have a concern. They can talk to their Form Tutor, Head of Year, Head of Key Stage, the Designated or Deputy Designated Teacher for Child Protection or the Principal or any adult whom they trust. Pupils may also raise a concern with the school counsellor. If they are still concerned they may talk/write to the Chair of the Board of Governors. Details of who to contact are shown in the flowchart in **Appendix 6**. Information about the Designated Teachers and School Counsellor is shown in **Appendix 7**.

7.2 How a Parent can raise a concern

We aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the Form Tutor, Head of Year, Head of Key Stage, Class Teacher, the Designated or Deputy Designated Teacher for Child Protection or the Principal. If they are still concerned they may talk to the Chair of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 8**.

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

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly. **He/she should 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.

These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

The Designated/Deputy Designated Teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. He/she will discuss the matter with the Principal and may also seek advice or clarification from the Education Authority Designated Officer for Child Protection or from Social Services (Gateway Team). Where it is evident that a young person has been or is at risk of being abused and/or a criminal offence may have been committed then the school must make a referral.

Referrals to Social Services will be made by telephone in the first instance and within 24 hours will be followed by the completion of a UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form. A copy of the UNOCINI form will be placed in the school's Child Protection file and a copy will be sent to the EA Designated Officer for Child Protection.

This procedure with names and contact numbers is shown in **Appendix 9**.

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

When a complaint about possible child abuse is made against a member of staff the Principal (or the Designated Teacher if the Principal is not available) must be informed immediately. If the complaint is against the Principal then the Designated Teacher should be informed and he/she will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in **Appendix 10** will be followed in keeping with current Department of Education guidance (DE Circular 2015/13).

8. Attendance at Child Protection Case Conferences and Other Social Services Meetings

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

9. Consent from Pupils and Parents

Prior to making a referral to Social Services the consent of the parent/carers and/or the young person (if they are competent to give this) will normally be sought. The exception to this is where to seek such consent would put that child, young person or others at increased risk of significant harm or an adult at risk of serious harm, or it would undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation.

In circumstances where the consent of the parent/carer and/or the young person has been sought and is withheld we will consider and where possible respect their wishes. However our primary consideration must be the safety and welfare of the child and we will make a referral in cases where consent is withheld if we believe on the basis of the information available that it is in the best interests of the child/young person to do so.

10. Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis. Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school.

11. Record Keeping

All child protection records, information and confidential notes are stored securely and separately from the pupil's school record. Only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. If a child has been referred to Gateway, Family Intervention or a child's name has been placed on the Child Protection Register, a record of this fact and associated documentation generated internally and from Social Services will be maintained on the child's file while he or she continues to attend ERGS. Should a child transfer to another school whilst a case remains open the receiving school will be informed of the level of intervention and the name of the child's social worker. In accordance with DE policy on the disposal of child protection records these records will be stored from child's date of birth plus 30 years as per (DE Circular 2016/20 Child Protection:Record Keeping in Schools)

The school's Record of Child Abuse Complaints which is a record of any allegations against staff will be held permanently by the school.

12. Safeguarding and 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.(2017/04). Our preventative curriculum which we keep under ongoing review, sits within our whole school ethos which seeks to promote a learning environment which nurtures and supports individuals academically, socially and emotionally. Central to our COVID 19 remote learning provision was our focus on an integrated curricular and pastoral approach to promote creativity, care and connection within our school community both through our subject Google Classrooms, our year Group Pastoral Hubs and our Virtual Staffroom. Through our involvement in the Education Authority 'Being Well, Doing Well' programme we have modelled the importance of a strong relational approach as the bedrock for successful learning and personal development as we have developed strategies to promote the Emotional Health and Wellbeing of all members of our school community. This has aligned with our continued development of the Social Behavioural and Emotional Well-being agenda within our Understanding and Supporting Learners priority.*
- *Our ongoing Safeguarding and Pastoral Training programme seeks to equip our staff in recognising the diversity of needs (medical, cognitive, social, emotional and behavioural) of all of our pupils, to adapt our teaching and learning to take account of these needs and to build the understanding, self-awareness and resilience of the pupils in recognising and managing the impact of these needs on their lives as they grow to adulthood. Within this continuum of needs we recognise the particular impact of Adverse Childhood experiences on young people. Guidance for all staff in understanding and supporting the continuum of needs of our pupils is provided in our Understanding and Supporting Learners' document which is updated on an ongoing basis.*
- *Through the Being Well, Doing Well' programme, our staff accessed whole school training on Trauma Informed Practice and Suicide Awareness and our involvement in the ABSIT initiative gave us access to ABSIT Addressing Bullying Level One and Level Two Training.*
- *Our school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's personal development programme and is also addressed where it arises within the context of subjects. Furthermore, the pupil planner includes information directing a pupil on how to seek help, advice and support within the school and from external agencies and professionals.*
- *Our ongoing work in developing our RSE framework within the safeguarding and pastoral curriculum aims to provide a safe environment in which sensitive discussions can take place, to enable the pupils to acquire age-appropriate knowledge, understanding and skills, to support the pupils in the development of healthy and respectful relationships with themselves and others, to help them understand the consequences of their choices in relationships and sexuality and and to make informed choices about their own wellbeing while developing a*

critical understanding of external influences such as peer pressure on lifestyle and decision making.

13. Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team. For further information see [The Domestic Abuse Information Sharing with Schools etc. Regulations \(Northern Ireland\) 2022](#).

14. Recruitment and Vetting Procedures

Vetting checks are a key preventative measure in preventing unsuitable individuals access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate. All staff paid or unpaid who are appointed to positions in the School are vetted / supervised in accordance with relevant legislation and Departmental guidance.

15. Access to School

All visitors to school will report to reception where they will be requested to sign in and will be given a visitor's badge: they will normally be accompanied by a member of staff as they move around school and will be required to sign out again at reception on leaving. Past pupils returning to school for any reason will follow the same procedures. They will have no access to pupils and will have no unsupervised access to school premises. Pupils are trained through the preventative curriculum in the procedure to follow if they see someone in school without a visitor's badge.

16. Code Of Conduct For all Staff Paid Or Unpaid

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

All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers which is included as **Appendix 3** to this policy.

17. Staff Training

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies. All staff will receive basic child protection awareness training and annual refresher training. We also seek to ensure that our training takes full account of the any new or updated circulars from DE and Current Advice and Guidance from the Child Protection and Support Service in the Education Authority. The Principal, Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend child protection training courses specific to their roles which is provided by the Education Authority's Child Protection Support Service for Schools. Within our wider safeguarding and preventative curriculum provision we actively seek our training from relevant providers to address emerging issues in order to equip our staff to meet the needs of our pupils.

18. Monitoring and Evaluation

This policy will be reviewed annually by the Designated Teacher for Child Protection and approved every 2 years by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the school's staff induction and training programme and as part of day to day practice. Compliance with the policy will be monitored on an on-going basis by the Designated Teacher for Child Protection and periodically by the School's Safeguarding Team.

Appendix 1

Addendum to Enniskillen Royal Grammar School Child Protection Policy

COVID 19 Arrangements for Safeguarding and Child Protection

1. Context

From 20 March 2020 parents/guardians were asked to keep their children at home, whenever possible, and for schools to remain open only for those children of key workers and children who are vulnerable. While pupils returned to school in September 2020 future periods of closure remained a possibility and from January to March 2021 a further period of remote learning was necessary.

The current national health concerns relating to COVID 19 create uncertainty in the lives of children and young people. Daily routines, family life, friendships groups and the safe space that schools provide have all been disrupted. For many children the need to spend time at home will bring an additional challenge, and for some this will be an additional safeguarding risk factor. It is important that the adults responsible for safeguarding children are sensitive to their physical, social and emotional needs in these most unusual circumstances. It is critically important that children who are or may be at risk are identified so that a proportionate, compassionate and sensitive response can be taken.

2. Procedures in a period of Remote Learning

Staff will continue to follow the procedures outlined in our School's Child Protection Policy which is available on our school website

In addition, the following arrangements have been put in place to support families and monitor pupil safety;

- The School e-mail address which is monitored at all times, main school phone number and an emergency e-mail address (for notification of possible COVID 19 cases) have been made available to parents with regular reminders placed on the school website and in correspondence with parents. Parents have been informed that the Designated Teacher can be contacted via these means.
- The website is regularly updated with a range of resources for parents and links to additional online learning, support and guidance
- We remind our school community regularly of the need to stay safe when using online resources and to report any concerns to a member of the safeguarding team. Our pupil, staff and parental protocols for online learning make our expectations re online safety explicit.
- Our Year Group Pastoral Hubs are also regularly updated with information for pupils to promote their online safety and emotional health and well-being.
- Tutors have regular contact through their tutor time meets and through Personal Development Classes (KS3) with their tutor groups.
- Teachers follow up non-engagement in their classes and where necessary record ongoing non-engagement in a centralised location. This record is

monitored by Pastoral and Senior Leaders in a regular basis and appropriate follow-up action is taken.

- Information received from the EA Child Protection Service is regularly disseminated to pupils, staff and parents through our website and Pastoral Hubs.
- Links to resources for staff to promote their emotional health and wellbeing are regularly posted in the Wellbeing section of our Virtual Staffroom.
- The School Counsellor (ICSS) remains available for consultation, via phone, Zoom or IM and parents and pupils are made aware of this via the website and Pastoral Hubs.
- In line with the information previously provided to schools by the EA CPSS teachers may make phone calls to parents. These will be pastoral in nature and a record will be kept of any issues reported by parents. Any concerns around pupil well-being will be shared without delay with a member of the Safeguarding Team.
- Pastoral Leaders will keep in regular contact with pupils identified as vulnerable who are not in school during a period of school closure to offer support and monitor their well-being. A confidential record of this contact is kept.
- If a member of staff is using the personal telephone their numbers will be withheld to ensure the protection of private information of staff. Contact details for pupils are stored in a secure area to ensure Data Protection.

3. Online Safety

In order to ensure the safety of all involved we have drawn up our online protocols for staff, pupils and parents (see Appendix 1a) We have also updated our ICT Contract (Appendix 1b) which is signed by all the pupils and their parents to take account of the online learning context. Parental consent is sought before the child attends online sessions. A disclosure or concern over any online forum will be followed up as it would be in school.

If there is a breach to any of our protocols e.g a pupil gives the password to someone else who joins the group, the teacher should immediately terminate the session and advise the Principal.

4. How a parent can raise an issue or express a concern.

We welcome and promote open lines of communication with our parents and particularly welcome parents asking for advice and help if they have concerns about their child's well-being or safety. Asking for help is a protective factor and parental concerns and requests for help will always be taken seriously.

Any member of staff will listen carefully to parental concerns and ensure that the request for help, if necessary is brought to the attention of a member of the safeguarding team.

5. If School is open during COVID 19 Closures

If School is open for vulnerable pupils and key worker children the school will adhere to the EA Guidance. If the school is part of a cluster of schools which open, we will share relevant safeguarding information with the Designated Teacher and /or Principal. In accordance with our Child Protection procedures this information will be shared on a need to know basis.

Current Department of Education and Department of Health guidelines regarding social distancing, hygiene and personal protective equipment will be followed to ensure the safety of both pupils and staff.

6. How a pupil can raise a concern

We are aware that while many children will enjoy their time at home and adapt well to the new demands of the situation, there will be others who feel scared, lonely and may miss the security and routine of school. Our safeguarding responsibility to all the children continues and we will seek to maintain contact with our pupils as well as signpost them to other agencies.

We will use the following means to connect with our pupils.

- Respond to messages sent in Google Classrooms
- Provide regular check-ins through tutor meets
- Respond to e-mail via the c2k email addresses only
- When contacting parents via phone we will ask to speak to the pupils
- Provide our pupils with links to other agencies, including the Counselling service, NSPCC Childline, Safer Schools App

7. Some useful contact telephone number and links

- **School: 028 66322658 and 028 66322165 Email: info@ergs.enniskillen.ni.sch.uk**
- **Central Social Services Gateway: 028 71314090**
- **PSNI at Central Referral Unit 999 (Emergency) or 101 (Non-urgent)**
- **<http://learning.nspcc.org.uk/safeguarding-child-protection/coronavirus>**
- **<http://www.camhs-resources.co.uk>**
- **<http://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus>**
- **<http://www.saferinternet.org.uk/helpline/report-harmful-content>**
- **<http://www.ceop.police.uk/Safety-Centre/>**

8. Monitoring and Review

These arrangements will be reviewed and amended regularly during the period of COVID 19 school closure in line with DE Guidance and advice.



Online Learning Protocols

These protocols should be read in conjunction with our online code of conduct and will be kept under regular review in light of emerging guidance and our ongoing experience on the ground as we evaluate their effectiveness with pupils, staff and parents/carers.

- In the interests of consistency and security, staff and pupils will use the C2k network as the platform for online learning and teaching and communication. Where, in exceptional circumstances, a member of staff wishes to use an alternative platform for specific curricular reasons this should be agreed by the Principal or member of the SLT.
- Staff will use their C2k e-mail accounts and avoid using personal accounts if contacting pupils or their parents/carers.
- Staff should avoid the use of their personal mobile phones to make contact with pupils or parents/carers. In exceptional circumstances where staff need to contact a pupil or parent/carer by their mobile phone this should be agreed by the Principal or member of the SLT and the prefix 141 should be used.
- Staff should be aware that, in their interactions with young people, all conventional professional teaching norms and standards will apply to online learning. Consideration should be given to camera-free conferencing where the focus is on the content rather than webcam images. Using the C2k platforms teachers are able to maintain full control of the audio and video content and what is shared on the platform.
- Staff should avoid using social media to communicate with pupils.
- Should staff have any safeguarding concerns about what they see or hear online, this should be brought to the attention of the Designated Teacher, Miss K McCabe, or any member of the Safeguarding Team.
- Staff will provide clear and explicit information on a weekly basis about their online or blended learning plans for the week and their expectations for pupil engagement with these plans. Pupils should also be clear what success looks like. Deadlines for the submission of work will be made clear as part of this weekly briefing. Tasks should be posted as assignments with a due date.
- Where all learning is online pupils and staff are not expected to replicate a school timetable: online engagement between pupils and staff will reflect the

normal allocation of curriculum time to the subject in the relevant key stage. Where live streaming is planned this will occur during the timetabled lessons and pupils will be notified in advance.

- Staff should share their plans for the week on the day when they would normally have their first lesson of the week to avoid cognitive overload for pupils.
- We advise that parents/carers should seek to establish a regular routine for the pupils at home for online learning with a balance between online and offline activities, exercise and relaxation. We are aware that this routine will vary depending on individual circumstances.
- Where a pupil has difficulty with computer or online access we ask that parents/carers contact us at school so we can make alternative arrangements to support the pupil's learning.
- We also ask that parents/carers discuss with their son/daughter the importance of staying safe online and engaging respectfully and appropriately with others in an online learning environment in line with our ICT Contract and Online Code of Conduct. Useful resources for parents/carers on how to help educate, empower and protect young people when online, can be found on the Safer Schools app downloadable on either the App Store or Google Play.
- Staff will communicate to learners when they will and, will not, be available if they have queries or require feedback. Communications to staff should not be sent after 8 pm.
- Pupils and their parents/carers will be provided with a guide to Google Classroom. Where necessary support clinics for pupils in using Google Classroom will be provided.
- The Guide to Google Classroom will include information for parents/carers on how they can support their son/daughter's work in Google Classroom.
- Parents/carers should not make comments within the stream of their son/daughter's Google Classroom. We ask that any queries should be made through our normal channels, by telephone and by using the school e-mail account.
- The Head of Year will manage their Year Group Google classroom, providing regular updates for pupils with a pastoral focus linked to the preventative curriculum for their year group. Tutors will provide regular 'check-in' opportunities for pupils to raise any queries or concerns.
- In the event of all learning being online or in a hybrid learning context these tutor-led 'check-in' opportunities may include a group chat or live online discussion forum at a designated time to facilitate ongoing pastoral contact. In Key Stage 3 the designated time for the 'check-ins' may be the Personal Development lesson or Tutor Time. In Key Stages 4 and 5 Tutor Time may be used for this contact.
- The SLT working with pastoral teams will contact individual pupils with specific pastoral and learning support needs and their parents/carers on a regular basis by telephone.
- We will also use our website and Pastoral Google classrooms to highlight external means of support for pupils and their families
- We will facilitate fully the Independent Counselling Service for Schools within an online or hybrid learning situation as a vital resource for our pupils.

- The Learning Support Coordinator and Assistant Learning Support Coordinator will coordinate the contact arrangements between Classroom Assistants and their assigned learners.
- Regular Assemblies will be posted by SLT in the Year Group Classrooms.
- Staff will regularly monitor pupil access to the internet and devices and will discuss appropriate arrangements for the provision of alternative learning materials and communication methods for those pupils who require these.
- Pupils are expected to engage with their online learning in the same way as they would in their face to face teaching: appropriate attendance codes will be used in line with DE Attendance Circular 2020/08.
- Parents/guardians should follow the normal attendance procedures and inform school if there is any reason why their son/daughter cannot attend school if face to face teaching is available or take part in their online learning in the event of a school closure situation.
- In a hybrid or online learning situation where the teacher is live streaming the pupil learning at home is expected to participate in the lesson: an attendance register will be taken and non-attendance at lessons without a valid excuse will be followed up through the normal channels. Please also see our online code of conduct.
- If a pupil is not engaging with online learning i.e non-completion of work by due date and non-interaction with staff, the curricular and pastoral teams will follow their normal protocols, including contact with parents/carers to identify the reason and a solution to the issue. Where appropriate the support of the SLT and external agencies may be engaged.
- Regular updates will be posted on our website www.enniskillenroyalgs.com and school app which is our main information channel for parents/guardians. Parents/guardians will be signposted regularly to how they may contact school if they have any queries or concerns. In addition to the normal contact by telephone at 028 66322165 and 028 66322658, parents/guardians may contact the school by using the info email: info@ergs.enniskillen.ni.sch.uk. Our out of hours e-mail if parents/guardians need to contact us out of hours regarding a COVID 19 positive case is: ergscovid19@gmail.com.
- We will also use our website regularly to celebrate the achievements of our pupils and their teachers in showcasing their excellent and innovative work in our regular Celebration Gallery.
- Arrangements will be made to facilitate parent teacher consultations on pupil progress in the absence of face to face parents' meetings.
- Video presentations will be used to provide information for pupils and parents at key decision points such as P7 Open Night, Sixth Form Information Evening and GCSE Subject choices.

Appendix 1B

ENNISKILLEN ROYAL GRAMMAR SCHOOL

ICT CONTRACT (School Copy)

The purpose of this contract is to provide rules for appropriate use of ICT facilities and resources. The School is concerned that you use these responsibly and only with the consent of your parents or guardians. This Contract has been drawn up to protect you as well as the School.

Please read the following rules carefully and, if you agree, sign below in the space provided. You should then pass this agreement on to your parents or guardians who should also read it carefully and sign in the space provided if they are in agreement with the terms.

Contract

I understand that the Internet and other ICT technology based tools including on line platforms such as *My School VLE* and hand held devices such as mobile phones are powerful resources which must be used responsibly at all times. I accept that I am personally responsible at all times for the safety/security of any devices I may bring to school. I understand that access to this technology must be in support of educational research or learning, and I agree to the following:

- I will not disclose my passwords to anyone other than a member of staff or my parent/guardian
- If I forget my password or have any difficulty with it, I will inform the ICT technician as soon as possible
- I will not log on to the system to allow any other student access to the network or the Internet
- I will use the resources, including printing facilities, responsibly at all times
- I will not deliberately browse, download or upload unsuitable material or distribute it to others. If I become aware of any such material I will inform a member of staff immediately
- I will not send material that could be considered offensive, bullying or illegal
- I will not reveal any personal information, including names, addresses, telephone numbers, etc of myself or others
- I will not use the ICT facilities (including wireless connectivity) to send or receive personal messages during class time
- I will be responsible and use only appropriate language when sharing my ideas and opinions in an ICT based communication
- I will be responsible in creating and publishing my work which may include images, texts or video clips in an Internet based environment
- I will not damage any computer or the computer network and if I discover any damage to the IT equipment, I will notify a member of the ICT staff immediately
- I will not record, manipulate, store or distribute in any format, electronic or otherwise, movie, video or still images of any member of the school community without their express permission in accordance with the DATA PROTECTION ACT (1998).
- I will not take part in any action that could be considered contrary to the spirit of this contract including any irresponsible use of digital technology outside of school which may cause offence to any member of the school community or bring the school into disrepute
- I understand that my school internet use is monitored and I will be denied access to the ICT facilities/Internet and may face disciplinary action if I violate any of the terms of this contract. This could include suspension in the event of a serious breach of the contract and, where necessary, appropriate police and legal action.

Pupil Agreement

I understand the above terms and agree to abide by them.

Pupil Name (please print) _____ Form _____

Pupil Signature _____ Date _____

Parental Agreement

I hereby acknowledge that I have read the agreement on pupil use of the ICT facilities. I understand that this access is designed for educational purposes and recognise that it is impossible for Enniskillen Royal Grammar School to restrict access to unsuitable or controversial materials. I agree not to hold the School liable for any unsuitable material that my son/daughter may access accidentally or acquire through his/her actions.

Parent's/Guardian's Name (please print) _____

Parent's/Guardian's Signature _____ Date _____

Appendix 2

The School Safeguarding Team

Roles & Responsibilities

1. Chair of the Board of Governors

The Chair of the Board of Governors is responsible for:

- Ensuring that a Child Protection policy is in place and that a safeguarding ethos is maintained in the school
- Ensuring that a Designated Governor for Child Protection is appointed
- Ensuring that Governors receive relevant training in Child Protection and Recruitment and Selection
- Assuming lead responsibility in the management of a complaint/allegation against the School Principal.
- Ensure that the Board of Governors receive regular updates in relation to child protection activity including a full written annual report

2. Designated Governor for Child Protection.

The Designated Governor is responsible for advising the Governors on matters related to Child Protection including the Child Protection policy, reports to Governors, the recruitment, selection and vetting of staff and the role of the Designated Teacher.

3. Principal

The Principal is responsible for:

- Ensuring that all relevant DENI guidance in relation to child protection and safeguarding in particular *Safeguarding and Child Protection: a guide for schools Circular 2017/04* (updated) is implemented within the school
- Enabling the Board of Governors fulfil their Child Protection duties by keeping them informed of any changes to guidance, procedure or legislation relating to child protection and ensuring the inclusion of child protection activities on their agenda
- Maintaining and securely storing the *School Record of Child Abuse Complaints* and to make it available at least annually to the Board of Governors.
- The appointment of suitable staff to posts (teaching and non-teaching) within the school and the appointment of suitable teaching staff to the roles of Designated and Deputy Teacher for Child Protection
- Ensuring that parents and pupils receive a copy of the Child Protection Policy and Complaints Procedures every 2 years.
- Managing child protection concerns relating to staff.

4. Designated and Deputy Designated Teacher for Child Protection

Every school is required to appoint a Designated Teacher with responsibility for Child Protection. They must also appoint a Deputy Designated Teacher who as a member of the Safeguarding team will actively support the Designated Teacher in carrying out the following duties:

- Providing child protection training for all teaching and non-teaching staff (whole school training) to be delivered a minimum of once every two years
- Taking lead responsibility for the development and annual review of the school's Child Protection policy
- Promoting a child protection ethos in the school
- Acting as a point of contact for staff (and parents) in relation to child abuse concerns
- Liaison with the Principal and Education Authority's Designated Officers for Child Protection in cases of suspected Child Abuse
- Making referrals to other agencies, with the Principal's knowledge
- Maintaining and securely storing appropriate child protection records
- Attending child protection case conferences and other relevant case planning meetings where appropriate and practicable
- Providing an annual report to the Governors on child protection activity

Appendix 3.

Code of Conduct for Staff and Volunteers in Schools (Circular 2017/04 Annex C (Updated 2019))

Date Ratified by BOG: _____

Review Date: _____

Objective, Scope and Principles

This Code of Conduct, which applies to all staff and volunteers, is designed to give guidance on the standards of behaviour which should be observed. School staff and volunteers are role models, in a unique position of influence and trust and their behaviour should set a good example to all the pupils within the school.

It does not form part of any employee's contract of employment. It is merely for guidance and specific breaches of the Code must not be viewed as a disciplinary offence.

The Code includes sections on;

- Setting an Example
- Relationships and Attitudes
- Private Meetings with Pupils
- Physical Contact with Pupils
- Honesty and Integrity
- Conduct Outside of Work
- E-Safety and Internet Use
- Confidentiality

1. Setting an Example

1.1 All staff and volunteers in schools set examples of behaviour and conduct which can be copied by pupils. Staff and volunteers should therefore, for example, avoid using inappropriate or offensive language at all times, and demonstrate high standards of conduct in order to encourage our pupils to do the same. All staff and volunteers should be familiar with all school policies and procedures and to comply with these so as to set a good example to pupils.

1.2 Staff and volunteers must always comply with statutory requirements in relation to such issues as discrimination, health and safety and data protection.

2. Relationships and Attitudes

2.1 All staff and volunteers should treat pupils with respect and dignity and not in a manner which demeans or undermines them, their parents or carers, or colleagues. Staff and volunteers should ensure that their relationships with pupils are appropriate to the age and maturity of their pupils. They should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating pupils, discriminating against or favouring pupils. Attitudes, demeanour and language all require thought to ensure that conduct does not give rise to comment or speculation. Relationships with pupils must be professional at all times and sexual relationships with current pupils are not permitted and may lead to criminal conviction.

2.2 Staff and volunteers may have less formal contact with pupils outside of school; perhaps through mutual membership of social groups, sporting organisations, or family connections. Staff and volunteers should not assume that the school would be aware of any such relationship and should therefore consider whether the school should be made aware of the connection.

2.3 Staff and volunteers should always behave in a professional manner, which within the context of this Code of Conduct includes such aspects as:

- acting in a fair, courteous and mature manner to pupils, colleagues and other stakeholders;
- co-operating and liaising with colleagues, as appropriate, to ensure pupils receive a coherent and comprehensive educational service;
- respect for school property;
- taking responsibility for the behaviour and conduct of pupils in the classroom and sharing such responsibility elsewhere on the premises;
- being familiar with communication channels and school procedures applicable to both pupils and staff and volunteers;
- respect for the rights and opinions of others.

3. Private Meetings with pupils

It is recognised that there will be occasions when confidential interviews with individual pupils must take place. As far as possible, staff and volunteers should conduct interviews in a room with visual access or with an open door and ensure that another adult knows that the interview is taking place. Where possible, another pupil or (preferably) another adult should be present or nearby during the interview. While it may be appropriate to use a sign indicating that the room is in use it is not advisable to use signs prohibiting entry to the room.

4. Physical Contact with Pupils

4.1 To avoid misinterpretations, and so far as is practicable, staff and volunteers are advised not to make unnecessary physical contact with a pupil.

4.2 Staff and volunteers should therefore be cognisant of the guidance issued by the Department on the use of reasonable force (Circular 1999/09 and guidance document 'Towards a Model Policy in Schools on Use of Reasonable Force').

5. Honesty and Integrity

5.1 All staff and volunteers are expected to maintain the highest 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 (eg a supplier of materials) must be declared to the Principal. A record should be kept of all such gifts received. This requirement does not apply to "one off" token gifts from pupils or parents eg at Christmas or the end of the school year. Staff and volunteers should be mindful that gifts to individual pupils may be considered inappropriate and could be misinterpreted.

6. Conduct outside of Work

6.1 Staff and volunteers should not engage in conduct outside work which could damage the reputation and standing of the school or the staff/ volunteer's own reputation or the reputation of other members of the school community.

6.2 Staff and volunteers may undertake work outside school, either paid or voluntary and should ensure it does not affect their work performance in the school. Advice should be sought from the Principal when considering work outside the school.

7. E-Safety and Internet Use

7.1 A staff member or volunteer's off duty hours are their personal concern but all staff and volunteers should exercise caution when using information technology and be fully aware of the risks to themselves and others. For school-based activities, advice is contained in the school's Online Safety Policy.

7.2 Staff and volunteers should exercise particular caution in relation to making online associations/friendships with current pupils via social media and using texting/email

facilities to communicate with them. It is preferable that any contact with pupils is made via the use of school email accounts or telephone equipment when necessary.

8. Confidentiality

8.1 Staff and volunteers may have access to confidential information about pupils including highly sensitive or private information. It should not be shared with any person other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.

8.2 There are some circumstances in which a member of staff or volunteer may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals should pass information on without delay, but only to those with designated child protection responsibilities.

8.3 If a member of staff or volunteer 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.

8.4 Staff and volunteers 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. Additionally, concerns and allegations about adults should be treated as confidential and passed to the Principal or a member of the safeguarding team without delay.

8.5 The school's child protection arrangements should include any external candidates studying or sitting examinations in the school.

9 Additional Guidance for all staff

9.1 Physical contact with pupils.

- As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- Staff who need to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.
- Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- Reasonable force exercised in the need to restrain a pupil for his/her safety, or for those around him, can be applied. Each member of staff should

make themselves aware of the Policy for Reasonable Force.

- It is recommended that a member of staff should not give an unaccompanied lift in a vehicle to a pupil..
- Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the Principal or Designated Teacher
- Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment. No member of staff may share accommodation on an overnight trip with a pupil.

9.2 Choice and Use of Teaching Material

- Teachers should 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 or Designated Teacher before using it.

9.3 Detailed Directions

9.3.1 A closed room means a room which has no visual access from a corridor

9.3.2 During the school day 8.30 to 3.30 and recognised out of hours support and activities

One to One interviews/counselling/tuition/orals/aural are acceptable, provided that as far as possible they do not take place in a closed room, and

9.3.2.1 Teacher and pupil are separated by a desk

9.3.2.2 Details of the interview are known in advance where practicable; and

9.3.2.3 A member of staff must not be alone in the Dark Room with only one pupil.

9.3.3 Before school, after the end of the school day and at weekends

9.3.3.1 Pupils from other schools will be permitted on the premises or in the grounds only as participants in curricular or extra-curricular activities which have been approved by the Principal

9.3.3.2 Interviews can take place under formal conditions as above.

9.4

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur. It is therefore important that staff exercise judgement and seek advice if unsure about a situation. From time to time, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions.

10. Additional guidance for Sports Coaches

All organisations that make provision for children and young people must ensure that:

- The welfare of the child is paramount.
- All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity, have the right to protection from abuse.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All staff (paid/unpaid) working in sport have a responsibility to report concerns to the appropriate officer.

Enniskillen Royal Grammar School has a duty of care to safeguard all children involved in any activities from harm. All children have a right to protection, and the needs of disabled children and others who may be particularly vulnerable must be taken into account. The school will ensure the safety and protection of all children through adherence to its Child Protection guidelines.

A child is defined as a person under the age of 18 (The Children Act 1989).

The aim of the Enniskillen Royal Grammar School Child Protection Policy is to promote good practice:

- Providing children and young people with appropriate safety and protection whilst in the care of Enniskillen Royal Grammar School.
- Allow all staff/volunteers to make informed and confident responses to specific child protection issues.

Promoting Good Practice

Child abuse, particularly sexual abuse, can arouse strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with your judgement about the appropriate action to take.

Abuse can occur within many situations including the home, school and the sporting environment. Some individuals will actively seek employment or voluntary work with young people in order to harm them. A coach, instructor, teacher, official or volunteer will have regular contact with young people and be an important link in identifying cases where they need protection. All suspicious cases of poor practice should be reported following the guidelines in this document.

When a child enters the club having been subjected to child abuse outside the sporting environment, sport can play a crucial role in improving the child's self-esteem. In such instances the club must work with the appropriate agencies to ensure the child receives the required support.

Good Practice Guidelines

All personnel should be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense examples of how to create a positive culture and climate.

Good practice means

- Always working in an open environment avoiding private or unobserved situations and encouraging open communication.
- Treating all young people/disabled adults equally with respect and dignity.
- Always putting the welfare of each young person first.
- Maintaining a safe and appropriate distance with players (eg it is not appropriate for staff or volunteers to have an intimate relationship with a child or to share a room with them).
- Building balanced relationships based on mutual trust and empowering children to share in decision making.
- Making sport fun, enjoyable and promoting fair play.
- Ensuring that if any form of manual/physical support is required, it should be provided openly and according to guidelines provided by the Coach Education Programme. If it is difficult to maintain hand positions when the child is constantly moving, young people should always be consulted and their agreement gained. Some parents are becoming increasingly sensitive about manual support and their views should always be carefully considered.
- Keeping up to date with technical skills, qualifications and insurance.
- Involving parents/carers wherever possible. For example, encouraging them to take responsibility for their children in the changing rooms. If groups have to be supervised in the changing rooms, always ensure parents, teachers, coaches or officials work in pairs.
- Ensuring that if mixed teams are taken away for the day or night, they should always be accompanied by a male and female member of staff. However, remember that same gender abuse can also occur.
- Ensuring that at tournaments or residential events, adults should not enter children's rooms or invite children into their rooms.
- Being an excellent role model – this includes not smoking or drinking alcohol in the company of young people.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity of young people – avoiding excessive training or competition and not pushing them against their will.
- Securing parental consent in writing to act in loco parentis, if the need arises to administer emergency first aid and/or other medical treatment.
- Keeping a written record of any injury that occurs, along with the details of any treatment given.
- Requesting written parental consent if club officials are required to transport young people in their cars.

Practices To Be Avoided

The following should be **avoided** except in emergencies. If a case arises where these situations are unavoidable (eg the child sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a child up at the end of a session), it should be with the full knowledge and consent of someone in charge in the club or the child's parents.

Otherwise, avoid:

- Spending excessive amounts of time alone with children away from others.
- Taking or dropping off a child to an event

Practices Never To Be Sanctioned

You should never:

- Engage in rough physical or sexually provocative games, including horseplay.
- Share a room with a child.
- Allow or engage in any form of inappropriate touching.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments to a child, even in fun.
- Reduce a child to tears as a form of control.
- Allow allegations made by a child to go unchallenged, unrecorded or not acted upon.
- Do things of a personal nature for children that they can do for themselves.
- Invite or allow children to stay with you at your home unsupervised.

It may sometimes be necessary for staff or volunteers to do things of a personal nature for children. These tasks should only be carried out with the full understanding and consent of parents and the players involved. There is a need to be responsive to a person's reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing, or where there is physical contact, lifting or assisting a child to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

Incidents That Must Be Reported & Recorded

If any of the following occur you should report this immediately to another colleague and record the incident. You should also ensure the parents of the child are informed:

- if you accidentally hurt a player.
- if he/she seems distressed in any manner.
- if a player appears to be sexually aroused by your actions.
- if a player misunderstands or misinterprets something you have done.

Use of Photographic/Filming Equipment at Sporting Events

There is evidence that some people have used sporting events as an opportunity to take inappropriate photographs or film footage of young and disabled sports people in vulnerable positions. All clubs should be vigilant and any concerns should be reported to the Designated Teacher.

Video as a coaching aid: there is no intention to prevent club coaches and teachers using video equipment as a legitimate coaching aid. However, performers and their parents/carers should be made aware that this is part of the coaching programme and such films should be stored safely.

Recruitment and Training of Staff and Volunteers

Enniskillen Royal Grammar School recognises that anyone may have the potential to abuse children in some way and that all reasonable steps are taken to ensure unsuitable people are prevented from working with children.

Pre-selection checks must include the following:

- All volunteers/staff should complete an application form. The application form will elicit information about an applicant's past and a self-disclosure about any criminal record.
- Consent should be obtained from an applicant to seek information from the Criminal Records Bureau.
- Two confidential references, including one regarding previous work with children.
These references must be taken up and confirmed through telephone contact.
- Evidence of identity should be provided (eg passport or driving licence with photo).

Interview and Induction

All employees (and volunteers) will be required to undergo an interview carried out according to acceptable protocol and recommendations. All employees and volunteers should receive formal or informal induction, during which:

- A check should be made that the application form has been completed in full (including sections on criminal records and self-disclosures).
- Their qualifications should be substantiated.
- The job requirements and responsibilities should be clarified.
- They should sign up to Enniskillen Royal Grammar School's Code of Conduct.
- Child protection procedures are explained and training needs are identified.

Training

In addition to pre-selection checks, the safeguarding process includes training after recruitment to help staff and volunteers to:

- Analyse their own practice against established good practice, and to ensure their practice is likely to protect them from false allegations.
- Recognise their responsibilities and report any concerns about suspected poor practice or possible abuse.
- Respond to concerns expressed by a child or young person.
- Work safely and effectively with children.

Enniskillen Royal Grammar School requires:

- Coaching staff to attend a child protection awareness training workshop, to ensure their practice is exemplary and to facilitate the development of a positive culture towards good practice and child protection.
- Non-coaching staff and volunteers to complete awareness training on child protection.
- Relevant personnel to receive advisory information outlining good practice and informing them about what to do if they have concerns about the behaviour of an adult towards a young person.
- Relevant personnel to undergo national first aid training (where necessary).

Responding to Allegations or Suspicions

It is not the responsibility of anyone working in Enniskillen Royal Grammar School, in a paid or unpaid capacity, to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns through contact with the appropriate authorities.

Enniskillen Royal Grammar School will assure all staff/volunteers that it will fully support and protect anyone who in good faith reports his/her concern that a colleague is, or may be, abusing a child. Appendix 7.

Reasonable Force

Guidelines for Staff

Corporal Punishment is unlawful: a member of staff must not use any degree of physical contact which is deliberately intended to cause pain or injury or humiliation.

ARTICLE 4 OF THE EDUCATION ORDER 1998

A member of staff: defined as a teacher at the school, or others, who with the authority of the principal has lawful control or charge of pupils.

Circumstances

A member of staff can use such force as is reasonable in the circumstances to prevent a pupil from:

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

A member of staff has the right under common law to defend himself/herself against attack.

Location

- School premises
- Elsewhere at a time when the person has lawful control or charge of the pupils concerned.

What is 'reasonable'?

There is no precise legal definition. It will depend on the circumstances of each case. **The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force.**

Degree of Force

Degree of Force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. It should be the minimum needed to achieve the desired result.

Use of and degree of force may also depend on the age of the pupil - it is likely to be increasingly inappropriate with older pupils.

Reasonable force is not a substitute for good behaviour management and is always a last resort.

Examples of circumstances where it might be appropriate to use reasonable force:

- A pupil attacks a member of staff or another pupil.
- Pupils are fighting.
- A pupil is causing, or at risk of causing, injury or damage by accident, rough play, misuse of dangerous materials, substances or objects.
- A pupil running in a corridor or standing in a way which might cause injury to himself or others.
- A pupil is behaving in a way that is seriously disrupting a lesson or causing danger to themselves or other pupils.

Some practical considerations:

- A calm and measured approach is necessary.
- A member of staff may need to send for help from a Senior Member of Staff

Some acceptable forms of physical intervention could be:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Pushing
- Pulling
- Leading by the arm
- More restrictive holds (in extreme circumstances)

Unacceptable forms of physical intervention - which might reasonably be expected to cause injury:

- Holding by neck or collar
- Slapping, punching or kicking or using an implement
- Throwing any object at a pupil
- Twisting or forcing limbs against a joint
- Tripping up a pupil
- Holding or pulling by hair or ear
- Holding face down on the ground

Staff should avoid touching or holding a pupil in any way that might be considered indecent.

Physical Contact may be necessary:

- To demonstrate exercises or techniques in PE, sport, music, technology
- To give First Aid
- May be appropriate to comfort a pupil in distress.

However, staff should bear in mind that even innocent and well intentioned actions can be misconstrued.

Reporting

A detailed, contemporaneous written report must be made of any occasion (except minor or trivial incidents) when reasonable force is used.

- Inform the Principal
- Complete the report form
- Seek advice within the school or from the representative of professional association
- Keep a copy.

Parents

Parents should be informed of an incident involving their child (other than a trivial incident) and given an opportunity to discuss it.

Complaints

Complaints should be dealt with in accordance with the procedures set out in DENI Circular 1999/10.

Guidance

Guidance on Reasonable Force is given in the Regional Policy Framework on the Use of Reasonable Force/Safe Handling (May 2004)

11. 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.

12. Compliance

All staff and volunteers must complete the form in Appendix 3 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

Appendix 3B

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 (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 _____

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

Appendix 4

Types of Abuse and Physical/Behavioural Indicators

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. **(Co- operating To Safeguard Children and Young People in Northern Ireland 2017)**

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

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. **(Co- operating To Safeguard Children and Young People in Northern Ireland 2017)**

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

Emotional Abuse 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. **(Co- operating To Safeguard Children and Young People in Northern Ireland 2017)**

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

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. **(Co- operating To Safeguard Children and Young People in Northern Ireland 2017)**

Physical Indicators	Behavioural Indicators
bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.	What the child tells you; Withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self esteem; self devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material

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.

Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse (**Co- operating To Safeguard Children and Young People in Northern Ireland 2017**)

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

Child Abuse in Other Specific Circumstances

Bullying

Bullying is not defined as a category of abuse within the Area Child Protection Committees' Regional Policy and Procedures (2005). The policy does however state that the damage inflicted by bullying behaviour can frequently be underestimated. It can cause considerable distress to children and at the extreme cause them significant harm (including self harm).

The procedure for referral and investigation of abuse may therefore be implemented in certain circumstances such as when anti-bullying procedures have failed to be effective; the bullying behaviour is persistent and severe resulting in the target of the bullying suffering/likely to suffer significant harm; there are concerns that the bullying behaviour is indicative of the child exhibiting this behaviour suffering/likely to suffer significant harm or where concerns exist in relation to the parents/carer's capacity to meet the needs of the child (either the target or the child exhibiting this behaviour).

Children Who Sexually Abuse Others or Display Sexually Harmful Behaviour

In line with DE Circular 2022/2 we recognise the need to identify and manage young people exhibiting harmful sexual behaviour in order to ensure that these young people receive appropriate intervention at an early stage. We also recognise the need to support young people who have been impacted by harmful sexual behaviour. It is important in such situations to distinguish between behaviours which are experimental in nature and those that are exploitative and harmful. When abuse of a child is alleged to have been carried out by another child, the procedures outlined in **section 7-Procedures for reporting Suspected or Disclosed Child Abuse** of this policy will be followed. Any issue of concern in respect of a pupil displaying harmful sexual behaviour will be notified to the Designated Teacher in line with our Child Protection procedures; the advice and guidance of the Child Protection Support Service will be sought and, where appropriate their intervention to support the school through a Multi-agency approach in line with the procedures identified in DE Circular 2022/02. Where appropriate a referral will be made to the statutory agencies. In all such cases a risk assessment will be undertaken and an individual support and safety plan for the pupil(s) identified.. The above guidance follows DE Circular 2022/2- Children Who Display Harmful Sexualized Behaviour.

Child Sexual Exploitation

The Department of Health wrote to the SBNI to confirm that it has now amended section 7.2.7 of *Co-operating to Safeguard Children and Young People in Northern - PrrIreland* to take account of a revised definition of Child Sexual Exploitation.

The revised definition, now adopted for use in Northern Ireland, is in line with that consulted on and agreed by the Department for Education in England and is as follows;

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.

The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange – the fact that someone coerces or manipulates a child into engaging in sexual activity **in return for something** they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible ‘rewards’ OR ‘benefits’ such as perceived affection, protection or a sense of value or belonging.

Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis.

The potential indicators of CSE can include, but are not limited to:

- Acquisition of money, clothes, mobile phone etc without plausible explanation;
- Leaving home/care without permission;
- Persistently going missing or returning late;
- Receiving lots of texts/phone calls prior to leaving;
- Agitated/stressed prior to leaving home/care;
- Returning distraught/ dishevelled or under the influence of substances;
- Requesting the morning after pill upon return;
- Truanting from school;
- Inappropriate sexualised behaviour for age;
- Physical symptoms or infections e.g. bruising, bite marks, sexually transmitted infections;
- Concerning use of the internet;
- Entering or leaving cars driven by unknown adults or by 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 misuse.

Whilst these indicators can be usefully used to identify potential risk, it is important to note that their presence does not necessarily mean that CSE is occurring. More importantly, nor does their absence, mean that it is not.

When we become aware of young people below the age of consent engaging in sexual activity **or**, where we have concerns about a 16/17 year old in a sexual relationship the Designated Teacher has a duty to follow appropriate procedures and where necessary make a referral to Social Services.

Indecent Photographs

The offence of taking indecent pictures of children under 18 years can apply in a situation where a pupil has taken an indecent picture using a mobile phone of others

under 18 years of age. It is also an offence to distribute, possess with intent to distribute or show such photographs to others. In such circumstances the PSNI and Social Services will be contacted. The school also has an Hand-held devices Policy and an ICT Contract which has/have been circulated to parents and pupils and which is available from the school.

Young Person whose Behaviour places him/her at Risk of Significant Harm

A child whose own behaviours e.g. self-harming behaviour, leaving school without permission etc. places him/her at risk of significant harm, may not necessarily constitute abuse as defined in Area Child Protection Committees' Regional Policy and Procedures (2005). The decision to initiate child protection procedures is a matter for professional judgement and each case will be considered individually with advice sought from the Education Authority's Designated Officer for Child Protection. The criminal aspects of such cases will be dealt with by the PSNI.

Domestic Violence and Abuse

Is defined as 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.' (**Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016**). The school recognises the significant recent increase in reported Domestic Abuse incidents as recorded in PSNI records and consequently is alert to the impact of an abusive family setting on children and young people and its responsibility to report cases to the appropriate statutory agency.

Sexual Violence and Abuse

Is defines as '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. (**Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016**)

A child may live in a family where there is domestic abuse or a young person may be in a relationship where they become the subject of domestic abuse. In high risk cases involving domestic abuse Social Services and/or the Education Authority's Designated Officer for Child Protection will contact the school in order to help assess the child/young person's needs and to ensure that he/she is receives appropriate support.

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.

Appendix 5

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: If 'No' state reason:	Yes:	No:
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:		

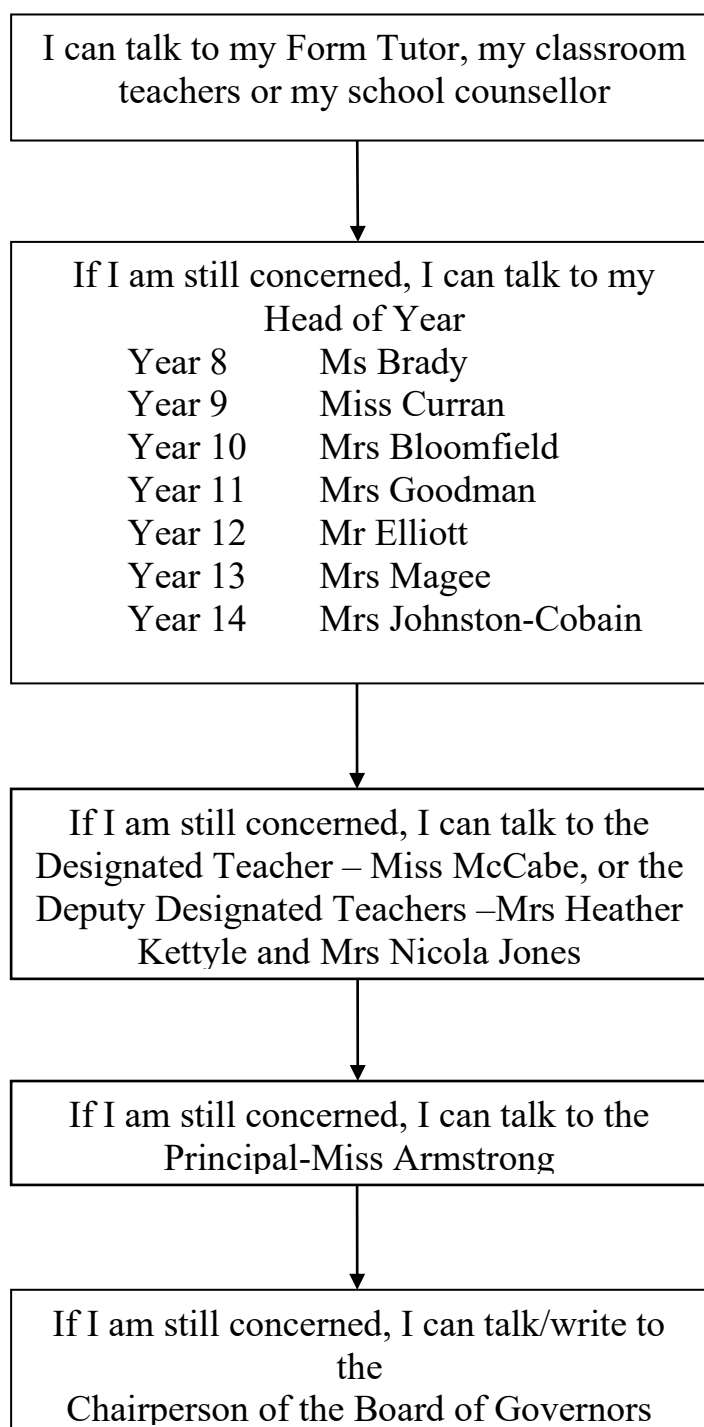
Name of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

Appendix 6

Procedure for students who wish to raise a concern



**Got a problem?
Concerned about something?
Worried?**



Then why not talk it over with your tutor or any other member of staff?
The important thing is that you talk to someone.

**The teachers who are responsible for safeguarding in school
are:**



Miss K McCabe
Designated Child
Protection Officer

Mrs H Kettle
Deputy Designated
Child Protection
Officer

Mrs N Jones
Deputy Designated
Child Protection
Officer

School Counsellor

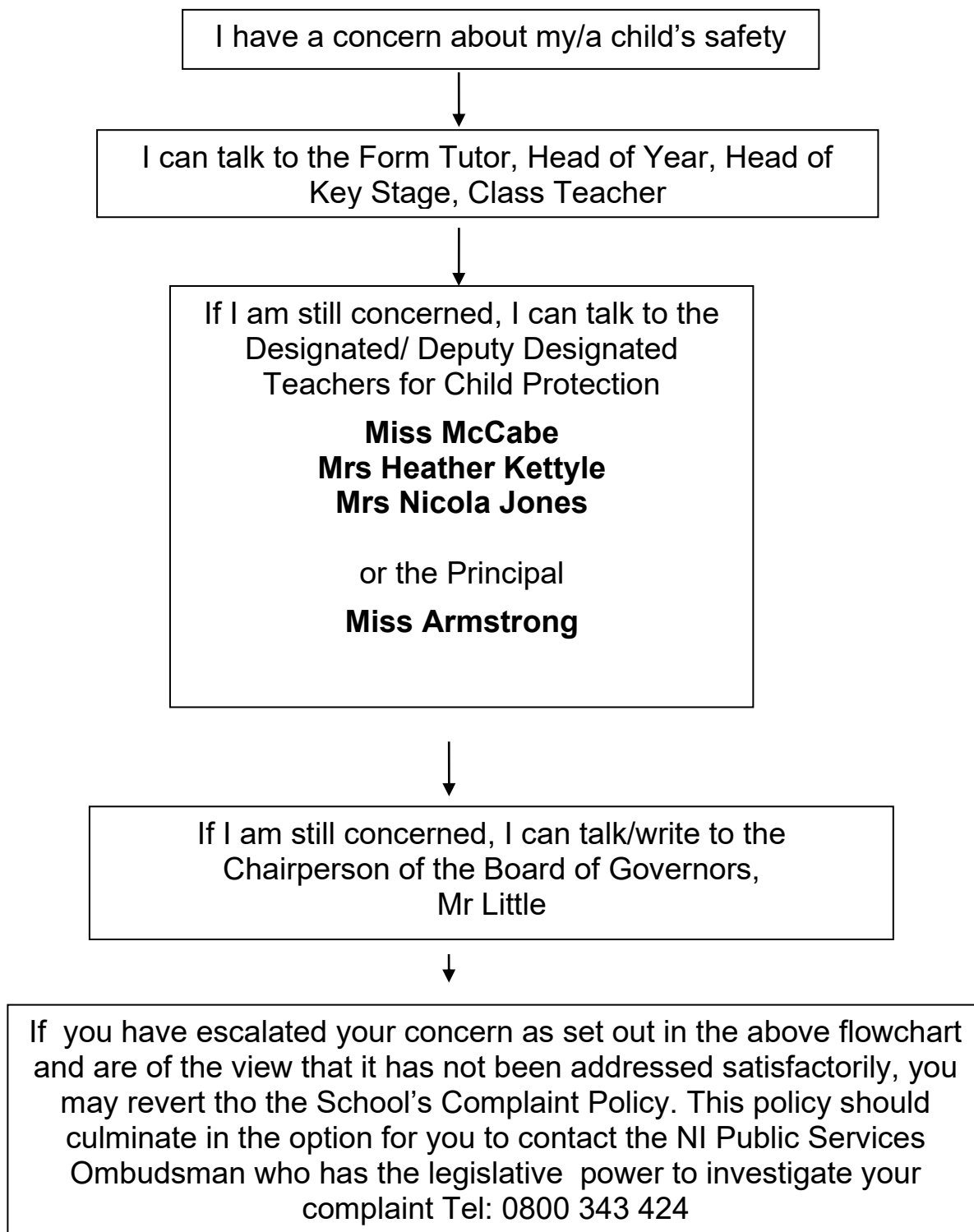
For an appointment, ask your tutor or any member of staff

OR

Use the self-referral post box outside the Library on Algeo Drive site or
outside the counselling room on Cooper Crescent site.

Appendix 8

Procedure for Parents who wish to raise a Child Protection Concern



At any time a parent can talk to a social worker at the Gateway Team (Western Trust)
Tel: 028 71314 090 OR 0800 197 999 5 (Regional Emergency Social Work Service (out of hours)
or the
PSNI at Central Referral Unit
Email: cru@psni.police.uk
For pupils over 18 years you may contact the Adult Gateway Team on 028 71611366

Appendix 9

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

Member of staff completes the Note of Concern on what has been observed or shared and must ACT PROMPTLY.
Source of concern is notified that the school will follow up appropriately on the issues raised.



Staff member discusses concerns with the Designated Teacher or Deputy Designated Teacher in his/her absence and provides note of concern.



Designated Teacher should consult with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required advice may be sought from a CPSS officer.



Child Protection referral is required

Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephones the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours

Designated Teacher clarifies/discusses concern with child/parent/carers and decides if a child protection referral is or is not required.

Child Protection referral is not required

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).

Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

Appendix 10

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

