

Integrated College Dungannon



Safeguarding & Child Protection Policy

**Designated Teacher for Child Protection:
Miss Maura McKenna**

Deputy Designated Teachers for Child Protection:
Mr Andrew Sleeth (Principal),
Mrs Wendy Botha
Mrs Lynda Forde
Mrs Lisa McAliskey
Mrs Deirdre McCarroll
Mrs Deirdre McShane
Mrs Elizabeth Seale

**Reviewed by Vice Principal for Pastoral Care: October
2024**

Agreed by Governors: 23rd October 2024

CHILD PROTECTION ETHOS

We in Integrated College Dungannon have a primary responsibility for the care, welfare and safety of all the students in our care. We will carry out this duty through our student-centred ethos and our various policies and procedures which aim to provide by providing a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, irrespective of race, religion/belief, political views, gender and sexual orientation. All our young people can learn and develop to their full potential. All staff, teaching and nonteaching 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 College. This policy considers the most recent safeguarding advice issued to Colleges through circulars 2016/20 Child Protection: Recording Keeping in Schools and 2017/04 Safeguarding & Child Protection advice for Schools.

KEY PRINCIPLES OF SAFEGUARDING AND CHILD PROTECTION

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, "Co-operating to safeguard children and young people in Northern Ireland" (DHSSPSNI, 2017), the Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection in Schools" Circular 2017/04 (amended September 2019; updated June 2020, updated June 2022) and the SBNI Core Child Protection Policy and Procedures (2017).

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

- The child or young person's welfare is paramount;
- The voice of the child or young person should be heard;
- Parents are supported to exercise parental responsibility and families helped stay together;
- Partnership;
- Prevention;
- Responses should be proportionate to the circumstances;
- Protection; and
- Evidence based and informed decision making.

ROLES AND RESPONSIBILITIES

Board of Governors (BoG) must ensure that:

- A Designated Governor for Child Protection is appointed.
- A Designated and Deputy Designated Teacher(s) are appointed in their schools.
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Safeguarding and child protection training is given to all staff and governors including refresher training.

- Relevant safeguarding information and guidance is disseminated to all staff and governors with the opportunity to discuss requirements and impact on roles and responsibilities.
- The College has a Safeguarding and Child Protection Policy which is reviewed annually and parents and pupils receive a copy of this along with the complaints procedure every two years.
- The College has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016.
- The College ensures that other safeguarding policies are reviewed at least every 3 years or as specified in relevant guidance.
- There is a Code of Conduct for all adults working in the College.
- All school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19.
- They receive a full annual report on all Child Protection matters (It is best practice that they receive a termly report of Child Protection activities). This report should include details of the Preventative Curriculum and any initiatives or awareness raising undertaken within the College, including training for staff.
- The College maintains the following Child Protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2020/07 Child Protection: Record Keeping in Schools: Safeguarding and child protection concerns; disclosures of abuse; allegations against staff and actions taken to investigate and deal with outcomes; staff induction and training.

Chairperson of Board of Governors

The Chairperson of the BoG plays a pivotal role in creating and maintaining the Safeguarding ethos within the College environment. In the event of a Safeguarding or Child Protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department (and relevant guidance from other Departments when it comes to other early years settings), employing authorities, and the College's own policies and procedures.

The Chairperson is responsible for ensuring Child Protection records are kept and for signing and dating annually the 'Record of Child Abuse Complaints' against staff members even if there have been no entries.

Designated Governor for Child Protection

The BoG delegates a specific member of the governing body to take the lead in Safeguarding/Child Protection issues in order to advise the governors on:

- The role of the designated teachers;
- The content of child protection policies;
- The content of a code of conduct for adults within the College;
- The content of the termly updates and full Annual Designated Teachers Report;
- Recruitment, selection, vetting and induction of staff.

Designated Teacher for Child Protection

Responsibilities include:

- Induction and training of all College staff including support staff.
- Being available to discuss safeguarding or Child Protection concerns of any member of staff.
- Responsibility for record keeping of all Child Protection concerns.
- Maintaining a current awareness of early intervention supports and other local services eg Family Support Hub.
- Making referrals to Social Services or PSNI where appropriate.
- Liaison with the EA/CPSSS Designated Officer for Child Protection.
- Keeping the College Principal informed of all Safeguarding/Child protection matters.
- Lead responsibility for the development of the College's Safeguarding/Child Protection policy.
- Promotion of a safeguarding and child protection ethos in the College.
- Compiling written reports to the Board of Governors regarding Child Protection.

Deputy Designated Teacher(s) for Child Protection

Responsibilities include:

- Work co-operatively with the Designated Teacher in fulfilling their responsibilities.
- Undertake the duties of the Designated Teacher when required.
- Attend relevant specialist training provided by CPSS.
- Assist in the review and development of the College's Safeguarding/Child protection policy.
- Promotion of a Safeguarding and Child Protection ethos in the College.

The College Principal

The Principal, as the Secretary to the BoG, will assist the BoG to fulfil its Safeguarding and Child Protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to Safeguarding and Child Protection, ensuring any circulars and guidance from DE are shared promptly, and termly inclusion of child protection activities on the BoG meeting agenda. In addition, the Principal takes the lead in managing Child Protection concerns relating to staff. The Principal has delegated responsibility for establishing and managing the Safeguarding and Child Protection systems within the College. This includes the appointment and management of suitable staff to the key roles of DT and DDT Designated Teacher posts and ensuring that new staff and volunteers have Safeguarding and Child protection awareness sessions as part of an induction programme. It is essential that there is protected time and support to allow the DTs to carry out this important role effectively and that DTs are selected based on knowledge and skills required to fulfil the role. The Principal must ensure that parents and students receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

Parents

The primary responsibility for Safeguarding and Protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child. Parents can play their part in safeguarding by informing the school of any of the following:

- If their child has a medical condition or educational need.
- If there are any Court Orders relating to the safety or wellbeing of a parent or child.
- If there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility.
- If there are any changes to arrangements about who brings their child to and from school.
- If their child is absent and should send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence. More information on parental responsibility can be found on the EA website at: www.eani.org.uk/schools/safeguarding-and-child-protection

Other Members of College Staff

- Members of staff **must** refer concerns or disclosures initially to the Designated Teacher for Child Protection or to the Deputy Designated Teacher if he/she is not available using agreed College procedures.
- Class teachers, Heads of Achievement and all other relevant College staff should complete a Note of Concern/add CPOMS incident if there are Safeguarding concerns such as: 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 student abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse. It is good practice to speak to the Designated Teacher/DDT as well as providing a written record via CPOMS.
- **Staff should not** give students a guarantee of total confidentiality regarding their disclosures, should not investigate nor should they ask leading questions.
- If any member of the staff has concerns about a staff member, they should report these concerns to the Designated Teacher or Deputy Designated Teacher if he/she is not available or directly to the Principal. A detailed written record of the concerns will be made and any further necessary action will be taken. If the concern is about a member of the Safeguarding team, the concern should go directly to the Principal. If the concern is about the Principal, the concern should go directly to the Chairperson of the Board of Governors.

PREVENTION AND THE PREVENTATIVE CURRICULUM

We offer a supportive environment to children and young people. All children and young people are valued and will receive our support.

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). The Board of Governors ensures that the curriculum and Preventative Education includes a programme for students on personal protection. Where it is appropriate to deliver Relationship and Sexuality Education (RSE), leadership ensure that the programme is consistent with the Department of Education's circular on this topic. Where the curricular programme in RSE forms part of several subjects, there is careful co-ordination and planning of what is provided.

The College seeks to promote students' 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 College's personal development programme and is also addressed where it arises within the context of subjects. Through the preventative curriculum we aim to build the confidence, self-esteem and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations. Throughout the College year child protection issues are addressed through assemblies and relevant child protection notices and relevant information which provides advice are displayed in classrooms or communal areas e.g. child helpline numbers.

SAFE 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 if they are engaged in regulated activity. All staff paid or unpaid who are appointed to positions are vetted/supervised in accordance with relevant legislation and Departmental guidance.

All staff (permanent, teaching, non-teaching, casual, volunteers, sports coaches etc.) are vetted through the Access N.I. system and following guidelines clearly set out in the DE Circular 2013/01(up-dated September 2015) and 2012/19. Substitute Teachers have Access N.I. compliance verified through the NISTR Register.

COLLABORATION

If a student from any collaborative College makes a disclosure to a member of ICD staff, the member of staff should refer the matter immediately to the Safeguarding Team in ICD. The Designated Teacher will then refer the matter to the Designated Teacher for Child Protection in the home school.

WORK EXPERIENCE

Work experience placements provide insights into the world of work and are an invaluable educational opportunity. During the work placement the Health and Safety of the young person and those working with them is paramount. In preparing students for work experience, personal safety issues will be addressed. Students will be advised on the procedures to be followed in the event of a student having concerns or feeling unsafe, uneasy

or uncomfortable through the use of inappropriate language or behaviour or if anything untoward occurs to them during work experience placements.

In the event of a student having concerns they should contact a member of staff or speak to a parent who should then refer to DT/DTT who will follow the College's Child Protection Policy and Procedures. A written record should be made. Teacher in charge of Work Experience and Careers will ensure that employers are aware of child protection procedures and what to do in the event of a concern or a disclosure.

CHILD PROTECTION DEFINITIONS

Definition of Harm

(Co-operating to Safeguard Children and young People in Northern Ireland August 2017)

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.

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

Harm can be caused by the following types of abuse:

Neglect

Physical abuse

Sexual abuse

Emotional abuse

Exploitation

Neglect

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.

Possible Physical 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.

Possible Behavioural Indicators

Tired or listless (falls asleep in class); steals food; compulsive stealing; begging from class friends; withdrawn; lacks concentration; misses College medicals; reports that no carer is at

home; low self-esteem; persistent non-attendance at College; exposure to violence including unsuitable images/videos/media.

Physical Abuse

Physical Abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Possible Physical 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 or immersion 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.

Possible Behavioural Indicators

Self-destructive tendencies; aggressive 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; comes to College early or stays late as if afraid to be at home; clothing inappropriate to weather - to hide part of body; violent themes in art work or creative writing/stories.

Sexual Abuse

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Emotional Abuse

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 the 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.

Possible Physical Indicators

Well below average height and weight; "failure 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).

Possible Behavioural Indicators

Apathy and dejection; inappropriate emotional response 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.

Exploitation

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

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

Specific Types of Abuse

Self-Harm

Levels of self-harm are one indicator of the mental health and mental well-being of young people in our society in general.

Self-harm describes a wide range of things that people do to themselves in a deliberate and usually hidden way. Self-harm is a symptom rather than the core problem. It masks underlying emotional and psychological trauma. In most of the cases self-harm remains a secretive behaviour that can go on for a long time without being discovered. Self-harm can involve cutting, burning, scalding, banging or scratching one's own body, breaking bones, hair pulling and ingesting toxic substances or objects. This is not an exhaustive list. Young people who self-harm mainly do so because they have no other way of coping with problems and emotional distress in their lives. This can be to do with factors ranging from bullying to family breakdown. But self-harm is not a good way of dealing with such problems. It provides only temporary relief and does not deal with the underlying issues.

Grooming

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

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

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

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

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

Grooming: signs and symptoms

The signs of grooming aren't always obvious. Groomers will also go to great lengths not to be identified.

Children may:

- be very secretive, including about what they are doing online
- have older boyfriends or girlfriends
- go to unusual places to meet friends
- have new things such as clothes or mobile phones that they can't or won't explain
- have access to money, drugs and alcohol.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

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

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

Identifying CSE

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

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

Potential indicators of CSE:

- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Truancy/leaving College without permission;
- Persistently going missing or returning late;
- Receiving lots of texts/ phone calls prior to leaving;
- Change in mood - agitated/stressed;
- Appearing distraught/dishevelled or under the influence of substances;
- Inappropriate sexualised behaviour for age;
- Physical symptoms eg bruising; bite marks;
- Collected from home/College by unknown adults or taxis;
- New peer groups;
- Significantly older boyfriend or girlfriend;
- Increasing secretiveness around behaviours;
- Low self-esteem;
- Change in personal hygiene (greater attention or less);
- Self-harm and other expressions of despair;
- Evidence or suspicion of substance abuse;

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

What to Do

CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring should follow the College child protection policy and procedures, including reporting to the appropriate agencies.

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

Domestic and Sexual Violence and Abuse

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

Domestic Violence and Abuse:

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

Signs of Domestic Violence

Destructive criticism and verbal abuse: shouting/mock/accusing/name calling/verbally threatening.

Pressure tactics: sulking, threatening to withhold money, disconnect the telephone, take the car away, commit suicide, take the children away, report person to welfare agencies unless they comply with his demands regarding bringing up the children, lying to the person's friends and family about them, telling the person that they have no choice in any decisions.

Disrespect: Persistently putting the person down in front of other people, not listening or responding when they talk, interrupting their telephone calls, taking money from their purse without asking refusing to help with childcare or housework.

Breaking trust: lying, withholding information from the other person, being jealous, having other relationships, breaking promises and shared agreements.

Isolation: monitoring or blocking telephone calls, telling the person where they can and cannot go, preventing them from seeing friends and relatives.

Harassment: following and checking up on the other person, opening mail, repeatedly checking to see who has telephoned, embarrassing the person in public.

Threats: making angry gestures, using physical size to intimidate, shouting the person down, destroying their possessions, breaking things, punching walls, wielding a knife or a gun, threatening to kill or harm the other person and the children.

Sexual violence: using force, threats or intimidation to make the person perform sexual acts, having sex with the person when they don't want to have sex, any degrading treatment based on the other person's sexual orientation.

Physical violence: punching, slapping, hitting, biting, pinching, kicking, pulling hair out, pushing, shoving, burning, strangling.

Denial: saying the abuse doesn't happen, saying the other person caused the abusive behaviour, being publicly gentle and patient, crying and begging for forgiveness, saying it will never happen again.

Sexual Violence and Abuse

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

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

Possible Physical 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.

Possible Behavioural Indicators

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; overly 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 or possession of pornographic material

Operation Encompass

Operation Encompass was introduced within the Southern Trust Area in 2022. Operation Encompass focuses on the routine sharing of information relating to domestic violence or abuse in line with the Domestic Abuse Information-Sharing with Schools etc. Regulations (NI) 2022. If the PSNI attend an incident of domestic violence where a child is present, they will make contact with the child's school as early as possible the next day to share information with the school's Designated Teacher.

The aim is to help schools provide timely support to child victims of domestic violence. The PSNI will only give schools the information that will enable them to provide the necessary pastoral care and support to the child. The type of information that may be received could include: the timing of the incident; the child or children involved and where the incident took place, if relevant; who was involved in the incident; their relationship to the child and, where appropriate, the level of the incident (offence type, injuries etc.); and whether the child would have been present, in the vicinity or a witness to the incident.

At ICD, 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 PSNI 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 ICD Safeguarding Team. This will allow the ICD 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 PSNI will only be shared outside of the Safeguarding Team on a proportionate and need to know basis. All members of the Safeguarding Team have completed the 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.

Identifying Warning Signs of Potential Suicidal Thoughts or Behaviour

Someone who is thinking about suicide will usually give some clues or signs to those around them that show they are troubled. Suicide starts with recognising these warning signs and treating them seriously. It is important to note that the following list is not exhaustive and these symptoms do not necessarily indicate suicide risk. It is, at best, a list of warning signs that may help teachers to identify pupils who may need particular support.

These include:

- Unexpected reduction of academic performance
- Ideas and themes of depression, death and suicide
- Negative changes in mood and marked emotional instability
- Positive changes in mood and calmness
- Significant grief or stress
- Withdrawal from relationships
- Physical symptoms with emotional cause
- Writing about suicide
- Speaking about suicide
- Listening to songs praising suicide
- Art work about suicide
- Threats and statements of intent
- Preoccupation with a known suicide
- Life threatening risk taking behaviour
- Break-up of relationships
- It may also be important to have an awareness of the websites, social media or computer games that young people are engaged with.

A Student at Risk from Suicidal Thoughts or Behaviour

All College staff have a duty of care towards their students. The immediate reaction by a member of staff to the alert that a student is in distress is crucial to the protection of the pupil. It is therefore important that staff consider in advance how they would react in such a situation. In every such response the two essential elements are

- (i) To respond with empathy and in a non-judgemental way to the child in need; and

(ii) To follow usual child protection and safeguarding procedures and to make appropriate referrals to ensure the child's safety, because self-harm and expressions of suicidal thoughts are safeguarding issues. Staff should follow guidelines in this policy as for all safe-guarding concerns.

Assessing the Risk of Suicide

When a student has displayed suicidal thoughts or behaviour, the Safeguarding Team will endeavour to establish the level of risk posed, to ensure that the child is protected as soon as possible. This will allow the Team to plan a fair and necessary suite of support to be provided for the young person within an appropriate timeframe. In some cases, this will also help to determine if a child is in 'real need' and will allow the Safeguarding Team to clearly distinguish those who are genuinely at risk from those who have perhaps made a 'one-off comment' regarding suicide under pressure or in the heat of the moment. To confirm the level of risk, the Safeguarding Team member will ask the student in need the following:

Are you suicidal?

Have you researched this?

Have you a date, time and venue planned?

All responses will be recorded on the Note of Concern and/or the Safeguarding Action Checklist.

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 College procedures. In the UK, FGM has been a specific criminal offence since the Prohibition of Female Circumcision Act 1985. The Female Genital Mutilation Act 2003 replaced the 1985 Act in England, Wales and Northern Ireland and the Serious Crime Act 2015 further strengthened the law on FGM. FGM is a complex issue with many men and women from practising communities considering it to be normal to protect their cultural identity. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases are thought to take place between the ages of five and eight, putting children in this age bracket at highest risk. Where there is a concern that a child or young person may be at immediate risk of FGM this should be reported to the PSNI without delay. Contact can be made direct to the Sexual Referral Unit (based within the Public Protection Unit) at 028 9025 9299. Where there is a concern that a child or young person may be at risk of FGM, referral should be made to the relevant HSCT Gateway Team. All staff should be aware of warning signs, appropriate response and signposting to further information and sources of help.

Forced Marriage

A Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced Marriage is a criminal offence in Northern Ireland, and

where an agency, organisation or practitioner has knowledge or suspicion of a forced marriage in relation to a child or young person, they should contact the PSNI immediately. There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses. In forced marriages, one or both spouses do not (or, in the case of some adults with support needs, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

Statutory Responsibilities

Forced Marriage (Civil Protection) Act 2007

A Forced Marriage Protection Order (FMPO) issued under the 2007 Act offers protection to a victim from being forced into marriage. A FMPO may contain prohibitions, restrictions or requirements and any other such terms as the Court considers appropriate. An application for a FMPO can be made by a victim, a person obtaining the court's permission to apply for an order on behalf of the victim, a relevant third party, or by the Court itself. Breach of a FMPO is a criminal offence. All agencies with responsibility towards safeguarding and promoting the welfare of children must comply with The Right to Choose: Statutory guidance for dealing with forced marriage published by the Department of Finance and Personnel in April 2012 to protect persons from being forced into marriage against their will. This guidance is designed to assist with the operation of the 2007 Act and to ensure that the protections which the Act offers are widely promoted in Northern Ireland.

Warning signs within the College environment:

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

Due to the nature of forced marriage, the involvement of the child's or young person's family may increase the risk of significant harm to the child or young person. The family may deny that the child or young person is being forced to marry and they may expedite any travel arrangements and bring forward the marriage. It is, therefore, advised that in all cases where there is a suspicion that a child or young person is being, or has been forced into a marriage, schools should contact CPSSS for advice and assistance.

Children who Display Harmful Sexualised Behaviour

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up and as they start to make decisions about relationships. Schools support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy

relationships. Therefore, teachers are often in a good position to consider if a child's behaviour is within the normal continuum or otherwise.

It must also be borne in mind that sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the College's Positive Behaviour for Learning policy but it is important to always apply principles that remain child-centered.

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

Healthy sexual behaviour will normally have no need for intervention, however consideration may be required as to appropriateness within a school setting. Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSSS may be required. The CPSSS will advise if additional advice from PSNI or Social Services is required.

What is Harmful Sexualised Behaviour?

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

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

Harmful sexualised behaviour can include:

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

Harmful sexualised behaviour will always require intervention and following College child protection policy and procedures, including reporting to the appropriate agencies.

ONLINE SAFETY

This section of the Safeguarding Policy is informed by the most recent DE guidance in the following circulars:

2016/26 - EFFECTIVE EDUCATIONAL USES OF MOBILE DIGITAL DEVICES

2016/27 ONLINE SAFETY

"Online safety is about using digital devices in a smart but safe way. It means educating children and young people to act responsibly and keep themselves safe in the digital world." Integrated College Dungannon encourages use by students of a wide variety of Information and Communication Technologies. When necessary students are given access to mobile learning technology and the internet, providing that they act in a considerate and responsible

manner. This privilege can be withdrawn if they fail to maintain acceptable standards of use as outlined in the Online Safety Policy

In Integrated College Dungannon it is felt that the benefits to students from access to information technology and resources exceeds the potential risks or disadvantages. When using the C2K system, all student ICT activity is monitored through the Securus application which checks all typed and viewed materials for inappropriate terms. Securus monitors the screen display and keystrokes alerting staff that a student may be at risk or in breach of acceptable use. Some of the issues and concerns that Securus detects include:

- ☒ Cyberbullying
- ☒ Online grooming and child abuse/exploitation
- ☒ Depression, self-harm and suicide
- ☒ Racial, homophobic and religious harassment
- ☒ Use of drugs or weapons
- ☒ Attempts to use a proxy bypass to access restricted sites

Regular checks and follow up by pastoral staff ensures that users are using ICT resources appropriately and safely.

Online Safety/Internet Abuse

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern. In January 2014, the SBNI published its report 'An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland' which identified the associated risks around online safety under four categories:

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

The College's online safety arrangements are reflected clearly in its safeguarding arrangements, through this policy, Our Preventative Education Programme, Mobile Phone Policy, Anti-Bullying Policy and Positive Behaviour for Learning Policy.

Reporting of Breaches in the College's Online Safety Guidelines.

There are robust report channels in place for reporting online safety issue. Staff and students are regularly reminded of expectations and how to raise a concern through College assemblies, external workshops, briefing, PBFL Monthly Foci, and training sessions. Students and staff are regularly reminded about who they can turn to if there is a problem.

Any security breaches, or attempts, and any unauthorised use or suspected misuse of ICT must be reported immediately. Additionally, all lost or stolen equipment or data, virus notifications, unsolicited e-mails, misuse or unauthorised use of ICT and all other policy non-compliance must be reported to the Principal, Senior Staff, Head of ICT and Network Administrator. Instances relating to child protection should be communicated to the Designated Teacher. In cases of Internet abuse or where a child is at risk, the College's Safeguarding procedures will be implemented.

Responses to Breaches

Unacceptable use of ICT facilities will result in sanctions being imposed. A breach or suspected breach of policy by a College employee or student may result in the temporary or permanent withdrawal of College ICT hardware, software or services from the offending individual. Any policy breach by staff is grounds for disciplinary action in accordance with the College Disciplinary Procedure or, where appropriate, by the EA. Policy breaches may also lead to criminal or civil proceedings.

If unsuitable or inappropriate material is typed or viewed, appropriate actions will be taken in regard to education, positive behaviour and safeguarding. All E-Mails are automatically filtered for unsuitable size and content. Mail which is blocked may be viewed by the Principal, who will then decide whether to allow the mail through the system. In order to ensure appropriate use of internet access and e-mail, the College can and does track and record the sites visited, the searches made on the internet and e-mail sent and received by individual users. The DTCP and Safeguarding Team monitor student use of technology via the C2K Securus system. Securus will detect any inappropriate content whether typed or appearing on screen, and report back observations (screen captures) to the central management server. Securus will also detect inappropriate material held on memory sticks, phone sim cards and other storage devices connected to College computers. Assigned staff regularly monitor all screen captures taken by Securus. Staff will follow up accordingly, depending on the seriousness of the capture and the age, needs and experience of the student.

ICD are now operating an 'Online Safety and Devices Risk Register' to record possible online safety issues and highlight where data security might be potentially breached. The Network Administrator, Head of ICT and Designated Teacher for safeguarding will meet termly, or more regularly if required, to review this risk register and plan appropriate responses. Further staff and student members may be added to this team.

The Principal and Network Administrator also operate a 'Register of Access' which clearly outlines who has access to the different pupil and staff data available of the school system. This is held by the College Business Manager.

Student & Staff Agreements on the Acceptable Use of ICT and IT Mobile Devices can be found in Appendix 11.

Parental Involvement

We believe that it is essential for parents/carers to be fully involved with promoting online safety both in and outside of College and also to be aware of their responsibilities. We consult and discuss online safety with parents/carers and seek to promote a wide understanding of the benefits related to ICT and associated risks.

- Parents/carers are asked to read through and sign acceptable use agreements with and on behalf of their child on admission to College.
- Parents/carers are required to make a decision as to whether they consent to images of their child being taken for use in the College and to promote the College.
- The College disseminates information to parents relating to online safety where appropriate in the form of information evenings, written updates, postings, College website.

Mobile Phones/Devices, Digital Technology & Personal Mobile Technology

Many emerging technologies offer new opportunities for teaching and learning including a move towards personalised learning and 1:1 device ownership for children and young people. Many existing mobile technologies such as portable media players, iPod and iPad devices, mobile and Smart phones are familiar to children outside of College too. They often provide a collaborative well-known device with possible internet access and thus open up risk and misuse associated with communication and internet use. Emerging technologies will be examined for educational benefit and then risk assessed before use in College is allowed. Our College chooses to manage the use of these devices in the following ways to ensure that users exploit them appropriately.

Students are allowed to bring mobile phones into the College, but for Child Protection reasons, they must be always off and away and are subject to Mobile Phone Policy (part of Positive Behaviour for Learning policy). There is an outright ban on the use of all media messaging (picture/video) phones in College at any time.

Emergencies

If a student needs to contact his/her parents/guardians, they will be allowed to use the College phone. If parents/guardians need to contact their child urgently they should phone the College office and a message will be relayed promptly.

Advice on the safe use of Mobiles/Devices

Using your mobile device can be great fun but you need to be careful and keep safe.

- Ask permission before taking a picture of your friends and think before sending it on. Once sent you have lost control of it and it could become public before you know it.
- No filming of school activities is to be posted on social network sites such as Facebook or You Tube or similar websites without written permission from the Principal.
- Don't give out your number or friends' numbers to people you don't know, especially in Instant Messenger or Chat Rooms.
- Keep your security code or PIN number private.
- If you get texts, which upset you, don't reply but keep a record and tell an adult. In serious cases you can report it to the police.
- If you receive a rude or embarrassing image or text about someone don't forward it to others.

- Disturbing images of other young people may constitute harassment and could be illegal. If you receive something like this, tell an adult immediately.

Responsibility for Mobile Phones/Devices:

The College accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile phones/recording devices/personal electronic equipment. It is the responsibility of parents and pupils to ensure mobile phones/recording devices/personal electronic equipment are properly insured.

Video Conferencing and the use of Webcams

The introduction of video conferencing and online meetings has offered valuable educational and social opportunities to connect with other Colleges and for meeting purposes. Webcams in the College are used for specific learning purposes and all images recorded and transmitted are the responsibility of the teacher using them:

- Written permission must be obtained from parents/carers if their children are to be involved in video conferences.
- All students are supervised by a member of staff when video conferencing.
- The College keeps a record of video conferences, including date, time and participants.
- Approval from the line manager is sought prior to all video conferences.
- The College conferencing equipment is only switched on for scheduled and approved conferences.
- No part of any video conference is recorded in any medium without the written consent of those taking part.
- Misuse of the webcam by any member of the College community will result in sanctions (as detailed earlier).
- Teachers need to be aware that non-ICD participants in conferences may not be police checked.
- Conference supervisors need to be familiar with how to use the video conferencing equipment, particularly how to end a call if at any point any person taking part becomes unhappy with the content of the conference.

Sexting

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

Sexting between individuals in a relationship

Students need to be aware that it is illegal, under the Protection of Children (NI) Order 1978 as amended in the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship) and in these cases you should contact local police on 101 for advice and guidance. While offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances and it is not necessarily the case that they will end up with a criminal record.

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

Sharing an inappropriate image with an intent to cause distress

If a student has been affected by inappropriate images or links on the internet it is important that you do not forward it to anyone else. Please remember that schools are not required to investigate incidents. It is an offence under the Criminal Justice and Courts Act 2015, (www.legislation.gov.uk/ukpga/2015/2/section/33/enacted), to share an inappropriate image of another person without the individual's consent - see Articles 33-35 of the Act for more detail. By contacting the PSNI you could help prevent further such incidents. If a young person has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause 'distress', the child protection procedures should be followed.

The UK Safer Internet Centre (www.saferinternet.org.uk/) may be able to assist in having the image blocked or removed to prevent further distribution. It is also vital to ensure that the victim of abuse gets the correct support. They are likely to be ashamed and embarrassed and worried about parental reaction - some may wish to speak to the College independent Counsellor. A list of organisations offering advice and support is included below.

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

This Online Safety section of the Safeguarding Policy will be up-dated in light of evolving technology, new guidance and following any review conducted by relevant staff after a serious breach of these guidelines.

Adult Safeguarding in a School Setting

All organisations that work with vulnerable adults must have procedures in place to ensure their safety from abuse, exploitation, and neglect 'Adult Safeguarding Prevention and Protection in Partnership' (2015).

Types of abuse:

Physical

Physical abuse is the use of physical force or mistreatment of one person by another which may or may not result in actual physical injury. This may include hitting, pushing, rough handling, exposure to heat or cold, force feeding, improper administration of medication, denial of treatment, misuse or illegal use of restraint and deprivation of liberty.

Sexual violence and abuse

Sexual abuse is any behaviour perceived to be of a sexual nature which is unwanted or takes place without consent or understanding. Sexual violence and abuse can take many forms and may include non-contact sexual activities, such as indecent exposure, stalking, grooming, being made to look at or be involved in the production of sexually abusive material, or being made to watch sexual activities. It may involve physical contact, including but not limited to non-consensual penetrative sexual activities or non-penetrative sexual activities, such as intentional touching (known as groping). Sexual violence can be found across all sections of society, irrelevant of gender, age, ability, religion, race, ethnicity, personal circumstances, financial background or sexual orientation.

Psychological/Emotional

Psychological / emotional abuse is behaviour that is psychologically harmful or inflicts mental distress by threat, humiliation or other verbal/non-verbal conduct. This may include threats, humiliation or ridicule, provoking fear of violence, shouting, yelling and swearing, blaming, controlling, intimidation and coercion.

Financial

Financial abuse is actual or attempted theft, fraud or burglary. It is the misappropriation or misuse of money, property, benefits, material goods or other asset transactions which the person did not or could not consent to, or which were invalidated by intimidation, coercion or deception. This may include exploitation, embezzlement, withholding pension or benefits or pressure exerted around wills, property or inheritance.

Neglect

Neglect occurs when a person deliberately withholds, or fails to provide, appropriate and adequate care and support which is required by another adult. It may be through a lack of knowledge or awareness, or through a failure to take reasonable action given the information and facts available to them at the time. It may include physical neglect to the extent that health or well-being is impaired, administering too much or too little medication, failure to provide access to appropriate health or social care, withholding the necessities of life, such as adequate nutrition, heating or clothing, or failure to intervene in situations that are dangerous to the person concerned or to others particularly when the person lacks the capacity to assess risk.

Exploitation

Exploitation is the deliberate maltreatment, manipulation or abuse of power and control over another person; to take advantage of another person or situation usually, but not always, for personal gain from using them as a commodity. It may manifest itself in many forms including slavery, servitude, forced or compulsory labour, domestic violence and abuse, sexual violence and abuse, or human trafficking. This list of types of harmful conduct is not exhaustive, nor listed here in any order of priority. There are other indicators which should not be ignored. It is also possible that if a person is being harmed in one way, he/ she may very well be experiencing harm in other ways.

Should you have a concern about a student aged 18, please complete a Note of Concern/CPOMS incident and report to the DT/DDT/Principal as soon as possible.

Concerns can be discussed with the Adult Safeguarding Team in the Southern Trust:

Telephone: 028 375 64423

Outside normal working hours: 028 950 49999

Staff Support / Policy Review

There will be a regular programme of staff information / updating in relation to adult safeguarding.

RESPONDING TO CHILD PROTECTION CONCERNS AND/OR DISCLOSURES

Where a member of staff **is concerned** that abuse **may** have occurred, he/she **must report** this **immediately** to the Designated Teacher or, in their absence a Deputy Designated Teacher, who has specific responsibility for child protection (see guidance on talking to students where there are concerns about possible abuse).

If a student **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 student, **the member of staff must act promptly.**

He/she should not investigate - this is a matter for the Social Services (see guidance on talking to students where there are concerns about possible abuse) but should **report these concerns immediately** to the Designated Teacher, discuss the matter with them and make full notes. (In the absence of the Designated Teacher or the Principal, **any member** of the Safeguarding Team should be informed directly).

Note of Concern

The member of staff who has a concern about the welfare or safety of a student or young person should - record/add an incident on CPOMS. CPOMS is the software used in the College to record and monitor any concerns of a child protection nature. Notes must be made as soon as possible after the incident to ensure an expedient response, and certainly within 24 hours, to maintain the accuracy and content of the report. They should be added to CPOMS as soon as possible and appropriate staff members alerted. Recording an incident on CPOMS will not replace a conversation with DT/DDT. Staff member logging concern must ensure they to speak to DT/DDT as well as logging, particularly in situations where immediate action may be required. *For some children a one-off serious incident or concern may occur and staff will have*

no doubt that this must be immediately recorded and reported. More often, however, it is the accumulation of a number of small incidents, events or observations that can provide the evidence of harm being caused to a child.

The staff member should report the concern to **the Designated Teacher for Child Protection (DT)** at an early stage, immediately if the concern is of a serious nature, as the DT may be aware of other circumstances which would influence steps to be taken. The Note of Concern and any further details discussed, or action taken should be placed in the student's **Child Protection File on CPOMS**.

The Designated Teacher will immediately notify the Principal to plan a course of action, and ensure that a written record is made.

The Principal, in consultation with the Designated Teacher, will decide whether, in the best interests of the student the matter needs to be referred to Social Services. **If there are concerns that the student may be at risk, the College is obliged to make a referral.** Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

The Principal may seek clarification or advice and consult with the CPSS Designated Officers from the Education Board or the Duty Social Worker of the Gateway Team, before a referral is made.

No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice.

The safety of the student is our first priority.

Making a Referral

Where a referral is to be made, the Designated Teacher will immediately contact the Duty Social Worker at the Gateway Team. The referral will be confirmed in writing using the UNOCINI referral form within 24 hours and a copy sent to one of the CPSS Designated Officers for Child Protection at the Education Authority Southern Region.

The parent/carer of the child will be informed by the College that a referral is to be made to Social Services unless the parent/carer is the subject of the allegation.

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.

There is a difficult balance between gaining consent for a referral into Adult Protection Gateway and also ensuring a vulnerable adult is protected from harm. Consent will always be

sought from the person for a referral to statutory agencies. If consent is withheld, then a referral will not be made into the Adult Protection Gateway unless there is reasonable doubt regarding the capacity of the adult to give/withhold consent. In this case contact will be made with the local Adult Protection Gateway to seek further advice.

In situations where there is reasonable doubt regarding an individual's capacity, they will be informed of the referral, unless to do so would put them at any further risk. The principle of consent may be overridden if there is an overriding public interest, for example in the following circumstances:

- the person causing the harm is a member of staff, a volunteer or someone who only has contact with the adult at risk because they both use the service; or
- consent has been provided under undue influence, coercion or duress;
- other people are at risk from the person causing harm;
- or a crime is alleged or suspected

Non-urgent referrals i.e. child in need/family support referrals must have the consent of the parent/carers and/or the young person (if they are competent to give this) and should be made in writing using the UNOCINI referral form.

- The welfare of the student is paramount and, if unable to contact the parent/ carers, we should not delay but progress the referral with Social Services.
- Issues of consent (including when consent is not forthcoming) must always be clearly recorded.

The Designated Teacher will make a record of all the discussions held and actions taken within **24 hours** of a referral and complete **Safeguarding Action Checklist** Proforma (see Appendix 2).

If an acknowledgement of the referral is not received from Social Services within 5 working days, the Designated Teacher will follow this up.

The Principal will inform the Chairperson of the Board of Governors.

CONFIDENTIALITY AND RECORD KEEPING

For reasons of confidentiality the number of people advised of any concern/incident or who have access to this recorded information will be strictly limited **on a need to know basis**.

CHILD PROTECTION FILE

The DT should store each Note of Concern and copy UNOCINI documents in the child's **Child Protection File on CPOMS** and supplement it with all other records created and acquired as the management of the concern progresses. **A Child Protection File is separate to the College's Student/ Educational Record and must be stored securely.**

The Child Protection File should contain:

- Chronology of events/ action taken;
- All records of concern;
- Any notes initially recorded, including in the form of notebooks/diaries³ which should be kept securely with the child protection file;
- Records of discussions and telephone calls (with colleagues, parents and children/young people and other agencies or services);
- Correspondence with other organisations - sent and received;
- Referral forms – both for support services and specialist services (irrespective of outcome);
- Formal plans linked to the child e.g. child protection plan, child in need plan;
- Risk assessments;
- Risk Assessment Management Plans/ Individual Safety and Support Plans;
- College reports to interagency meetings and conferences;
- Minutes of interagency meetings e.g. child in need, strategy, child protection case conference, core group meeting;
- Any other relevant notes/ papers.

Relevant and accurate records are essential to inform effective decision making and assist in the sharing of appropriate information. **They should contain factual information or be clearly specified as unsubstantiated** and should include all relevant information even if it appears contradictory.

Any significant event or change which has an impact on the students's welfare must be included in the Child Protection File and noted on the chronology of events/ action taken, even if it seems to be contradictory. As a guideline, although not exhaustive, the following may be relevant:

- **Change of circumstances:** changes of carer, address, legal status, College, family circumstances and household composition.
- **Issues for the child:** physical or mental health issues, incidents of abuse, losses, developmental issues, incidents of running away/going missing, incidents re bullying, offending or police involvement.
- **Family issues:** changes in family composition, loss and separation, domestic violence, financial or housing problems, physical or mental health, substance misuse, homelessness, imprisonment, victimisation.
- **Professional involvement:** referrals made, involvement of other agencies, assessments, significant decisions, interventions, social services involvement.

Any decisions made must be recorded together with reasons for the agreed action, this will be vital to any future processes, such as retrospective or historical allegations and Case Management Reviews. It is vitally important to record all relevant details, regardless of whether or not the concerns are shared with either the police or social services. When Social Services inform the College that a student's name has been placed on the Trusts' **Child Protection Register (CPR)**, the College must maintain a record of this fact and associated documentation from Social Services on the child's Child Protection file.

WHAT TO DO IF A CHILD TELLS YOU OF ABUSE

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

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

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

- Listen carefully to what the student says;
- Accept what is said;
- Take notes;
- React calmly without displaying shock or disbelief. Over reactions can frighten the child and compound feeling of guilt;
- Reassure the student and tell he/she they are not to blame. Children can often feel guilty. Remember that they are the victims - never the cause;
- Don't give false reassurance e.g. "Don't worry, everything will be alright now";
- Use the words the student uses. If the student is aware that you are reluctant to use particular words he/she may be reluctant to use the words or may not speak at all;
- Staff should not give the student or young person undertakings of **confidentiality**, although they can and should, of course, reassure that information will be disclosed only to those professionals who need to know;

- Do not ask leading questions e.g. “Did she hit you there?” or “Did he touch your private parts?” This approach may invalidate evidence, in court, at a later date and be interpreted as putting ideas into the child’s mind;
- Remember it is not your responsibility to investigate the child abuse. That is for Social Services to manage;
- It may be necessary though, to ask questions. You can prompt the student in a neutral way, with open-ended questions such as, “Can you say anything more about that?” Staff should not ask questions which encourage the student to change his/her version of events in any way, or which impose the adult’s own assumptions. For example, staff should say, “Tell me what has happened”, rather than, “Did they do X to you?”;
- Control your feelings towards the perpetrator, and do not criticise him/her. The student may love the perpetrator and reconciliation may be possible;
- Check out your understanding of what has happened with the student if you are not clear what is being disclosed to you;
- Explain what you have to do next and that you have to refer to the Designated Teacher;
- **Write up your notes as soon as possible afterwards to make a record of the discussion to pass on to the Designated Teacher, using the template ‘Note of Concern’ or add an incident to CPOMS** (see Appendix 1). Please ensure that you record the time, date, location, people who were present and exactly what the child said, non-verbal behaviour. Note, too, any injuries - bruises etc. should be described in detail. Note, as well, when you referred your suspicions.
- Any comment by the student, or subsequently by a parent or carer or other adult, about how an injury occurred, should be written down as soon as possible afterwards, quoting words actually used.
- Staff should also be aware that their note of the discussion may need to be used in any subsequent court proceedings. It should be emphasised that lack of proper records will not, of itself, exempt the College from any subsequent requirement to give evidence in court. It is therefore essential that accurate contemporaneous records are maintained.
- Staff **should not** ask the student to write an account of their disclosure for the record.
- It takes courage and determination for a child to tell an adult that they are being, or have been abused. Children may be frightened by the threat of violence to themselves, or other members of the family, or of being taken away from, or breaking up the family. Some children never disclose abuse and, as a result suffer throughout their childhood, and sometimes, for the rest of their lives.
- Consequently, when children confide in someone, it is usually a person they trust and with whom they feel safe.
- Seek support for yourself, e.g. speak to SLT to arrange time out/cover for you, Staff Care Service ‘Carecall’ at Education Authority Southern Region. Listening to children talk about their experience of being abused can be very upsetting. That in turn can affect the help you give. It is important to understand these feelings so that they do not cloud professional judgement. In these circumstances, you should have easy access to support structures. Within this context it is likely you will be encouraged not to talk about the facts of the case but, rather how you feel about the facts.

PROCEDURES WHERE A COMPLAINT HAS BEEN MADE AGAINST A MEMBER OF STAFF

Where a complaint is made about possible abuse by a member of staff of the College, the procedures set out in DE Circular 2015/13 will be followed. In all decisions the student's welfare is the paramount consideration and the student should be listened to and his/her concerns taken seriously. The possible risk of harm to children posed by a member of staff must be evaluated and managed and in some cases this will require consideration of suspension as a precautionary measure.

If 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** and a written record should be made using Note of Concern or add an incident on CPOMS (see Appendix 1 for Note of Concern).

The Designated Teacher will be informed (if they are not the subject of the complaint) and they will record details.

The Principal will consult with and seek advice from the CPSS Education Authority Southern Region Designated Officers and Social Services Armagh/Dungannon Trust to assess the situation.

If no further action is indicated the subject of the complaint will be advised accordingly.

If there is a decision to refer Social Services and the Police will begin their investigations of the complaint.

Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with students and may be suspended from duty as a precautionary measure pending investigation by Social Services.

If a complaint is made against the Principal, the Designated Teacher (or their deputy, if they are not available) must be **informed immediately**. They will inform the Chairperson of the Board of Governors, Deputy Chairperson, Designated Governor for Child Protection and together they will ensure that the necessary action is taken as for the above procedure.

All allegations of a child abuse nature will be recorded in the hard backed and bound Record of Child Abuse Complaints book, which is retained securely by the Principal. A record of this should be placed on the relevant student's Child Protection File.

RECORD KEEPING

All records, information and confidential notes are stored securely on CPOMS. Only the Designated Teacher and Principal have access to the filing cabinet. These only identify the student by their name. These records are kept separate from any other file which is held on the student.

Child Protection Records must not be removed from the College premises, except when taken to a case planning meeting in respect of the student, or on foot of a court order. If information needs to be taken out of the College, it **must be transported securely** and a record kept of when it was removed, by whom, for what purpose, and when it was returned (See Appendix 3)

There are inherent dangers in keeping sensitive information electronically and extra care must be taken. Such information should never be held on computers to which staff or students could have free access, including SIMS.net. If information is held electronically, whether on a laptop or on a portable memory device, **all must be encrypted and appropriately password protected.**

Where an allegation is made against a member of staff and is pursued either as a formal referral or under the College's disciplinary procedures, a summary is entered on a Record of Child Abuse Complaints book. This entry which will contain details of the complaint will be made available to the Board of Governors annually.

Sharing Information within the College

Child Protection information is confidential and often highly sensitive and decisions to share, or not to share, must always be made in the interest of protecting the student if at risk of significant harm. There is also a duty to protect individuals therefore information will only be shared with staff who require access to it, in order to work in a safe and informed way with the student and family. The DT will record who information is shared with, when, and the reasons for this.

Sharing Information with Others

Access to child protection records should be strictly on a need-to-know basis, and a record should be kept to identify who has requested access, when and for what purpose. Where requests are made the College may refer to guidance issued by the Information Commissioner's Office (ICO) "Dealing with subject access request involving other people's information" <https://ico.org.uk/for-organisations/guide-to-data-protection/principle-6-rights/subject-access-request/>. Advice will also be sought from the Information Manager in the Education Authority Southern Region.

Information must always be shared with other agencies where there is a legal duty to do so e.g. PSNI and Social Services. It should, however, be noted that the PSNI have no automatic right to access data and must complete Form 81, stating the data they require and the specific case to which it relates.

Consent to share information should be sought where possible, however, sharing, even without consent, will normally be justified, if there is evidence of reasonable cause to believe that a student is suffering, or is at risk of suffering harm. Only information will be shared which is necessary for the purpose for which it is being shared, is shared only with those people who need to have it, is accurate and up-to-date, and is shared securely.

Transfer of Child Protection Records

Past safeguarding concerns and the response to these can be significant, should concerns arise for the student at a later time. If the information, current or historical, is deemed to be relevant then it should be shared.

The Designated Teacher is responsible for ensuring that copies of relevant child protection records are transferred to the DT of the receiving school in the most secure and appropriate manner to minimise the risk of any data breach.

When a child on whom the College holds safeguarding or child protection information leaves the College and the College are unaware of the new provider, they must notify the Education Welfare Service at the Education Authority who will then attempt to locate the child. Social Services must be informed immediately if the child has a Child Protection Plan or is a Looked After Child. The College must retain the student's child protection records and forward the relevant information to the receiving school when the child has been traced.

When a student **whose name is on the Child Protection Register changes school**, the Designated Teacher will inform the receiving school immediately that his/her name is on the Register and pass on contact details for the social worker. The College should then destroy all child protection records on the child supplied by Social Services, including records of case conferences, and should inform the child's Case Co-ordinator in Social Services. The remaining child protection record should be copied, as relevant, to the new school. When considering what information is relevant advice can be sought from the CPSS. The school to which the child is transferring should contact the child's social worker for relevant information. The leaving school can retain original copies of their own documents.

The DT will discuss concerns directly with the DT from the receiving school in advance of sending the child protection record.

Retention of Child Protection Records

In order to determine how long child protection records should be kept there are a number of guiding principles. The Data Protection Act 1998 requires that personal information should be:

- Adequate, relevant and not excessive for the purpose(s) for which they are held (third principle)
- Accurate and where necessary kept up to date (fourth principle)
- Not kept for longer than is necessary for its purpose(s) (fifth principle)

Our College will ensure that the Act is complied with.

Retention Periods for Child Protection Records

It is recommended that, in general, child protection records should be retained by the College for the following periods:

Record	Retention Period
Student Child Protection Case Files	DOB + 30 years
The College's confidential Record of Child Abuse Complaints	Indefinitely*
If Social Services inform the College that a child's name has been placed on the Child Protection Register	Maintain a record of this fact and associated documentation from Social Services on the child's file while he/she continues to attend. On transfer, the College should inform the new school and destroy all social services records. The record on the Child Protection File will remain until DOB + 30 years.
If Social Services inform the College that a child's name is removed from the Child Protection Register	On transfer to a new school, the College should destroy any child protection records on the child supplied by Social Services, including records of case conferences. The record on the Child Protection File will remain until DOB + 30 years.
Complaint against a member of staff Staff members file* Child's Child Protection File Record of Child Abuse Complaints	Indefinitely* until totally exonerated DOB + 30 years Indefinitely*
Complaint to be pursued under the College's disciplinary procedure Staff members file Child's Child Protection File Record of Child Abuse Complaints	5 years DOB + 30 years Indefinitely*

* as a general guide 'indefinitely' should be a minimum of 40 years

Disposal

At the end of the agreed retention period, records should be securely disposed of, for example, incinerated or shredded in the presence of a member of the College or entrusted to a firm specialising in the destruction of confidential material. Information held electronically within private folders on the C2k system should also be deleted within the timescales set. Following deletion, the electronic records will be held securely on the centralised backup for a period of time but in due course will be overwritten and the documents removed. No evidence will remain on the C2k system.

The National Archives has issued guidance based on the Independent Inquiry into Child Sexual Abuse stressing that any information which may be required by the Inquiry should not be destroyed. This principle should be applied in all cases and careful review before destruction of documents.

<https://www.csa-inquiry.independent.gov.uk/news/chair-of-the-inquiry-issues-guidance-on-destruction-of-documents>

CONDUCT OF STAFF

Staff are aware of and adhere to the Code of Conduct (Appendix 6) which has been drawn up and agreed by the Board of Governors.

The duty to safeguard and promote the welfare of the children and young people in their charge rests with all members of staff, teaching and non-teaching, and implicit in it is the assumption that the conduct of educational establishment staff towards the children must be above reproach. This assumption holds true whatever the age, sex or maturity of the children and young people. Clearly the younger the child or young person, or the greater the degree of learning difficulties he/she has, the less likely it will be that he/she will be able to recognise and respond appropriately to an abuse by any member of staff of the trust that his/her position confers. Any abuse of that position of trust by any member of staff is unacceptable.

Boarding Departments/Residential Trips

Employers, governors, management committees and senior staff have a responsibility to ensure that professional behaviour applies to relationships between staff and children and young people; that all staff are clear about what constitutes appropriate behaviour and professional boundaries and that those boundaries are maintained with the sensitive support and supervision required. This is important in all educational establishments, but schools with boarding departments and staff on residential trips need to be particularly mindful of this responsibility, as do individuals in circumstances where there is one-to-one contact with children and young people, for example in extra-curricular activities or in counselling.

When organising residential trips, it is imperative all young people must be provided with a separate bed.

Procedures for staff to follow in reporting suspected (or disclosed) child abuse during Extra Curricular Activities or Outside of College Hours

In the eventuality of a disclosure being made to a member of staff **outside normal College hours (5.00 pm - 9.00 am.)** and in the absence of the Designated Teacher for Child Protection or Deputy Designated Teachers for Child Protection, the following procedures should be followed:

1. If a student 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 student, **the member of staff must act promptly.**

He/she should not investigate - this is a matter for the Social Services - but should **report these concerns immediately** to the **Regional Emergency Social Work Service (028 95049999)**. A switchboard operator will take details such as the referrers contact details and nature of the call. The Telephonist will pass details to a Social Worker.

2. The **Social Worker** will ring back to the member of staff to obtain more information and advise further.

3. The member of staff must ensure that a written record is made and referred to the Designated Teacher as soon as possible.

CODE OF CONDUCT

The protection and promotion of the welfare of children and young people is a responsibility for all members of staff, teaching and non-teaching. In meeting this, staff should work towards a culture of mutual trust and respect in College through which the best interests of the children and young people entrusted to their care is paramount.

Naturally, implicit in this is the assumption that the conduct of College staff towards their student group must be above reproach. This holds true whatever the age, gender, or developmental maturity of the students, but clearly the younger the child, or the greater the degree of learning difficulties he/she has, the less likely it will be that he/she will be able to recognise and respond appropriately to an abuse by any member of staff or the trust that his/her position confers.

A Code of Conduct for staff in College, teaching and non-teaching, in their contact with students has been drawn up and agreed by the Board of Governors and is attached at Appendix 6. Adherence to the Code will reduce the risk of allegations being made.

Children and young people have a right to be treated with respect. Members of staff should be alert to the risk of emotional abuse, such as persistent and vindictive sarcasm, verbal bullying, or severe and persistent negative comment or actions, particularly when directed consistently at a single child or young person or a small number of children or young people in a class. Such bullying behaviour is unacceptable. Members of staff should be encouraged to reflect on every aspect of their contact with children and young people which may give rise to perceptions or allegations of this form of abuse.

If a parent accuses a teacher of emotional abuse it will be investigated by the Principal who will follow up on the complaint, keep a record and get back to the parent. It does not need a referral to social services provided the issue can be resolved in College. Teacher shouting, intimidating child, child afraid to come to College etc. all constitute this.

Physical contact with students

Integral to a clear understanding of standards of behaviour expected of staff is an understanding of the acceptable boundaries of physical contact with children and young people. The Code of Conduct makes it clear that it is unnecessary and unrealistic to suggest that teachers should touch students only in emergencies. Particularly with younger children, touching them is inevitable and can give welcome reassurance. However, teachers must bear in mind that even perfectly innocent actions can sometimes be misconstrued. Children may find being touched uncomfortable or distressing for a variety of reasons. It is important for teachers to be sensitive to a child or young person's reaction to physical contact and to act appropriately. It is also essential not to touch students in ways, or on parts of the body or in circumstances that might be considered inappropriate. It is also possible that physical contact may result in a child or young person's responding inappropriately: this may in itself be

indicative of abuse in another setting, and the teacher should bring any concerns to the attention of the designated member of staff.

Staff in-service

The College is committed to in-service training for all staff. Each member of staff annually will receive general training on Safeguarding and Child Protection and will be issued with the College Safeguarding and Child Protection Policy. The Designated Teacher and Deputy Designated Teachers will attend specialist training in line with their roles and responsibilities. All new members of staff will be inducted on the College Safeguarding and Child Protection Policy and Procedures. A record of attendance will be recorded.

Safeguarding Meetings

The Safeguarding Team in College meet every week where an up-date is provided on any student about whom there are concerns of a child protection nature. Discussion takes place about further intervention or support needed and the outcome of Child Protection conferences and up-dates in relation to policy and procedures are tabled. Minutes are retained by the DT.

Reporting to Board of Governors

Child Protection is a standing agenda item for every Board of Governor meetings and the Designated Teacher prepares a report for the meeting of all child protection activities and a full annual report for the Board of Governors on all Child Protection matters.

The annual report includes information such as what child protection training has been provided for staff/volunteers, statistics in relation to child protection concerns e.g. the number of referrals to Social Services and number of children on the child protection register, the number of complaints against staff, any safeguarding/child protection initiatives delivered as part of the Colleges preventative curriculum, policy reviews undertaken. All reports **are anonymised** in keeping with the principle of confidentiality. The College's Record of Child Abuse Complaints is made available to the Board of Governors at least annually. If an allegation is recorded anonymised information will be shared with Governors including what action was taken and the outcome of the complaint. The Chairperson signs and dates the Record of Child Abuse Complaints annually, even if there have been no entries. The Education Training Inspectorate will ask to see the Record and Chairperson's signature during inspections, but not the content or detail of complaints.

Monitoring and Evaluation

The College will update this Policy and Procedures in the light of any further guidance and legislation as necessary, and review and renew it annually. Participation and consultation with CPSS, College staff, students and parents will be undertaken.

A monitoring instrument has been drawn up to be used to ensure that the agreed Policy and Procedures have been implemented. On-going evaluation will ensure the effectiveness of the Policy.

Links to other Policies (Safeguarding Suite)

- Safe Handling
- Addressing Bullying
- Intimate Care
- Educational Visits
- Positive Behaviour for Learning
- Attendance for Students
- Mobile Phone Policy
- Whistleblowing
- Special Educational Needs
- Health and Safety
- First Aid and Administration of Medicines
- Critical Incidents
- Data Protection and GDPR
- Drugs
- RSE

Safeguarding & Child Protection Appendices

Appendix 1	CP Note of Concern
Appendix 2	Safeguarding Action Checklist
Appendix 3	Record of Removal of Child Protection Records
Appendix 4	Flowchart: Procedure Where the School Has Concerns, or Has Been Given Information, about Possible Abuse by Someone Other Than a Member of Staff
Appendix 5	Flowchart: Dealing with Allegations of Abuse Against a Member of Staff
Appendix 6	Staff Code of Conduct
Appendix 7	Safeguarding Team (Poster)
Appendix 8	How to report a concern (Parent & Student Guide)
Appendix 9	Contact Addresses and Telephone Numbers
Appendix 10	Mobile Device and IT Equipment Loan Agreement
Appendix 11	ICT Acceptable Use Agreements (Staff, Students & Visitors)
Appendix 12	Acceptable Use Policy for C2k Managed Portable Devices



APPENDIX 1



NOTE OF CONCERN

CHILD PROTECTION RECORD GIVE TO DESIGNATED TEACHER

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

Details of any advice sought, from whom and when:

Any further action taken:

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

Date and time of report to the Designated Teacher:

Written note from staff member placed on student's Child Protection file
Yes: ☐ No: ☐

If 'No' state reason:

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____



APPENDIX 2
Safeguarding Action Checklist



Name of Student:		Class:	
Form Teacher:		Year Head:	

If there is a disclosure or strong suspicion of self-harm or of suicidal intent, ensure that:

- The student is listened to and supported in the immediate term (e.g. is with a trusted member of staff) ☐

- Designated Teacher /Deputy Designated Teacher for Child Protection informed ☐

- Referral obtained in writing – Note of Concern completed ☐

- Parents/guardians/carers are informed, where appropriate: ☐

- By Telephone ☐

- Meeting ☐

- Other: (Please state) _____ ☐

- Parent/guardian/carer comes to College for the student and he/she leaves in their care (parents/guardians/carers are advised to monitor the child closely) ☐

- Parents are advised to take their child to the GP and ask for a mental state assessment and appropriate action. (Concerns around negligence regarding a child's mental health needs should be followed up through the normal safeguarding procedures). ☐

- The Designated Teacher or Deputy Designated Teacher follow up with Parent/guardian/carer within a short time frame if they have not contacted DT or DDT to inform of outcome of appointment. (This should be as soon as possible but **must be on the same day** the incident has occurred).

☐

- Longer-term support is sought for the young person as appropriate

☐

- Referral to College counsellor

☐

- Referral to CAMHS

☐

- Other? TOOCC etc (please state) _____

☐

- Teachers' support needs are identified and action taken if appropriate

☐

Copy to SG Team

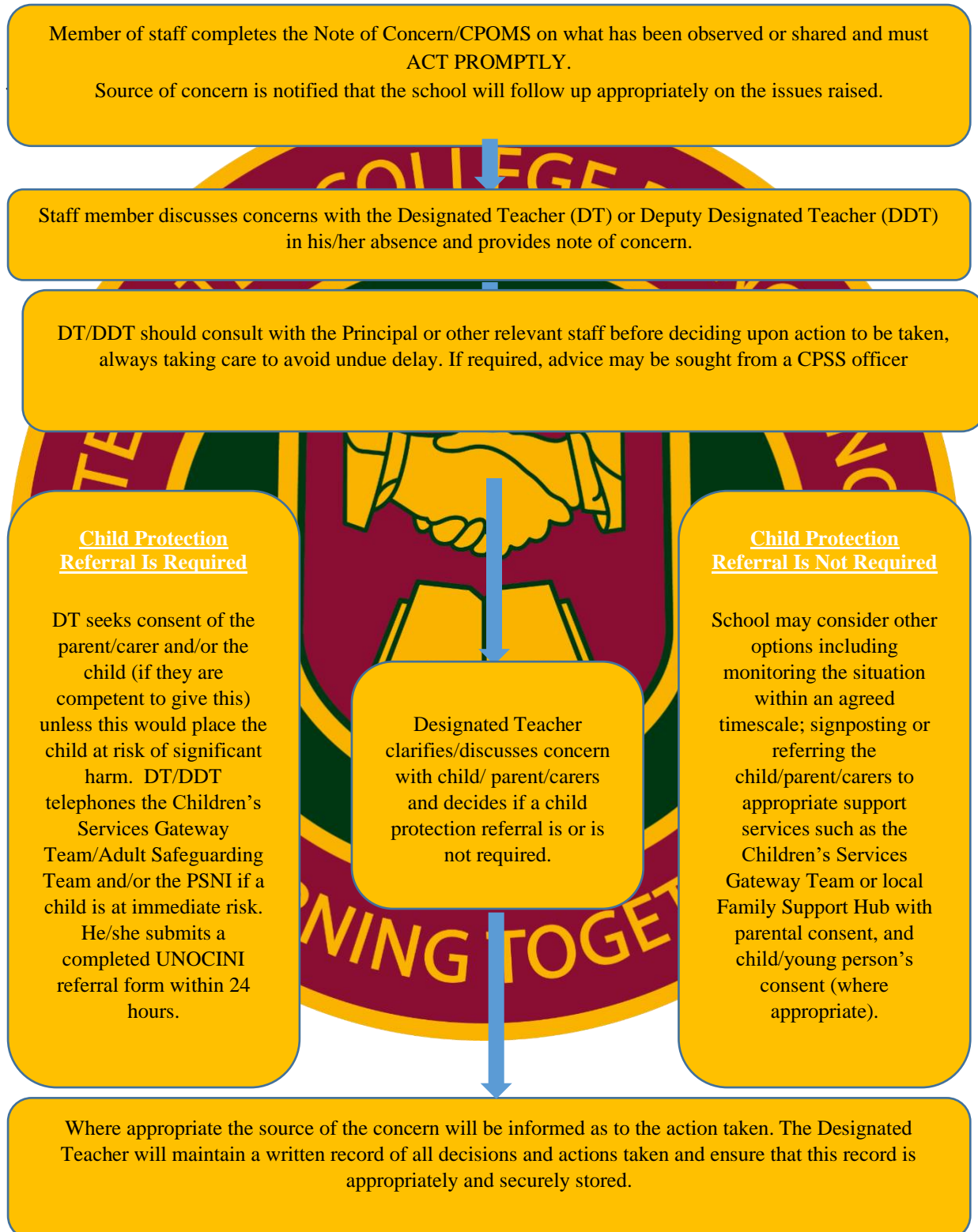
APPENDIX 3

Record of Removal of Child Protection Records

Date records removed	Time of removal	Reason for removing records	Date records returned	Time of return	Signature of member of staff

APPENDIX 4

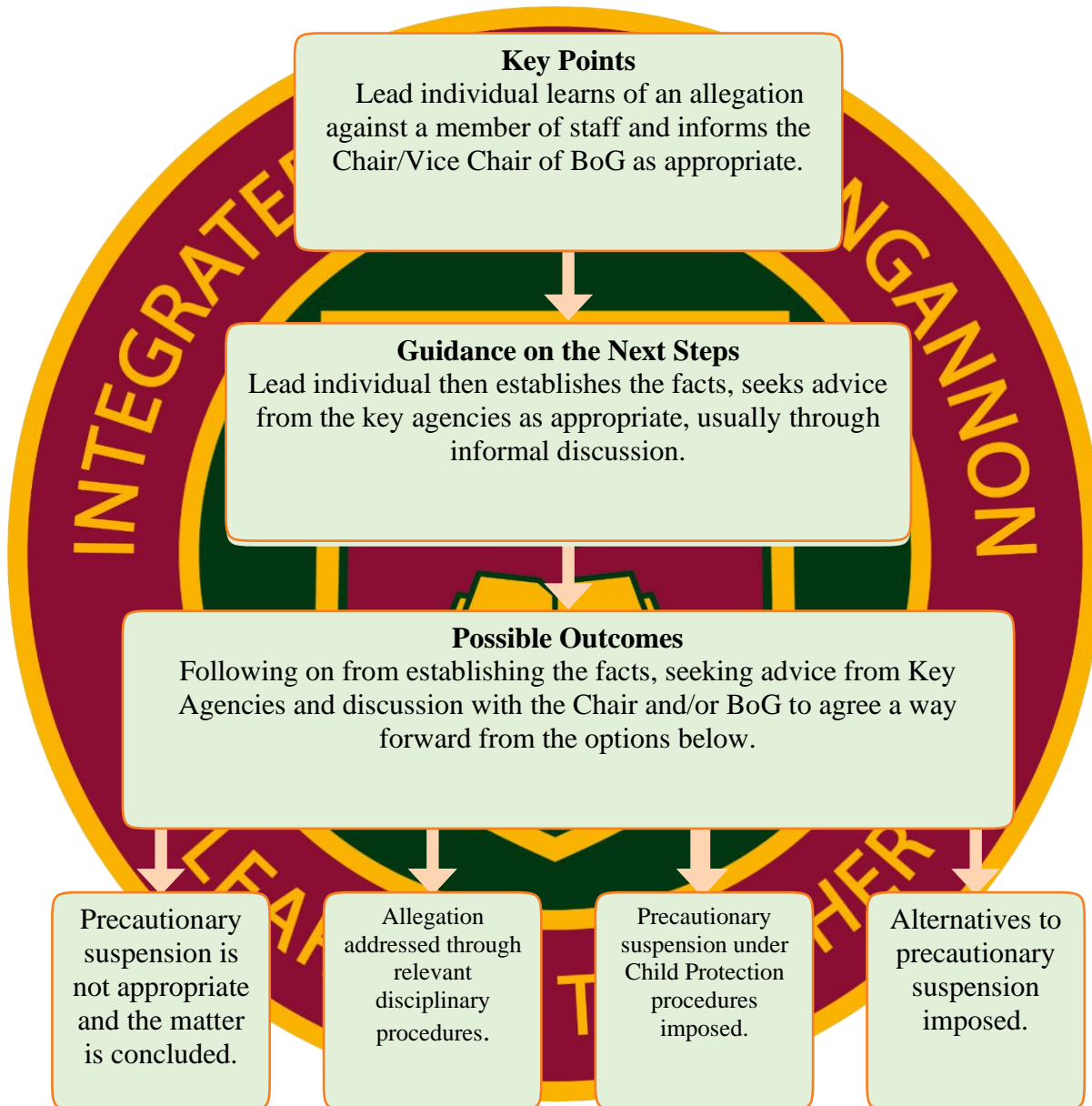
Procedure Where the School Has Concerns, or Has Been Given Information, about Possible Abuse by Someone Other Than a Member of Staff



APPENDIX 5

Dealing with Allegations of Abuse Against a Member of Staff

If you are made aware of an allegation of abuse against a member of staff, please inform the College Principal ASAP. If the allegation is against the Principal, please contact the Chair of the BoG ASAP. The following protocol will then be applied:



APPENDIX 6

A CODE OF CONDUCT FOR STAFF IN INTEGRATED COLLEGE DUNGANNON REGARDING CONTACT WITH CHILDREN/YOUNG PEOPLE

Introduction

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 children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within ICD. It is intended to assist staff in respect of the complex issue of child protection, by drawing attention to the areas of risk for staff and by offering guidance on student conduct.

CODE OF CONDUCT

1. Setting an Example

- (a) All staff and volunteers who work in ICD are expected to set examples of behaviour and conduct which can be copied by students. Staff must therefore for example avoid using inappropriate or offensive language at all times.
- (b) All staff and volunteers should demonstrate high standards of conduct in order to encourage our students to do likewise.
- (c) All staff and volunteers must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct by following College policies and procedures.
- (d) All staff and volunteers are expected to familiarise themselves and comply with all College policies and procedures.
- (e) All staff and personnel contracted to do work in the College are expected to carry out their work professionally with regards to staff and students. College business should not be discussed outside of College.

2. Safeguarding Students/Students

- (a) All staff and volunteers have a duty to safeguard students from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.
- (b) The duty to safeguard students includes the duty to report concerns about a student or colleague to a member of the College's Safeguarding Team: Designated Teacher for Child Protection: Miss M McKenna or the Deputy Designated Teachers for Child Protection: Mr Andrew Sleeth (Principal), Mrs Deirdre McCarroll, , Mrs Deirdre McShane, Mrs Elizabeth Seale, Mrs Lynda Forde, Mrs Wendy Botha and Mrs Lisa McAliskey
- (c) All staff and volunteers are provided with electronic copies of the College's Child Protection/Safeguarding Policy and must be familiar with this document and other relevant College policies.

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

3. Relationships with Students

- (a) Relationships with students must be professional at all times, sexual relationships with students are not permitted and may lead to an abuse of trust and criminal conviction. This includes online communication via any social platform.

4. Private Meetings with Students

- (a) Staff should be aware of the dangers which may arise from private interviews with individual students. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews, preferably with another member of staff present, in a room with visual access, or with the door open.
- (b) Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- (c) Where possible another student or (preferably) another adult should be present or nearby during the interview, and the College should take active measures to facilitate this.

5. Student/Student Development

- (a) All staff and volunteers must comply with College policies and procedures that support the well-being and development of students.
- (b) All staff and volunteers must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of students.

6. Honesty and Integrity

- (a) All staff and volunteers must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of College property and facilities.
- (c) Gifts from suppliers or associates of the College must be declared to the Principal with the exception of "one off" token gifts from students or parents. Personal gifts from individual

members of staff or volunteers to students are inappropriate and could be misinterpreted and may lead to disciplinary action. A record will be kept of all gifts received.

7. Conduct Outside of Work

- (a) All staff and volunteers must not engage in conduct outside work which could seriously damage the reputation and standing of the College or the staff/ volunteers own reputation or the reputation of other members of the College community.
- (b) In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.
- (c) Staff may undertake work outside College, either paid or voluntary, provided that it does not conflict with the interests of the College. It should not contravene the working time regulations or affect an individual's work performance in the College. Staff should seek advice from the Principal when considering work outside the College.

8. Out of College and After-College Activities

Staff should take particular care when supervising students in the less formal atmosphere of a residential setting or after-College activity. The more relaxed relationships that may promote successful activities can be misinterpreted by young people. It is important to emphasise that the standards of professional conduct and behaviour expected of staff should be no different to that which applies within College. Staff should be aware of the particular care, which should be taken with older, more mature students in these circumstances.

9. Physical Contact with Students

- (a) As a general principle, staff are advised not to make unnecessary physical contact with their students.
- (b) It is unrealistic and unnecessary, however, to suggest that staff should touch students 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.
- (c) 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. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (Power of member of staff to restrain students)).
- (d) Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- (e) Staff who have to administer first-aid to a student 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.

- (f) Any physical contact which would be likely to be misinterpreted by the student, parent or other casual observer should be avoided.
- (g) 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 his/her HoD or SLT.
- (h) Staff should be particularly careful when supervising students in a residential setting, or in approved out of College activities, where more informal relationships tend to be usual and where staff may be in proximity to students in circumstances very different from the normal College/work environment.

10. Choice and Use of Teaching Materials

- (a) Staff should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice - PD materials.
- (b) When using teaching materials of a sensitive nature, a teacher should be aware of the danger that their application, either by students or by the teacher, might after the event be criticised.
- (c) If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

11. Relationships and Attitudes

Within the Pastoral Care Policies of ICD, staff should ensure that their relationships with students are appropriate to the age, maturity and sex of the students, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

All staff are expected to set examples of behaviour and conduct which can be copied by students/students. Staff must avoid using inappropriate or offensive language at all times.

12. Visitors to the College

In the interests of safety and child protection all visitors to College should immediately on arrival report to reception where they will be issued with a visitor pass and lanyard which must be returned upon leaving the College. All visitors must comply with the College Visitors Policy and Procedures (See College Visitors Policy). Failure to do so may result in the visitor's escorted departure from the College. Any visitor without a pass and lanyard should be escorted by a member of ICD staff to reception.

13. Personal letters

It will rarely be appropriate for staff to write personal notes, letters, phone texts, or to send e-mail, to individual students. If a teacher believes it to be necessary to write a personal note to a student, s/he should discuss the purpose and context with a senior colleague, who should refer to the Principal or Designated Teacher if they require further advice.

14. Online Safety and Internet Use

- (a) Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the Colleges' Acceptable Use and Social Media Policy for Staff and Twitter Social Media Acceptable Use Policy for Staff at all times both inside and outside of work. This advice is not intended to curtail the use of e-mail or texting where ICD has agreed the use of this medium for submission of work, advice over aspects of subjects being covered or other professional matters and have ensured that parents and carers are aware of the College's policy. However, all staff and other adults using e-mail or texting in this context need to be aware of the less formal style that can characterise this form of communication and should ensure that responses do not convey an inappropriate tone. In particular, a friendly and chatty style committed to e-mail or text can easily be misconstrued by the recipient as the 'conversation' is effectively private to just two individuals, with all that this implies.
- (b) Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the College, College community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have.
- (c) Staff should exercise caution in their personal use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.
- (d) Staff should keep passwords secure and ensure that no other person can gain access to their e-mail account and maliciously send messages which appear to have been written by them. Any email communication between staff and students should be restricted to College related business. All such emails must be conducted using the C2K email accounts, even if they are sending messages while working at home as these services can be monitored, they provide a measure of protection for both parties as detailed in the Computer Access, Internet, Email and Printing Policy. If staff or students receive inappropriate e-mail or text messages from any source they should inform the Principal or a member of SLT immediately.
- (e) Staff should not use their personal/home phones to contact students. Staff can use the College mobile phone, College phone line or the text to parents facility which enables sending text messages to mobile phones or landlines. This system offers protection as it can be monitored as a delivery report is available which records what messages were sent and to whom.
- (f) The increased availability of internet 'chat rooms' and similar on-line forums also poses risks for children and staff. While they are popular among young people and offer many positive experiences, there is widespread concern about their potential abuse by paedophiles attempting to groom new victims. The Education Authorities advice is that staff should not use unregulated chat rooms for children and should be aware that it is impossible to determine the age of any participant in these environments. Managed services are available in which on-line discussions for educational purposes can be organized in a secure environment for bona fide participants. C2K can provide advice on these and other related facilities.

- (g) Photographs/stills or video footage of students should only be taken using College equipment for purposes authorised by the College. Any such use should always be transparent and only occur where parental consent has been given.

Photographs/stills or video footage of students should preferably be taken using College equipment for purposes authorised by the College. Any such use should always be transparent and only occur where parental consent has been given. Any member of staff attending an event where they wish to take pictures and post at that time using their own device should inform Miss McKenna in writing that they will be attending an event and that they will be taking such pictures/recordings. The member of staff should then delete the resultant files/recordings from the device when uploaded, posted or saved.

15. Use of College lap-top/digital/electronic equipment

The computer equipment, software and services provided are the property of Integrated College Dungannon. They are provided to staff for the duration of their period as a teacher at this College and should not be used for personal use. Use of College lap-top/digital/electronic equipment should be used in line with the Computer Access, Internet, E-Mail and Printing Policy. Staff should be aware that the security of private information and data is their responsibility. Staff are advised that simply deleting files does not permanently remove them.

16. Confidentiality

- (a) Members of staff and volunteers may have access to confidential information about students in order to undertake their every-day responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.
- (b) Confidential information about students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.
- (c) There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on **without delay**, but only to those with designated child protection responsibilities.
- (d) If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from the Designated Teacher, Principal or Deputy Designated Teachers. Any media or legal enquiries should be passed to the Principal Mr Andrew Sleeth.
- (e) Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.
- (f) Additionally concerns and allegations about adults should be treated as confidential and passed to the Designated Teacher, Miss Maura McKenna, or to the Principal Mr Andrew Sleeth **without delay**.

Conclusion

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.

In all circumstances, staff' professional judgement will be exercised and for the vast majority of staff this Code of Conduct will serve only to confirm what has always been their practice. If staff have any doubts about points in this policy, or how they should act in particular circumstances, they should consult SLT or a representative of their professional association.

From time to time, however, 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, in the minds of colleagues, of children/young people.

APPENDIX 7



Weclome, Safe and Happy Safeguarding Team



Mr A Sleeth
Head of Safeguarding Team



Miss M McKenna
Designated Teacher for Child Protection

Deputy Designated Teachers



Mrs W Botha



Mrs L Forde



Mrs L McAliskey



Mrs D McCarroll



Mrs D McShane



Mrs E Seale

If you have any problems relating to safeguarding, you can speak to any of these staff.

APPENDIX 8

STUDENT GUIDE HOW TO REPORT A CONCERN



PARENT GUIDE HOW TO REPORT A CONCERN



AT ANY TIME, A PARENT CAN CONTACT:

SOCIAL WORKER AT THE GATEWAY TEAM 028 375 67100
(OUT OF HOURS 5PM-9PM FRIDAY EVENING TO MONDAY MORNING 0800 1979 995)

PSNI 999 (EMERGENCY) OR 101 (NON EMERGENCY)

IF YOU ARE STILL CONCERNED, YOU CAN CONTACT THE NI PUBLIC OMBUDSMAN 0800 343 424



APPENDIX 9

Contact Addresses and Telephone Numbers

Child Protection Support Service for Schools (CPSSS)

Tullygally P.S.
21 Meadowbrook Road
Lurgan
BT65 5AA

Tel: 028 38341975

Designated Officers for Child Protection:

Jennifer Mc Cann	jennifer.mccann@eani.org
Cathy Mc Cann	cathy.mccann@eani.org
Kathryn Anderson	kathryn.anderson@eani.org
Paula McCreesh	paula.mccreesh@eani.org

Tel: 028 38341975

Duty Social Worker Gateway Team (Health & Social Care Trusts)

Gateway Teams Contact Number

Belfast 028 9050 7000

Northern 0300 1234 333

South Eastern 0300 1000 300

Southern 028 3741 5285

Western 028 8283 5156

Out of Hours for All Areas 028 9504 9999

PSNI

The **Central Referral Unit (CRU)** based in Antrim Road PSNI Station is part of the **Public Protection Unit** and is the central referral point for child sexual and physical abuse allegations.

The office is open Monday to Friday 8am to 9pm and weekends and public holidays 9.00am to 5.00pm.

Telephone: 028 9025 9299

Gateway Service – (Referrals)

Tel: 028 37415285 or 0800 783 7745

Senior Social Workers - Dungannon

Family Intervention Team

E Floor

South Tyrone Hospital

Dungannon

BT71 4AU

Tel: 028 87 723101

Senior Social Worker – Cookstown

Family Intervention Team

Unit T2 Enterprise Centre

Derryloran Industrial Estate
Sandholes Road
Cookstown
BT80 9LU
Tel: 028 867 58877

The Regional Emergency Social Work Service (Out of Hours)
028 95049999 5.00pm - 9.00am

NI Childline
Tel: 0870 336 2945

NSPCC Child Protection Helpline
24 hours Call Free
Tel: 0800 800 555

Integrated College Dungannon
Mobile Device & IT Equipment Loan Agreement

DETAILS TO BE COMPLETED BY ICD IT COORDINATOR:

STUDENT TO WHICH THE EQUIPMENT IS LOANED

NAME:

CLASS:

HOME ADDRESS:

RESPONSIBLE PERSON (PARENT/GUARDIAN/CARER):

NAME:

ADDRESS (if different from above):

RESPONSIBLE PERSON'S EMAIL ADDRESS & CONTACT TELEPHONE NUMBER:

DEPOSIT PAID: YES / NO

£50 OR OTHER AMOUNT (specify):

DATE PAID:

Please note that the College requires all Students and their Parents / Guardians / Carers to sign the "ACCEPTABLE USE POLICY ON ICT, MOBILE DEVICE AND ONLINE REMOTE LEARNING" at the start of each academic year. A copy of this Policy is attached at Appendix 12.

DETAILS OF SPECIFIC IT EQUIPMENT LOANED

IT Equipment Name:

IT Equipment Serial Number:

Condition of Equipment and description of any visible marks or defects at the time of loan:

TERMS AND CONDITIONS COVERING THE LOAN OF THE IT EQUIPMENT LOANED

Integrated College Dungannon (also referred to as ICD or the College in this Agreement) has agreed that that the identified IT Equipment detailed in this Loan Agreement will be loaned to you for educational benefit for a period initially from..... to

This Loan is subject to review on a regular basis, and can be withdrawn by ICD at any time. ICD also reserves the right to substitute the IT Equipment at any time if necessary.

As the Responsible Person to whom IT Equipment has been loaned, you have read and agreed to the following terms and conditions:

1. The IT Equipment remains the property of ICD and has been loaned for the sole purpose of assisting in the delivery of the College curriculum to the Named Student.
2. When the term of this Agreement ends, you as the Responsible Person will return the IT Equipment to the College Contact by a specified time and in a specified manner.
3. You should return the IT Equipment to the College Contact in the same condition as you received it excepting for reasonable wear and tear.
4. You should return the IT equipment in person so that it can be inspected by the College for any visible damage. If no damage is found, the Deposit paid by you will be returned to you following inspection. However, if any damage is found, the College reserves the right to use the deposit monies towards the cost of repairing the device if such cost exceeds the amount of deposit paid (see clause 17).
5. Any change of home address by the Named Student must be notified to the College Contact without delay.
6. The IT Equipment and the connectivity equipment must not be used for any illegal and/or anti-social purpose.
7. The IT Equipment may be used by other family members whilst supporting the Named Student's education but must not be used for any other activities unless otherwise approved by the College. On no account must the IT Equipment be used by anyone else or be allowed to go out of the possession of the Responsible Person or Named Student.
8. As the Responsible Person you must ensure that:
 - a. The Named Student and any permitted family user supporting the named Student's education treats the IT Equipment with appropriate care and the IT Equipment is maintained in good condition.
 - b. The IT Equipment is not left unattended without being stored securely.
 - c. The Named Student and any permitted family user avoid food and drink near the IT Equipment.
9. ICD cannot accept responsibility for the loss of work in the event of the IT Equipment malfunctioning.
10. It is the responsibility of the Named Student to back-up their work regularly.
11. You must only use software licensed, authorised or installed by the College or by ICD through C2k.
12. Anti-Virus software installed by the College through C2k must not be uninstalled.

13. There may be occasions when ICD will need the IT Equipment to be returned to the College for upgrades and maintenance. Please note that because of these upgrades, it may be necessary to completely remove all information contained on the IT Equipment. ICD cannot be held responsible for the loss or damage of any data on the IT Equipment during this process. The IT Equipment must be returned to the College without unnecessary delay by the Responsible Person as and when requested.
14. During the upgrade and maintenance process, technical members of ICD may view data or programmes on the IT Equipment. You will be held responsible for ensuring the use of the IT Equipment is in accordance with the College's "ICT, Online Learning and Mobile Device Acceptable Use Policy", a copy of which is attached at Appendix 13. You may want to remove personal data from the IT Equipment before its return.
15. All technical support and maintenance issues must be raised with the College Contact initially without unnecessary delay.
16. If the IT Equipment is stolen, you must immediately report it to the Police and get a crime reference number. You must immediately report this to the College Contact.
17. If the IT Equipment is accidentally damaged, you must immediately contact the College Contact and the equipment presented for examination. You must not arrange to have repairs undertaken elsewhere. The College will do its best to repair the damage. If this is not possible, replacement will be considered on a case by case basis. If this damage is not the result of normal wear and tear, you will be liable to reimburse ICD for any reasonable repairs and labour costs. ICD reserves the right to use part or all of the Deposit paid towards the repair costs.
18. As the Responsible Person you must ensure that the external face of the equipment provided is not decorated or changed in any way, including affixing stickers.
19. Reasonable health and safety precautions should be taken when using the IT Equipment. The College is not responsible for any damage to person or property resulting from the IT Equipment loaned.
20. The College is not responsible for any costs resulting from the use of the IT Equipment and the connectivity equipment, including electricity, printer cartridges, paper or any cost occurring from an internet service not provided by the College.
21. The College is not responsible for any broadband charges incurred by the Named Student or any permitted family user of the IT Equipment accessing the internet from any site other than College premises are not chargeable to the College.
22. You will ensure that any internet access using of the IT Equipment at home is for an appropriate educational purpose.
23. All information and supporting documentation supplied by you with this Agreement will be used for the sole purpose of providing the IT equipment. Your IT Loan Agreement and related information will be held and maintained by the College in accordance with the provisions of Data Protection legislation. The data will not be passed to any other third party without your consent, except when the College is required to do so by law.
24. By accepting the IT Equipment, you are confirming that you and the Named Student have read the Named Student's Terms and Conditions of Usage of the Loaned IT Equipment set at Appendix 12, and the College's Acceptable Use Policy on ICT, Mobile Device and Online Remote Learning set at Appendix 13, and that you agree to it.

The College reserves the right not to replace a lost or damaged device.

I, the Responsible Person (Parent/Guardian/Carer) have read this Loan Agreement and agree to be bound by the terms and conditions set out in it.

I also confirm that the IT device is in good working order on the day it is loaned to the Named Student, and that the condition of the device at the start of the loan period matches the description given on Page 1.

Name of Responsible Person:

.....

Signature:

Date:

Named Student's Terms and Conditions of Usage of Loaned IT equipment

The College has agreed that the IT equipment will be loaned to your parent /guardian / carer for your benefit. This loan is subject to review on a regular basis, and can be withdrawn at any time for any reason

As the Named Student, you must read and agree to the following terms and conditions:

1. I understand that the IT Equipment provided on loan is and remains the property of Integrated College Dungannon.
2. I understand that the IT Equipment may be used by other family members whilst supporting my education but must not be used for any other activities unless otherwise agreed with the College.
3. I agree that on no account will the IT Equipment be used by anyone else not a member of my family.
4. I agree that:
 - a. I and any permitted family user will treat the IT Equipment with appropriate care to ensure that it is maintained in good condition.
 - b. the IT Equipment is not to be left unattended without being stored securely.
 - c. I and any permitted family user will avoid food and drink near the IT Equipment.
 - d. the College will not accept responsibility for the loss of school work in the event of the IT equipment malfunctioning.
 - e. external face of the IT equipment is not to be decorated or changed in any way, including affixing stickers.
 - f. it is my responsibility to back-up my work.
 - g. It is my responsibility to use only software licensed, authorised or installed by the College unless otherwise agreed.
 - h. Anti-Virus software must not be uninstalled.
 - i. should any faults or damages occur to the IT equipment, I will notify the College Contact as soon as possible so that they may undertake any necessary repairs. Under no circumstances will I, or anyone other than the College IT staff, attempt to fix suspected hardware or software faults.
 - j. the College will not accept responsibility for offering technical support relating to home internet connectivity;
 - k. any broadband charges incurred by any permitted family user accessing the internet from any site other than school premises are not chargeable to the College.
5. I will ensure that any internet access using the device at home is for an appropriate educational purpose.
6. I confirm that I have read and agree to be bound by these Terms and Conditions of Usage at Appendix 12 and by the College's "ICT, Online Remote learning and ICT Mobile Device Acceptable Use Policy" set at Appendix 13.

APPENDIX 11

ACCEPTABLE USE AGREEMENTS

- ICT Acceptable Use Policy – Staff Agreement

https://docs.google.com/document/d/1-waqoEERM6AbhJgQFvZSsjlH6kbQSn_o/edit?usp=sharing&ouid=112846758704107303207&rtpof=true&sd=true

- ICT Acceptable Use Policy – Student Agreement

<https://docs.google.com/document/d/1vCMpHxd81cEFvnQSFzrVYrIRbi3PsoaF/edit?usp=sharing&ouid=112846758704107303207&rtpof=true&sd=true>

- ICT Acceptable Use Policy –Visitor Agreement

https://docs.google.com/document/d/1RDcfmJkQN3VdE0-joK65NgsXygl_woUS/edit?usp=sharing&ouid=112846758704107303207&rtpof=true&sd=true

APPENDIX 12

Acceptable Use Policy for C2k Managed Portable Devices

School Name:		DE Number:	
Device Serial Number:			
Conventional Laptop (HP ProBook 450)		Convertible laptop (HP Pro x2 612)	

This policy should be signed by any member of staff who will take a devices away from the school.

I understand that I am the *nominated member of staff* for this device, and I agree that:

(Please tick each box)

Ownership of this device rests with C2k, and that I may retain it for school use while in the employment of this school.	
Use of device, in and outside school, is subject to the school's AUP.	
Logon to the device is only possible with a valid C2k Username and password, and that disclosure of individual C2k Username and password represents a security breach.	
The facility to install software should only be used to load resources which are licensed and which are appropriate for school needs. In particular, device users may not install Windows updates or any hacking tools and should not switch off Windows firewall.	
The device is insured by C2k only while inside school for thefts or malfunction and not for accidental damage. If the device is removed from school, alternative insurance cover must be provided (or replacement liability accepted) both for car and other location.	
Antivirus software is provided and automatically updated in school or when connected to the Internet. This protection must be kept up to date if the device has not been connected to the school network or the Internet for more than two weeks.	
The device may be used outside school for Internet use with any Internet Services Provider (ISP). <i>It is the responsibility of device users to ensure that confidential information is not saved to the portable device.</i>	
The device should not be given or lent or used by anyone other than the nominated member of staff when outside school.	
If the device is lost or stolen, the school should be notified immediately, or during school holidays, the C2k Helpdesk (0870 6011 666).	
The device must be returned to school if the nominated member of staff ceases employment with the school.	

Signature:

Date:
