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Lisnagarvey High School
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CHILD PROTECTION IN LISNAGARVEY HIGH SCHOOL

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LISNAGARVEY HIGH SCHOOL CHILD PROTECTION POLICY

Child Protection is Everybody's Business

Child Protection procedures aim to protect a child who is suspected or known to have been ill-treated and, in some manner, and who may require protection. The purpose of this document is to ensure that teachers, and others, have guidance on the detection and inter-agency management of situations where abuse or neglect is evident or suspected. Lisnagarvey High School's Child protection Policy is drawn up in the context and guidance of:

- Safeguarding and Child Protection in Schools (2024)
- The Lisnagarvey High School Pastoral Care Policy
- The Education and Libraries (Northern Ireland) Order 2003
- Safeguarding Vulnerable Groups (Northern Ireland) Order 2007
- The Safeguarding Board (Northern Ireland) Act 2011
- The Addressing Bullying in Schools Act (NI) 2016
- Co-operating to Safeguard Children and Young People in Northern Ireland (August 2017)
- Sexual Offences (Northern Ireland) Order 2008
- The Children (NI) Order 1995
- Circular 1999/10 Pastoral Care in Schools DENI
- Protection of Children and Vulnerable Adults (NI) Order 2003
- Safeguarding Board for NI Procedures Manual (Online document)
- Adult Safeguarding: Prevention and Protection in Partnership (2015)

The following safeguarding legislation and guidance has also been considered when drafting this policy:

- The Teacher Standards 2012
- Working Together to Safeguarding Children 2015
- Keeping Children Safe in Education 2016
- What to Do If You're Worried a Child Is Being Abused 2015

Aims of the Child Protection Policy

In Lisnagarvey High, we give a high priority to the safety and welfare of our pupils. We aim to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential.

We seek to create a positive learning environment where pupils, staff and families feel valued. Child Protection is an important issue for all of us and we must ensure that pupils are protected from any form of abuse from any source whatsoever.

We also seek to fulfil our statutory duties in the protection of pupils from harm as stated in Child Protection legislation and in guidance provided by the Department of Education. This states that we must do whatever is reasonable, in all circumstances, to safeguard and promote pupils' welfare. In light of this, we reserve the right to make a referral to an outside agency if concerns exist about the welfare of a child.

All schools are requested by law to have a Child Protection Policy and to communicate this to parents. If a parent has a concern of any nature regarding their child, or any other child they are asked to follow the guidelines in this policy. The aims of the Child Protection Policy are:

- To seek to provide a safe, pleasant and regulated environment for all pupils
- To ensure the safety and welfare of pupils
- To provide a secure framework in relation to Child Protection
- To develop an awareness amongst all school staff of potential signs and symptoms of possible Child Abuse
- To establish clear procedures to be followed when a disclosure or suspected Child Abuse incident occurs
- To define the roles and responsibilities of persons involved
- To comply with relevant legal requirements and implement relevant DE guidance
- To provide a Code of Conduct for staff (see 'LHS Code of Conduct for Staff')

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DT refers to the Designated Teacher for Child Protection

Child includes everyone under the age of 18.

In the case of a pupil with special educational needs the term 'child' should be interpreted as including any person who has not attained the age of 19 and is a registered pupil at the school. While a school has responsibility for all registered pupils, referral pathways and processes may differ for a young person over the age of 18 (Education (NI) Order 1996).

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Partnership with Parents

We place a high value on the close working relationship we enjoy with the parents/carers of our pupils. We would encourage any parent or carer to help us identify any areas of concern as early as possible, so that any problems, or potential problems, can be dealt with quickly and effectively.

The school takes all complaints/concerns seriously and they will be treated with the utmost appropriate confidentiality.

Lisnagarvey High School values and seeks to promote open communication and good relationships with pupils and parents, responding readily and consistently to any concerns raised. The school's structure for Pastoral Care offers a co-ordinated support system in which pupils can approach Subject Teachers, Year Heads, Heads of School, the Vice Principal, Principal or School Counsellor.

Adult safeguarding

'Adult Safeguarding: Prevention and Protection in Partnership' was published by the former DHSSPS (now the DoH) and the DoJ, on behalf of the Northern Ireland Executive in July 2015 with the aim of improving safeguarding arrangements for adults who are at risk of harm from abuse, exploitation or neglect. A key objective is to reduce the incidence of harm from abuse, exploitation or neglect of adults who are at risk in Northern Ireland and to provide effective support and, where necessary, protective responses and access to justice for victims and their families. (Safeguarding and Child Protection in Schools 2024)

In Lisnagarvey High School we recognise that due to the inclusion of a 'Transition Group', some pupils are over the age of 18 years. The school Safeguarding Policy will be applied as normal, however any referrals will be directed to the appropriate Adult Protection Gateway Service.

Making a Complaint Regarding Child Protection

Making a complaint in this context is passing on your concerns about someone's behaviour, attitude of treatment to a child or your concerns about a child's emotional, physical or sexual safety. The following steps give advice on how to make such a complaint:

- I have a concern about my or another child's safety
- I can talk to the child's Class Tutor or Head of Year
- If I am still concerned, I can talk to the Designated Teacher for Child Protection - Mrs G Curran or to the Deputy Designated Teacher for Child Protection - Mrs L-A Knipe and Miss L Smyth
- If I am still concerned, I can talk to the Principal - Mr J Sheerin
- If I am still concerned, I can talk/write to the Chairman of the Board of Governors- Mr Robin Smythe

At any time stage during this process you may wish to avail of the following external services:

The SE Trust Gateway Team -	0300 1000300
South Eastern Trust Adult Gateway Services -	02892 501227
PSNI Non-emergency -	101
PSNI CRU Referral -	cru@psni.police.uk
EA CPSS Helpline -	02895 985590
NSPCC CP Helpline -	0808 8005000

Child/Young Person in Need of Protection

A child/young person in need of protection is a child/young person who is at risk of, or likely to suffer, significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm as defined in Article 50 of the Children Order.

Child Abuse: A Definition

“Child abuse occurs when a child/young person is neglected, harmed or not provided with proper care. Children/young people may be abused in many settings, in a family, in an institution or community setting, by those known to them, or, by a stranger. There are different types of abuse and a child/young person may suffer more than one of them.” (SBNI Procedures Manual, Section 4, 07/09/18)

The following definitions are those identified in **Co-operating to Safeguard Children and Young People in Northern Ireland (revised August 2017)**:

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.

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/young person. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.

Neglect

Neglect is the failure to provide for a child/young person'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/young person's health or development. Children/young people who are neglected often also suffer from other types of abuse. It may also include neglect of, or unresponsiveness to a child's basic emotional, social and educational needs.

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.

Domestic Violence

If you are certain that **Domestic Violence** is occurring in a child's home (Father and Mother/Guardians/Carers) this must be referred immediately.

Although 'Exploitation' and 'Domestic Violence' are not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by these means, can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse (Co-operating to Safeguard Children and Young People revised 2017).

Recognising Signs of Abuse

Staff in Lisnagarvey High School are well placed to observe symptoms in pupils' appearance, behaviour, learning progress, attendance or language which may indicate incidents of actual or possible Child Abuse. It is important to remember that such symptoms may be due to other reasons, e.g. medical, psychological etc. However, the best interests of our pupils require that concerns about the possibility of abuse or neglect should not go unreported.

ALL CONCERNS MUST BE REPORTED

Children Who May be Particularly Vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Operation Encompass

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

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

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

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 ‘Child Protection Record Keeping in Schools’ and a note will be made in the child’s child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team have completed online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school have been made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information see; [The Domestic Abuse Information Sharing with Schools etc. Regulations \(Northern Ireland\) 2022](#).

Children Missing Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DT will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Taking Action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child
- report your concern as soon as possible to the DT, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only - do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

Concerns About a Pupil’s Welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil’s behaviour may have changed, their artwork could be concerning, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the Child Protection Incident Report Form to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DT.

Staff Responding to a Disclosure of Abuse

The following guidelines provide staff with a framework for action in the event of a disclosure of Child Abuse from a pupil. It is important to note that **it is not a member of staff’s responsibility to determine whether or not abuse has/is taking place.** It is a member of staff’s responsibility to act upon any concerns they may have. Reporting such matters should never be delayed.

Lisnagarvey High School recognises that it takes courage and determination for a pupil to inform an adult that he/she is being abused and issues around disclosures are usually very sensitive and complex.

Staff can often feel vulnerable in this situation and the following points are designed to reassure staff and provide support for them in this situation.

If a child informs a teacher of abuse the following guidelines should be adhered to:

Receive

- Listen to what is being said
- Accept what is said
- Take notes
- Stay calm

Reassure

- Reassure the child but be honest and reliable
- Do not promise confidentiality; no promise of confidentiality can, or should ever be given
- Reassure and alleviate guilt; any of the following comments would be suitable:

“I believe you”
“I am glad you have told me this”
“I am sorry this has happened to you”
“It is not, nor ever was your fault”
“We are going to do something together about this”

Respond

- Do not interrogate the child; teachers do not have an investigative role; be a passive listener, not an active investigator
- Do not ask leading questions, e.g. ‘What happened next?’
- Do not criticise the perpetrator; the child may be very close to him/her
- Explain what happens next and to whom you have to talk

Record

- Take notes at the time and write them up as soon as possible; do not destroy original notes
- Record the date, time, place, non-verbal behaviour of the child
- Record exact words used by the child, e.g. ‘pet’ words
- Record any injuries or bruises noticed
- Record statements or observable things rather than assumptions or interpretations
- Write down when the concerns were reported and to whom
- You are not being asked to unearth or investigate Child Abuse as this can jeopardise investigation

Refer

- To the Designated/Deputy Designated Teacher.
- Complete the Child Protection Incident Record Form (Appendix 1)
- Get appropriate support for self

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, computer or tablet. It can include sexual chat or requests for pictures/images of a sexual nature.

It is a crime to possess, take, make, distribute or show anyone an indecent or abuse image of a child or young person under 18 years of age. It is therefore imperative that if any staff member becomes aware of an incident of ‘Sexting’, it must be immediately referred to the Designated Teacher (Mrs Grainne Curran).

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved.

Further information about ‘Sexting’ and the response process can be found in Appendix 3. Please note, PSNI advise not telling pupils to delete such images, as this may be seen as destroying evidence.

Roles and Responsibilities

Board of Governors

The Board of Governors are ultimately responsible for ensuring that the appropriate Child Protection Policy and procedures are in place. **Mrs Annette Lyttle** is the Governor with responsibility for Child Protection. Her role is to advise the governors on:

- The role of the designated teachers;
- The content of child protection policies;

- The content of a code of conduct for adults within the school;
- The content of the termly updates and full Annual Designated Teachers Report;
- Recruitment, selection, vetting and induction of staff.

Principal

The Principal, as the Secretary to the Board of Governors, will assist the Board of Governors to fulfil its Safeguarding and Child Protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to Safeguarding and Child Protection, ensuring any circulars and guidance from the Department of Education is shared promptly, and termly inclusion of Child Protection activities on the BoG meeting agenda.

In the event of an allegation, suspicion or instance of child abuse, the Principal will:

- Consider the report received from the Designated Teacher (or the Deputy Designated Teacher)
- Ensure that the appropriate procedures are implemented, including the immediate safeguarding of a pupil considered at risk
- Decide on the need for a referral, either informal or formal, to Social Services, The Gateway Team, to the Designated Officer of EA CPSS and to other agencies, as appropriate
- Maintain records of disclosures of abuse, suspicions of abuse and complaints against staff
- Inform parents, as and when appropriate
- Initiate vetting procedures for all new staff and volunteers (with assistance from the Designated Teacher)
- Respond to concerns under the School's Complaints Procedure

Designated Teacher/Deputy Designated Teacher

The Designated Teacher for Child Protection is Mrs Grainne Curran (Room DA4) and in her absence, Mrs Laura-Anne Knipe (Room DB2) and Miss Lois Smyth (Room S6). Should both Mrs Curran and Mrs Knipe be absent, the matter should then be referred to the Principal, Vice Principal or another member of the Senior Leadership Team. The Designated Teacher and Deputy Designated Teachers will:

- Promote a Child Protection ethos within the school
- Lead the planning, implementation and development of procedures for Child Protection in Lisnagarvey High School ensuring all staff are aware
- Review the Child Protection Policy and procedures annually
- Raise awareness in Child Protection with all school staff in particular with new staff and volunteers
- Deliver Child Protection Training to all staff including Auxiliary Staff and the Board of Governors
- Receive concerns and reports from staff on suspected or actual instances of Child Abuse
- Report incidents or suspicions of Child Abuse happening inside or outside of school to EA CPSS Duty Officer/Social Services/The Gateway Team/PSNI using the common format UNOCINI
- Keep effective records - child related Child Protection Records
- Support pupil(s) concerned
- Keep the school Principal and Vice Principal informed
- Formulate written reports to Governors (annually) e.g. Child Protection issues, number of referrals, UNOCINI's etc.
- Liaise with outside agencies
- Liaise with parents concerned as appropriate
- Liaise with and share policy with all parents via Child Protection Leaflet and School website
- Be available to discuss Safeguarding or Child Protection concerns of any member of staff

Teaching Staff/Non-Teaching Staff

- Know who is the Designated Teacher and Deputy Designated Teacher
- Be familiar with the school's Child Protection Policy

- Know and follow the Child Protection Procedures
- Take steps to ensure that pupils in their care are protected from harm
- Be alert for signs and symptoms of possible Child Abuse
- Report disclosures or concerns (to Designated/Deputy Teacher)
- Keep a written record of details (copy to be given to Designated/Deputy Teacher)
- Ensure that their own professional conduct is prudent (see Code of Conduct for Staff policy)

In the event of suspected cases of child abuse involving a member of staff in the school, the Designated Teacher should be informed immediately. This information will then be passed on to the Principal who will then lead an investigation into the alleged abuse. This is protocol and not an indication of any personal feelings on the matter.

Any person who suspects the Designated Teacher of being involved in child abuse should immediately inform the Principal.

Any person who suspects the Principal may be involved in child abuse should inform the Designated Teacher who will inform the Chairperson of the Board of Governors.

Designated Officer within the Education Authority

Education Authority

The Designated Officers in the Education Authority (EA) are senior, experienced officers with responsibility for co-ordinating policy and action on Child Protection. The Child Protection Support Service (CPSS) can provide advice and training for Governors and Designated Teachers.

CPSS

Within the EA the CPSS has been developing as a regional service to schools since 2006. It is under the managerial authority of the Regional Service Manager for Northern Ireland.

The CPSS is comprised of Designated Officers for Child Protection whose role is to provide:

- Daily helpline to advise, guide and support DTs/DDTs/Principals in relation to concerns about individual children and on wider policy and training matters.
- Initial, refresher and cluster group training on Child Protection issues.
- Support visits to schools where required.
- Advice and guidance on assessing and managing children whose behaviour poses a significant risk of harm to themselves, other pupils and staff.
- Dissemination of new information on training, DE circulars and guidance.
- Support in developing or reviewing the school's Child Protection Policy.
- Follow up to ETI inspections where Child Protection/Safeguarding is identified as an area for improvement.

The CPSS will also:

- Offer training to the Chairperson and Designated Governor for Child Protection in relation to their statutory child protection/safeguarding responsibilities.
- Offer support, advice and training to other services within the EA.
- Assist EA Human Resource Managers in dealing with allegations of abuse against teachers and other EA officers/employees.
- Liaise with Social Services and PSNI where appropriate.
- Represent the education sector at multi-agency meetings including MARAC (Multi-agency Risk Assessment Conference) meetings which are a co-ordinated inter-agency response to domestic violence and abuse.

Social Services/Gateway Team - The Child Protection Process

Social Services have a statutory duty to investigate any case where they receive information suggesting that a child or young person may be in need of care, protection or control. Their objective is to ensure the safety and welfare of the child. They have a lead role in co-ordinating the work of all the agencies and professionals concerned with the child's family.

The investigative agencies (usually The Gateway Team) will decide:

- What action, if any, is necessary, immediately to protect the child or other children in the household and who will be responsible for this
- Whom to interview
- Who will conduct each of the interviews
- The timing of the interviews
- Where the interviews will be conducted
- Whether a medical examination is appropriate at this stage

PSNI

- Police focus will be to determine whether a criminal offence has taken place, to identify those responsible and to secure the best possible evidence (prosecution of an offender).
- Central Referral Unit (CRU) is the single point of contact for all agencies and partners making referrals for suspected child abuse cases with a potential criminal aspect. If the Designated Teacher (Grainne Curran) decides that a criminal offence has occurred (in discussion with CPSS if required), a direct referral will be made to CRU by the Designated Teacher.
- The PSNI will be consulted by the Social Worker regarding the referral and a decision will be taken as to how the initial investigation will be carried out.
- They will normally carry out their investigation in accordance with the Protocol for Joint Investigation of Alleged and Suspected Child Abuse (Joint Protocol).

The Case Conference - A Case Conference is a multi-disciplinary meeting convened to share information on a possible or confirmed case of child abuse, to assess risk and where appropriate to formulate an inter-agency child protection plan. The School is usually represented by the Designated Teacher. The objectives of the Case Conference are to:

- Share and exchange relevant information on a confidential basis
- Determine the nature and degree of abuse or risk of abuse and whether to place the child's name on the Child Protection Register
- Devise a Child Protection Plan which identifies the contribution that individual agencies and professionals will make
- Identify a Case Co-ordinator (normally from the Social Services Department) and to arrange for the review of the plan on at least six-monthly basis.

The Child Protection Register is a central index system which records the names of children who meet the criteria for registration and are currently the subject of an Inter-Agency Protection Plan. The Designated Teacher will formulate and update a Child Protection Register relating to pupils attending Lisnagarvey High School. This is distributed to staff as updates occur. This is a highly confidential document and must not be printed or discussed with pupils or others outside of school.

Guidelines for Self-Protection

- In the event of injury to a child, ensure that it is witnessed and recorded by another adult.
- Keep records of any false allegations a child makes against you or another staff including "you're always picking on me" to "you hit me", or comments such as "don't touch me".

- If a child touches you or talks to you in a sexually inappropriate way or place, record what happened and tell another adult. As it could be totally innocent, do not make the child feel like a criminal. However, remember that ignoring this or allowing it to go on may place you in an untenable position. Neither is it a good idea for the child to go on doing this as the next person might take advantage and then say the child instigated it.
- Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open. Inform another member of staff if you are going to see a child on your own.
- If you are in a holiday or residential setting, never under any circumstances, take pupils into your room.
- Do not make any sexually suggestive comments about a pupil even in jest.
- Never keep suspicions of abuse or inappropriate behaviour by a colleague to yourself. If there is an attempted cover-up, you could be implicated in the silence.
- Ensure that you have the opportunity to discuss your own feelings, if possible, with other members of staff.
- It is not appropriate to possess pupils' personal contact details (e.g. mobile phone numbers) on your own device, nor should you provide your own contact details to any pupil.
- Individuals who work with children and young people should be extremely careful in corresponding with people on social networking sites. Staff relationships with children and young people through such sites should at all times remain professional and they should **not** correspond with children and young people through such sites or add them 'as friends'. It is worth bearing in mind that on such sites an inappropriate or misconstrued communication may have the potential to impact upon careers or even result in criminal investigation (taken from Lisnagarvey High School Code of Conduct for Staff 2024).

Abuse of Position of Trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences (NI) Order 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

The school's Staff Code of Conduct sets out our expectations of staff and is issued to all staff members.

Physical Contact with Pupils

- As a general principle, staff are advised not to make unnecessary physical contact with their pupils. It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this. It is advisable to always ask for consent before offering physical comfort to a pupil in such an event.
- Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- Staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.

- Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.

Reasonable Force

The Department is undertaking a review of the use of restraint and seclusion in educational settings.

This interim guidance provides educational settings with the Department's position in relation to the use of seclusion and reasonable force/restraint. (Extract from Circular 1999/9 Pastoral Care: Guidance on the Use of Reasonable Force to Restrain or Control Pupils)

The overarching principle is that the best interests of the child should guide all decisions taken by staff in relation to children in their care.

Reasonable Force/Restraint The Education (Northern Ireland) Order 1998, Article 4, outlines the powers a member of school staff can use in restraining pupils. **However, schools are reminded that reasonable force/restraint should only be used as a measure of last resort.**

Staff may only use reasonable force/restraint:

- to prevent a pupil from committing an offence;
- to prevent a pupil causing personal injury to, or damage to the property of, any person (including the pupil himself);
- to prevent a pupil from engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils. The legislation extends to the premises of the school and when a member of school staff has lawful control or charge of the pupil concerned.

Teachers

Article 4 of the 1998 Order authorises teachers to use such force as is reasonable in the circumstances named above.

Non-teaching staff

Other members of staff at the school are also authorised to use reasonable force in the circumstances described above, provided they have been authorised by the Principal to have lawful control or charge of pupils.

Volunteers

Suitably vetted volunteers normally work only under the direction and supervision of a teacher or other member of staff and should not be expected to assume sole responsibility for the safety and well-being of pupils. Where a situation arises, therefore, where the use of reasonable force may need to be exercised, the volunteer should alert the member of staff in charge and defer to his/her judgement as to the appropriate means of handling the situation.

When might it be appropriate to use reasonable force?

In a situation where other behaviour management strategies have failed to resolve the problem, or are inappropriate (eg in an emergency), there are a wide variety of circumstances in which reasonable force might be appropriate, or necessary, to restrain or control a pupil. They will fall into three broad categories:

- a. where action is necessary in self-defence or because there is an imminent risk of injury;
- b. where there is a developing risk of injury, or significant damage to property;
- c. where a pupil is behaving in a way that is compromising good order and discipline.

What might be regarded as constituting reasonable force?

Physical intervention can take a number of forms. It might involve staff:

- physically interposing between pupils;
- blocking a pupil's path (including blocking doorways);
- holding;
- pushing;
- pulling;

- leading a pupil by the arm;
- shepherding a pupil away by placing a hand in the centre of the back; or
- (in extreme circumstances) using more restrictive holds.

Should incidents where reasonable force is used be recorded?

It is extremely important that there is a detailed, contemporaneous, written report of any occasion (except minor or trivial incidents) where reasonable force is used. This may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint. Schools should keep an up-to-date record of all such incidents, in an incident book. Immediately following any such incident, the member of staff concerned should tell the Principal or a senior member of staff and provide a short written factual report as soon as possible afterwards. That report should include:

- the name(s) of the pupil(s) involved, and when and where the incident took place;
- the names of any other staff or pupils who witnessed the incident;
- the reason that force was necessary (eg. to prevent injury to the pupil, another pupil or a member of staff);
- briefly, how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- the pupil's response, and the outcome of the incident;
- details of any obvious or apparent injury suffered by the pupil, or any other person, and of any damage to property.

At least annually, the Chairman of the Board of Governors and the Principal should review the entries in the incident book. Records of incidents should be kept for 5 years after the date they occurred.

Whistle Blowing

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The Department of Education's Whistleblowing Policy (<https://www.education-ni.gov.uk/publications/whistleblowing>) enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Complaints about the Principal should be reported to the Chair of Governors, Chair of the Management Committee or Proprietor.

Staff may also report their concerns directly to Children's Social Care or the Police if they believe direct reporting is necessary to secure action.

Allegations Against Staff

When an allegation is made against a member of staff, our set procedures must be followed (see Procedures Flowsheets pages 19-21). The full procedures for dealing with allegations against staff can be found in *DE Circular 2015/13 Dealing with Allegations of Abuse against a member of Staff*. Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the Police.

Choice and Use of Teaching Materials

- Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal, or Vice Principal, for confirmation of its suitability.

The Preventative Curriculum

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

Within Key Stage 3 Personal Development in Lisnagarvey High School, the preventative curriculum is addressed in the following topics:

- Year 8 Gender Issues, Relationships Within Families, Friendships and Personal Hygiene
- Year 9 Human Body, Drug Awareness, Love and Abuse
- Year 10 Self-Concept, Abortion, Conception and Safe Sex

Within Key Stage 3 ICT in Lisnagarvey High School, the preventative curriculum is addressed in the following topics for all year groups:

- Staying Safe Online
- Identity Theft
- Cyberbullying
- Grooming/Fake Accounts
- Inappropriate Texting (‘Sexting’)
- Social Media

The lead in ensuring the delivery of the Preventative Curriculum with Lisnagarvey High School, is Mrs L-A Knipe, Head of Pastoral Care and Deputy Designated Teacher.

External Training Providers

Often external agencies are invited into school to aid in the delivery of, not only the preventative curriculum, but other areas. Please note, there is a guidance document available containing a checklist and suggested action when commissioning external training. It is therefore recommended, that any staff member wishing to do so, must advise the Designated Teacher and Deputy Designated Teacher for Child Protection, so that an appropriate provider can be selected.

Relationships and Attitudes

- Staff should ensure that their relationships with pupils are appropriate to the age, maturity and gender of the pupils, 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.
- Persistent sarcasm, verbal bullying or severe and persistent negative comments or inappropriate physical actions by staff will be viewed as abuse.
- Restraint may be used in situations where the safety of a child, others or property may be at risk, but care must be taken to use a minimum of force as it could be misinterpreted as assault.
- Following any incident where a member of staff feels that his/her actions have been or may be, misconstrued, a written report of the incident should be submitted immediately to the Principal or Vice Principal.
- A complaint relating to inappropriate conduct on the part of a member of staff will be dealt with under the school’s procedures. A concern for fairness and for the welfare, dignity and protection of staff and pupils will be paramount.
- In accordance with the Child Protection Policy, all members of staff whose work gives them substantial access to children are subject to criminal record checks.

Vetting Procedures

The Vetting and Barring Scheme in Northern Ireland is operated by the Independent Safeguarding Authority which was established on 2nd January 2008. It applies to all employers and employees (including volunteers) working in specified positions with children and vulnerable adults. All relevant members of the workforce are required by law to join the Scheme and after initial vetting will be subject to continuous monitoring to ensure that they are suitable persons.

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate.

All employees **MUST** complete the Access NI process before commencing employment.

Only in exceptional circumstances (Emergency Cover) can the employee commence employment without completing the Access NI process. Where emergency cover is required the supervisor/line manager **MUST** complete a risk assessment and put arrangements in place to ensure that the employee is supervised at all times, until an Access NI check has been processed. The applicant **MUST** complete the Access NI paperwork on their first day of work.

If the employee has had a break in service of more than 90 days a new Access NI check must be completed.

Volunteers

Volunteers who work unsupervised are required to have an Enhanced Disclosure Certificate. A volunteer who works under supervision is not required to obtain an Enhanced Disclosure Certificate, however, this is at the discretion of the school. Sports Coaches, Music Tutors, School Photographers etc, must have the necessary clearances in place.

Visitors to Schools

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

Visitors should be:

- Met/directed by school staff/representatives.
- Signed in and out at the General Office of the school by school staff.
- If appropriate, be given restricted access to only specific areas of the school.
- Where possible, escorted by a member of staff/representative.
- Clearly identified with visitor/contractor passes.
- Access to pupils restricted to the purpose of their visit.
- If delivering goods or carrying out building/maintenance or repair tasks their work should be cordoned off from pupils for health and safety reasons.

Educational Visits

EA Educational Visits Interim Guidance for Schools 2017, states:

The employing authority is legally obliged, to ensure that the health and safety of its employees and pupils in their care, is safeguarded while in any way affected by such employer's undertakings.

The basic principles of child protection must always be borne in mind when undertaking an educational visit particularly where it includes a residential element. The pupil's welfare must always be paramount and this overrides all other considerations. All pupils have the fundamental right to be protected from harm. Pupils have a right to be heard, to be listened to and to be taken seriously. Careful consideration must be given to pupils who have special educational needs, as such children may be especially vulnerable.

Although staff pupil ratios for educational visits is not prescribed by law, there are numerous factors to be considered (as set out in; EA Educational Visits Interim Guidance for Schools 2017):

The key factors which should be taken into consideration in the establishment of appropriate ratios are as follows:

- Nature and location of activities to be undertaken;
- Age and ability of the group;
- Pupils with special educational and/or medical needs;
- Day visit or overnight stay;
- Mixed or single gender group;
- Experience of supervisory staff in off-site supervision;
- Duration and nature of the journey type of any accommodation;
- Competence of supervisory staff, both general and in relation to specific learning activities;
- Requirements of the organisation/location to be visited;
- Competence and behaviour of the pupils;
- Prevailing weather conditions and time of year;
- Duration and location of planned activities;
- First aid cover.

The following issues should also be considered when establishing ratios:

- Under normal circumstances in Post Primary Schools, at least one male and one female leader should accompany mixed sex groups, where an overnight stay is involved. Where this is not possible, parents must be made aware and give their consent to the proposed arrangement prior to the visit.
- Arrangements should be made to ensure that appropriate ratios are maintained if a staff member needs to leave the group e.g. to accompany a pupil to hospital, escort a pupil home, personal illness or attend to a personal emergency.
- Supervision can be close or remote but it is always for the duration of the visit. Close (direct) supervision occurs when the group remains within sight and contact of the supervisor.
- Remote (indirect) supervision is planned and is subject to stringent controls, while the group is not necessarily within direct contact or vision of the leader at all times. Both the leaders and the group will know of each other's whereabouts and clear lines of communication including rendezvous points will have been established. Leaders are required to remain in the area, in which the indirect supervised activity takes place, throughout period.
- The need to involve volunteers e.g. parents or governors with clearly defined roles and responsibilities are an accepted practice.
- For Post-Primary Schools, the recommended ratio is said to be one staff member to twenty pupils. It is preferable, to have two staff members as a minimum to allow for additional support.
- It is advised, that regardless of pupil age, alcohol consumption should not be allowed on educational visits. All supervisors are responsible for the well-being of the young people in their care, and as such, need to be able to tend to the needs of pupils or deal with an emergency at any given time.

Procedures and Risk Assessment guidance for arranging Educational Visits can be found in Appendix 4. See also 'LHS Educational Visits Policy'.

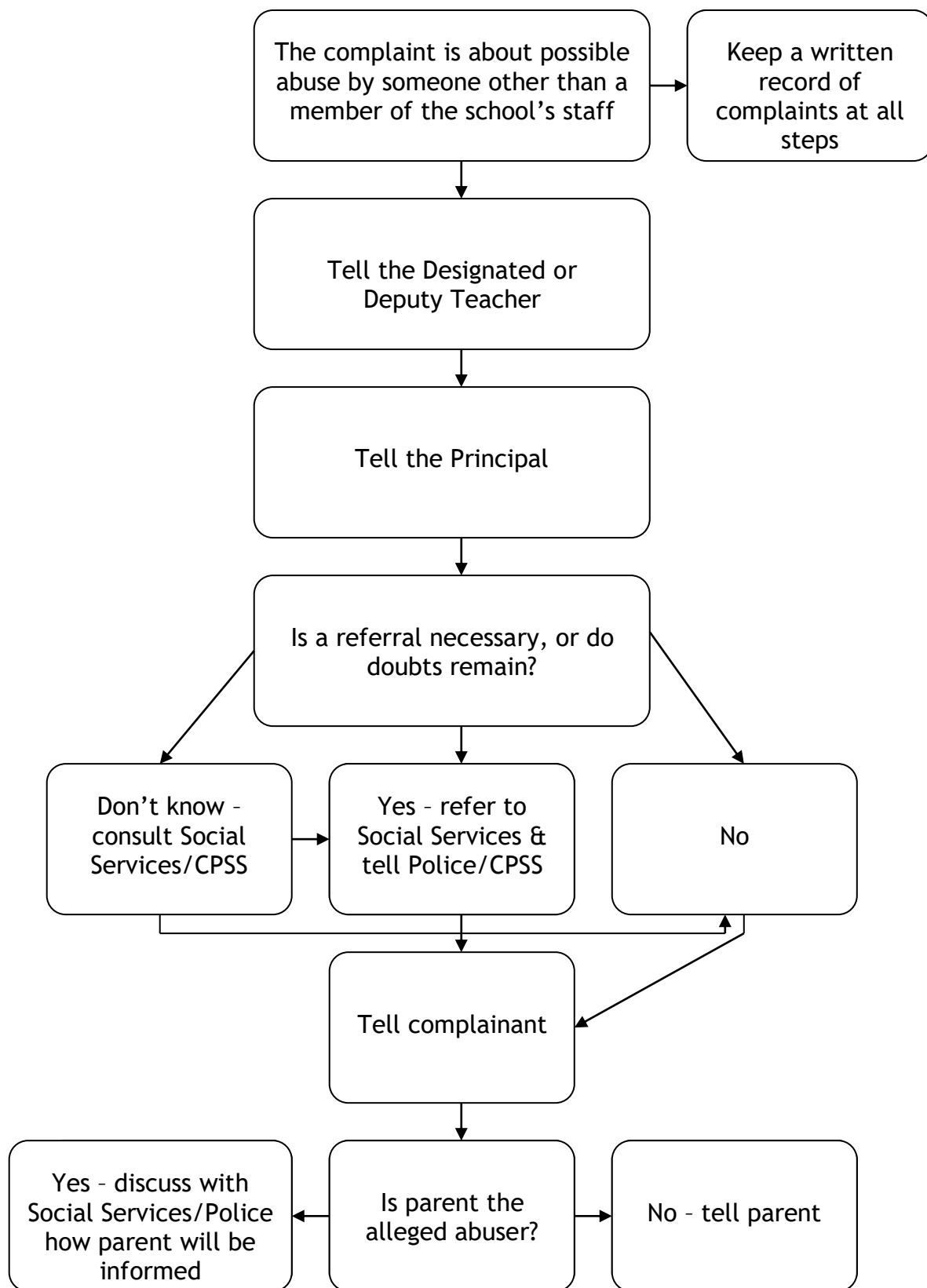
Conclusion

The area of Child Abuse is sensitive and challenging and it is hoped that this policy offers clarity into the procedures for action, highlighting areas of potential risk and provides guidance to staff. In Lisnagarvey High School, we respect the rights of the child, ensuring their safety at all times. We pride ourselves on effective communication and as a result good relationships are fostered between staff and pupils.

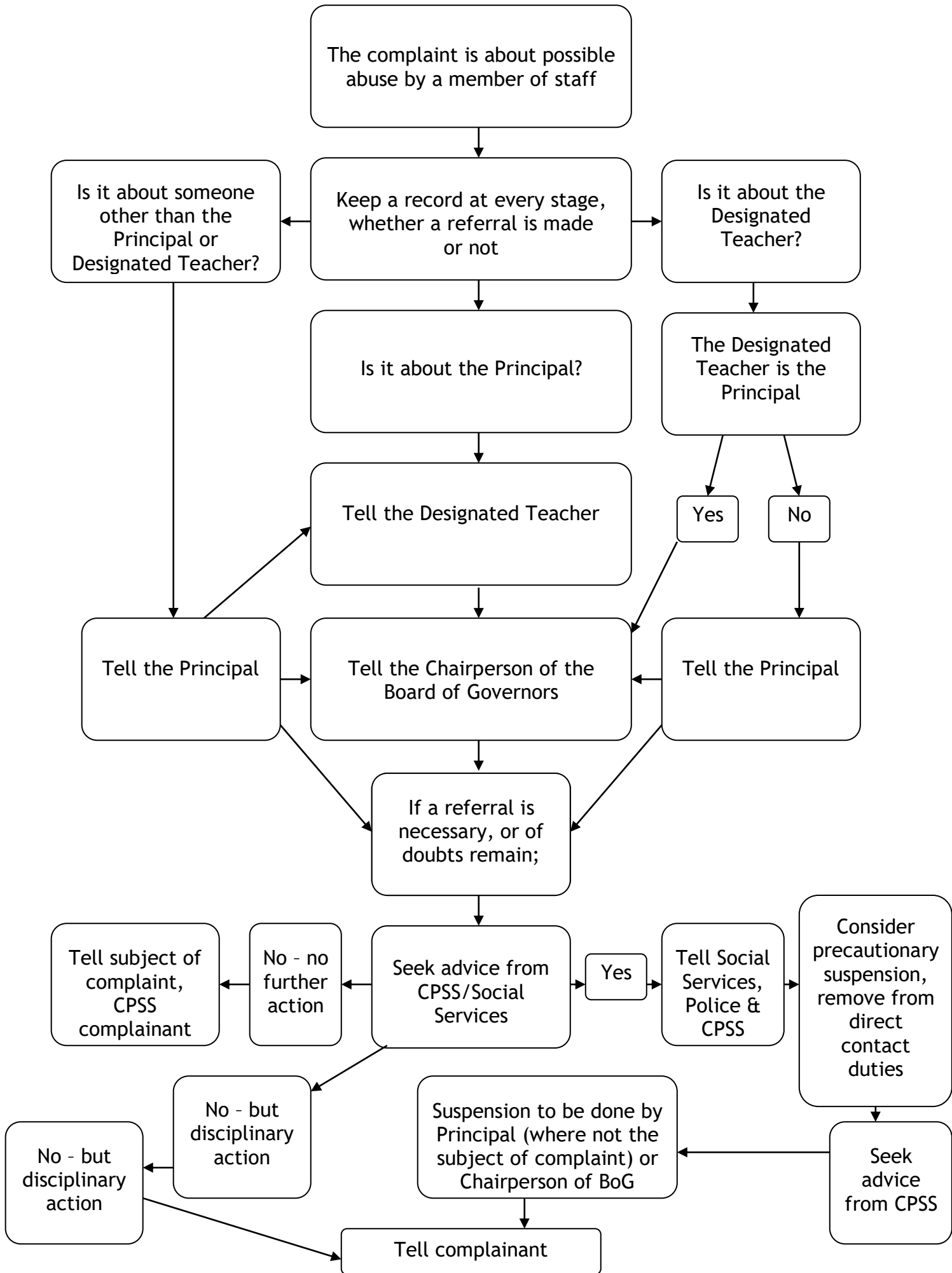
The protection of children is a natural part of the Pastoral Care System and any member of staff who complies with the school's procedures and guidance, will receive full support of the Board of Governors and will not be legally or financially liable.

Procedures Flowsheets

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



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



HOW A PARENT CAN EXPRESS A CONCERN

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



I can talk to the Class
Tutor or Year Head



If I am still concerned I can talk
to the Designated Teacher Mrs G
Curran or Deputy Mrs L-A Knipe
or Miss L Smyth



If I am still concerned I can
talk to the Principal Mr
Sheerin



If I am still concerned I can
talk/write to the
Chairperson of the Board
of Governors



At any time, I can talk to
Social Services, the
Gateway Team or the PSNI

Designated Child Protection Personnel

Designated Teacher - Mrs G Curran

Deputy Designated Teacher - Mrs L-A Knipe/ Miss L Smyth

Designated Governor - Mrs A Lyttle

**Designated Officers for the Education Authority at CPSS
Various**

Telephone: 02895 985590

**Gateway Team (South Eastern Trust/Greater Lisburn)
Anthony Dillon**

**Stewartstown Road Health Centre
212 Stewartstown Road
Belfast
BT17 0FB**

Telephone:0300 1000300

South Eastern Trust Adult Gateway Services - 02892 501227



Lisnagarvey High School



Child Protection Incident Record Form

Details of incident/concern/disclosure

It is imperative that only factual information is recorded. Give date, time, place; persons involved; observations; physical/behavioural indications; any statements given; factual content of any conversation.

Signed (member of staff) _____ Date _____

Signed (Designated Teacher) _____ Date _____

Signs and Symptoms of Possible Abuse

PHYSICAL INDICATORS

BEHAVIOURAL INDICATORS

Physical Abuse

- Unexplained bruises (in various stages of healing)
- Grip marks on arms, slap marks, human bite marks, 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 - any symmetrical bruising is suspicious
- Injuries occurring in a time pattern (e.g. every Monday morning)

- Self-destructive tendencies
- Aggressive towards other children
- Behavioural extremes (withdrawn/aggressive)
- Child appears frightened or cowed in the presence of adults
- Improbable excuses given to explain injuries
- Chronic runaway (teenagers)
- Arrives at school early or stays late as if afraid to be at home
- Clothing in appropriate to weather - worn to hide part of the body

Neglect

- Looks extra thin, poorly and sad
- Constant hunger; lack of energy; untreated medical problems
- Special needs of child not being met
- Constant tiredness; inappropriate dress; poor hygiene - repeatedly unwashed, smelly
- Repeated accidents especially burns

- Tired or listless (falls asleep in class)
- Steals food; compulsive stealing; begging from class members; withdrawn/lacks concentration
- Kept away from school medical examinations; reports that no carer is at home
- Low self-esteem, persistence non-attendance to school
- Exposure to violence, including violent movies

Sexual Abuse

- Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs
- Bruises or bleeding in genital or anal area
- Torn, stained or bloody underclothes
- Signs of sexually transmitted infections
- Chronic ailments such as recurrent abdominal pains or headaches
- Difficulty in walking or sitting
- Frequent urinary infections; avoidance of lessons in PE, games, showers
- Unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating

- What the child tells you; withdrawn; chronic depression
- Excessive sexual precociousness; seductiveness, children having knowledge beyond their usual frame of reference
- Role reversal; overly concerned for siblings
- Poor self-esteem, self-devaluation, lack of confidence
- Peer problems; lack of involvement; massive weight change; suicide attempts, hysterical outbursts; lack of emotional control
- Sudden school difficulties e.g. deterioration of school work
- Repeated attempts to run away from home
- Unusual or bizarre sexual themes in child's art work or stories
- Vulnerability to sexual and emotional exploitation, promiscuity

Emotional Abuse

- Well below average in height and weight
- Failing to thrive, poor hair and skin; alopecia; swollen extremities
- Recurrent diarrhoea, wetting and soiling; sudden speech disorders

- Apathy and dejection; inappropriate emotional responses to painful situations
- Rocking/head banging; inability to play; perverted appetite
- Indifference to separation from family
- Indiscriminate attachment

If it's sexually explicit text/chat between an adult and a child (this can include requests for pictures of a sexual nature):

There may be a possible offence and you should contact your local police station on 101 for further guidance. Do not delete or alter any material.

If it's sexually explicit text/chat between children:

There may still be a possible offence but in these cases the detail of the text/chat should be considered. General sexual references would not necessarily constitute an offence but text/chat that incites a child to engage in sexual activity or to make or distribute sexual images of themselves or another child should be reported to local police for further guidance. Do not delete or alter any material.

Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances. In particular any age difference between the children should be considered.

If you are in any doubt you should always contact local police on 101.



If you need any further information or guidance:

Anyone looking for advice about sexting or keeping children safe online, or concerned about the safety and welfare of a child, can contact the

NSPCC's 24-hour helpline on 0808 800 5000 or email help@nspcc.org.uk

Children worried about online safety or any other problem you can call the free,

24-hour helpline on 0800 1111 or get help online at www.childline.org.uk



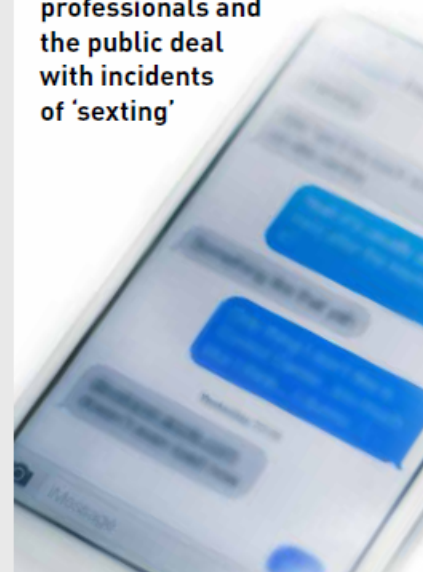
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Keeping People Safe



Sexting And The Law

A basic guide to help professionals and the public deal with incidents of 'sexting'



What is 'Sexting'?

'Sexting' is when someone sends or receives a sexually explicit text, image or video on their mobile phone, computer or tablet. It can include sexual chat or requests for pictures/images of a sexual nature.

Is it illegal?

This depends on what the image is or what the chat involves and who it is sent between. However, it is a crime to possess, take, make, distribute or show anyone an indecent or abuse image of a child or young person under 18 years of age. **Always remember that, while the age of consent is 16, the relevant age in relation to indecent images is 18.**

Use the guide below for further information:

If it's a sexually explicit picture/image of an adult and sent between adults:

If so, there is no sexual offence but if the picture/image is unwanted then there may be other offences such as harassment or blackmail to consider. Any concerns should be reported to your local police station.

If it's a sexually explicit image of an adult and sent between children:

If so, there is no sexual offence but it **may**, in some cases, be appropriate to speak to Social Services for advice and guidance.

If it's a sexually explicit image of an adult and sent from an adult to a child:

If so, an offence may have occurred. Contact local police on **101** for further guidance.

If it's a sexually explicit image of a child (under 18 years of age):

If so, you should contact local police on **101** for advice and guidance. Do not delete the image and under no circumstances should you save the image, send it to another person or show it to anyone else as you may be committing an offence.

REMEMBER – IF YOU ARE IN ANY DOUBT ALWAYS CONTACT POLICE ON 101 FOR FURTHER INFORMATION.



What if a child (under 18 years of age) takes a sexually explicit image of themselves?

That child has committed an offence by making and possessing that image. If that child then sends the image to another person then the child has committed a further offence of distributing the image and the person who receives the image will also be liable for an offence of possessing the image. **In these cases you should contact local police on 101 for advice and guidance.**

Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances.

If it's sexually explicit text/chat between adults (this can include requests for pictures of a sexual nature):

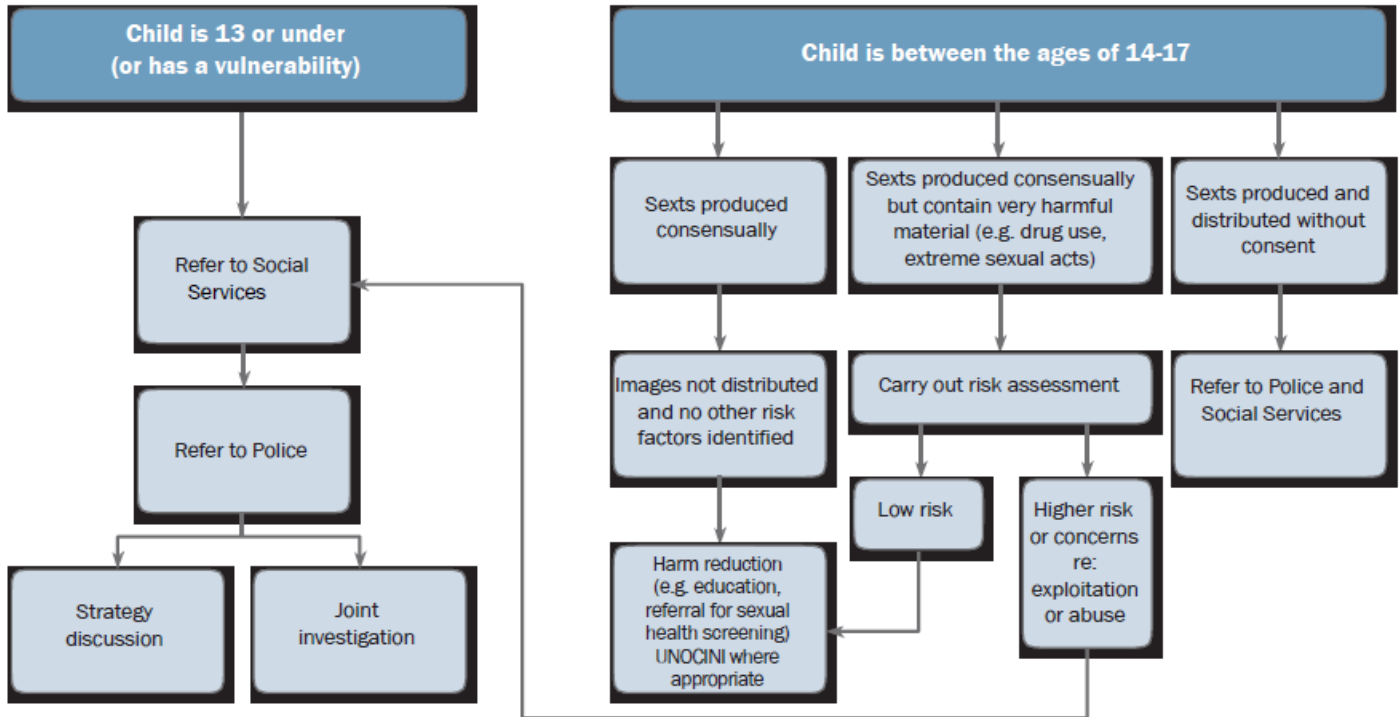
If so, there is no sexual offence but if this communication is unwanted then there may be other offences, such as harassment to consider. Any concerns should be reported to your local police station.

Sexting in schools

Adapted from Optimus Education for NI by the CPSSS

Sexting – Response process for professionals

This flowchart (adapted from 'Medway Local Authority Response Process for Professionals') will help you to make a decision about the actions you need to take.



Educational Visits

IT IS VITAL THAT THE FOLLOWING PROCEDURES ARE FOLLOWED TO ENSURE THE SAFETY OF BOTH PUPILS AND STAFF.

DEFINITION OF EDUCATIONAL VISIT

All academic, sporting, cultural, creative and personal development activities, which take place away from the school and make a significant contribution to learning and development of those participating

Please note that all visits have to be approved by Governors – therefore the timetable of submission is vital.

GROUP LEADER

Responsibilities

Group Leader

- will have overall operational responsibility for the supervision, discipline and conduct of the participants for the duration of the visit and for Health and Safety matters.
- must complete all relevant documentation – see below.

CATEGORIES 1 - 2 TWO WEEKS NOTICE – MINIMUM CATEGORIES 3 - 5 FOUR WEEKS NOTICE – MINIMUM

Category 1 **Visits which take place on a regular basis** (Non-hazardous) and occur largely within establishment hours eg sporting fixtures, swimming pool visits and outings.

Category 2 **One-off day/evening excursions** (non-hazardous) eg field study trips, theatre visits, business/education visits and regional sporting fixtures

Category 3 **Residential visits of one or more nights within the UK or Ireland** (non-hazardous) eg visits to residential centres, field centres, youth and school exchanges.

Category 4 **Residential visits outside the UK or Ireland** (non-hazardous) eg international exchange visits, sporting events, cultural activities and international community work.

Category 5 **Hazardous Activities – residential and non-residential** e.g.

Fieldwork	Hill Walking	Cycling/Mountain Biking
Orienteering	Kayaking	Rock Climbing/Abseiling
Windsurfing	Open Canoeing	Caving and Potholing
Sub-Aqua	Dinghy Sailing	Skiing/Snowboarding
Horse Riding	Angling	Water-Skiing
Rafting	Rowing	Surfing
Swimming in Open Water	Coasteering	Bouldering/Gorge Walking
Stand-up Paddle Boarding		

PROCESS

- Step 1 Identify area or areas of Curriculum for educational visit
- Step 2 Complete form EVP2 (Non-Residential) EVP (Residential) and submit it to the Principal, along with the information on the visit, venue, accommodation, itinerary etc, within the time-frames above.
- Step 3 Complete a Planning Checklist – which includes a risk assessment.
- Step 4 Parents to be informed of the visit (normally through a letter – which may have already been circulated).
- Step 5 Consent form to be completed by Parents – Code of Conduct to be attached to Consent Form.
- Step 6 Details of all participants should be kept on record.
- Step 7 If an incident occurs during your visit an Incident Report must be completed.
- Step 8 On completion of visit a Review Form should be completed.

Please note that **all documentation** should be kept on record.

STAFFING

Staff to pupil ratios for Secondary Schools is one member of staff for every 20 pupils – however, in line with Safeguarding there should **ALWAYS** be a minimum of two members of staff – one of each gender (where possible).

A Code of Conduct should be distributed to all staff involved.

H Campbell

Educational Visits Co-ordinator 31 January 2019

Risk Management

This is an example of an approach to risk assessment, using a scoring mechanism. It is recognised that there are other examples of good practice that already exist in schools for example the five step qualitative approach. Such good practice should be built upon and disseminated across the whole school.

Risk assessment can be undertaken by identifying the hazards and then assessing the risk. Note that a hazard is anything with the potential to cause harm. Risk is the likelihood of harm from the hazard being realized.

Probability of occurrence	Score	Consequence of outcome
Highly unlikely to ever occur	1	Slight inconvenience
May occur but very rarely	2	Minor injury requiring First-Aid
Does occur but only rarely	3	Medical attention required
Occurs from time to time	4	Major injury leading to hospitalisation
Likely to occur often	5	Fatality or serious injury leading to disability

Risk = Probability of occurrence x Consequence of outcome

The level of risk can be calculated by multiplying probability by consequence, so providing a theoretical maximum score of 25. If the resulting score totals 10 or more then active management of the risk is required.

Score	1	2	3	4	5
1	1 Trivial Insignificant	2 Trivial Insignificant	3 Trivial Insignificant	4 Trivial Insignificant	5 Low Tolerable
2	2 Trivial Insignificant	4 Trivial Insignificant	6 Low Tolerable	8 Low Tolerable	10 Medium Substantial
3	3 Trivial Insignificant	6 Low Tolerable	9 Low Tolerable	12 Medium Substantial	15 Medium Substantial
4	4 Trivial Insignificant	8 Low Tolerable	12 Medium Substantial	16 Medium Substantial	20 High Intolerable
5	5 Low Tolerable	10 Medium Substantial	15 Medium Substantial	20 High Intolerable	25 High Intolerable

Risk Level	Action Required
– 4 Trivial/Insignificant	Acceptable. Activity should be regularly reviewed to ensure there is no change to the risk.

Consent Form

LISNAGARVEY HIGH SCHOOL

I consent to my son / daughter* _____ (Name in full)

taking part in the educational visit to be held on _____

I confirm to the best of my knowledge that he/she* is medically fit to participate.

Please give details of:

1. Any current medical condition

2. Post Medical Condition (e.g. following a medical procedure or illness)

3. Any medication being taken

4. Any other relevant information which may affect his/her participation in the visit (including allergy or dietary requirements)

5. Emergency contact numbers:

Name

Name

Name

I accept the established code of conduct for the educational visit and agree to the arrangements relating to my son/daughter returning home from the visit due to unforeseen circumstances.

I agree to my son/daughter receiving emergency medical treatment, including anaesthetic/blood transfusion, as considered necessary, by the medical authorities present. I understand the extent and limitations of the insurance cover provided.

Signed (Parent/Guardian) Date

The information on this form is requested for the purpose of organising an educational visit. The information is covered by the provisions of the Data Protection Act, 1998. Your signature to the form is deemed to be an authorisation by you to allow the school to process and retain the information for the purpose(s) stated

AWOL Procedures and SIMS Reminders

SIMS is a legal document and can be used in a court of law, and as such must be accurate. Taking a register immediately at the start of every period MUST be part of every teacher's routine.

We as a school, code every period to ensure we can account for pupils whereabouts and safety.

- When notified that you have missing marks on your register, it must be rectified immediately.
- Class lists must be accurate - if pupils have moved class, subject teacher and HOD must inform office staff to change this on SIMs.
- If pupils are at events (sports, excursions etc.), the supervising teacher must ensure these pupils are coded on SIMS accordingly.
- Follow AWOL procedures (extract from Staff handbook below)

Extracts from Staff Handbook below:

*ATTENDANCE/REGISTRATION (See Attendance Policy & Appendices 3, 4, 5 & 6)
Lesson Monitor within SIMS is of great importance. It provides an instant response to enquiries from staff, parents and outside agencies regarding pupil attendance.*

The following procedure should be followed:

1 Pupil attendance must be recorded every period.

2 If a pupil is absent, please record N.

3 All absence notes should be sent to the General Office who will then code the absence, and send the note to the Class Tutor who should file these.

4 Any pupils released early will be coded by the Year Head/General Office.

Attendance Check If a pupil is found to be missing he/she should be reported, in writing, to the General Office immediately.

Roles of class Teacher:

(f) Checks on attendance for every lesson and records absences on SIMS (Lesson Monitor).

Extract from School Rules (within Staff Handbook)

AWOL & Lateness to Class

If a student is late to class, please send an initial email to the office, Vice Principal and the relevant Year Head; there is no need to send an email to all staff. If a student arrives within 10 minutes, please record 'L' on sims and give reason for lateness; sanction as necessary, e.g. 5-minute detention etc. This way we can see any late patterns emerging with individual students. If after 10 minutes a student has not arrived, please inform the office immediately (email or send a responsible student) as we need to ensure the safety of the student. The office will then contact home if necessary to report the student as being 'AWOL'.