



CAMPBELL  
COLLEGE

EST 1894

# SAFEGUARDING AND CHILD PROTECTION POLICY

Revised: September 2023

Next Revision: September 2024

## SENIOR SCHOOL VERSION (Years 8 – 14)

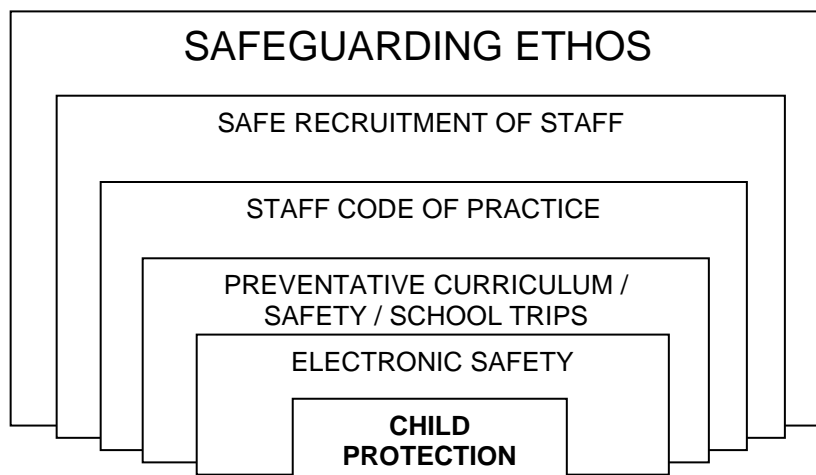
### DESIGNATED LEADS FOR SAFEGUARDING

**SENIOR SCHOOL:** (Years 8 – 14)      **Designated Teacher:**      **Mr W Keown (Vice-Principal)**

**Deputy Designated Teachers:**      **Mr C McIvor**  
**Mrs R McNaught**  
**Mrs W Pearson**

**Designated Governor for Child Protection:**      **Mr R Hassard**

**Chair of the Board of Governors:**      **Mr A Wilson**



| <b>CONTENTS</b>  | <b>PAGE</b> |
|--|-------------|
| 1. Policy Development  | 3           |
| 2. The Safeguarding Team   | 4           |
| 3. Definitions and Categories of Child Abuse                             | 5           |
| 4. General information for adults at Campbell College                    | 6           |
| 5. Guidance for Staff  | 8           |
| 6. <b>HOW STAFF SHOULD RESPOND TO A CONCERN</b>                          | 9           |
| 7. <b>HOW A PUPIL CAN RAISE A CONCERN</b>                                | 11          |
| 8. <b>HOW A PARENT / ADULT CAN RAISE A CONCERN</b>                       | 12          |
| 9. Response by Designated Teachers / Safeguarding Team                   | 13          |
| 10. Supporting vulnerable pupils   | 17          |
| 11. Operation Encompass  | 18          |
| 12. Record Keeping   | 18          |
| 13. The Preventative Curriculum  | 19          |
| 14. Storage and use of Images of Pupils                                  | 19          |
| 15. Electronic Safety  | 20          |
| 16. Safeguarding on Educational Visits                                   | 21          |
| 17. Self-Harm Prevention and Guidance                                    | 22          |
| 18. Extended Schools and Off-Site Arrangements                           | 24          |
| 19. <b>SAFEGUARDING IN THE BOARDING DEPARTMENT</b>                       | 25          |
| 20. Safer Recruitment Practice   | 30          |
| 21. Visitors and access to Buildings                                     | 31          |
| 22. Communication of the Policy  | 31          |
| 23. Process of Review  | 31          |
| Appendix 1 <b><u>NOTE OF CONCERN REGARDING A PUPIL</u></b>               | 32          |
| Appendix 2 <b><u>CONTACT TELEPHONE NUMBERS</u></b>                       | 34          |
| Appendix 3 Safeguarding Code of Conduct for Staff                        | 35          |
| Appendix 4 Safeguarding Information for Short-term staff                 | 41          |
| Addendum Safeguarding during School Closure due to COVID-19 or otherwise | 42          |

## **1. POLICY DEVELOPMENT**

The purpose of the following procedures on Safeguarding and Child Protection is to protect our pupils by ensuring that everyone who works in our school – teachers, support staff, governors and volunteers – has clear guidance on what is required to safeguard the welfare of our pupils. This is in accord with the Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003 indicating our duty to make arrangements to safeguard and promote the welfare of all children.

One of the Colleges overriding objectives is to support the physical, moral and emotional health and well-being of all pupils and staff. This policy, the associated Staff Code of Conduct (Appendix 3) and the College's preventative curriculum all contribute to that objective.

This policy, reviewed annually, is informed by all relevant DE guidance and, in particular, by the following:

- **DE Circular 2017/04 (Revised) Update issued on 14<sup>th</sup> September 2023: SAFEGUARDING AND CHILD PROTECTION IN SCHOOLS: A Guide for School**
- 'Pastoral Care in Schools: Child Protection', Department of Education for Northern Ireland, 1999
- 'Regional Policy and Procedures', The Area Child Protection Committee, 2005 including amendments (2008)
- 'Sexting and the Law', Safeguarding Board for Northern Ireland, 2015
- Co-operating to Safeguard Children and Young People (DHSSPS) March 2016
- DE Circular 2015/30 Dealing with allegations of abuse against a member of staff
- iMatter: Protecting Life in Schools, Department of Education.
- DE Circular 2019/08 Child Protection: Record Keeping in Schools
- DE Circular 2016/27 Online Safety

## **WITHIN THE BOARDING DEPARTMENT**

The safeguarding policy is further informed by:

- Article 176 Children (NI) Order 1995, supplemented by the Inspection of Premises, Children and Records (Children Accommodated in Schools) Regulations (NI) 2000, Children Order and Regulations and Guidelines Volume 7 and Quality Living Standards for Services: Children Accommodated in Schools within Boarding Departments.
- RQIA Provider Guidance to Boarding Schools (Updated 2017)
- Boarding Schools' Association guidance

## **LINKS TO OTHER POLICIES**

This policy compliments and supports a range of other policies including:

- Student Attendance Policy
- Positive Behaviour Policy
- Pastoral Care Guide
- Anti-Bullying Policy
- Reasonable Force and Safe Handling Policy
- Medical Policy (which also covers the administration of medicines and intimate care)
- Relationships and Sexuality Policy
- E-Safety Policy
- Educational Visits Policy
- Smoking, Alcohol and Drugs Policy

All of these policies are available on the College Website [www.campbellcollege.co.uk](http://www.campbellcollege.co.uk).

## **2. THE SAFEGUARDING TEAM**

The College Safeguarding Team shall ensure that a Safeguarding ethos permeates the College and that the application of this policy is monitored regularly. A Safeguarding Committee, consisting of no fewer than 4 members of this Team and chaired by the Designated Teacher, will meet regularly to discuss safeguarding issues

Campbell College has a Designated Lead (also referred to as a Designated Teacher) teacher who should be contacted or consulted if there are any concerns about pupil safety. In the designated teacher's absence, the deputy designated teacher will assume responsibility.

The full Safeguarding Team of Campbell College comprises:

**SENIOR SCHOOL** Designated Teacher: Mr W Keown (Vice-Principal)

Deputy Designated Teachers: Mr C McIvor (Head of KS3)

Mrs W Pearson

Mrs R McNaught

**JUNIOR SCHOOL** Designated Teacher: Mr S Bolingbroke (Head of KS1)

Deputy Designated Teacher Mr M Boyd (Head of KS2)

**Head of Junior School** Miss A Brown

**Headmaster** Mr R Robinson

Bursar's Secretary (Coordinator for Access NI Checks) Mrs D Rea

**Governor responsible for Child Protection** Mr R Hassard

**The Chair of the Board of Governors** Mr A Wilson

Other members may be asked to attend a safeguarding meeting such as the Head of Learning Support, Head of Boarding, E-Safety coordinator should this be deemed necessary.

Any person may make contact with a member of the Safeguarding Team through the School telephone number **(028) 9076 3076**. All contacts will be dealt with in a strictly confidential manner.

**Outside school hours** or in case of emergency, advice or assistance may be available from:

Gateway Service (Mon-Fri, 9.00 a.m. - 5.00 p.m.): **028 9050 7000 / 0300 1000 300**

Gateway Service - Emergency Out of Hours number: **028 9504 9999**

PSNI – **101** or in the case of an emergency **999**

### **3. DEFINITIONS AND CATEGORIES**

#### **Child Protection**

**Child Abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse (Physical, Sexual, Emotional and Neglect) and a child may suffer more than one.**

#### **3.1 CATEGORIES OF CHILD ABUSE**

- **Neglect**

The actual or likely persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation; or failure to carry out important aspects of care resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

- **Physical injury**

Actual or likely deliberate physical injury to a child; or wilful neglect of a child, or wilful or neglectful failure to prevent physical injury or suffering to a child.

- **Sexual abuse**

Actual or likely exploitation of a child or adolescent. The involvement of children and adolescents in sexual activities which they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles.

- **Emotional abuse**

Actual or likely severe persistent or significant emotional ill-treatment or rejection resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child. All abuse involves some emotional ill-treatment. This category should be used where it is the main or sole form of abuse.

- **Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

#### **3.2 DOMESTIC VIOLENCE**

Domestic violence is defined as "threatening behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on one person by another where they are or have been intimate partners or family members, irrespective of gender or sexual orientation".

The impact of domestic violence on children and young people can manifest within school within their behaviour, emotional wellbeing or physical wellbeing.

Staff should treat any concerns or disclosures as a child protection issue.

## **4. GENERAL INFORMATION FOR ALL ADULTS AT CAMPBELL COLLEGE**

### **4.1 RESPONSIBILITIES OF STAFF**

It is important that all staff working at Campbell College (*including permanent, temporary, paid, unpaid, teaching, non-teaching and volunteers*) are aware of the child protection procedures that are currently in place. In the course of our professional lives, a member of staff might have concerns about one of our pupils, or a pupil might choose to talk to any member of the community; they might, indeed, particularly open up to a member of support staff in the belief that it might not seem so “official”. Whatever the circumstances, **all** staff must be aware of the procedures that **must** be followed.

Child Protection procedures **must** be followed when it is **suspected / thought / known** that a child has suffered, or is at risk of suffering, **significant harm**:

*Either:*

Something has happened (something done or not done) which has adversely affected the child, whether or not it is likely to happen again:

**The member of staff should speak as soon as possible to the designated person.**

*Or:*

Nothing has happened YET; however, there are good reasons to suppose something may happen which puts the child at risk of ‘significant harm’.

**NOTE:** Although the term “child” applies to all children and young people under the age of 18, these procedures apply to and must be followed in schools for all pupils, including those over the age of 18.

**The member of staff should log their concern as soon as possible with a Designated Teacher.**

**If any member of staff feels unsure about what to do if he/she has concerns about a child; or is unsure about being able to recognise the signs or symptoms of possible abuse, he/she should speak to a Designated Teacher.**

### **4.2 PUPILS (SPECIFICALLY BOARDERS) WHOSE FIRST LANGUAGE IS NOT ENGLISH**

Staff should be aware that some pupils within the College (especially Boarders) may have particular difficulties expressing themselves when English is not their first language. Where a concern is raised by such a pupil the Designated Teacher will work alongside specialist staff (such as MFL Department or EAL tutors) to respond to any particular communication needs the pupil may have.

### **4.3 SUPPORT FOR STAFF**

Any member of staff who follows the procedures in the guidance given in the DE document ‘Pastoral Care in Schools: Child Protection’ and the advice of the Education and Library Board in making a report of suspected child abuse by any person (whether or not connected with the school) is acting within the course of his/her employment, and in such circumstances, where he/she has acted in good faith, will receive the full support of the employing authorities.

The Designated Teachers will support staff when passing on a concern regarding a possible Child Protection / Safeguarding incident.

#### 4.4 CONFIDENTIALITY

When information is disclosed to a member of staff - in the interests of the child, **staff cannot and should not offer confidentiality**. Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies and, where physical or sexual abuse is suspected, a legal duty to report this. However, only those who need to know will be informed.

Information may be disclosed to a member of staff through a number of sources such as:

- A pupil (or an other pupil)
- A parent (or an other parent)
- A colleague
- A member of the public

**Staff should not give a child or young person undertakings of confidentiality although they can and should, reassure that information will be disclosed only to those professionals who need to know.**

All staff of the College who receive sensitive information about pupils or parents in the course of their professional duties should be aware that such information is confidential, and is not to be made the subject of general conversations, or disclosed to others outside the College other than statutory officials, as required by this policy.

#### 4.5 SAFEGUARDING CODE OF CONDUCT

**All adults (which includes persons over the age of 18) are expected to abide by the College's Safeguarding Code of Conduct for Staff.**

**This is given in Appendix 3.**

#### 4.6 WHISTLEBLOWING DISCLOSURES

All staff are required to pass on to the Designated Teacher any concern or allegations about school practices which are likely to put pupils at risk of abuse or other serious harm. Any concern with the behaviour of colleagues or allegation made against an adult should be passed on to the Headmaster. Staff who pass on concerns regarding pupil safety will be supported.

## **5. GUIDANCE FOR STAFF**

### **“Something is wrong”**

Any sudden change in a child’s behaviour is worth exploring: it usually means the child has a problem of some kind. This may, or may not be, anything to do with abuse. The child might be upset about something completely different; however, in any case the child will need some help and support. Consequently, if you have that “something is wrong” feeling about a child, especially if you see a cluster of the signs listed below, share your concerns with the designated person first (or if unavailable with the deputy designated person) rather than speaking to or becoming involved in any discussion with the pupil first.

### **Some typical behaviour patterns in school exhibited by distressed children of all ages include:**

- Very aggressive behaviour to other pupils - a short fuse
- Persistent bullying (Our anti-bullying policy is set out in a separate policy).
- Running away
- Persistent sexually provocative speech or behaviour
- Constant attention-seeking
- Frequent absences
- Self-injury, particularly cuts on arms, legs
- Undernourished appearance, inadequate clothing
- Panic attacks, fainting, headaches, or stomach aches
- Stealing, telling lies
- Writing or drawing sexually explicit stories/pictures
- Very low self-esteem, lack of confidence

### **Why children find it difficult to talk:**

- They may think the behaviour is normal
- They may be ashamed
- The abuser might be loved and trusted by the child
- They are worried they won’t be believed
- It has been going on a long time
- The abuser may have bribed or threatened the child
- The child may think people know

### **Why they do talk:**

- The abuse becomes unbearable
- A younger sibling is being abused
- Physical injury has occurred
- The child finds someone non-judgmental
- The child finds someone they trust

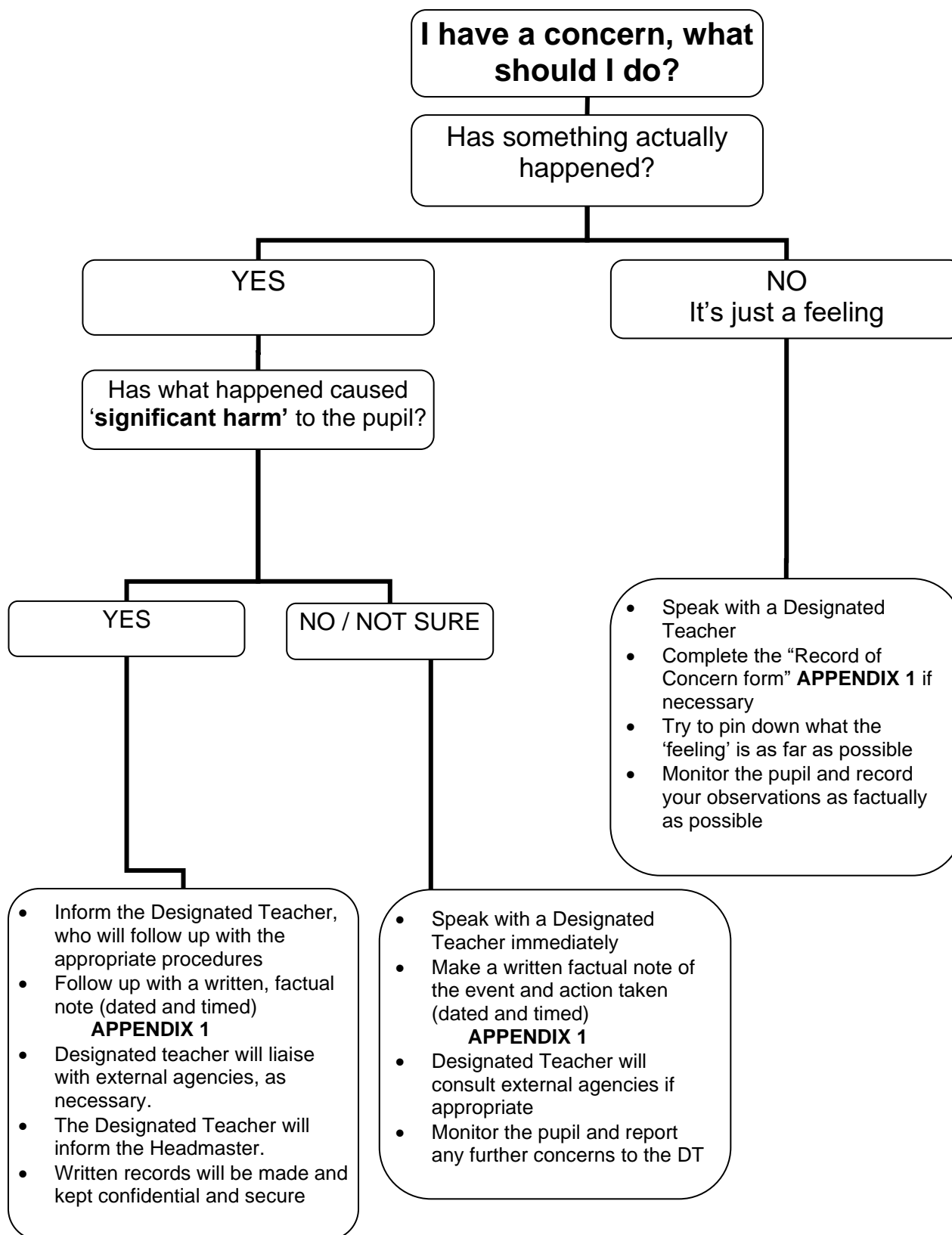
### **What to do if a pupil talks to you:**

- Listen, stay calm, take it seriously
- Don’t investigate or ask leading questions: current advice is to not ask anything except “is there anything else you want to tell me?” so that possible future interviews with other agencies are not jeopardised
- Don’t judge
- Don’t make promises you can’t keep
- Don’t offer confidentiality
- Praise the child for telling
- Appear to have time
- Reassure the child that it has happened to others
- Explain what will happen next: that the designated teacher (you should name them) has supported pupils in a similar situation and will know what to do next.



## 6. HOW STAFF SHOULD RESPOND TO A CONCERN

### 6.1 HOW STAFF SHOULD DEAL WITH A CONCERN



## 6.2 HOW STAFF SHOULD DEAL WITH A DISCLOSURE

If a pupil discloses information that may constitute a safeguarding issue, the following procedures should be followed:

|                      | DO   | DO NOT   |
|----------------------|--|--|
| <b>RECEIVE</b><br>↓  | <ul style="list-style-type: none"> <li>• LISTEN to what is being said.</li> <li>• Stay calm</li> <li>• Keep the questions <u>open</u>:</li> </ul> <p><b><i>“can you tell me what happened?”</i></b></p> <p><b><i>“is there anything else you need to tell me?”</i></b></p> <ul style="list-style-type: none"> <li>• If a pupil has come to you – you should be the one to listen – there is no need for another member of staff to be present, but best to talk in a carefully chosen venue</li> </ul> | <ul style="list-style-type: none"> <li>• Never ask leading questions<br/><i>“Do you think this was deliberate?”</i></li> <li>• Never ask for a written statement (if this is referred to PSNI/Social Services this may jeopardise their process)</li> <li>• <b>DO NOT PROMISE CONFIDENTIALLY</b></li> </ul> <p><b><i>“I may need to discuss this with.....who will know what to do”</i></b></p> <ul style="list-style-type: none"> <li>• Don't take notes while the pupil is talking – give them your full attention.</li> </ul> |
| <b>REASSURE</b><br>↓ | <ul style="list-style-type: none"> <li>• Reassure of our support</li> <li>• Let them know that talking is the right thing to do,</li> </ul> <p><b><i>“you have done the right thing telling me this”</i></b></p> <ul style="list-style-type: none"> <li>• Maintain the support after the pupil has spoken to you</li> </ul> <p><b><i>“we are always here if you need to talk”</i></b></p>  | <ul style="list-style-type: none"> <li>• Don't reassure that it will be alright – because it may not be in the short term!</li> </ul>  |
| <b>RESPOND</b><br>↓  | <ul style="list-style-type: none"> <li>• Know what to do next</li> </ul> <p><b><i>“I will need to share this with.....they are a designated teacher and know what we need to do next.”</i></b></p> <ul style="list-style-type: none"> <li>• You must act promptly – deal with this NOW.</li> </ul>   |  |
| <b>RECORD</b><br>↓   | <ul style="list-style-type: none"> <li>• Make a note of what happened after the pupil has spoken to you               <ul style="list-style-type: none"> <li>- Use the pupils words</li> <li>- Do not give opinions</li> <li>- Keep it factual</li> </ul> </li> <li>• Ideally, use the Safeguarding Form, <b>but</b> the priority is to act on the information</li> </ul>  |  |
| <b>REPORT</b>        | <ul style="list-style-type: none"> <li>• <b><u>Contact a Designated Teacher as soon as possible</u></b></li> </ul> <p><b><u>IF FOR WHATEVER REASON URGENT CONTACT IS NECESSARY AND A DESIGNATED TEACHER CANNOT BE CONTACTED, EMERGENCY NUMBERS ARE GIVEN IN APPENDIX 2</u></b></p>   |  |

7. HOW A PUPIL CAN RAISE A CONCERN

The following information is displayed around the College and is reinforced regularly with the pupils:

\* MULTI-LINGUAL VERSIONS ARE AVAILABLE WITHIN THE BOARDING DEPARTMENT\*



## **NEED TO TALK?**

**YOU CAN TALK TO A DESIGNATED TEACHER**

**Mr Keown  
Mr McIvor  
Mrs Pearson  
Mrs McNaught**

**YOU CAN TALK TO ANY MEMBER OF STAFF AT ANY TIME**

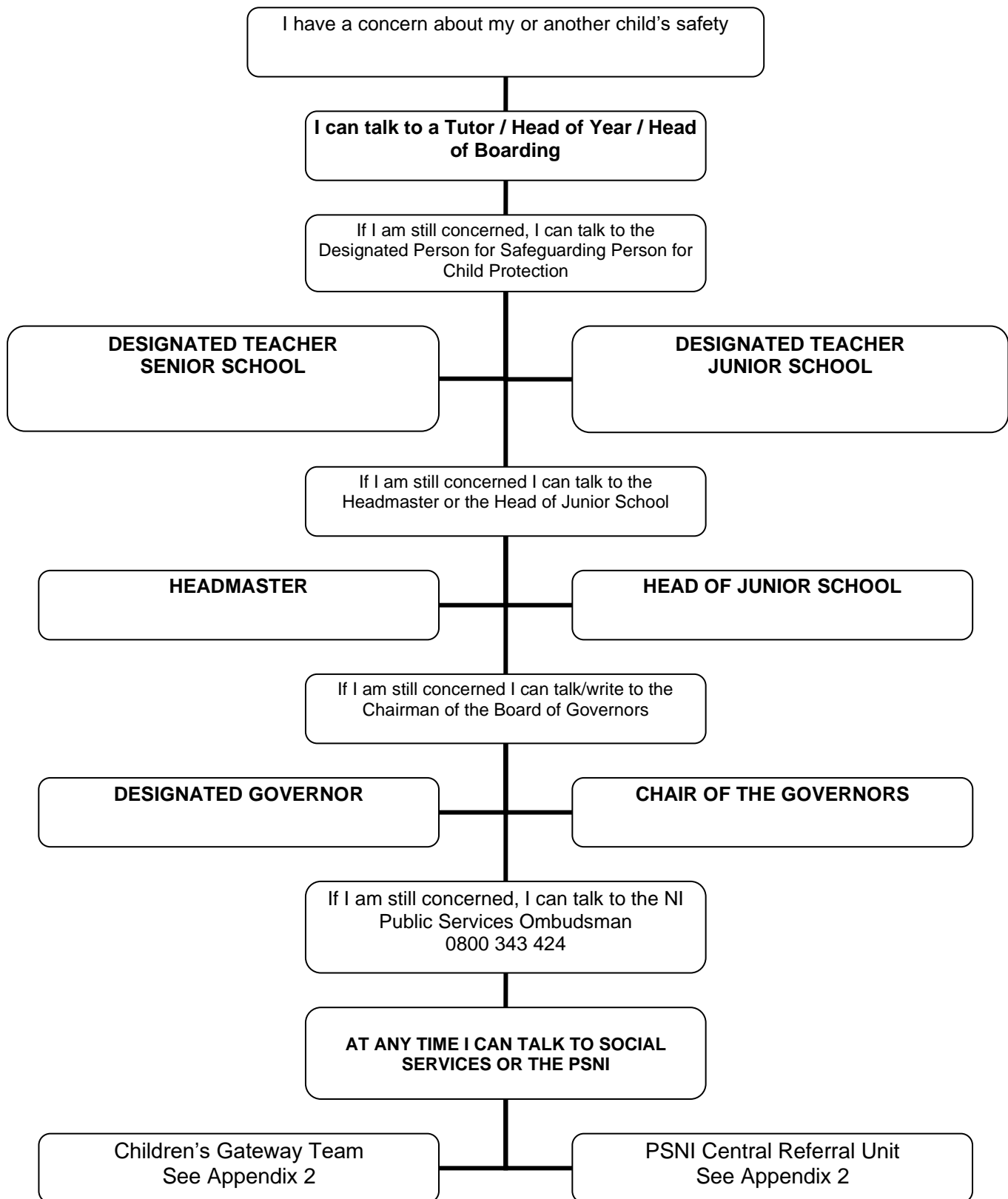
**YOU CAN TALK TO THE SCHOOL COUNSELLOR**

**YOU CAN TALK TO CHILDLINE**



**CALLS ARE FREE AND CONFIDENTIAL  
CALLS DO NOT SHOW UP ON YOUR TELEPHONE BILL**

**8. HOW A PARENT / ADULT CAN RAISE A CONCERN**



**Any person listed above may be contacted by telephoning the main College switchboard on 028 9076 3076.**

## **9. RESPONSE BY DESIGNATED TEACHERS**

### **9.1 ACTION IN THE EVENT OF A POTENTIAL CHILD PROTECTION INCIDENT**

The Designated Teacher will consult with the Headmaster/Head of Junior School, and will decide whether, in the best interests of the child, the matter needs to be referred to Social Services.

In the event of uncertainty, the final decision is made by the Headmaster/Head of Junior School.

The Headmaster/Designated Teacher may seek discreet preliminary clarification from the person making the complaint or giving the information or from others who may have relevant information. However, it is not the responsibility of staff to undertake investigations – this responsibility lies with the investigating agencies: Social Services/Police.

**If there are concerns that the child may be at risk, the school is legally obliged to make a referral.**

**Unless there are concerns that a parent may be the source of harm, the parents or those with parental responsibility will be informed as soon as possible.**

The designated person may seek clarification or advice and consult with the Education Authority's Designated Officer or the Senior Social Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration, having sought appropriate advice. The safety of the child will be the first priority.

Where there are concerns about possible abuse, the Headmaster/ Designated Teacher will inform:

- **Social Services (Gateway Team) and/or the Police**
- **The Education Authority's Designated Officer for Child Protection**
- **'Child Protection Support Services for Schools' (CPSSS)**

After a telephone referral to Social Services has been made, the Designated Teacher will follow up within 24 hours using the regional UNOCINI framework. If a decision has been made not to refer to Social Services/Police, the person who gave the information will usually be informed of this decision as they are entitled to contact Social Services/PSNI (or other agency) directly.

## **9.2 PROCEDURE WHERE A CONCERN HAS BEEN RAISED ABOUT THE CONDUCT OF ANOTHER PUPIL**

### **9.2.1 BULLYING-TYPE BEHAVIOUR**

**(See Anti-Bullying Policy)**

Bullying behaviour is defined within the College's Anti-Bullying Policy as:

**“Bullying is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.”.**

Bullying-type behaviour will be dealt with in line with the **Anti-Bullying Policy and Procedures** which are in place to safeguard pupils. These are fully compliant with the **Addressing Bullying Schools Act (NI) 2016** which takes effect in schools from September 2021.

However, when there is a risk of significant harm, or where a pupil's bullying behaviour is severe and persistent and does not respond to interventions in line with the Anti-Bullying Policy within a reasonable time, child protection procedures may apply. The procedures will apply to both the target of the behaviour and the pupil exhibiting the behaviour.

### **9.2.2 CHILDREN WHO DISPLAY HARMFUL SEXUALISED BEHAVIOUR**

**(See DENI Circular 2016/05)**

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

The Department of Education distinguish between different 3 categories of sexual behaviours: these are defined as 'healthy', 'problematic' or 'harmful'. Because it can be difficult to distinguish between normal childhood sexual development and experimentation, and sexually inappropriate behaviours, the College may contact the CPSSS for support and advice on the appropriate course of action to be taken should a concern arise.

With healthy sexual behaviours there may not be the need for interventions, and the concern could be dealt with by positively reinforcing appropriate behaviour. Problematic behaviour requires some level of intervention which could involve liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Harmful sexualised behaviour will always require intervention and advice will be sought from CPSSS. They will advise if additional advice from PSNI and/or Social Services is required.

Whether a child is responsible for harmful sexualised behaviour, is a victim of abuse, or both, it is important to apply principles that remain child centred. Harmful sexualised behaviour must be recognised as damaging to both the victim and the child who engages in the abusive behaviour. It must be borne in mind that harmful sexualised behaviour is primarily a child-protection concern. There may remain issues to be addressed through the school's positive behaviour policy but it is important to always apply principles that remain child centred.

### 9.2.3 SEXTING

(See E-Safety Policy)

(See PSNI Publication 'Sexting and the Law')

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.

#### **Sexting between individuals in a relationship**

Pupils need to be aware that this is illegal to take, possess or share 'indecent images' of anyone under 18 even if they are the one in the picture (or even if they are aged 16+ and in a consensual relationship). However, any concern will be dealt with sensitively and considering all of the circumstances and will not necessarily end up with a criminal record.

Adopting scare tactics may discourage a young person from seeing help if they feel entrapped by the misuse of sexual images. Advice will normally be sought from CPSS on how to proceed.

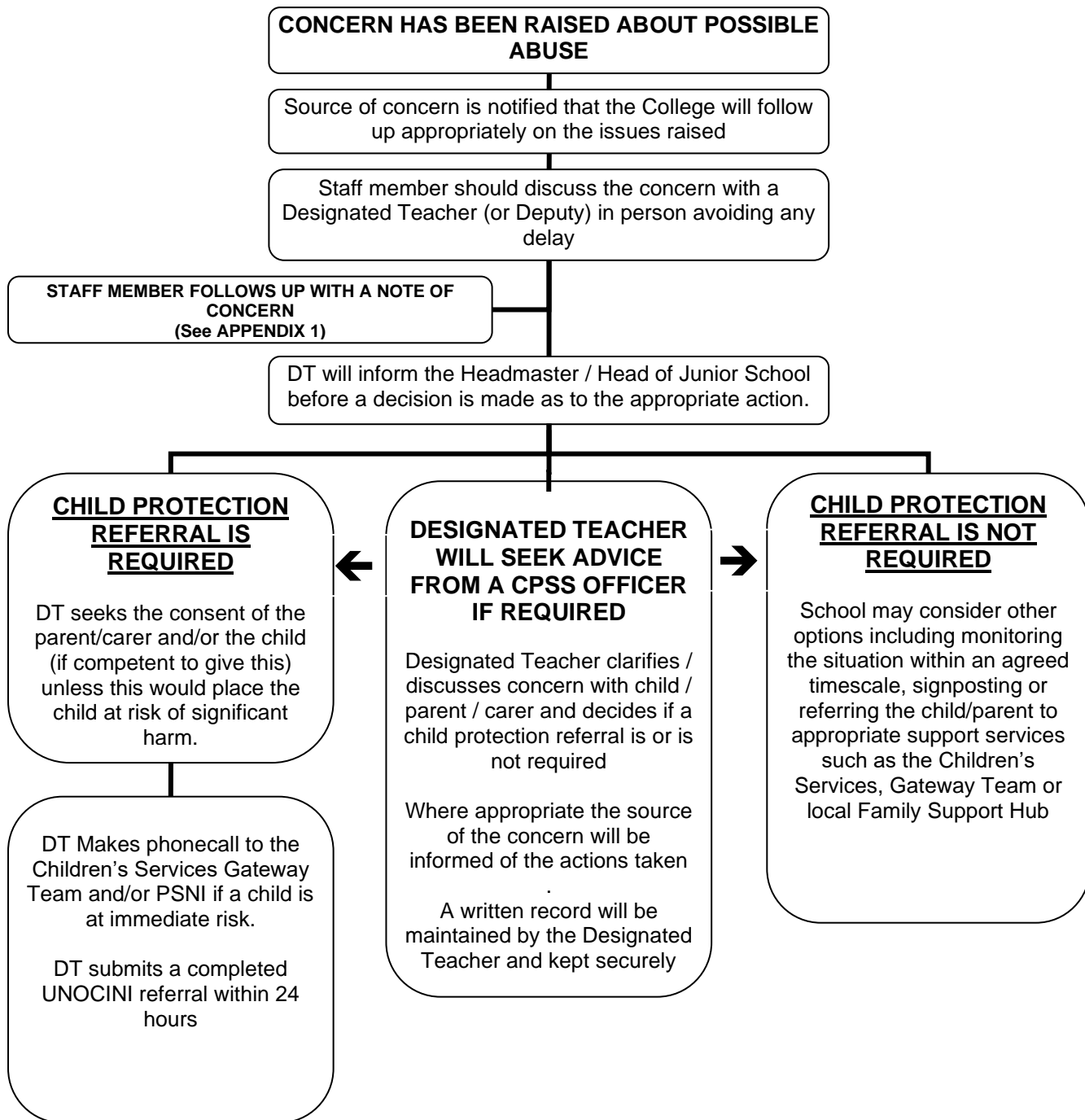
#### **Sharing an inappropriate image with intent to cause distress.**

It is an offence to share inappropriate images of another person without the individual's consent. If a pupil has been affected by inappropriate images **it is important that the image is not forwarded to anyone else.** Schools are not required to investigate incidents; that would be role of the PSNI.

If a young person has shared an image of themselves that is now being shared further whether or not it is intended to cause distress the child protection procedures will be followed. The pupil will be offered support and the opportunity to speak with the school counsellor.

**9.3 PROCEDURE WHERE THE COLLEGE HAS CONCERNS OR HAS BEEN GIVEN INFORMATION ABOUT POSSIBLE ABUSE BY SOMEONE OTHER THAN A MEMBER OF SCHOOL STAFF**

Procedures to be followed:





#### **9.4 PROCEDURE WHERE A CONCERN HAS BEEN RAISED ABOUT A MEMBER OF SCHOOL STAFF**

(See DENI Circular 2015/13)

If a complaint about possible child abuse is made against a member of staff, **the Headmaster must be informed immediately** (or the designated person, if he is not available).

If the complaint is about a member of staff the Headmaster and Designated Teacher should be informed who will inform the Chair of the Board of Governors.

If the complaint is about a Designated Teacher, the Headmaster should be informed directly.

If a complaint is made against the Headmaster, the designated person (or his deputy, if he is not available) must be informed immediately. He will inform the Chair of the Board of Governors and together they will ensure that the required procedures are followed.

1. Headmaster is informed
2. Headmaster informs the Designated Teacher who will initiate the record of complaint
3. A LEAD INDIVIDUAL will be appointed who will manage the handling of the allegation
  - a. The Lead individual may establish the facts but will not interview those directly involved [if necessary that is the role of external agencies]
  - b. The Lead individual may seek advice from key agencies, usually through informal discussion
4. Consult the Designated Officer of the Board (CPSS) to form an initial assessment as to whether there is sufficient substance to warrant further action
5. Consult the Chair of the Board of Governors

The Headmaster in the light of any advice taken from key agencies and in consultation with the Chair of the Board of Governors, will decide:

- a) The allegation is apparently without substance, and no further action is necessary
- b) The allegation can be considered under the disciplinary procedures
- c) A precautionary suspension under the Child Protection procedures
- d) An alternative to precautionary suspension imposed

The details of any outcomes will be kept confidential and will **not** be shared with other staff or the person who made the allegation.

#### **10. SUPPORTING VULNERABLE PUPILS**

The staff of Campbell College recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging or withdrawn. The College will endeavour to take all reasonable steps to support pupils who are vulnerable in accordance with their agreed protection plan.

Support for all pupils in the College in developing skills in self-protection and developing confidence will be afforded as follows:

- The content of the curriculum, particularly through Personal Development in Learning for Life and Work classes
- The College ethos which promotes a positive and supportive environment that gives pupils a sense of being valued
- The Positive Behaviour Policy which is aimed at supporting vulnerable pupils in the College and recognises the importance in helping pupils understand the difference between acceptable and unacceptable behaviours towards themselves and others
- Liaison with external agencies which support pupils such as Educational Welfare, Social Services, Educational Psychology Services etc.

## 11. OPERATION ENCOMPASS

Campbell College participates in *Operation Encompass*. This is an early intervention partnership between the PSNI and schools in Northern Ireland, aimed at supporting young people who are victims of domestic violence and abuse.

We recognise that exposure to domestic violence is a traumatic event for young people. Those 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, if the PSNI have attended a domestic incident and one of our pupils is present, they will make contact with the College at the start of the next working day to share this information with a member of the Safeguarding Team. This will allow the Designated Teachers to provide immediate emotional support to the young person, as well as giving the Safeguarding Team 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 recorded in the young person's Child Protection file. The information received will only be shared outside of the Safeguarding Team on a proportionate, 'need to know' basis. All members of the Safeguarding Team will complete online *Operation Encompass* training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of *Operation Encompass* and the need to pass these calls on with urgency to a member of the Safeguarding team.

## 12. RECORD KEEPING

The College will adhere to the procedures outlined in DE Circular 2020/07 (Child Protection: Record-keeping in Schools) regarding the recording, storage, sharing, retention and disposal of child protection records.

When there is a concern about a pupil, documentation is important. Because it is never possible to predict where a concern might lead, it is essential that accurate notes are kept from the beginning.

These records need to be

- made within 24 hours of the incident, whatever it might be
- clear, concise and factual
- accurate, recording dates and times and setting out the relevant chronology
- legible and easily read and understood by someone unfamiliar with what occurred and coming to the matter later, perhaps much later
- signed and dated, with the name and position of the person completing them recorded along with the time when the record was made

All records pertaining to Child Protection cases will be kept secure and separate from a pupil's general file. Paper records will be held by the Designated Teacher in a secure location to which only the Designated Teacher, the Deputy Designated Teachers and the Headmaster have access. Digital records will be stored either on a secure online system (CPOMS) to which only the Designated and Deputy Designated Teachers will have access, or in a Private Folder on the school system. A discreet tag will be placed on the main pupil file to indicate that there are further notes kept on the pupil within the Child Protection records.

The Note of Concern is provided to all staff. If a Note of Concern is completed, it, along with any additional notes, should be passed to the Designated Teacher, who will store them securely. Those completing a report of the date, time and to whom the record was passed. They should not keep a copy of the Note of Concern itself.

### **13. THE PREVENTATIVE CURRICULUM**

We recognise that the College plays a significant part in the prevention of harm to our pupils by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection. We also build into the Personal Development program, skills and knowledge on self-protection (age appropriate).

The school community will therefore:

- Establish and maintain an ethos where children feel safe, are encouraged to talk, and are listened to.
- Ensure that all children know there are adults in the school whom they can approach if they are worried.
- Include in the curriculum opportunities for personal and social development which equip children with the skills they need to stay safe from harm and to whom they might turn for help if the need arises.
- Ensure that pupils understand the difference between acceptable and unacceptable behaviours towards themselves and others. Our policies on Positive Behaviour, E-Safety (including Internet Acceptable Use and Mobile Phones) are set out in separate documents.
- Liaise with other agencies that support pupils such as Social Services, NSPCC (Childline), Education Welfare Service, Educational Psychology and the PSNI.

### **14. THE STORAGE AND USE OF IMAGES OF PUPILS**

#### **14.1 DETAILS ON THE STORAGE AND USE OF IMAGES**

The Data Protection Act (DPA) and Human Rights Legislation require that the College safely manages the use of photographs, videos and web cams in the school environment.

- All photographs held on file (both electronic and paper) of the pupils exist in accordance with the DPA.
- Photographs and videos of the pupils taken during the year to promote the school for publicity use in the prospectus or in other printed material will be subject to consent by the parents. Images being used will portray the pupils appropriately attired.
- Digital video recordings may be made at various functions or of class activities. These can help encourage creativity, motivate and enthuse pupils and improve communication, team-working skills and may be used for assessment purposes.
- Photographs of school staff will only be used with the consent of that staff member.
- Photographs taken for the purpose of journalism are exempt from the DPA and on all occasions the pupils will be aware that their photograph may be used.
- Photographs or film footage by parents or guardians of their children at school events is permitted under an exemption in the DPA.
- The use of camera phones or the internet to send offensive photographs to other pupils is not permitted and will be dealt with under the Discipline Code.
- Any incident of improper use of photographs should be reported to the Designated Teacher immediately.

## 14.2 ACTION BY THE COLLEGE

To protect pupils, we will:

- Seek their consent from parents for photographs to be taken or published (this is done when a pupil registers at the College – a copy of the form is in the E-Safety Policy)
- Ensure that photographs are appropriate
- Encourage pupils to tell us if they are worried about any photographs that are taken of them
- Reinforce the College policy that:
  - Images / Sound / Video of a member of the College can only be taken:
    - with the consent of a member of staff AND
    - with the consent of the person(s) involved

## 15. ELECTRONIC SAFETY [see E-Safety Policy]

**The most effective way to keep young people safe online is to ensure that they have someone that they trust who they can talk to if something goes wrong.**

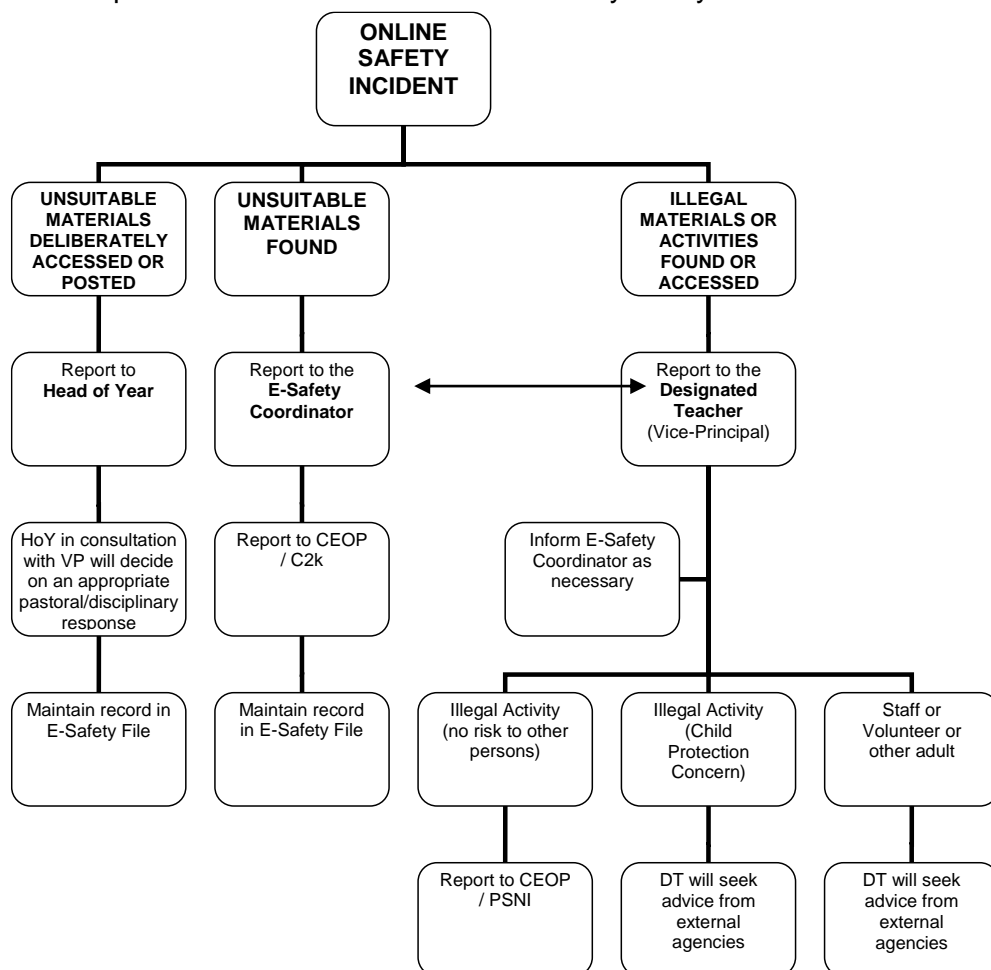
The College's E-Safety Policy explains how we try to keep pupils safe in school. Cyberbullying of pupils, via texts and email will be treated as any other type of bullying and will be managed through our anti-bullying procedures.

### GROOMING AND IMAGES OF CHILD ABUSE

If school staff, parents or pupils suspect or are made aware of any of the following illegal acts it must be reported to the Designated Teacher immediately:

- A child under 16 enticed or coerced to engage in sexually explicit conduct on-line.
- Importing or transporting obscenity using telecommunications public networks.
- Knowingly receiving images of child abuse whether via the internet or other digital devices (eg mobile phone)
- Images which appear to be photographs whether made by computer graphics or otherwise are also covered under Sexual Offences legislation.

Staff should follow the procedures outlined within the E-Safety Policy:

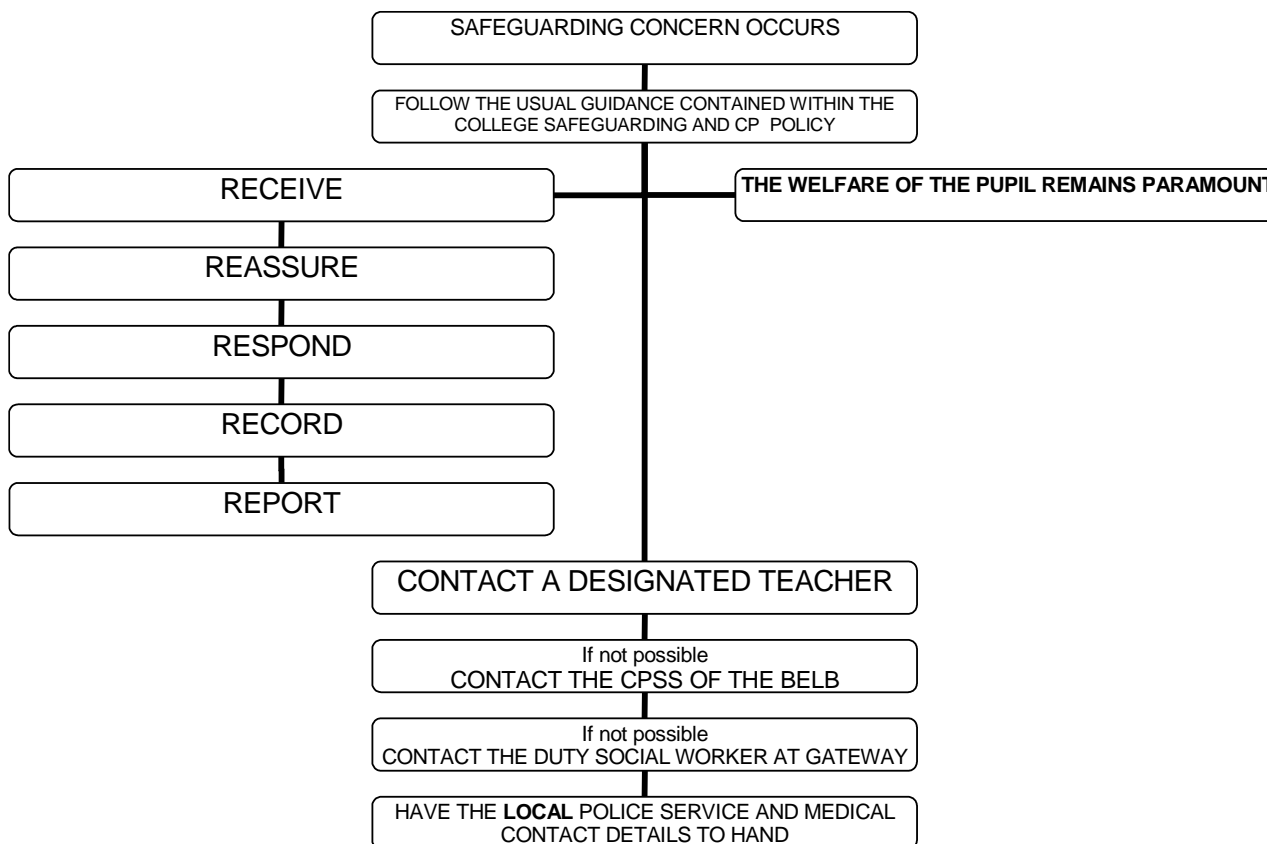


## 16. SAFEGUARDING ON EDUCATIONAL VISITS

[See Educational Visits Policy]

- All staff organising an educational visit must follow the guidance set out in the **Educational Visits Policy** document and the Code of Conduct (Appendix 3)
- **ALL staff accompanying an educational visit must be suitably vetted**
- Staff should carry the contact details of the designated teachers and the safeguarding contact numbers (Child Protection Support Services, Gateway (Social Services) and the PSNI. In the case of a trip outside the UK, they should carry the contact number of the local police service
- **Pupils must know how to contact a member of staff if a concern exists, especially if a pupil is staying with a host family**
- Staff should be particularly careful when supervising pupils in extracurricular activities, or a residential setting such as a ski trip, DofE expedition or extended visit away from home. Typically, a less formal relationship than usual is appropriate in these settings, but must remain within professional boundaries [See Staff Code of Conduct].
- When taking photographs of a trip, be aware that some pupils may have opted not to have their photograph taken. Where possible, use a school camera, not a personal mobile phone camera. Images must be removed after the trip, and not stored on a personal device (in line with the College's policy on the storage and use of visual images).

Staff should follow the procedures outlined below:



## 17. SELF HARM PREVENTION AND GUIDANCE

[See publication by DE/iMatter: **Protecting Life in Schools**]

**Assessing suicidal risk in young people is not part of the job of a member of the College, but of the appropriate health professionals.**

However, it is important that teachers have some information on:

- Warning signs of self-harm / suicidal behaviour
- Guidance on what to do when self-harm / suicidal thoughts are suspected, known or disclosed
- A plan on how the school will respond

### 17.1 **WARNING SIGNS OF POSSIBLE SELF HARM / SUICIDAL BEHAVIOUR**

It is important to note that the list below is not exhaustive and the signs are not necessary for suicide risk. It is also important to realise that not all of these factors are indicative of the intent of someone to take their own life. It is, at best, a list of warning signs that may help staff to identify pupils who may need particular support.

Signs may include:

- Writing / Talking 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
- Unexpected changes in mood / academic performance / emotional stability
- Ideas and themes of depression, death and suicide
- Significant grief or stress
- Withdrawal from relationships
- Physical symptoms with emotional cause

### 17.2 **GUIDANCE ON WHAT TO DO IF SELF HARM / SUICIDAL THINKING IS DISCLOSED**

**If suicidal tendencies are suspected, this should be discussed with the Head of Year and Designated Teacher as a matter of urgency.**

|          |  |
|----------|--|
| RECEIVE  | (it is acceptable to ask outright if the pupil is feeling suicidal or has a plan in place)   |
| REASSURE | <b>Reassurance of help and support</b><br>Be aware that confidentiality cannot be guaranteed because in the best interests of the pupil, details will have to be shared but only to those that need to know (which will include parents) |
| RESPOND  | Know that the HoY and Designated Teacher should be informed<br><b>Remain in close contact with the pupil.</b>  |
| RECORD   | Make a brief note of all conversations.  |
| REPORT   | <b>Inform the Designated Teacher and Head of Year as soon as possible and in person.</b>   |

## 17.3 COLLEGE RESPONSE

### Responding to a pupil disclosing Suicidal Thoughts

1. The pupil will be listened to with empathy and understanding
2. The College will contact parents to explain the concern.
3. Parents will be asked to take their son to their GP for professional medical advice. This should be done as a matter of urgency  
(the pupil should be taken to an Accident and Emergency Department if the suicidal act is imminent or in progress)
4. It may be appropriate to ask parents to collect their son from the College and leave in their personal care.
5. Pupils may be given support / information line numbers
6. A support plan may be developed with the pupil and parents and key staff, which will be kept under review.

It would be usual that the College will follow up any concerns or suggestions in writing to parents.

### Responding when self-harm suspected/known

It would be normal procedure to inform parents when an incident of self-harm is suspected or known to have happened. The College will provide support within school; however, parents will be asked to seek professional advice from their GP concurrently.

It would be usual that the College will follow up any concerns or suggestions to the parents in writing.

### Useful Contacts (24 hour helplines)

**Lifeline Telephone 0808 808 8000**

Calls to lifeline are answered by trained counsellors who can provide help and support. Counsellors are experienced in dealing with issues such as self-harm and many other issues.  
**Lifeline can also arrange counselling and support.**

**ChildLine Telephone 0800 11 11** [www.childline.org.uk](http://www.childline.org.uk)

Childline provides telephone or online chat with trained counsellors about many issues young people can face.

Other contacts are given in **Appendix 2**.

## **18. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS**

### **18.1 ACTIVITIES INVOLVING OUR PUPILS**

Where extended school activities are provided and managed by the College, our own Safeguarding and Child Protection Policy and procedures will apply.

If other organisations provide services or activities on our site for our pupils, we will check that they have appropriate child protection procedures in place, including safer recruitment procedures and that these dovetail with College procedures.

Where our pupils attend off-site activities, we will check that effective child protection arrangements are in place including communication as appropriate with the Designated Teacher.

Parents who organise activities for their son outside school (e.g. independent work experience) should ensure that that organisation has appropriate Safeguarding measures in place.

### **18.2 INDEPENDENT ORGANISATIONS USING THE GROUNDS / FACILITIES**

For independent (3<sup>rd</sup> party) organisations using the College grounds and/or facilities that have no direct bearing on the College, we request that safeguarding and child protection procedures are in place.

If a concern exists the organisation should be contacted directly. Other external support services such as the PSNI or NSPCC will provide advice and support.

The College will also provide advice on how a person can raise a concern to Social Services or the Police and the relevant contact details.



## **19. SAFEGUARDING WITHIN THE BOARDING DEPARTMENT**

### **19.1 THE BOARDING ENVIRONMENT**

The Safeguarding systems apply fully at all times in Boarding; however we are mindful that there is sometimes a less formal relationship between pupils and between pupils and staff within a boarding environment and that safeguarding is a 24 hour consideration.

Where children are catered for away from home the arrangements required to ensure their safekeeping depend on many factors. This includes the age of the child, their ability to look after himself, the duration of periods of separation from parents and home and any special needs the child may have. Some families of children in boarding schools live overseas and contact between them and their children may be very limited. Even where other, nearer, relatives or guardians can help, special care is always likely to be needed to secure the welfare of the youngest children in boarding schools.

### **19.2 GENERAL ISSUES**

Boarding staff will:

- Be aware of the indications of child abuse and the procedures for dealing with suspected and actual cases (this does not differ from the Child Protection Policy)
- Be fully aware of the action to be taken should abuse, of whatever nature, be suspected or allegations of abuse be made (this does not differ from the Child Protection Policy)
- Be aware of how to contact those in charge of boarding, and how to contact the Designated Teachers 'out of hours'.
- Be aware of their responsibilities for promoting and safeguarding boarders' welfare and to whom they are accountable.
- Discuss any concerns or training needs in relation to the care of boarders
- Know that there is a need for an appropriate balance in the relationship between staff and pupils and that relationships must always remain within professional boundaries
- **Be aware of any language difficulties for those boarders for whom English is not a first language**
- How to raise a concern regarding unsafe practice by an adult in the College.

Boarders will:

- Know who they can contact if they have a concern, a worry or a problem.
  - The contacts should also include persons not connected to the College
    - Medical Officers of the College
    - School Counsellor
    - Helplines
- Have access to private telephone lines and Helpline contact numbers
- Know who the Designated Teachers are, how to contact them and how to speak with someone after formal school hours
- Feel that they are supported, not just during the formal school day, but throughout their time within boarding.

### 19.3 BOARDING SCHOOLS' ASSOCIATION COMMITMENT TO CARE CHARTER



Campbell College is a member of the Boarding Schools' Association (BSA).

The 'BSA Commitment to care Charter' demonstrates the importance of the care, wellbeing and safeguarding of boarding school pupils. These are at the heart of the charter and of being a BSA member.

Charter Commitments:

- BSA schools are committed to the highest duty of care and safeguarding
- Everyone in a BSA school will raise any abuse concerns immediately
- BSA schools will follow all statutory safeguarding guidance and laws and report abuse to the relevant authority
- BSA schools will support and present pupils affected by abuse and those who report it
- BSA will support member schools who responsibly follow the Charter.

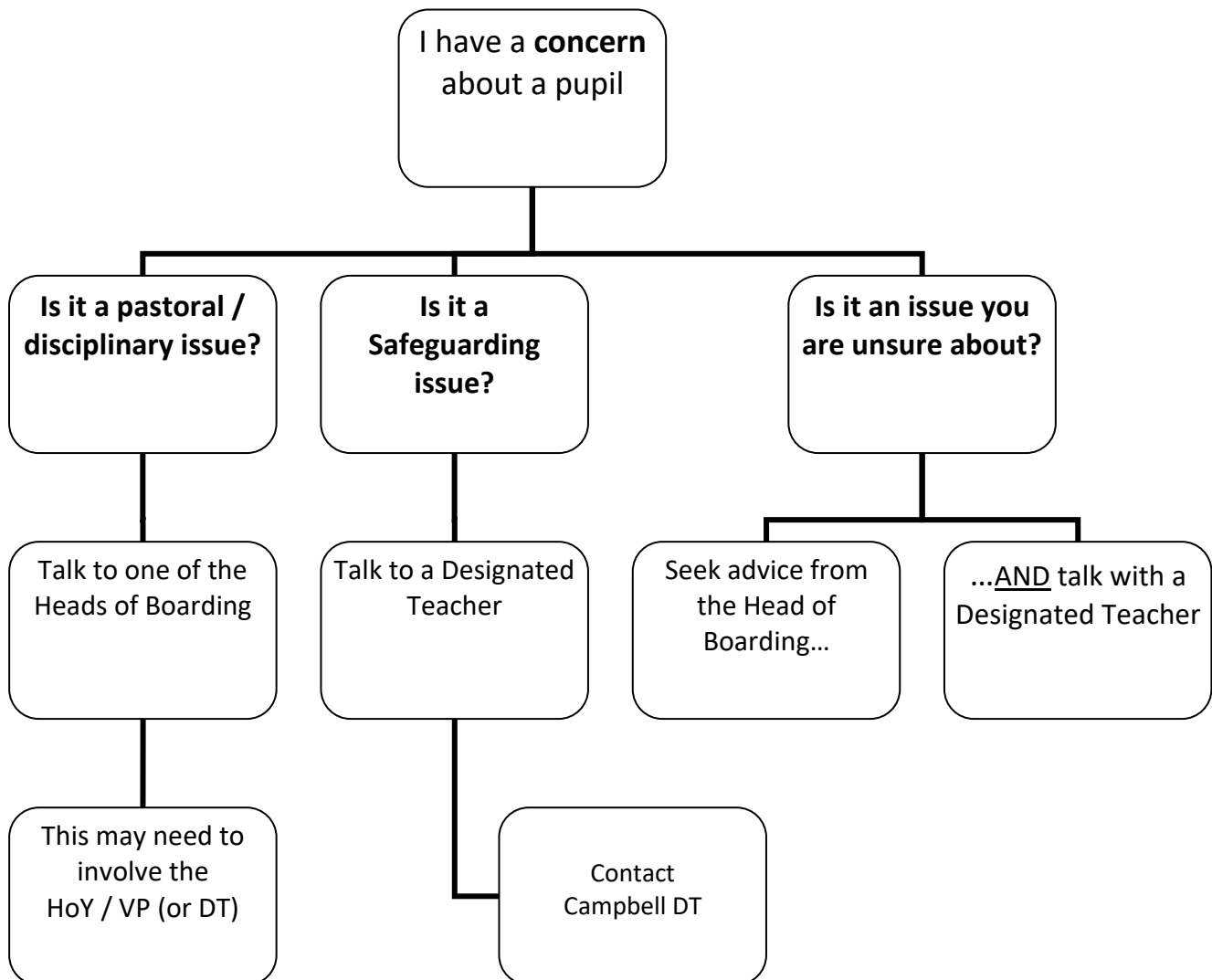
### 19.4 SAFEGUARDING STAFF CONTACTS FOR BOARDING

Contact numbers are displayed within each of the Boarding Department offices.

#### **Campbell College (Male Boarders)**

|                            |                      |   |
|----------------------------|----------------------|---|
| <b>Designated Teacher:</b> | <b>Mr W Keown</b>    | <b>(Vice-Principal, Campbell College)</b> |
| <b>Deputy DT</b>           | <b>Mrs W Pearson</b> | <b>(Boarding Tutor)</b>                   |

## 19.5 WHO DO BOARDING STAFF CONTACT WHEN THEY HAVE A CONCERN?



## 19.6 WHO A BOARDER CAN TALK TO

Boarders are inducted to know who they can talk to if they have worries or concerns, and that their concerns will be taken seriously. They need to know who they can talk to after formal school.

They should know that they can talk at any stage to:

- A Boarding Assistant / House Mother
- A Boarding Tutor
- Senior Boarding Staff
- Matron / Assistant Matron
- The school Doctors
- The school counsellor
- Help-lines [posted around Boarding]
- A Designated Teacher
  - Although a Designated Teacher may not be available in Boarding on a given evening, Boarders should know that they can speak to a Designated Teacher first thing in the morning. However, staff may contact a Designated Teacher who may be able to come in to boarding that evening.

## 19.7 OTHER PROCEDURES

### Provision for a pupil to sleep in a different room when a concern is raised

There may be exceptional circumstances where a boarder needs to sleep in another room overnight. This should only be enacted after first taking advice as appropriate. Every attempt will be made to contact a parent / guardian.

### Provision for contacting parents/guardians on the night of the incident/disclosure

If the matter appears to be a child protection issue, this course of action needs to be discussed with a designated teacher first, and the Designated Teacher will contact the parents. However, the welfare and safety of the pupil remains paramount and when it is appropriate to act without delay it may be appropriate for another member of staff such as the Head of Boarding to make the necessary call. If a designated teacher is not contactable then the respective Headmasters should be contacted.

If it is not a child protection issue, the course of action needs to be discussed with the Head of Boarding or one of the deputies.

If there is any form of allegation of abuse by the parent, Social Services will be contacted directly and they will undertake the necessary contact with the parent/guardian.

### If a concern is raised about a Guardian

Staff will respond appropriately to such circumstances in conjunction with the pupil, parent and Designated Teacher and in line with this policy and the Guidance for Guardianship.

Guidance for Guardianship is on the College website, and within the Boarding Handbook.

## **19.8 PROMOTING SAFEGUARDING WITHIN BOARDING**

- All Campbell College staff will attend a Child Protection Briefing at the start of a new academic year
- Boarding staff will be given a follow-up briefing during the Easter term
- A Boarding Tutor is one of the Deputy Designated Teachers
- The Designated Teacher will join the Boarding Department on a number of evenings on an informal basis
- The Boarders will be given a briefing by the Heads of Boarding / Designated Teacher on how they can express concerns and who they can talk to.
- Names of the Designated Teacher / Deputy Designated Teachers are displayed prominently throughout the Boarding Department.
- Staff are aware of pupils who do not have English as their first language
- Details of 'who to talk to' are displayed in multi-lingual formats
- A 'Here to Help' guide is in every break-out area containing safeguarding information for boarders
- Boarders are provided with access to private telephones and help-line contact numbers

## **19.9 CODE OF CONDUCT / GUIDANCE FOR BOARDING STAFF**

**The College's Safeguarding Code of Conduct for Staff (Appendix 3) applies at all times and within this Code of Conduct there are specific guidelines for Boarding Staff (or any member of staff entering the Boarding Department).**

## **19.10 GUARDIANSHIP**

[The College's Boarding Handbook gives full details on the regulations for Guardianship.]

Parents are responsible for nominating a guardian for their son. The College does not appoint Guardians; however, if parents are not able to nominate a guardian themselves, the College will put them in contact with an approved Guardianship agency.

All boarding students whose parents live internationally (or in the UK where significant travel is involved) should have appropriate guardianship arrangements in place to allow them to be hosted outside the College environs during those times when the Boarding Department is closed, in the event of illness, for disciplinary reasons, or in an emergency.

This is an essential criterion for admission.

Guardians will be appointed by the parents to act 'in loco parentis' (in the place of a parent) and must be able to respond readily to an urgent call to be at the College on behalf of their charge(s).

The College holds details of any appointed guardian and Parents are encouraged to stay in close regular contact with their son. Guardians may also contact the College at any time.

All Boarders are aware of contact numbers of the College and for outside agencies should they wish to speak to someone.

## **20. SAFE RECRUITMENT PRACTICE**

### **20.1 EMPLOYEES OF CAMPBELL COLLEGE**

All employees of Campbell College, teaching and non-teaching will be vetted through Access NI.

### **20.2 RECRUITMENT ISSUES**

In line with DENI Circular 2006/06 (Child Protection: Recruitment of People to Work with Children and Young People in Educational Settings) the key steps in recruitment must be followed. These include:

- At least one person on the interview panel should have been trained in child protection for recruitment purposes
- Independent written references in respect of the preferred applicant must always be taken up.
- The appointment should only be confirmed after all pre-employment checks have been completed satisfactorily.
- All new staff and volunteers will receive an induction that includes appropriate training in the school's child protection policy and procedures.
- When an applicant is from a country where criminal record checks cannot be made extra care will be taken in taking up references(Appendix A in Circular 2006/06)

### **20.3 TEMPORARY STAFF**

In line with DENI Circular 2008/10, **only** teachers who are on the Northern Ireland Substitute Teachers Register (NISTR) will be employed for temporary or substitute cover.

### **20.4 EMERGENCIES AND EXCEPTIONS**

In emergency situations it is accepted that temporary replacements for non-teaching staff (e.g. classroom assistants) may need to be made before a check can be carried out. In such circumstances all reasonable steps will be taken to ensure that the individual concerned is not left unsupervised with young people.

### **20.5 VOLUNTARY STAFF**

Along with other details required during the selection of voluntary staff, they will also be required to provide the names of two referees who are not family members or members of the College. Volunteers are required to be vetted if they are to have substantial or unsupervised access to pupils such as

- Working on a regular basis with young people in a classroom or school-based activities
- Accompanying a school trip
- Holiday activity schemes or residential activities
- Coaching pupils in sport.

**Regulated activities** are defined in DE Circular 2012/19 and the College will abide by the guidance given when considering the level of vetting required for volunteers.

All volunteers will be briefed in, and must abide by, the Safeguarding and Child Protection Policy and other College policies.

Any complaint about the conduct of a person working in the College on a voluntary capacity should be treated in the same manner as concerns against any adult in the school. Their services may be terminated immediately.

## 21. ACCESS TO CAMPBELL COLLEGE BUILDINGS

In the interests of safeguarding:

- All visitors to the College **must** report to Front of House.
- Visitors may not under any circumstances enter the buildings unless they have clearance to do so, or are accompanied by a member of College staff.
- Anyone wishing to speak to a member of staff in person should make an appointment in advance and should **never** arrive unannounced to a member of staff's classroom or office.

A visitor not abiding by these regulations will be asked to leave at once and make an appointment. It may be necessary to inform PSNI if a visitor to the school does not abide by these points.

## 22. COMMUNICATION OF POLICY

- This Policy is communicated to parents at least annually.
- The Policy is available on the College website and by request from the College office.
- The arrangements for Safeguarding are discussed with pupils on several occasions throughout the academic year
- All staff of the College (teaching and non-teaching) will be provided with training on Child Protection and Safeguarding procedures at least once every two years.
- All new members of the College will receive a safeguarding briefing as part of their induction.
- All short term staff or temporary members of staff and volunteers are made aware of the Safeguarding procedures at the College. (Appendix 4)
- All staff are issued with a copy of the Safeguarding Policy and are asked to acknowledge its receipt and contents.

## 23. PROCESS OF REVIEW

- The Safeguarding Team will monitor the operation of this policy and its procedures.
- The Safeguarding Team will undertake an annual review of the policy and will ensure that any gaps or weaknesses in regard to Child Protection arrangements are addressed without delay. Lessons learnt will be incorporated to strengthen the policy and procedures.
- The College will maintain the Safeguarding proforma as required by the Education and Training Inspectorate (ETI). This will be maintained as a live document.
- The Regulation and Quality Improvement Authority (RQIA) inspect the Boarding Department annually. The inspection includes a focus on safeguarding.
- The College may review this policy at any stage during the academic year if its contents need to be updated as a matter of urgency. The most up to date version of any policy may be requested from Front of House.

**[CONFIDENTIAL] NOTE OF CONCERN**

**(Complete as soon as possible and within 24 hours of the incident/concern being raised)**

It is important that only factual and neutral information is recorded. Check to make sure the report is clear and may be intelligible to a stranger reading it next year.

|  |
|--|
| Name of Pupil:   |
| Year Group:  |
| Date, time of incident / disclosure  |
| Details of the Incident / Disclosure – including nature of concern, who dealt with it, observations or circumstances, description of physical/behavioural indicators, child/young person’s statements.   |
| Details of anyone else involved; conversations held with anyone else; witnesses eg parent, teaching or support staff member, Headmaster/Designated Person – day, date, time, place, factual description. |



Any actions taken or advice sought.

Written report passed to Designated Teacher?

Yes:

No:

Date, Time and Place of report to Designated Teacher.  
Advice given by the Designated Teacher to referrer.

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

Name of Staff Member / Referrer: \_\_\_\_\_

Signature of Staff member: \_\_\_\_\_ Date: \_\_\_\_\_

Signed of Designated Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**THIS FORM SHOULD BE HANDED TO A DESIGNATED TEACHER IN PERSON**

## **SAFEGUARDING CONTACT NUMBERS**

ALL STAFF SHOULD HAVE THE MOBILE NUMBERS OF THE DESIGNATED TEACHERS AT CAMPBELL COLLEGE.

### **CHILD PROTECTION / SAFEGUARDING CONTACTS**

#### **Child Protection Support Services for Schools (CPSS)**

8:30am to 4:15pm Monday - Friday

Telephone: 028 95985590

#### **SOCIAL SERVICES (GATEWAY)**

Telephone 0300 1000 300 (day)  
028 9504 9999 (out of hours number)

#### **POLICE – PSNI**

Telephone 101 or 028 90650222 (999 is Emergency Call)

(Central Referral Unit for child sexual and physical abuse cases  
Telephone 082 9025 9299 Mon-Fri 8am – 9pm, weekends 9am – 5pm)

**NSPCC Advice Line (24 HOURS)** – Support of you are worried about a child.

Tel: 0808 800 5000

### **SUPPORT FOR PUPILS**

**Childline** Telephone 0800 11 11 (24 hours, 7 days/week)

[www.childline.org.uk](http://www.childline.org.uk)

Calls are free, confidential, and do not show up on telephone bills.

**Lifeline** Telephone 0808 808 808 (24 hours, 7 days/week)

[www.lifelinehelpline.info](http://www.lifelinehelpline.info)

Lifeline will provide counselling for issues such as self-harm, depression, suicidal thoughts and many other issues

# **SAFEGUARDING CODE OF CONDUCT FOR STAFF / VOLUNTEERS IN THE COLLEGE**

## **OBJECTIVE, SCOPE AND PRINCIPLES**

This Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff and volunteers are expected to observe. School staff and volunteers are role models and are in a unique position of influence and trust and must adhere to behaviour that sets a good example to all the pupils/students within the school. As a member of a school community, each person has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This Code of Conduct applies to all staff of the school (*including permanent, temporary, paid, unpaid, teaching, non-teaching and volunteers*).

This Code of Conduct does not form part of any employees' contract of employment.

This Code of Conduct should be read carefully along with the codes of conduct and guidance for staff contained within:

- The E-Safety Policy
- Educational Trips Policy
- Reasonable Force and Safe Handling Policy

**If a member of staff has any concern regarding appropriate conduct, whether it be their conduct, a pupil's conduct or the conduct of a colleague or other adult, they should talk to a senior member of staff (if it is considered a Safeguarding issue, they should talk to the Designated Teacher or the Headmaster).**

### **1. Setting an Example**

- All staff and volunteers who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times.
- All staff and volunteers must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
- All staff and volunteers must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- This Code helps all staff and volunteers to understand what behaviour is and is not acceptable and regard should also be given to the disciplinary rules set out by the employing authority.
- All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.
- Teaching materials should be chosen carefully and at all times age-appropriate (this includes any videos or sites used).

## **2. Safeguarding Pupils/Students**

- All staff and volunteers have a duty to safeguard pupils/students from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.
- The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student or colleague to a member of the school's Safeguarding team (Designated Teacher (DT)/Deputy Designated Teacher (DDT) for Child Protection or the Headmaster).
- All staff and volunteers are provided with personal copies of the school's Child Protection Policy and Whistleblowing Policy and must be familiar with these documents and other relevant school policies eg E-Safety and Acceptable Use Policy, Educational Trips Policy, Reasonable Force and Safe Handling Policy etc. Most policies are on the College website and all are available on the staff intranet, or by request.
- All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.
- 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.
- All staff and volunteers must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare. Staff should also complete risk assessments where appropriate in accordance with school policies.
- In line with their duty to safeguard, staff are permitted and expected to enter pupil toilets where there is an evident concern that a pupil in the toilets may be at risk and in need of assistance. In other circumstances, staff may enter the toilets, but should give advance notice by knocking the door or shouting. Staff should respect pupils' privacy and not remain in the toilets for any longer than is necessary, taking particular care when there may only be one pupil present. Where possible, the member of staff should step inside the entrance, make a quick visual check and then move out again.

## **3. Relationships with Students**

- All staff should be mindful of having one-to-one meetings with pupils with no other adult present. Meetings should be held in a corridor or a room where there is open space and clear sightlines by other colleagues. Staff should avoid being in a car with a pupil unless another adult is present
- All staff and volunteers must declare any relationships that they may have with pupils/students outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff and volunteers should not assume that the school are aware of any such connections. A declaration form is available and should be returned to the Designated Teacher.
- Relationships with students must be professional at all times, sexual relationships with students are not permitted and may lead to an abuse of trust and criminal conviction.

## **4. Pupil/Student Development**

- All staff and volunteers must comply with school policies and procedures that support the well-being and development of pupils/students.
- All staff and volunteers must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/ students.

## 5. **Honesty and Integrity**

- All staff and volunteers must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
- Gifts from suppliers or associates of the school must be declared to the Headmaster 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.

## 6. **Conduct Outside of Work**

- All staff and volunteers must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the staff/ volunteers own reputation or the reputation of other members of the school community.
- Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school. It should not contravene the working time regulations or affect an individual’s work performance in the school. Staff should seek advice from the Principal when considering work outside the school. Staff are required to submit a form to declare any connections with pupils outside school (e.g. youth clubs, family friends, private tutoring)

## 7. **E-Safety and Internet Use**

- Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools’ **E-Safety and ICT Acceptable Use Policy** at all times both inside and outside of work.
- Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have.
- Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by ‘liking’ certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly.
- Contact with students must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students.
- If contacted by a student by an inappropriate route, staff should report the contact to the Designated Teacher / Headmaster immediately.
- Photographs/stills or video footage of students should only be taken using school equipment for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be retained and destroyed in accordance with the schools Records Management Policy and Disposal Schedules.

## 8. Confidentiality

- Members of staff and volunteers may have access to confidential information about students in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.
- 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.
- 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.
- If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.
- 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.
- Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

## 9. Dress and Appearance

- All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.
- Staff and volunteers should dress in a manner that is not offensive, revealing or sexually provocative. Their dress should not include political or other contentious slogans.
- Concerns regarding staff dress should be referred to the Designated Teacher

## 10. Physical Contact

- Any inappropriate or unwanted physical contact should be avoided.
- When absolutely necessary (e.g. demonstrations in PE/games, First-Aid, etc) contact should be used judiciously and appropriately
  - Under no circumstances should concerns about physical contact stop a member of staff administering First Aid, or protecting an individual against injury.
- If any member of staff feels in retrospect that there may have been some misunderstanding of such a situation, they should report it to the Designated Teacher and an incident form should be completed
- Staff should be aware of the guidance given in the **Use of Reasonable Force Policy**.

## 11. Further Considerations within the Boarding Department

These are given below and are also detailed in the **Boarding Staff Handbook**

## 12. Further Considerations on School Trips

Adult supervisors leading or accompanying a group of students are at all times bound by the College's Safeguarding Policy. Further details are given below; these are also included in the **Educational Trips Policy**.

## 13. Disciplinary Action

Staff and volunteers should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including but not limited to dismissal.

### **SPECIFIC CONSIDERATIONS WITHIN THE BOARDING DEPARTMENT**

#### Appropriate Positive relationships

- Within Boarding there can be a less formal relationship between staff and pupils; however there is a need for an appropriate balance in the relationship between staff and pupils. While staff may be concerned that any physical support for children in distress may be misconstrued, it would be quite wrong for fears about allegations of abuse to prevent appropriately warm and supportive relationships between staff and boarders. **However**, there is a clear boundary between appropriate support and care for boarders and an inappropriate use of staff position of trust.

#### Protocol for Entering a Pupil's Room

- When visiting a pupil who is in their own room, staff should leave the door open or stand in the doorway with the door open
- Staff should knock before entering a bedroom leaving sufficient time for a pupil response (the exception to this rule is during prep time)
- If it is necessary to check a sensitive area such as bathroom or shower areas they should announce their entrance in good time
- Should the situation be considered an EMERGENCY – speed of response and the safety of the student overrides the above – but still use common sense.

## **SPECIFIC CONSIDERATIONS ON EDUCATIONAL TRIPS**

The Code of Conduct for staff (and pupils) is included in the Educational Trips Policy.

**Adult supervisors leading or accompanying a group of students are at all times bound by the College's Safeguarding Policy.**

**ALL supervisors who may be with pupils unsupervised, or who are involved in a residential visit, must be vetted according to Safeguarding procedures.**

The Group Leader should have with them at all times the contact numbers for the Designated Staff and if a DT or the Headmaster are not contactable, the contact numbers for Social Services who will provide the necessary advice [Numbers are given in Appendix 2]

Given the particular circumstances of educational visits, adult supervisors should note the following guidelines:

- The Group Leader and all Supervisors must familiarise themselves with the roles and responsibilities contained within this and the Educational Trips Policy;
- As members of staff of Campbell College, staff are expected to act, and dress professionally at all times;
- Supervisors must consider the welfare and safeguarding of pupils as paramount and should never leave them unduly unsupervised;
- Supervisors must be aware of the Safeguarding procedures that apply on educational trips
- Supervisors must ensure that those attending know and abide by the Code of Conduct for Pupils and for Staff.
- **Residential trips should ideally have at least one male member of staff attending;**
- Supervisors must ensure that their relationships with pupils are appropriate and should ensure that their conduct does not give rise to comment or speculation;
- If members of staff use their private car, they must have a valid UK driving licence and appropriate insurance (they may need to inform their insurance company that their car is being used for business). If pupils are travelling with a supervisor in a private car, their parents should be aware and one supervisor must not be driving fewer than 2 pupils at any one time;
- Supervisors who are driving pupils must uphold the driving laws of the land and ensure the safety of pupils at all times
- Supervisors should not enter the bedroom or sleeping accommodation of pupils unless accompanied by another supervisor, except in an emergency or when such action is completely unavoidable;
- Supervisors should avoid physical contact with pupils unless administering First Aid, or where contact is necessary in accordance with the Reasonable Force Policy;
- **Supervisors must not smoke in the presence of pupils, and must NOT at any time consume alcohol in the presence of pupils or when responsible for pupils**
- When taking photographs of a trip, be aware that some pupils may have opted not to have their photograph taken. Where possible, use a school camera, not a personal mobile phone camera. Images must be removed after the trip, and not stored on a personal device
- If an incident occurs during the trip where a supervisor feels that his/her actions may have been misconstrued, they should report the incident to the Group Leader immediately, and should on return discuss the incident with the Educational Visit Coordinator and Vice-Principal (Designated Teacher) as soon as possible.



## **SAFEGUARDING INFORMATION FOR SHORT-TERM / VISITING STAFF**

At Campbell College, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where pupils are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that pupils receive effective support and protection.

While working at Campbell College we expect you to take care of our pupils and follow our procedures.

A FULL COPY OF THE COLLEGE SAFEGUARDING POLICY IS AVAILABLE

### **Key Facts about Child Abuse**

Many children are unable to disclose what is happening to them and rely on adults to interpret their behaviour and spot the signs of abuse.

A pupil may:

- Have a bruise, burn or injury that seems suspicious;
- Show signs of pain or discomfort;
- Be unnaturally passive or withdrawn;
- Be unpredictable and challenging;
- Seem anxious, fearful or distressed;
- Demonstrate an inappropriate awareness of sexual matters through speech, writing, drama, drawing etc.

### **Your response**

If you are concerned about a pupil's welfare or safety you should speak to a member of staff as soon as possible and definitely before you leave the College site.

Do not question the pupil or try to secure details – **your responsibility is to report the concern**, not to investigate.

If a pupil tells you something and suggests that they are at risk of harm, allow them to tell you as much as they wish you to know but let them know that you have to pass this information on to a designated teacher.

**If you have any concerns about a pupil, or concerns about Child Protection,  
please talk with a designated teacher before you go home.**

|                                |                 |                                     |
|--------------------------------|-----------------|-------------------------------------|
| Designated Teacher is          | Mr W Keown      | (Vice Principal)                    |
| Deputy Designated Teachers are | Mr C. Mclvor    | (Head of Key Stage 3)               |
|                                | Mrs R. McNaught | (Head of Modern languages)          |
|                                | Mrs W. Pearson  | (Boarding / Head of Home Economics) |

## **Safeguarding during School Closure due to COVID-19 or Otherwise**

This addendum contains details of Campbell College's safeguarding arrangements during any period of School closure, such as those which occurred in response to the COVID-19 pandemic. Unless stated in the addendum, all other details, processes and procedures of the existing Child Protection and Safeguarding Policy remain as current.

### **Contents**

1. ICSS Counselling Service
2. Reporting a concern
3. Online safety
4. Vulnerable pupils
5. Supporting pupils not in School

### **1. ICSS Counselling Service**

The independent counselling service provided by FamilyWorks NI remains operational during periods of school closure and counselling sessions will be carried out remotely. Pupils can self-refer for the counselling service or referrals may be made by others by completing the online referral form on the FamilyWorks website: <https://familyworksni.com>

Details of how to contact the ICSE Counselling Service will be communicated regularly to pupils and parents during the period of closure.

### **2. Reporting a Concern**

Where members of staff have a concern about a pupil, they should continue to follow the process outlined in the School Child Protection and Safeguarding Policy. The member of staff should phone the Designated Teacher or one of the Deputies, who will explain the way forward. Designated teachers may be contacted directly via their mobile phones, with numbers given to staff at the beginning of the school year, or they can be reached via the College switchboard (**028 9076 3076**) which will generally remain open during office hours.

Staff are reminded of the need to report any concern immediately and without delay.

### **3. Online Safety**

The College will seek to ensure a safe online environment for all pupils and staff when participating in remote lessons or otherwise engaged in remote online learning. Pupils, parents and staff have been issued with guidance in relation to using *Zoom* for virtual lessons, meetings or Assemblies – see Section 6.

Tutors are encouraged to meet on a weekly basis with their tutor groups and to use these meetings to monitor and promote pupil well-being. Whether as tutors or subject teachers, all staff who interact with pupils, including online, must continue to look out for signs that a pupil may be at risk. Any such concerns should be addressed in line with the Child Protection and Safeguarding Policy and where appropriate, referrals should still be made to the Designated Teacher and/or one of the Deputies.

Parents are asked to appropriately filter and monitor their son/daughter's online activity.

#### **4. Vulnerable Pupils**

The College continues to work with those seeking to support those pupils who have been deemed vulnerable. Meetings with social services and other external agencies will continue to take place remotely. The Safeguarding Team will seek to keep in regular contact with pupils who have been deemed vulnerable through regular telephone calls

#### **5. Supporting Pupils not in School**

The College is committed to ensuring the safety and wellbeing of all its pupils and staff. All normal pastoral support structures remain in place. Tutors hold remote meetings on a weekly basis with their tutor group. Heads of Year and their tutor teams will monitor engagement with online learning. Pupils identified as needing pastoral support will receive regular communication, either directly or through parents/guardians. A 'Virtual Wellbeing Hub' has been set up on *Firefly* to provide pupils and parents with resources to promote and maintain wellbeing. Pupils and their parents are also encouraged to contact the College via telephone, or via [hoffice@campbellcollege.co.uk](mailto:hoffice@campbellcollege.co.uk) if there are any concerns. Safeguarding concerns will be referred directly to the Designated Teacher or one of the Deputies.

#### **6. Guidance for Pupils using Zoom for online lessons**

In order to promote learning for all and avoid safeguarding issues, pupils must abide by the 'Acceptable Use of ICT' policy when using any aspect of the College's distance learning provision. There are some specific rules when using Zoom:

- Pupils must use their correct name. Students attempting to join a lesson with an inappropriate name will be removed.
- Pupils must be dressed appropriately.
- Pupils should sign in using their [ccblearning.org.uk](mailto:ccblearning.org.uk) e-mail address in order to have their account authenticated.
- If using a 'virtual background', pupils must select an appropriate image
- Pupils must use a suitable area within their house in which to be recorded
- Pupils should join the Zoom meeting individually, not in groups or with other members of their family.
- No images or records of lessons, or other communication, should be further posted online by pupils.
- Pupils must not share the meeting ID and/or passcode with anyone.
- Online behaviour should follow all the normal expectations of classroom behaviour.

Any abuse of the system by pupils will be dealt with as a disciplinary issue and may result in them being removed from the College's provision of distance learning.