FRIENDS' SCHOOL LISBURN

SAFEGUARDING POLICY AND PROCEDURES

1   ETHOS

The Friends' School Safeguarding Policy is drawn up in the context of our Mission Statement: Friends' School seeks to provide an environment in which pupils, staff and parents are committed to the idea of excellence within a caring, supportive community.

2   CONTEXT

This Policy is set within the context of:

- The United Nations Convention on the Rights of the Child 1991
- Circular 1999/10 Pastoral Care in Schools   DENI
- The Children (NI) Order 1995
- Promotion of Positive Behaviour 2001   DENI
- The Education and Libraries (Northern Ireland) Order 2003
- Department of Education Circulars 03/13, 06/06, 06/07, 06/08, 06/09, 06/25, 07.01, 08/03.08/10
                                                                                                  DENI
- Area Child Protection Committees' Regional Policy and Procedures 2005   DHSS
- Safeguarding Vulnerable Groups (NI) Order 2007
- Sexual Offences (NI) Order 2008
- Safeguarding and Child Protection in Schools: A Guide for Schools 2017   DENI
- Friends' School Pastoral Care Policy, Anti-Bullying Policy, Acceptable Use of Mobile Telephone and Other Handheld Electronic Devices Policies, Acceptable Use of the Internet Policy and Health and Safety Policy.

3   AIMS

Friends' School has a responsibility for the welfare and safety of all pupils and endeavours to maintain a strong pastoral ethos based on a commitment to care, open communication, relationships of trust, co-operation and good sense.

The aims of the Safeguarding Policy are:
- To provide a secure framework in relation to safeguarding/child protection;
- To outline the signs and symptoms of possible child abuse;
- To set down clear procedures to be followed when a disclosure or suspected child abuse incident occurs;
- To define the roles and responsibilities of persons involved;
- To provide a Code of Conduct for staff.

4   ROLES and RESPONSIBILITIES

(a) Governors

The Board of Governors has a duty to safeguard and promote the welfare of all pupils at Friends' School and to ensure that an appropriate Safeguarding Policy and procedures are in place. **Alan Woodside** is the Governor with responsibility for Safeguarding. The Chair of the Board of Governors, P McDonagh, and A Woodside are members of Friends' School Safeguarding Team.

The Board of Governors has a duty to ensure that correct procedures are followed for recruitment and selection of staff and that all staff (paid and unpaid) are vetted in accordance with DE Circulars 2006/06, 2006/07, 2006/25 and 2008/03.

(b) Principal

In the event of an allegation, suspicion or instance of Child Abuse, the **Principal** will:

- consider the report received from the Designated Teacher (or Deputy Designated Teacher);
- ensure that 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, to the Designated Officer of EA (SE Region) and to other agencies, as appropriate;
- inform the Chair of the Board of Governors and the other members of the Safeguarding Team;
- 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;
- respond to concerns under the School's Complaints Procedure.

(c) Designated Teacher/Deputy Designated Teacher

In Friends' School, the **Designated Teacher for Safeguarding** is **Phillip Elliott** (Vice-Principal Pastoral). The **Deputy Designated Teacher** is **Mary Waring** (SENCO).

The **Designated Teacher** and **Deputy Designated Teacher** will:
- lead the planning, implementation and development of procedures for Safeguarding in Friends' School;
- train teaching staff, non teaching staff, pupil prefects and pupil mentors;
- provide Safeguarding guidelines for visitors to School;
- ensure that all pupils have been appropriately informed about the arrangements for Safeguarding in School;
- give guidance to staff in a Code of Conduct re the exercise of their responsibilities (Appendix 3);
- receive concerns and reports from staff on possible or actual instances of Child Abuse;
- collate details of such reports or concerns;
- inform the Principal;
- report incidents or suspicions of Child Abuse happening in or outside School to Social Services/EA (SE Region) Duty Officer on common format referral tool, the UNOCINI;
- liaise with outside agencies;
- liaise with parents concerned, as appropriate;
- ensure that there is appropriate support available to children and young people who are on the Child Protection register, have disclosed abuse or are considered at particular risk;
- liaise with all parents re the Safeguarding Policy every two years;

- ensure that there is a timetabled annual review of the Safeguarding Policy and procedures by the Leadership Team;
- report to Governors annually;
- plan opportunities within the Learning for Life and Work curriculum to address issues with pupils.

(d) Staff will**:**

- take steps to ensure that pupils in their care are protected from harm;
- attend annual Safeguarding training;
- be alert for signs and symptoms of possible Child Abuse (See Appendices 1 and 2);
- know who is the Designated Teacher and Deputy Designated Teacher;
- be familiar with the School's Safeguarding Policy;
- be familiar with the School's Anti Bullying Policy;
- know and follow the Safeguarding procedures;
- know and follow guidance on talking with children in the event of a disclosure;
- report disclosures or concerns re possible abuse to Designated Teacher or Deputy, in the first instance;
- Keep a brief written record of details;
- ensure that their own professional conduct is prudent.

5   SIGNS AND SYMPTOMS

Child Abuse occurs when a child is neglected, harmed or not provided with proper care. Staff in 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. **Appendix 1** contains details on the categories of Child Abuse, and **Appendix 2** contains details of specific types of Child Abuse.

ALL CONCERNS AND REPORTS MUST BE REPORTED

6   BULLYING

The School has a duty to address the issue of bullying through its Anti-Bullying Policy. All staff are encouraged to be vigilant at all times to the possibility of bullying occurring and will take steps to prevent it happening, to protect and reassure the pupil bullied and to take appropriate steps to change the behaviour of the bully.
(Reference should be made to School's Anti Bullying Policy and linked policies)

7   PROCEDURES

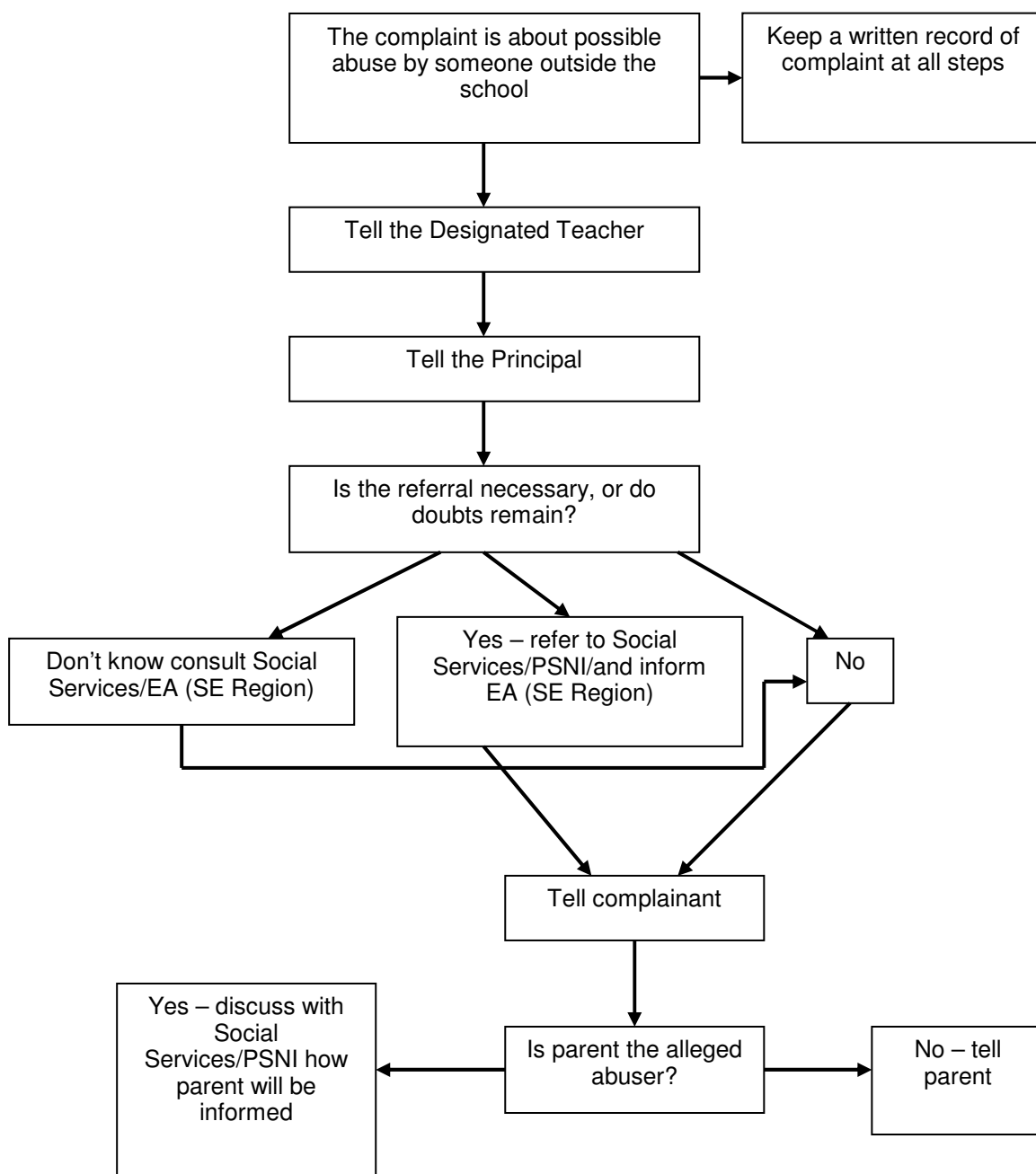- **STAFF RESPONDING TO A DISCLOSURE**

The following guidelines provide staff with a framework for action in the event of a disclosure of Child Abuse from a pupil. School recognizes that it takes courage and determination for a pupil to tell an adult that s/he is being abused and issues around disclosures are usually complex and very sensitive. Staff can often feel vulnerable in this situation and the following points are designed to reassure staff and provide support for them in the situation.

GUIDELINES
- Ensure that the pupil is safe from risk
- React calmly without displaying shock or disbelief
- Reassure the pupil and tell him/her that s/he is not to blame
- Try to control feelings about the perpetrator

- Listen and accept what is said, without comment on what is disclosed
- Avoid investigation, asking questions for clarification only
- Do not promise confidentiality to pupil – tell pupil that only those persons who need to
- know will be told
- Keep written notes of the incident including time/date/location/non verbal behaviour/
- physical signs/ to whom referral was made – as close to incident occurring as possible
- Use the words the pupil uses
- Get support – inform the Designated Teacher (or Deputy) as soon as possible - do not   discuss with other colleagues
- Complete referral form S1 and pass to the Designated Teacher (or Deputy)
- Be available to support pupil as appropriate after the disclosure

The following procedure should be followed when School has concerns, or has been given information, about possible abuse by someone other than a member of School's staff.

```
┌─────────────────────────┐        ┌─────────────────────────┐
│ The complaint is about  │        │ Keep a written record of│
│ possible abuse by       │ ─────▶ │ complaint at all steps  │
│ someone outside the     │        │                         │
│ school                  │        └─────────────────────────┘
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│ Tell the Designated     │
│ Teacher                 │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│ Tell the Principal      │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│ Is the referral         │
│ necessary, or do        │
│ doubts remain?          │
└─────────────────────────┘
     │        │        │
     ▼        ▼        ▼
┌──────────┐ ┌──────────────┐ ┌──────┐
│ Don't    │ │ Yes – refer  │ │ No   │
│ know     │ │ to Social    │ └──────┘
│ consult  │ │ Services/    │
│ Social   │ │ PSNI/and     │
│ Services/│ │ inform EA    │
│ EA (SE   │ │ (SE Region)  │
│ Region)  │ └──────────────┘
└──────────┘
            │
            ▼
   ┌─────────────────┐
   │ Tell complainant│
   └─────────────────┘
            │
            ▼
┌──────────────────┐   ┌────────────────┐   ┌──────────┐
│ Yes – discuss    │◀──│ Is parent the  │──▶│ No – tell│
│ with Social      │   │ alleged abuser?│   │ parent   │
│ Services/PSNI how│   └────────────────┘   └──────────┘
│ parent will be   │
│ informed         │
└──────────────────┘
```

1. Person receiving the complaint or report should follow recommended guidelines when listening and talking to a pupil disclosing information

2. Report details to Designated Teacher (or Deputy) as soon as possible

3. Consider need for immediate safeguarding of pupil at risk

4. Ensure record of details is kept

5. Designated Teacher informs Principal

6. Principal and Designated Teacher decide if additional information is required.

7. If so, there will be discreet consultation with class teacher followed by communication with Social Services and EA (SE Region) Designated Officer, as necessary. Parents will be consulted as soon as possible (unless parent is implicated in the abuse)

8. Principal makes a decision:

   EITHER

   (a) a referral is necessary

   - Inform Social Services or PSNI (UNOCINI proforma)
   - Inform EA (SE Region) Designated Officer (UNOCINI proforma)
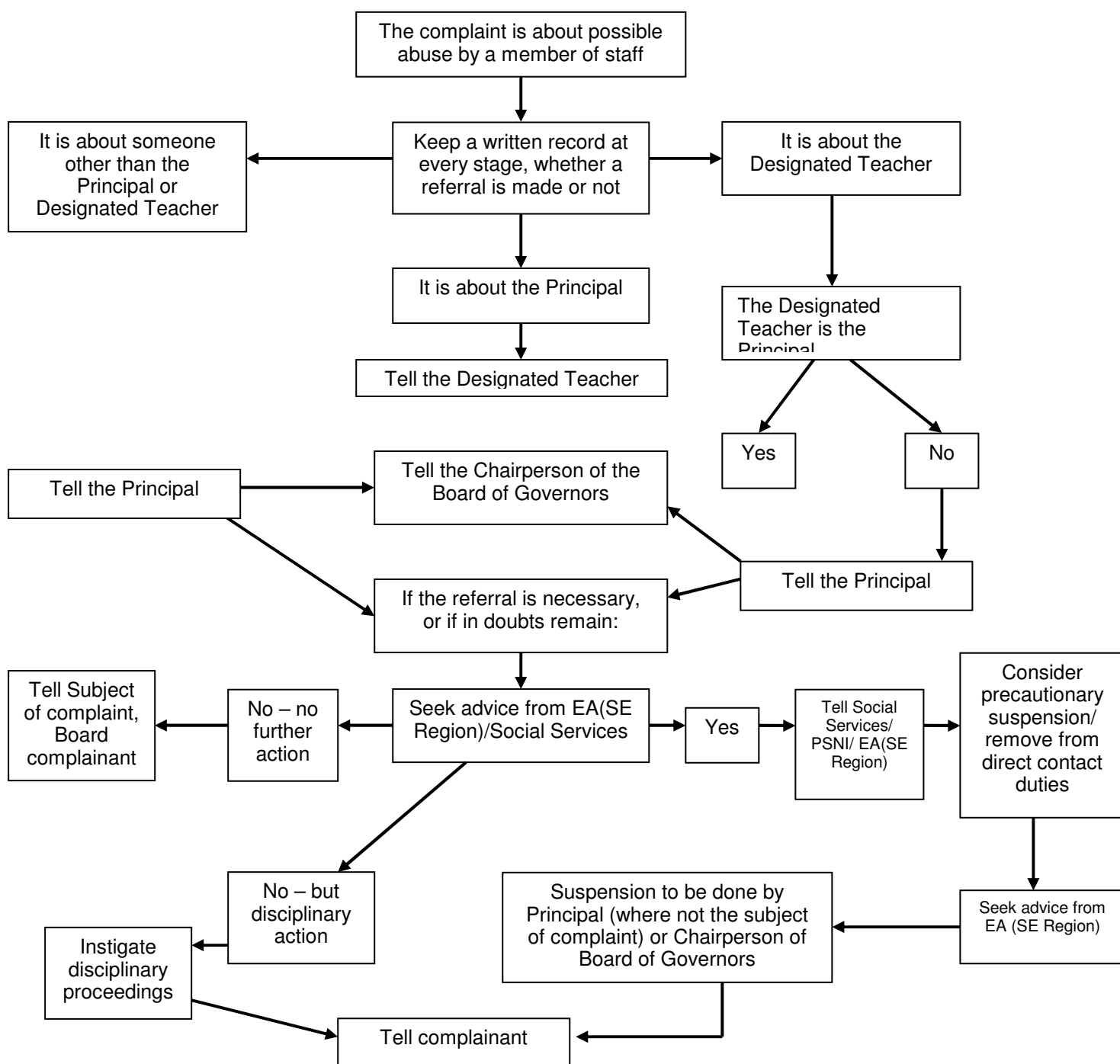   - Inform parents/guardian (unless implicated)

   OR

   (b) no referral is necessary

   - Inform person making complaint or providing information
   - Inform parents or guardian (unless implicated)
   - Record details, including reasons for no referral, in pupil file

9. Designated Teacher ensures that a detailed record is retained.

The following procedure should be followed when a complaint is made about possible abuse by a member of School's staff.

```
                          ┌─────────────────────────┐
                          │ The complaint is about   │
                          │ possible abuse by a      │
                          │ member of staff          │
                          └─────────────────────────┘
                                     │
┌──────────────────┐    ┌─────────────────────────┐    ┌──────────────────┐
│ It is about      │◄───│ Keep a written record at │───►│ It is about the  │
│ someone other    │    │ every stage, whether a   │    │ Designated       │
│ than the         │    │ referral is made or not  │    │ Teacher          │
│ Principal or     │    └─────────────────────────┘    └──────────────────┘
│ Designated       │              │                             │
│ Teacher          │    ┌─────────────────────────┐    ┌──────────────────┐
└──────────────────┘    │ It is about the Principal│    │ The Designated   │
                        └─────────────────────────┘    │ Teacher is the   │
                                     │                  │ Principal        │
                        ┌─────────────────────────┐    └──────────────────┘
                        │ Tell the Designated      │       │          │
                        │ Teacher                  │    ┌──────┐  ┌──────┐
                        └─────────────────────────┘    │ Yes  │  │ No   │
                                                        └──────┘  └──────┘
```

- It is about someone other than the Principal or Designated Teacher
- Keep a written record at every stage, whether a referral is made or not
- It is about the Designated Teacher
- It is about the Principal
- Tell the Designated Teacher
- The Designated Teacher is the Principal → Yes / No

- Tell the Principal → Tell the Chairperson of the Board of Governors
- The Designated Teacher is the Principal – No → Tell the Principal → Tell the Chairperson of the Board of Governors
- If the referral is necessary, or if in doubts remain:
- Seek advice from EA(SE Region)/Social Services
  - No – no further action → Tell Subject of complaint, Board complainant
  - Yes → Tell Social Services/ PSNI/ EA(SE Region) → Consider precautionary suspension/ remove from direct contact duties → Seek advice from EA (SE Region) → Suspension to be done by Principal (where not the subject of complaint) or Chairperson of Board of Governors → Tell complainant
  - No – but disciplinary action → Instigate disciplinary proceedings → Tell complainant

1   Person making or receiving details of complaint should refer it directly to Principal.

2   Principal will seek clarification, if required

3   Principal will:

(a) ask Designated Teacher or Deputy to initiate the record of the complaint;
(b) consult with EA (SE Region) Designated Officer;
(c) consult with Chairperson of the Board.

4   Principal will consider evidence and advice received.

5 In consultation with Chairperson of the Board, Principal will decide that the evidence is such that:

   (a) The accusation is unsubstantiated and there is no case to answer;
OR
   (b) An immediate referral to Social Services or PSNI is required;
OR
   (c) Action should be taken under Disciplinary Procedures.

6 In the case of 5 (a) ie no further action, Principal should:
   - advise member of staff concerned of the nature of the complaint (if not already done) and also of the outcome;
   - advise EA (SE Region) Designated Officer of the outcome
   - advise the complainant in writing of the action taken and the outcome
   - consider if support eg counselling is required
   - record a brief record of the complaint on the file of the pupil including reasons for outcome along with copies of correspondence

8 PARENTS

Friends' 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 structures for pastoral care offer a co-ordinated support system in which pupils can approach Subject Teachers, Collect Teachers, Year Teachers, Vice Principals, Principal, Nurse or Counsellors.

Parents wishing to register concern about their child's welfare in School should take one of the following courses of action:
(the course chosen will depend upon the nature of the concern)
- speak/write to a pupil's Year Teacher;
- speak/write to Vice-Principal Pastoral/Designated Teacher;
- speak/write to Principal;
- write to Chairman of Board of Governors.
All concerns will be followed up as appropriate.

9 CONCLUSION

The protection of children is a natural part of pastoral care. The experiences that children gain from School depend upon relationships of trust between teachers and pupils and from a feeling of security within School's environment. However, the area of Child Abuse can be difficult and sensitive. It is hoped that this Policy offers clear procedures for action; draws attention to areas of potential risk and provides guidance to staff in respecting the rights of children in their care whilst also keeping themselves safe.

Any member of staff who complies with School's procedures and guidance and who acts in good faith will receive the full support of the Board of Governors and will not be legally or financially liable.

P Elliott (Designated Teacher)
Reviewed September 2018

CHILD PROTECTION

Appendix 1

DEFINITION OF ABUSE

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 and a child may suffer more than one of them.

Types of Abuse

Physical Abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of another person. It may involve causing a child frequently to feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

Sexual Abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect is the persistent failure to meet a child's physical emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

Exploitation[1] 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.

Sometimes a young person's own behavior will place him or her at risk of harm eg alcohol or illegal drugs consumption and may result in a safeguarding concern.

Abuse may take place on a single occasion or may occur repeatedly over time.

(As set down in Safeguarding and Child Protection in Schools: A Guide for Schools 2017 DENI)

---

[1] Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

SPECIFIC TYPES OF ABUSE

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

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

Adults may misuse online settings eg chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children and young people or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared. Those working or volunteering with children or young people should be alert to signs that may indicate grooming, and take early action in line with their child protection and safeguarding policies and procedures to enable preventative action to be taken, if possible, before harm occurs.

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

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

CSE can be perpetrated by adults or by young people's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males. While children in care are known to experience disproportionate risk of CSE, the majority of CSE victims are living at home.

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

Research repeatedly shows that young people rarely report abuse through CSE. Most concerns are identified by professionals, friends or family or by proactive investigation by authorities. In recognition of this, good practice guidelines state that all areas should assume that CSE is occurring within their area

unless they have evidence to indicate otherwise. As such, schools should be alert to the likelihood of CSE and plan to protect children and young people accordingly.

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

Sexual Violence and Abuse is defined as any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability). Coercive, exploitative and harmful behaviour includes taking advantage of an individual's incapacity to give informed consent.

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, school staff have a statutory duty to report cases, including suspicion, to the appropriate agencies, through the Designated or Deputy Designated Teachers.

A Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced Marriage is a criminal offence in Northern Ireland, and where an agency, organisation or practitioner has knowledge or suspicion of a forced marriage in relation to a child or young person, they should contact the PSNI immediately.

Children who display harmful sexualised behaviour refers to any behaviour of a sexual nature that takes place when:
  • There is no informed consent by the victim; and/or
  • the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim.
Harmful sexualised behaviour can include:
  • Using age inappropriate sexually explicit words and phrases.
  • Inappropriate touching.
  • Using sexual violence or threats.
Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Harmful sexualised behaviour will always require intervention and the school will seek guidance from CPSS.

E-Safety/Internet abuse can occur when children and young people use digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. The associated risks around online safety have been identified under four categories:
  • Content risks: the child or young person is exposed to harmful material.
  • Contact risks: the child or young person participates in adult initiated online activity.
  • Conduct risks: the child or young person is a perpetrator or victim in peer-to-peer exchange.
  • Commercial risks: the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

Concerns about pupils or members of staff affected by internet abuse, either in school or outside school hours (eg trolling, sexting, cyber-bullying, online grooming etc.) should be reported to the Deputy or Deputy Designated Teachers.

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. There are two aspects to Sexting:
 • Sexting between individuals in a relationship; and
 • Sharing an inappropriate image with an intent to cause distress.

Pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship).

If a pupil has been affected by inappropriate images or links on the internet it is important that it is not forward it to anyone else. If a young person has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress, child protection procedures should be followed.

Children with Increased Vulnerabilities may include:
 • Children with a Disability;
 • Children with limited fluency in English;
 • Children with Gender Identity Issues/Sexual Orientation.
Staff need to be aware that such children and young people may be more vulnerable to abuse, and that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Any cause for concern should be reported to the Designated or Deputy Designated Teachers.

CHILD PROTECTION

Appendix 3

CODE OF CONDUCT FOR TEACHING AND NON-TEACHING STAFF

Respect for the individual and a concern for personal dignity are fundamental principles within the ethos and values of Friends' School Lisburn. The School endeavours to create and maintain an environment in which relationships are based on tolerance and respect. However, it is desirable at times to specify certain guidelines on behaviour. This Code of Conduct relates to contact with children. The code is intended to provide guidance and to act as a safeguard for all members of staff - teaching and non-teaching - whose work brings them into contact with children.

All those who work with children and young people should maintain appropriate professional boundaries, avoid improper contact or relationships and respect their position of trust.

Guidelines for Staff

1. Physical Contact with Pupils

a) As a general principle, staff must not make physical contact with their pupils.

b) Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.

c) 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.

d) 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.

e) 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.

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

2. Relationships and Attitudes

a) Staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex 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.

b) Care should be exercised when corresponding with others on social networking sites. Staff should not correspond with pupils through such sites or add them as 'friends'. Staff should bear in mind who may access their own profiles on such websites and take care as to the information they display about themselves and their personal lives. They should ensure that they have installed and are using the appropriate privacy settings.

c) Care should be exercised in communicating with pupils via telephone, text or email. All communications should be restricted to school business. The C2k system, rather than personal email, should be used for emailing pupils.

3. Interviews with Pupils

a) 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.

b) Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. Where possible another pupil or (preferably) another adult should be present or nearby during the interview.

4. **Choice and Use of Teaching Materials**
   a) Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
   b) If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal, or one of the Vice Principals, for confirmation of its suitability.

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 the Designated Teacher.

A complaint relating to inappropriate conduct on the part of a member of staff will be dealt with under the School procedures. A concern for fairness and for the welfare, dignity and protection of staff and pupils will be paramount.