

FORT HILL INTEGRATED **COLLEGE**



CHILD PROTECTION POLICY **AND** **PROCEDURES**

Reviewed
To be reviewed

August 2022
Autumn 2023

Introduction

We in Fort Hill Integrated College have a primary responsibility for the care, welfare and safety of the pupils in our charge and we will carry out this duty through our pastoral care policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential. One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and to acquire the confidence and skills they need to keep themselves safe.

The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school – teachers, Non-Teaching staff and volunteers – has clear guidance on the action which is required where abuse or neglect is suspected (or disclosed). The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The issue of child abuse will not be ignored by anyone who works in our school and we know that some forms of child abuse are also criminal offences. All staff and volunteers have been subject to appropriate background checks.

Guidelines for Child Protection in Fort Hill Integrated College are in line with DENI Circular 1999/10 (Pastoral Care in Schools), and Safeguarding and Child Protection in Schools: A Guide for Schools (DENI 2017)

Policy Aims

Fort Hill Integrated College has a responsibility for the welfare and safety of all the pupils and endeavours to maintain a strong pastoral ethos based on a commitment to care, open communication, relationships of trust, cooperation and good sense.

The aims of the Child Protection Policy are:

- To provide a secure framework in relation to Child Protection
- To define the roles and responsibilities of persons involved
- 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 provide a Code of Conduct for staff (**See Appendix 5**)

Roles and Responsibilities

In Fort Hill Integrated College, the Designated Teacher (DT) for Child Protection is **Mr A Tate, Vice Principal**.

The Deputy Designated Teachers (DDT) for Child Protection are **Mr G McConnell** (Head of Junior School) and **Mrs T Richardson (CWL)**.

Fort Hill Integrated College's **Safeguarding Team** for Child Protection includes **Mr A Blythe** (Chair of Governors), a Delegated Governor, **Mrs S Gilbert** (School nurse) **Mr C Millar** (Principal), **Mr A Tate** (DT), **Mr G McConnell** and **Mrs T Richardson**(DDTs), and will meet once a Term.

Governors

The Board of Governors has a duty to safeguard and promote the welfare of all pupils at Fort Hill Integrated College and to ensure that an appropriate Child Protection Policy and Procedures is in place. A Governor is to be designated along with Mr A Blythe (Chair) as Governors with responsibility for Child Protection. The Board of Governors has a duty to ensure that correct procedures are followed for the recruitment and selection of staff and that all staff (paid and unpaid) are vetted.

The Designated Teacher (and Deputy Designated Teachers)

- The Designated Teacher (and Deputy Designated Teacher) will undertake training, organise training for all staff and act as a point of contact for staff and parents.
- They will act on any information received as set out in this Policy, keeping records and liaising with various agencies as necessary.
- They will, in conjunction with the Principal, draw up the Child Protection Policy, disseminate the policy, ensure that the policy is adhered to and update it as required.
- They will ensure that appropriate Pastoral Leaders are made aware of “Looked After” children or those on the Child Protection register.

What is Child Abuse?

As well as our statutory responsibilities in relation to pupils’ learning, we at Fort Hill Integrated College recognise our responsibility towards our pupils and the fundamental right of those pupils to be protected from harm.

The school will therefore:

- Establish and maintain an environment where pupils feel secure, are encouraged to talk and are listened to
- Ensure pupils know that there are adults in the school whom they can approach if they are worried
- Include in the PSHE Curriculum for pupils to develop the skills they need to recognise and stay safe from abuse

Child Abuse occurs when a child is neglected, harmed, or not provided with proper care. As a result of our daily contact with individual children, both teaching and Non-Teaching staff are well placed to observe the outward signs in a pupil’s appearance, behaviour, learning progress, attendance or language which may indicate a problem. We need to recognise these signs.

The list in **Appendix 1** includes some examples of common signs and symptoms encountered by teachers which might indicate abuse or neglect. This is not a checklist and some of the signs and symptoms may have other explanations – they may be due to other medical, emotional or psychological reasons but it is in the best interests of pupils that concerns about the possibility of abuse should not go unreported.

All concerns MUST be reported

Procedures for Reporting Suspected (or Disclosed) Child Abuse

1. Referral Process if a member of staff has a concern or becomes aware of an incident.

Fort Hill has a strict Child Protection referral process and every member of staff must follow the correct procedures. These are clearly defined during Staff Training sessions.

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

- Reassure the pupil, acknowledge how difficult it has been for the disclosure to have been made and listen.
- Beware of leading questions; it is not our responsibility to investigate. Do not prolong the interview, but give the pupil a time when they will be spoken to again.
- As soon as possible after the incident, record a brief account of the incident including the time, date, location, non-verbal behaviour, to whom the referral was made and trying to note the words as reported by the pupil. Written reports on such incidents must be objective and based on evidence, they should contain facts and observations and avoid opinion. If marks/bruises are observed these may be shown on an outline drawing of the body. (Keep hand written notes even if subsequently typed up.)
- Check out the understanding of what has happened with the pupil and be available to support the pupil as appropriate.
- No promise of confidentiality can or should be offered to a pupil when abuse is alleged. This can be difficult, but often when a disclosure is made the child has reached the stage when they want you to take control of the situation. Tell the pupil that you will have to pass on the information but that only those persons who need to know will be told.
- Report immediately to Designated Teacher, in their absence one of the Deputy Designated teachers and in their absence the Principal – this is your legal and professional responsibility.
- Staff should only share this information within appropriate professional contexts. Staff should seek support for themselves after the incident if needed.

Addendum to Child Protection

How to react when a child wants to talk about abuse - It is not easy to give precise guidance about helping a child who wants to talk about abuse, but the following may be of help:

General Points:

- Accept what the child says

- Keep calm
- Look the child in the eye
- Be honest
- Let the child know you'll need to tell someone - do not promise confidentiality
- Even when the child has broken the rule, he/she is not to blame for the abuse
- Be aware that the child may have been threatened
- Never push for information
- Do not ask leading questions remember "TED"
 - Tell me what happened,
 - Explain what happened or
 - Describe what happened, rather than "Did they hurt you?"

Helpful things to say:

- I believe you
- I'm glad you have told me
- It is not your fault
- I'll help you

Avoid saying:

- Why didn't you tell anyone before?
- I can't believe it
- Are you sure this is true?
- Why? How? When? Who? Where?
- False promises
- Things like, 'I'm shocked, don't tell anyone else'.

Concluding a discussion with the child:

- Again, reassure the child they were right to tell you and that you believe the story
- Let the child know what you are going to do next and that you will let them know what happens.

To summarise what you should do when you have a cause for concern:

- ✓ **RECEIVE** listen to what the child says but do not ask leading questions except when to show you have understood.
- ✓ **REASSURE** ensure the child is reassured that he/she will be safe and their interests come first.
- ✓ **RESPOND** only to ensure that the child is safe and secure.
- ✓ **RECORD** make note of what you have seen or heard and the date and time.
- ✓ **REFER** refer to the Designated Teacher – **Mr A Tate** or in his absence the Deputy Designated teachers - Mrs Richardson/Mr McConnell as soon as you have a concern about a child.

The Designated Teacher will discuss the matter with the Principal as a matter of urgency to plan a course of action.

The Principal, in consultation with the Designated Teacher, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent/guardian may be implicated in the abuse, the parent/guardian will be informed immediately. The Principal/Designated Teacher may seek clarification or advice and consult with the EA's Designated Officer or the Senior Social Worker before a referral is made. The child's safety is our first priority.

If a referral is necessary, the Principal/Designated Teacher will inform:

- The Social Services Gateway Team (UNOCINI pro forma)
- The EA Designated Officer for Child Protection (UNOCINI pro forma)
- The parents/guardian (unless implicated)

(The UNOCINI form will be sent in an envelope / e-mail marked "CONFIDENTIAL – CHILD PROTECTION")

If no referral is necessary, the Principal/Designated Teacher will:

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

See Appendix 2 which summarises the procedures for staff in school to follow.

2. Procedures following a complaint or allegation against a member of staff.

Respect for the individual and a concern for personal dignity are fundamental principles within the ethos of Fort Hill Integrated College. The school endeavours to create and maintain an environment in which relationships are based on tolerance and respect. A Code of Conduct for Staff at Fort Hill Integrated College provides guidance and acts as a safeguard for all members of staff – teaching and Non-Teaching – whose work brings them into contact with children.

In the light of our school's duty of care the Principal (or where the complaint is against the Principal, the responsibility of the Chairperson of the Board of Governors) will ensure that any complaint made that a member of staff has abused a pupil, is thoroughly investigated by instigation of the normal Child Protection procedures.

Where the school carries out preliminary enquiries, these will have regard:

- first and foremost, to the welfare of the pupil concerned and that of other pupils at the school
- to the efficient functioning of the school and
- to the rights of the individual against whom the complaint has been made.

See Appendix 3 for procedures to follow when a complaint or allegation is made against a member of staff

3. Procedure for those other than staff at school where there is a concern about a/your child in Fort Hill Integrated College.

At Fort Hill Integrated College, we believe that children and young people have the right to be treated with respect.

Reference to our Child Protection Policy and procedures may be found in the Prospectus.

If a parent or someone other than a member of the School's staff has any concerns or worries they should use the procedure outlined in Appendix 4. A copy of this diagram is included in our 'First Days' Booklet given to all new pupils.

A "Child Protection/Pastoral Care Guidelines for Parents" leaflet including the referral procedures will also be distributed to all parents annually.

See Appendix 4 for procedures to follow if a parent or someone other than a member of staff has a concern.

Monitoring and supporting pupils including those on the Child Protection Register

The school shall monitor pupils whose names are on the child protection register and alert the child's co-ordinator (Social Services) or Education Welfare Officer when a pupil on the CPR is absent for more than a few days, or on a regular basis, or to any sign which suggests a deterioration in the pupil's home circumstances. Staff will also work closely with the various outside agencies and attend Case Conferences where possible to support the pupils.

Staff and Volunteers – Vetting Procedures

The recruitment and appointment process is the starting point for ensuring that only those who are suitable are employed to work in close proximity with children. Pre-employment checks are carried out with volunteers, sports coaches and any new member of staff. Only sub teachers from the NISTR register are employed as checks have been guaranteed with these staff.

Partnership with Parents

The school will endeavour to help parents understand its responsibility for the welfare of all the children in its charge. This is an aspect of the ongoing work of fostering trust and good relationships with parents. This will be facilitated through, e.g., school prospectus or parent meetings. A child protection/pastoral care leaflet will also be sent home to parents each year and is included in the "First Days" booklet issued to all new pupils.

This Policy should be read in conjunction with other Child Protection information including the Pastoral Policy, the Anti-Bullying Policy, the guidelines re Vetting Volunteers and Sports Coaches, the Acceptable Use of the Internet Policy, the Mobile Phone and Hand Held Electronic Devices Policy, the

Code of Conduct for all Staff (which forms part of the Child Protection policy) and the guidelines on Social Networking Websites and Communication Technology.

Review of the Child Protection Policy

This policy will be reviewed every year or sooner if changes dictate this.

Appendix 1

Signs and Symptoms – details on the categories of Child 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, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour. Signs and symptoms which could indicate physical abuse include physical indicators such as:

- Unexplained bruises or burns particularly if they are recurrent
- Human bite marks, welts or bald spots
- Unexplained lacerations, fractures or abrasions
- Untreated injuries

Behavioural indicators such as:

- Self-destruct tendencies
- Improbable excuses given to explain injuries
- Chronic runaway
- Aggressive or withdrawn
- Fear of returning home
- Reluctant to have physical contact
- Clothing inappropriate to weather – worn to hide part of the body.

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. Signs and symptoms which could indicate emotional abuse include the following physical indicators:

- Sudden speech disorder
- Signs of mutilation
- Signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness)
- Wetting and/or soiling
- Attention seeking behaviour
- Poor peer relationships

Behavioural indicators such as:

- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Reluctance for parental liaison
- Fear of new situations
- Chronic runaway
- Inappropriate responses to painful situations

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. Signs and symptoms which could indicate sexual abuse include the following physical indicators:

- Soreness or bleeding in the genital or anal areas or in the throat
- Torn, stained or bloody underclothing
- Chronic ailments such as stomach pains or head aches
- Difficulty walking or sitting
- Frequent urinary or yeast infections
- Vulnerable diseases
- Unexplained pregnancies

Behavioural indicators such as:

- Chronically depressed/suicidal
- Inappropriateness or precocious
- Sexually explicit language
- Low self-esteem, self-devaluation, lack of confidence
- Recurring nightmares/fear of the dark
- Outbursts of anger/hysteria
- Overly protective of siblings

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 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). Signs and symptoms which could indicate neglect include the following physical indicators:

- Constant hunger
- Poor state of clothing and/or personal hygiene
- Untreated medical problems
- Emaciation/distended stomach
- Constant tiredness

Behavioural indicators such as:

- Tiredness/listlessness
- Lack of social relationships
- Compulsive stealing, begging or scavenging
- Frequently absent or late
- Low self esteem
- Exploitation

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for

personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt. Potential indicators of CSE include:

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

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

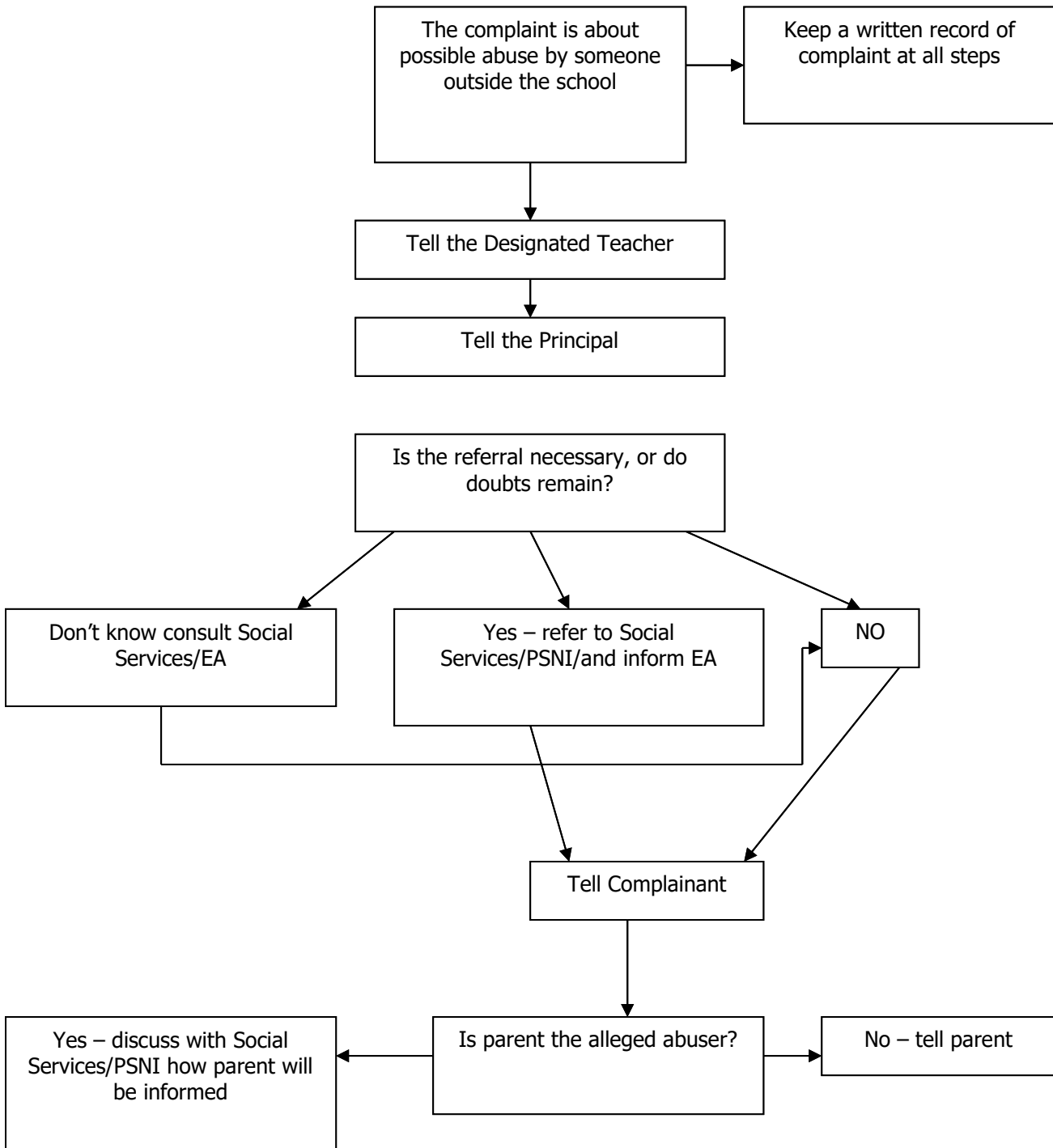
Risk of significant harm involves a child whose own behaviour, such as possession or consumption of alcohol or illegal drugs places the child at risk of significant harm.

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

Bullying is a form of abuse that is not tolerated in Fort Hill College. All staff are encouraged to be vigilant at all times to the possibility of bullying occurring and will take steps to prevent it happening. Reported incidents of bullying will be taken seriously and steps will be taken to protect and support the pupil bullied and to change the behaviour of the bully. (For more detail reference should be made to Fort Hill's Anti Bullying Policy/Acceptable Use of the Internet Policy/Mobile Phone and Hand Held Electronic Devices Policy)

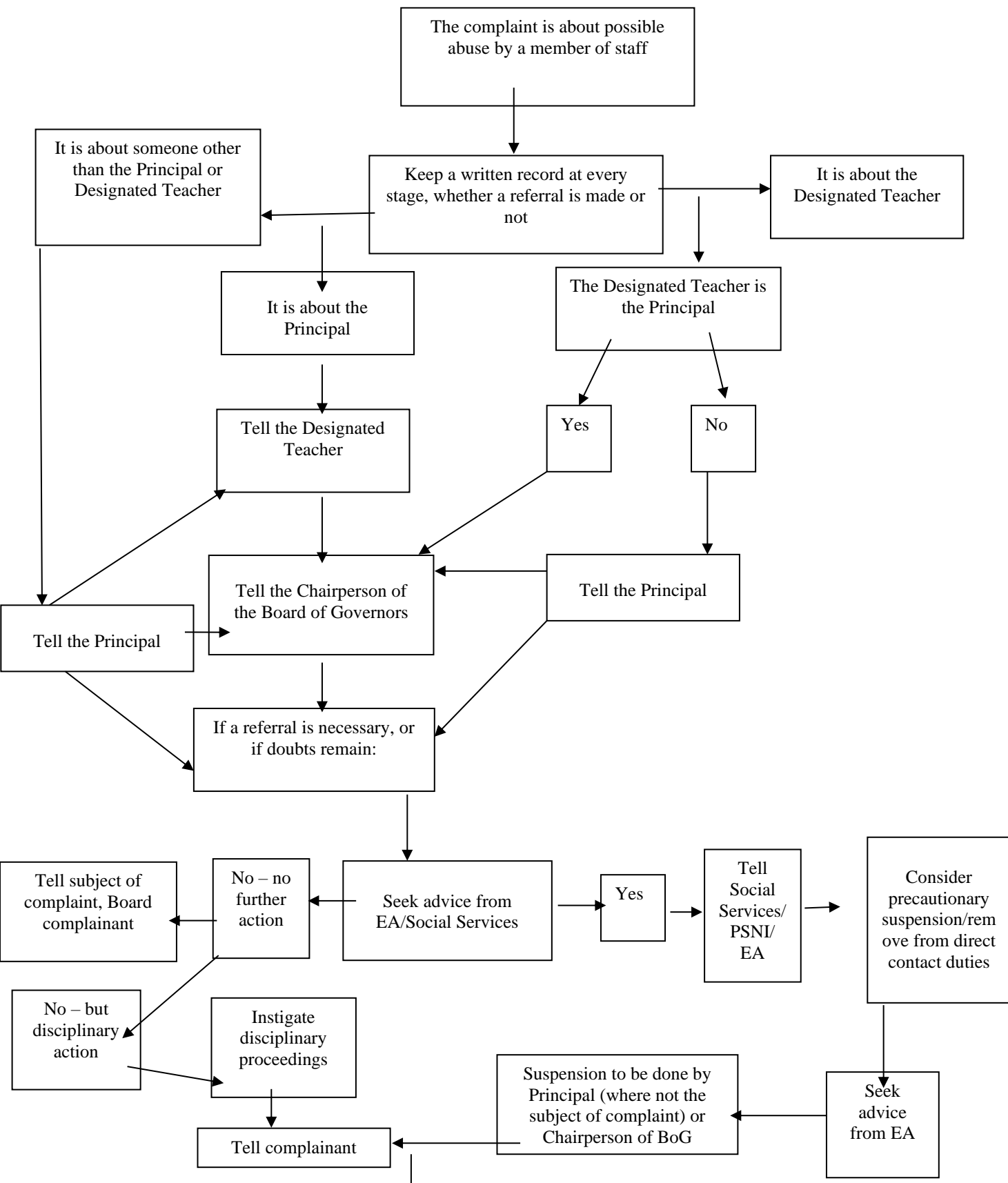
Appendix 2

Referral process if a member of staff has a concern or becomes aware of an incident



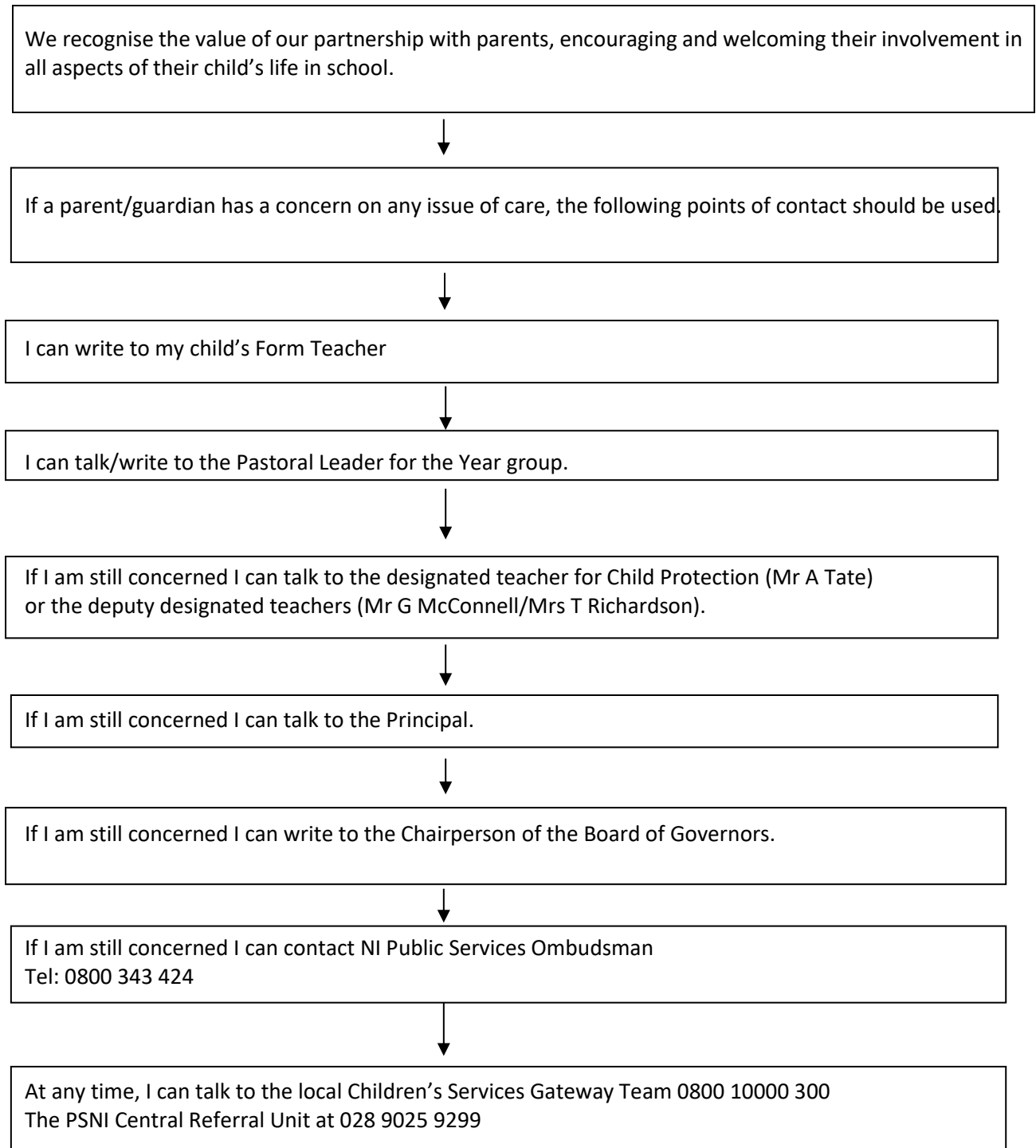
Appendix 3

Procedure following a complaint or allegation against a member of the School's staff.



Appendix 4

Procedure for those other than staff at school where there is a concern about a/your child in Fort Hill Integrated College.



Appendix 5

Code of Conduct for Staff and Volunteers in Schools

Date Ratified by BOG: _____

Review Date: _____

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 and volunteers of the school.

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

1. Setting an Example

- 1.1 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.
 - 1.2 All staff and volunteers must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
 - 1.3 All staff and volunteers must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
 - 1.4 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.
 - 1.5 All staff and volunteers are expected to familiarise themselves and comply with all school policies and procedures.
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2. Safeguarding Pupils/Students

- 2.1 All staff and volunteers have a duty to safeguard pupils/students from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.
- 2.2 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 Principal).
- 2.3 The school's DT is _____ (Name)
and the DDT is _____ (Name)
- 2.4 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.
- 2.5 All staff and volunteers should treat children with respect and dignity. They must not demean or undermine pupils, their parents, carers or colleagues.
- 2.6 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.
- 2.7 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.

3. Relationships with Students

- 3.1 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 may be found in Appendix 1 of this document.
- 3.2 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

- 4.1 All staff and volunteers must comply with school policies and procedures that support the well-being and development of pupils/students.
- 4.2 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

- 5.1 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.
- 5.2 Gifts from suppliers or associates of the school must be declared to the Principal with the exception of "one off" token gifts from students or parents. Personal gifts from individual members of staff or volunteers to students are inappropriate and could be misinterpreted and may lead to disciplinary action. A record will be kept of all gifts received.

6. Conduct Outside of Work

- 6.1 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.
- 6.2 In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.
- 6.3 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.

7. E-Safety and Internet Use

- 7.1 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.

- 7.2 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.
- 7.3 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.
- 7.4 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 Principal immediately.

- 7.5 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

- 8.1 Members of staff and volunteers may have access to confidential information about students in order to undertake their every day responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.
- 8.2 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.

- 8.3 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.
- 8.4 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.
- 8.5 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.
- 8.6 Additionally concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

9. Dress and Appearance

- 9.1 All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.
- 9.2 Staff and volunteers should dress in a manner that is not offensive, revealing or sexually provocative.
- 9.3 Staff and volunteers should dress in a manner that is absent from political or other contentious slogans.

10. 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.

11. Compliance

All staff and volunteers must complete the form in Appendix 2 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

NB: In regard to point 11 (Compliance), for 2021-2022 staff and volunteers will not need to complete the form in Appendix 2, but rather sign the staff register for 19th August 2021 or send an email to Mr Tate / Mr Millar to indicate completion and acceptance of safeguarding policy including Code of Conduct.

Appendix 5

Operation Encompass

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

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

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

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

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

FORT HILL INTEGRATED COLLEGE

This is the updated 2022 version of the Child Protection Policy and Procedures including the Code of Conduct for staff.

It is your responsibility to read through it from time to time and ensure that you are always familiar with its contents. Please speak to Mr A Tate (Designated Teacher), Mr G McConnell/Mrs T Richardson (Deputy Designated Teachers) or Mr Millar (Principal) if you need further guidance or clarification. A copy of this Policy is available from Private 10 which can be accessed by all staff.

Child Protection Policy and Procedures

Consultation – feedback

- Pupil
- Parent/Guardian
- Staff Teaching
- Staff Non Teaching
- Senior Management
- Board of Governors
- External Stakeholders
- PTA

Please read through this Policy and comment on its contents.
Return to Mrs A Tate (Designated Teacher).

General Comments

Strengths

Recommendations

Thank you

Mrs A Tate (Designated Teacher)

Signed _____