

HART MEMORIAL PRIMARY SCHOOL

Safeguarding and Child Protection Policy



Date ratified by Board of Governors: April 2017

School address: Charles Street, Portadown, Co. Armagh BT62 4BD

Reviewed: September 2017
Reviewed: February 2019
Reviewed: September 2019

1. Child Protection Ethos

We in Hart Memorial Primary School have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching, should be alert to the signs of possible abuse and should know the procedures to be followed. This policy sets out guidance on the action which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

2. Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance "Safe-guarding & Child Protection in Schools" (DENI September 2019) and the Area Child Protection Committees' Regional Policy and Procedures (2005).

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

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved
- In any incident the child's welfare must be paramount; this overrides all other considerations
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; where there is conflict, the child's interest must always come first.

3. Other Relevant Policies

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other school policies including:

- Behaviour
- Anti-Bullying
- Use of Reasonable Force / Safe Handling
- Special Educational Needs
- Educational Visits
- First Aid
- Supporting Pupils with Medication Needs
- Health and Safety
- Relationships and Sexuality in Education
- eSafety / Acceptable Use of the Internet
- Intimate Care

These policies are available to parents and any parent requiring a copy should contact the school principal or visit the school website at www.hartmemorialps.org.uk

4. School Safeguarding Team

The following are members of the schools Safeguarding Team

- Designated Teacher **Mrs L McNally**
- Deputy Designated Teacher **Mrs S Thompson**
- Deputy Designated Teacher **Mrs H Handy**
- Principal **Miss J Shipley**
- Designated Governor for Child Protection **Mrs J Walker & Mrs H Cassells**
- Chair of the Board of Governors **Mr A Hatch**
- Designated Safe-guarding Leader (for online safety) **Mrs L McNally**

5. Roles and Responsibilities

5.1 The Designated Teacher and Deputy Designated Teacher

The designated teacher and deputy designated teachers must:

- Avail of training so that they are aware of duties, responsibilities and role
- Organise training for all staff (whole school training)
- Lead in the development of the school's Safe-guarding & Child Protection policy
- Act as a point of contact for staff and parents
- Assist in the drafting and issuing of the summary of our Safe-guarding & Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate
- Liaise with the Education Authority's (EA) Designated Officers for Child Protection
- Maintain records of all child protection concerns
- Keep the school principal informed
- Provide a written annual report to the Board of Governors regarding child protection

5.2 The Principal

The Principal must ensure that:

- DENI's 'Safe-guarding & Child Protection in Schools' (Sept 2019) guidance is implemented within the school
- She attends training on Managing Safeguarding and Child Protection
- A designated teacher and deputy designated teachers are appointed
- All staff receive Safe-guarding & Child Protection training
- All necessary referrals are taken forward in the appropriate manner
- The Chair of the Board of Governors is kept informed
- Child protection activities feature on the agenda of the Board of Governors' meetings and termly updates & an annual report are provided
- The school's Safe-guarding & Child Protection policy is reviewed annually and that parents and pupils receive a copy / summary of this policy at least once every 2 years
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis

5.3 The Designated Governor for Child Protection

The Designated Governor should avail of Safe-guarding & Child Protection awareness training delivered by Child Protection School Support Services and will take the lead in Child Protection issues in order to advise the Governors on:

- The role of the Designated Teachers
- The content of the Safe-guarding & Child Protection policy
- The content of the Code of Conduct for adults within the school
- The content of the termly updates and full Annual Designated Teacher's report
- Recruitment, selection and vetting of staff

5.4 The Chair of the Board of Governors

The Chair of the Board of Governors should:

- Ensure that he has received appropriate Education Authority training
- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Safe-guarding & Child Protection policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate Child Protection and Recruitment & Selection training provided by the Child Protection Support Service for Schools (CPSSS) and the Governor Support and Human Resource departments
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint / allegation against the school principal
- Ensure that the Board of Governors receives termly updates and a full written annual report in relation to Child Protection activity

5.5 Other Members of School Staff

Staff in school see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse.

They should remember the 5 Rs: **Receive, Reassure, Respond, Record** and **Refer**

The member of staff must:

- refer concerns to the Designated / Deputy Teacher for Child Protection / principal
- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child (**Appendix 1 'Record of Concern'**)
- Avail of whole school training and relevant other training regarding safeguarding children
- **Not** give children a guarantee of total confidentiality regarding their disclosures
- **Not** investigate
- **Not** ask leading questions

In addition, the Class Teacher should:

- Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to

their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.

All concerns will be taken seriously and appropriate action followed.

5.6 Parents

Parents should play their part in safeguarding by:

- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so as the school is reassured as to the child's situation;
- informing the school whenever anyone, other than themselves or a named collector, intends to pick up the child after school;
- letting the school know in advance if their child is going home to an address other than their own home;
- familiarising themselves with the school's Pastoral Care, Anti Bullying, Behaviour, Internet and Safe-guarding & Child Protection policies;
- reporting to the office when they visit the school
- raising concerns they have in relation to their child with the school.

5.7 The Board of Governors

The Board of Governors must ensure that the school fulfils its responsibilities in keeping with current legislation and DE guidance including:

- having a Safeguarding & Child Protection policy which is reviewed annually
- having a staff Code of Conduct for all adults working in the school
- attendance at relevant training by governors and that up-to-date training records are maintained
- the vetting of all staff and volunteers

6. What Is Child Abuse?

The following definitions of child abuse are taken from the Area Child Protection Committee's Regional Policy and Procedures (2005).

6.1 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. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

6.2 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 the other person. It may involve causing a child to frequently 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.

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).

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.

Female Genital Mutilation

Female Genital Mutilation involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time the mutilation is carried out and in later life. It is a form of child abuse and a specific criminal offence. The school has a statutory duty to report cases, including suspicion, to the appropriate authorities, through agreed and established procedures as described in this policy.

Child Sexual Exploitation is a form of sexual abuse in which a person(s) exploits, coerces and / or manipulates a child or young person into engaging in some form of sexual activity in return for something the child needs or desires and / or for the gain of the person(s) perpetrating or facilitating the abuse.

When we become aware of young people below the age of consent engaging in sexual activity the Designated Teacher has a duty to share this information with Social Services.

Domestic Violence

It is now recognised that children who live in an atmosphere of domestic violence may be at risk. Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Symptoms which young people may display, and which are indicators only, include:

<ul style="list-style-type: none">• Nervousness• Low self-worth• Disturbed sleep patterns	<ul style="list-style-type: none">• Immature / needy behaviour• Temper tantrums• Aggression
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<ul style="list-style-type: none"> • Nightmares / flashbacks • Physiological – stress / nerves • Stomach pain • Bed wetting 	<ul style="list-style-type: none"> • Internalising distress or withdrawal • Truancy • Alcohol and drugs • Bullying
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These symptoms can lead to a child / young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive.

If it comes to the attention of school staff that domestic abuse is or may be a factor for a child / young person, this must be passed to the Designated / Deputy Designated teacher who has an obligation to pass on the information to Social Services.

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and / or has expressed suicidal thoughts. The Designated / Deputy Designated teacher will immediately follow the school's Safe-guarding & Child Protection procedures.

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.

6.3 Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
Unexplained bruises – in various stages of healing – grip marks on arms, slap marks; human bite marks; welts; bald spots; unexplained / untreated burns, especially cigarette burns (glove like); unexplained fractures; lacerations or abrasions; untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday	Self-destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; comes to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories

Emotional Abuse

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
Well below average in height and weight; "failing to thrive"; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional	Apathy and dejection; inappropriate emotional responses to painful situations; rocking / head banging; inability to play; indifference to separation from family, indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking / needy behaviour; poor peer relationships

development (e.g. anorexia, vomiting, stooping)	
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Neglect

Physical Indicators	Behavioural Indicators
Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns	Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos

Sexual Abuse

Physical Indicators	Behavioural Indicators
Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia / gross over-eating	What the child tells you; withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent / child role reversal; over concerned for siblings; poor self-esteem; self-devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical / angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material

The following are guidelines for use by staff should a child disclose concerns of a child protection nature

Do:	Do not:
<ul style="list-style-type: none"> ❖ Listen to what the child says ❖ Assure the child he / she is not at fault ❖ Explain to the child that you cannot keep it a secret ❖ Document exactly what the child says using his / her exact words ❖ Remember not to promise the child confidentiality ❖ Stay calm ❖ Listen ❖ Accept ❖ Reassure ❖ Explain what you are going to do ❖ Record accurately ❖ Seek support for yourself 	<ul style="list-style-type: none"> ❖ Ask leading questions ❖ Put words into the child's mouth ❖ Ignore the child's behaviour ❖ Remove any clothing ❖ Panic ❖ Promise to keep secrets ❖ Ask leading questions ❖ Make the child repeat the story unnecessarily ❖ Delay ❖ Start to investigate ❖ Do Nothing

7. Procedures for making complaints in relation to child abuse

7.1 How a Parent can make a complaint

We aim to work closely with parents / guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or any member of the school's Safeguarding Team: the Principal, the Designated or Deputy Designated Teachers for Child Protection. If they are still concerned they may talk to the Chair of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 2**.

7.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers

Where staff become aware of concerns or are approached by a child, they should not investigate as this is the responsibility of Social Services and / or PSNI. Staff should report these concerns immediately to the Designated / Deputy Teacher / principal and full notes should be made. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated / Deputy Designated Teacher / principal. The person who reports the incident must treat the matter in confidence.

The Designated / Deputy Designated teacher / principal will decide whether, in the best interest 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 may be the possible abuser, the parent will be informed immediately.

The Designated / Deputy Designated Teacher / principal may consult with members of the school's Safeguarding Team, the Education Authority's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the EA Designated Officer, the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made, the Designated / Deputy Designated Teacher / principal will telephone Social Services Duty Gateway Team. She will also notify the Education Authority's Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Duty Gateway team with a copy sent to the EA Designated Officer for Child Protection and a copy will be kept in the school's Child Protection file.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

This procedure with names and contact numbers is shown in **Appendix 3**.

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

If a complaint about possible child abuse is made against a member of staff, the principal (or Designated / Deputy Designated Teacher if the principal is not available) **must be informed immediately**. The above procedures will apply (unless the complaint is about the principal / Designated /Deputy Designated Teacher)

If a complaint is made against the principal, the Designated / Deputy Designated Teacher will inform the Chairperson of the Board of Governors who will ensure that necessary action is taken.

Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils or may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities. The Chair of the Board of Governors will be informed immediately.

Child Protection procedures will be followed in keeping with current Department of Education guidance.

This procedure with names and contact numbers is shown in **Appendix 4**

8. Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher / Deputy Designated Teacher or principal may be invited to attend initial and review Child Protection Case Conferences and / or core group meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with the Child Protection plan.

9. Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies. Where abuse is suspected, schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis. Should a child transfer to another school whilst there are current Child Protection concerns we will share these concerns with the Designated Teacher / principal in the receiving school.

10. Record Keeping

All Child Protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person and are only accessible by members of the Safeguarding Team.

11. Vetting Procedures

All staff, paid or unpaid, who are appointed to positions in the school are vetted / supervised in accordance with relevant legislation and Departmental guidance.

12. Code Of Conduct For all Staff Paid or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach. Appendix 5 describes the school's Code of Conduct.

13. Staff Training

Hart Memorial Primary School is committed to in-service training for its entire staff. Each member of staff will receive general training on policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic Child Protection awareness training and annual refresher training. The Principal / Designated Teacher / Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support Service for Schools. All teaching & non-teaching staff will also receive training in order for them to be aware of, recognise and respond to online safety risks.

When new staff or volunteers start at the school they are briefed on the school's Safe-guarding & Child Protection policy and Code of Conduct and given copies of these policies.

14. The Preventative Curriculum

Throughout the school year Child Protection issues are addressed through class assemblies. There are permanent Safe-guarding Team posters on display around the school and relevant Child Protection / Safe-guarding information in various shared spaces which provide advice and display child helpline numbers. A flow diagram of how a parent may make a complaint is also on display. A flow diagram of how staff deal with a concern is in the staff room.

Other initiatives which address Child Protection and safety issues:

- PDMU lessons
- NSPCC programme 'Speak Out, Stay Safe'
- Online safety lessons (five per year)
- Online safety information sessions for parents
- Installation of safety settings for parents, supported by the ICT Team
- P7 transition programme

15. Monitoring and Evaluation

The Safeguarding Team in Hart Memorial Primary School will update this policy and these procedures in the light of any further guidance and legislation as necessary and review it annually. The Board of Governors will also monitor Child Protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the Designated Teacher.

On-going evaluation will ensure the effectiveness of the policy.

Date Policy Reviewed: September 2019

Signed:

_____ (Designated Teacher)

_____ (Principal)

_____ (Chair of Board of Governors)

HART MEMORIAL PRIMARY SCHOOL

Record of Concern

Child's Name: _____ DOB _____ Class _____

Concern*:

Name of Person completing the report: _____

Designation: _____

Signature: _____ Date: _____

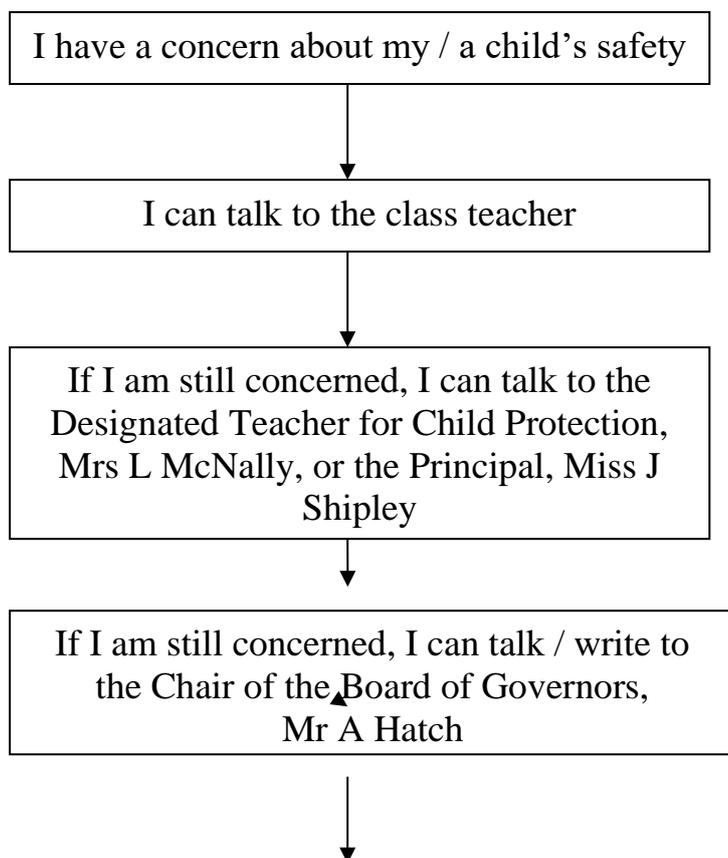
*** Record actual words used by the child/young person**

REPORTED TO: _____

ACTION TAKEN:

Appendix 2

How a Parent can make a Complaint



At any time, a parent can talk to a Social Worker at the Gateway Team

Tel: 0800 7837745 (Free Phone from a Landline)

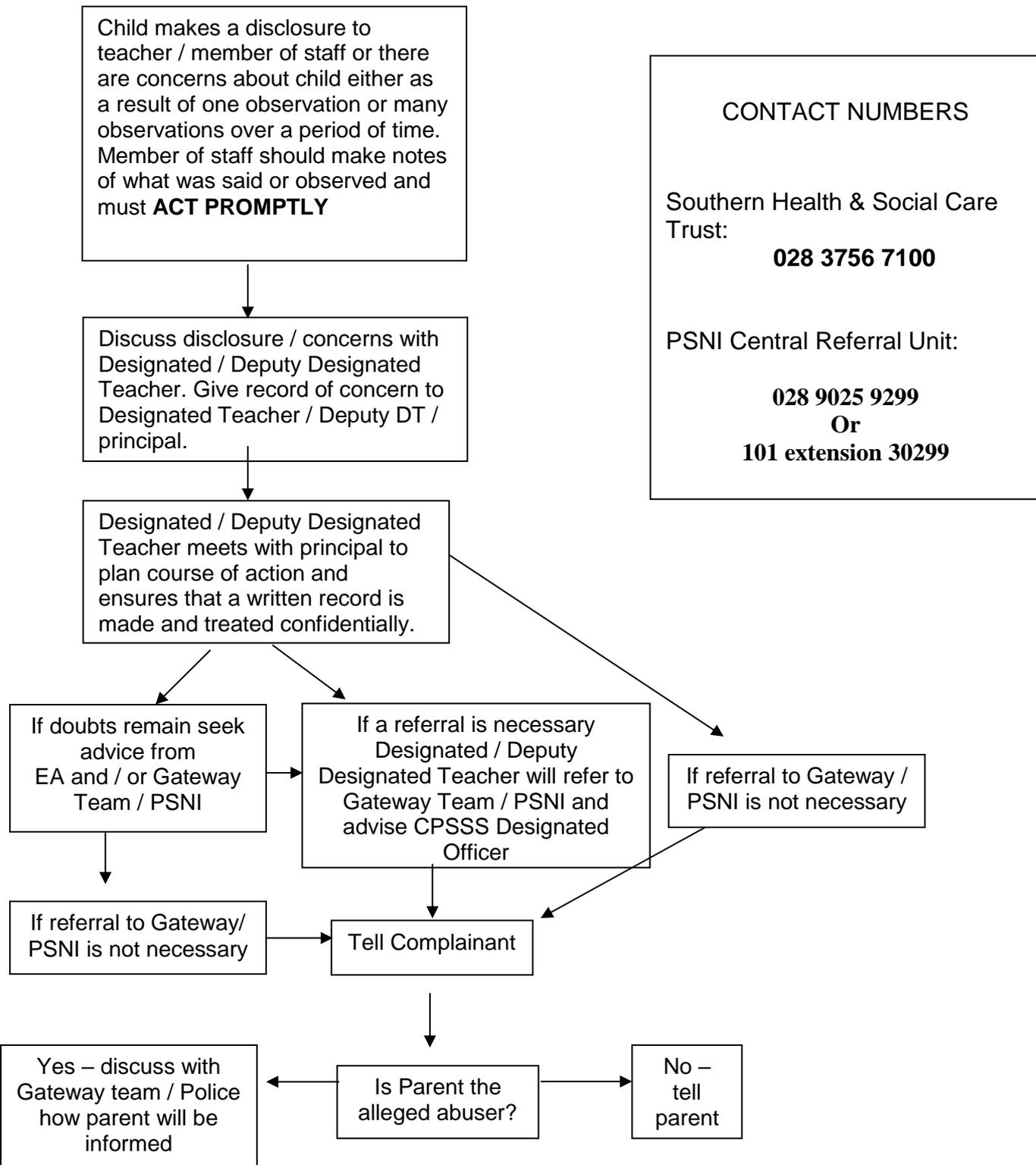
Or can contact the PSNI Central Referral Unit:
028 90259299

Tel: 101 extension 30299

If you have escalated your concern as set out in the above flowchart, and are of the view that it has not been addressed satisfactorily, you may revert to the school's complaints policy. This policy culminates in the option for you to contact the NI Public Services Ombudsman (NIPSO) who has the legislative power to investigate your complaint.

Appendix 3

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



Dealing With Allegations of Abuse against a Member of Staff

Key Points
Lead Individual learns of an allegation against a member of staff and informs the Chair /Vice Chair of Board of Governors as appropriate



Guidance on next steps
Lead Individual then:
Establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion



Possible Outcomes
Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and / or the Board of Governors to agree way forward from the options below:

Precautionary suspension is not appropriate and the matter is concluded

Allegation addressed through relevant Disciplinary Procedures

Precautionary suspension under Child Protection procedures imposed

Alternatives to Precautionary Suspension imposed

Appendix 5

STAFF CODE OF CONDUCT

In Hart Memorial Primary School we want all our students and staff to feel happy, safe and secure so that they can benefit fully from their time in school and are able to contribute wholeheartedly to the educational experience which our school offers.

We aim, at all times, to behave appropriately and warmly towards each other – staff and pupils – and to support one another both personally and professionally. As staff members in the school, we are mindful that our behaviour towards our pupils should always be above reproach.

We subscribe to the following good practice in this area:

Private Meetings With Pupils

- Teachers 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, but, where possible, such interviews should be conducted in a room or area which is likely to be frequented by other people, has visual access, or with the door open.
- Teachers are advised to ensure that another adult knows that the interview is taking place.
- Where possible another pupil or another adult should be present or nearby during the interview.

Physical Contact with Pupils

- It is good practice to avoid **unnecessary** physical contact with our students. We acknowledge, however, that it is neither practical nor desirable to suggest that there should be no physical contact and we would not wish to see a distressed student deprived of a reassuring or comforting touch because of a fear of physical contact. Where a student indicates, however, that he/she is uncomfortable with such contact it should never take place. Additionally, it is prudent to avoid any physical contact which might be open to misinterpretation by the student or by others.
- Where physical contact is required to maintain the safety of the student or others around him/her, that safety must take precedence over all other considerations.
- There should **never** be any physical response to misbehaviour, whatever the provocation, except where it is required to maintain the safety of the student or that of others. In this event the reasonable force policy should be fully adhered to and the incident reported immediately to the Principal or – in her absence – a member of the Senior Leadership Team
- If it is necessary to administer first-aid this is best done with another person present. The welfare of the student is, however, paramount, and intervention should **never** be delayed because there is no other adult present.

Choice and Use of Teaching Materials

- It is inevitable that some of our teaching will involve the use of sensitive materials and it is very difficult to anticipate when these might impact negatively on our students. If the material to be used is very contentious, and if there are concerns about any students in a class in relation to it, it is good practice to consult, in the first instance, with the relevant co-ordinator. She/he can then speak with a member of the Senior Leadership Team.

Use of Media

- It is **best practice** that members of staff not allow students to have access to their personal mobile phone numbers, email addresses or social media accounts. All electronic communications with families will be via the recognised official school systems.
- It is essential that all staff ensure that appropriate private settings are maintained for social networking sites. Information in any way related to the school community should **never** be posted on personal social networking sites. Staff do not communicate with pupils via social networking sites. It is best practice not to have past pupils or family members of pupils as contacts / 'friends' on social networking sites. Staff should also be mindful of content attributable to them, posted on others' sites (eg. friends and family) who may not have the privacy settings recommended.

Verbal Interaction.

All verbal exchange in school shall be conducted in a professional manner. Sarcastic, threatening or demeaning verbal interaction is not acceptable. The use of humour can be helpful in diffusing situations but the humour used must be understood and age-appropriate.

Relationships and Attitudes

- We value greatly the good relationships which exist between staff and students in Hart Memorial and we wish to see these maintained. These relationships must always be appropriate and professional to ensure the warm and caring atmosphere which is an integral part of the school community.
- We also greatly value good relationships between and among staff. We strive to get along with and support each other in a professional capacity whilst being aware of the correct channels to follow in the event of misconduct. Intentionally hurtful or divisive conduct will not be tolerated.
- It would be impossible and inappropriate to lay down hard and fast rules to cover all circumstances in which teachers inter-relate with pupils. In all circumstances, teachers' professional judgement will be exercised

Appendix 6

HART MEMORIAL PRIMARY SCHOOL

MOBILE PHONE POLICY

INTRODUCTION

In Hart Memorial Primary School the welfare and well being of our pupils is paramount. This policy on the use of mobile phones in school and whilst with children has been drawn up in the best interests of pupil safety and staff professionalism.

RELATED POLICIES

Child Protection policy

Pastoral Care policy

USE OF MOBILE PHONES

Pupils:

- pupils are not permitted to have mobile phones at school or on trips
- if, in the very rare event of a parent wishing for his/her child to bring a mobile phone to school to contact the parent after school:
 - the parent must put their request in writing to the Principal
 - the phone must be handed in, switched off, to the secretary's office first thing in the morning and collected from the office by the child at 3pm (the phone is left at the owner's own risk)
- mobile phones brought to school without permission will be confiscated and must be collected by the parent.

Staff:

- staff must have their phones on 'silent' or switched off during class time
- staff may not make or receive calls during teaching time. If there are extreme circumstances (eg. acutely sick relative) the member of staff will have made the principal aware of this and can have their phone on in case of having to receive an emergency call
- use of phones must be limited to non-contact time when no children are present
- phones should be kept out of sight (e.g. in drawer, handbag, pocket) when staff are with children
- calls / texts must be made / received in private during non-contact time
- phones will never be used to take photographs of children or to store their personal data

Parents & other visitors:

- we request that parents do not use mobile phones in the school buildings or grounds
- mobile phones must never be used to take photographs in the school building or grounds

We very much appreciate our parents' support in implementing this policy in order to keep your children / our pupils safe.