

# **St Colman's Primary School**



## **Safeguarding & Child Protection Policy**

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## Foreword

We in St Colman’s Primary school have a primary responsibility for the care, welfare and safety of the children in our charge.

We will carry out this duty through our Safeguarding, Child Protection & Pastoral Care suite of policies, which alongside our daily work aims to provide a caring, supportive and safe environment for all. We value individuals for their unique talents and abilities and create an environment where all are nurtured.

One way in which we seek to safeguard our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence, knowledge, understanding and skills they need to keep themselves safe.

Additional learning opportunities are also provided in our school’s PDMU Programme. Through the delivery of this programme particular attention is given to Self- awareness, Mindfulness, Health, Growth and Change and Keeping Safe.

Our school’s Child Protection Policy is a “Living document” which provides a secure framework within which all staff can work. It reflects the values to which our school community is committed and how the school carries out its statutory duties in safeguarding children.

The purpose of the following procedures on Child Protection and Safeguarding 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 required where abuse or neglect of a child 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.

*“In all matters relating to Safeguarding and child protection procedures or policies, the best interests of the child must be the paramount consideration.”*

**Safeguarding and Child Protection in Schools - A Guide for Schools updated Sept 2023 (Page 1)**



## Key Principles

**This policy draws directly on the DENI circular and guidance (2017/04) – Further Updated (September 2025)**

### **“Safeguarding and Child Protection in Schools A Guide for Schools”**

Three Articles in the United Nations Convention on the Rights of the Child, (Article 19, 12 and 3) influence the guidance.....

- Article 19 provides that children have the right to be protected from
  - all forms of physical and mental violence,
  - injury or abuse
  - neglect or negligent treatment
  - maltreatment or exploitation including sexual abuse by those looking after them
  
- Article 12 further provides that a child who is capable of forming his/her own views should be assured of the right to express those views freely in all matters which affect them. These views are given due weight in accordance with the age and maturity of the child.
  
- Finally, and most fundamentally, Article 3 provides that when organisations make decisions which affect children, the best interest of the child must be a primary consideration.

The following principles for the basis of our Safeguarding and Child Protection Policy:

- The child or young person’s welfare is paramount
  - The voice of the child should be heard
  - Parents are supported to exercise parental responsibility and families helped to stay together
  - Partnership
  - Prevention
  - Responses should be proportionate to circumstances
  - Protection
- Evidence based and informed decision making.



## Recruitment & Vetting of Staff

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children.

All our staff are vetted in compliance with Department of Education circulars/regulations. Refer to *The Safeguarding Vulnerable Groups (NI) Order 2007 and the Protection of Freedoms Act 2012* as the legislative framework.

All vetting documentation and individual confirmation of suitability from Access NI are stored in the main office. DE Circular 2013/01 sets out the vetting requirements for schools. All new paid teaching and non-teaching staff must have an EDC from Access NI before starting work in our school.

Volunteers who work **unsupervised** in St. Colman's must have an EDC from Access NI.

Parents/Carers are **not** permitted to stay in class during lessons/activities with their children even in exceptional circumstances as:

- It can impact on the school's work to promote the children's independence and self-help skills.
- It can impact on the learning, experience and well-being of other children.
- It can affect the flow and consistency of learning and teaching within the classroom.
- It can potentially impact on staff's ability to fulfil their role fully.
- It can lead to safeguarding concerns.

In exceptional circumstances parents may bring children to the classroom door after school begins where classroom staff will oversee a handover of the child. This can be arranged with the class teacher or senior member of school staff.

## Code of Conduct

The staff of our school has also adopted the Code of Conduct for our behaviour towards pupils. Staff have developed a culture of mutual trust and respect. The conduct of staff towards the children is above reproach.

In St. Colman's we:

- Set an example
- Have good relationships and positive attitudes
- Are honest
- Conduct ourselves well outside of work
- Are Confidential



- Refrain from private meetings with pupils
- Avoid any physical contact with pupils

### **Visitors to School**

In St. Colman's PS visitors such as parents, suppliers of goods and services to carry out maintenance etc are not required to be vetted as guidance directs. However, such visitors are managed by school staff and their access to areas and movements within our school are only to areas where access is required.

### **Child Abuse**

The problem of child abuse will not be ignored by anyone who works in our school. We also recognise the impact on children of living with domestic abuse.

### **The Safeguarding Team at St. Colman's**

The following table identifies the members of the safeguarding and Child Protection team.

The Safeguarding Team ensures the effective coordination and cooperation between the key individuals responsible for safeguarding throughout the school.

Principal:	Mr S Baine
Vice Principal: - Deputy Designated Teacher DDT	Mr C McCaffery
Designated Teacher for Child Protection: DT	Ms MA Phoenix
KS1 & SENCO	Mrs M McDonnell
KS2:	Miss O Cunningham
MLD:	Mr McCambridge
Chair of Governors	Mrs N. McMorrow
Designated Governor for Safeguarding & CP	Mr P Kennedy
Teaching Assistant	Mrs G Lowe

### **Role of The Designated Teacher:**

- The induction and training of all school staff including support (before they commence their role)
- Be available to discuss the Safeguarding or child protection concerns of any member of staff
- Have responsibility for managing and keeping of all child protection concerns – including maintaining all records pertaining to child protection in a secure location
- Making referrals to Social Services or PSNI Public Prosecution Units



where appropriate

- Ensuring staff are aware that Notes of Concern should be completed using the template provided in DE Circular 2020/07
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences – being aware of early intervention supports and other local services e.g. Family Support Hubs
- Making referrals to Social Services or PSNI where appropriate
- Liaising with EA/CCMS Designated officers for Child Protection
- Keeping the school Principal informed
- Lead responsibility for the development and update of the school's Safeguarding & Child Protection policy
- Completing the ETI safeguarding Proforma regularly and action improvements
- Ensure parents receive guidance with regards to the child protection policy every 2 years which alerts them to the fact that referrals may be made and the obligations on the school's behalf in this regard
- Promote of a Safeguarding and child protection ethos in the school
- Provide termly reports to the Board of Governors regarding child protection
- Ensure that, where a pupil on the child protection register changes school that the Designated Teacher in the receiving school is informed of the child's circumstances and the name of the child's social worker.

### **Role of The Deputy Designated Teacher:**

The role of the DDT is to work collaboratively and in partnership with the DT in fulfilling her responsibilities. Our DDT, Mr McCaffery will develop sufficient knowledge to undertake the duties of the DT when required.

### **Note:**

- All staff received refresher training in October 2022
- Further update training will be completed in September/October 2024
- All new members of staff are trained upon appointment via a group trawl



## Definitions

Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions.

Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse.

There are five main categories of abuse:

1. Physical Injury
2. Neglect
3. Sexual Abuse
4. Emotional Abuse
5. Exploitation

It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. Other symptoms, for example, cuts and grazes, may also be accidental and not a sign of abuse.

**Please note that the lists of symptoms or forms of abuse that are included in this policy are neither exhaustive nor exclusive.**



## **PHYSICAL INJURY**

This is deliberately physically hurting a child. Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation, Munchausen's Syndrome by Proxy and FGM (Female Genital Mutilation). 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. It includes excessive punishment.

## **NEGLECT**

This is the failure to provide for a child's basic needs. The failure to meet a child's physical, emotional and /or psychological needs is likely to result in significant harm. It may involve a parent or carer failing to provide adequate foods, shelter, hygiene 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 and is likely to result in the serious impairment of a child's health or development. Children who are neglected often suffer from other types of abuse.

## **SEXUAL ABUSE**

This abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others.

It 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
- watching sexual activities, or
- encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via E – technology).
- Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.



## **EMOTIONAL ABUSE**

This abuse is the persistent or significant emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional/psychological development. It can have severe and persistent adverse effects on a child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may involve causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. 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 also expose a child to emotional abuse.

## **EXPLOITATION**

This 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.

## **BULLYING**

Note the Addressing Bullying in Schools' Act 2016 became law from September 2021.

We are guided in this area by the Northern Ireland Anti- Bullying Forum (NIABF), The Education Authority and best practice guidance from expert training providers. Our Anti-Bullying Policy has been designed and drawn up using the Education Authority's Anti-Bullying Policy Framework and has been created following consultation and input from the school community.



Bullying is a distressing and damaging form of abuse and is not tolerated in our school. The school has a robust Anti-Bullying Policy which is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under safeguarding procedures. A copy of the policy is available on the school website or upon request from the office. All staff are vigilant to the possibility of bullying occurring and will take immediate steps to restore the relationship between the child who has been subjected to bullying behaviour and the child displaying the bullying behaviour.

Parents of both the child who has been subjected to bullying behaviour and the child displaying bullying behaviour will be contacted immediately bullying behaviour is identified.

Any complaint by a parent that their child is, or may be, being bullied will be fully investigated by the Designated Teacher for Child Protection, Ms. Phoenix, the DDT, Mr. McCaffery or the school Principal. This will usually include ensuring that another child or small group of children befriends and supports the child being bullied during the school day. The child displaying bullying behaviour will work closely with their parents, Designated teacher and Principal to restore positive behaviour.

Intervention levels and strategies are further set out in our “Anti-Bullying Policy”.

Parents making a complaint about bullying will have a personal response from the Designated Teacher indicating the investigation which has been carried out and the action being taken. The behaviour of the child displaying the Bullying will be carefully monitored until staff are satisfied that the issue has stopped. All notes and information using the agreed BCAF proforma will be recorded in the Anti – Bullying notebook with electronic records kept on our school SIMS system. (*Ref: Anti – Bullying in Schools policy*).



## Confidentiality

Child Protection raises issues of confidentiality which should be clearly understood by all staff.

The following points form part of a guide for all staff with confidentiality concerns about child protection.

- Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies.
- If a child confides in a member of staff and requests that the information is kept a secret, it is important that the member of staff tells the child sensitively, that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within that context the child, however, should be assured that the matter will be disclosed only to people who need to know about it.
- Staff who receive information about children and their families in the course of their work would share that information only within appropriate professional contexts.
- All records of a safeguarding/child protection nature are held securely within the school. Access to such records is restricted to the Principal and the Designated Teacher (DT) /Deputy Designated Teacher (DDT) for Child Protection.
- School maintains records in line with:
  - DE Circular 2015/13 Dealing with Allegations of Abuse Against a Member of Staff
  - DE Circular 2020/07 Child Protection: Record Keeping in Schools



## **Procedures for Suspected (Or Disclosed) Child Abuse**

The Designated Teacher for Child Protection (DT) is Ms Phoenix. In her absence Mr. Mc Caffery (the Deputy Designated Teacher for Child Protection) will assume responsibility for Safeguarding matters.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly. The guidance below details the immediate steps all staff should follow.

### **How to Respond to A Child Who Makes a Disclosure: -**

#### **1. RECEIVE**

- Stay calm
- Listen to what the child is saying without displaying shock or disbelief
- Accept what the child is saying
- Be discreet

#### **2. REASSURE**

- Reassure the child that they have done the right thing by talking to you
- **Do not make promises that you cannot keep**
- **Do not promise confidentiality**
- Staff have a duty to refer the matter to the Designated Teacher for Child Protection. Explain that you will need to talk to Miss Hannaway (DT) who will know what to do next
- Do reassure and alleviate guilt if the child refers to it



### 3. RESPONSE

- Respond to the child only as far as necessary for you to establish whether or not you need to refer the matter to the Designated teacher for Child Protection
- Do ask open questions
  - (Can you tell me what happened? Anything else you wish to tell me?)
- Do not ask closed questions (those that will evoke a yes/no response, for example, Did \_\_\_\_\_ do this to you?)
  - Such questions invalidate evidence where a subsequent court action is necessary
- Do not criticise the perpetrator as the child may love that person
- Do explain what you will do next (talk with the Designated Teacher who will know how to get help)

### 4. RECORD

- Make notes as soon as possible after hearing what the child has said and write them up (Using a Note of Concern)
- Do not destroy these original notes
- Record the date, time, place, people present and any noticeable non-verbal behaviour. Record the words the child used as much as possible. If the child uses ‘pet’ words record those rather than translating them into proper words. Any injuries or marks noticed can be depicted on a diagram showing position and extent
- Record statements and observable things, rather than your interpretations and assumptions
- Sign the record and hand it to the Designated Teacher



## 5. REFER

- **Concerns about possible abuse must be referred to the Designated Teacher as soon as possible within the working day**
- The designated teacher will liaise with the Principal in the decision-making process regarding possible referral to statutory services

The flowcharts that follow are designed to make clear what course of action can/should be taken with respect to safeguarding and child protection that hopefully will never arise.

### Note:

- The process outlined in the ‘Best Practice’ flow charts will be followed without question or deviation.

### **Children with Increased Vulnerabilities and/or;**

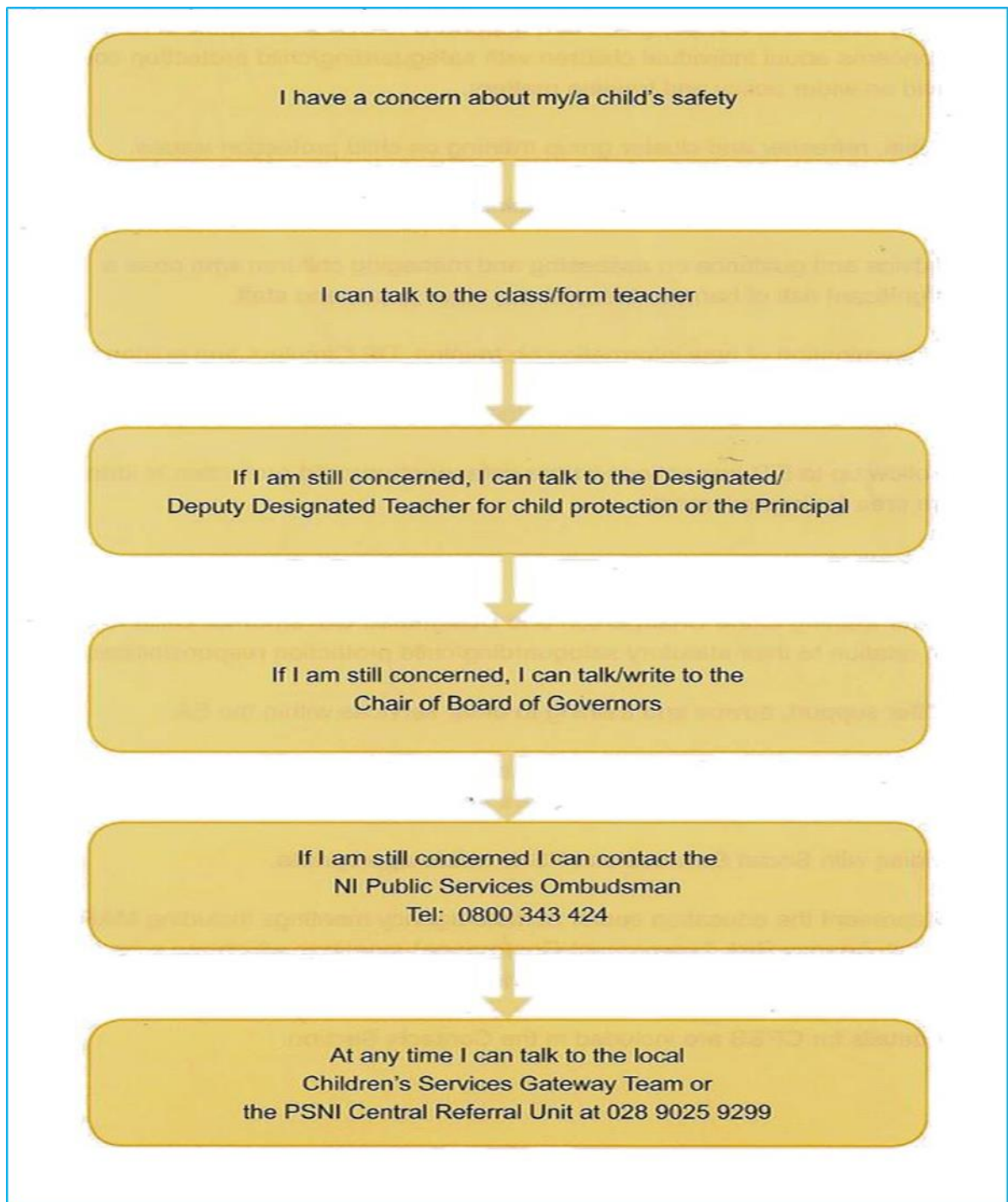
#### **Children with a Disability**

- Children and young people with disabilities (i.e. any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse and those working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues.
- Our staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Our Staff and volunteers working with children with disabilities will receive training to enable them to identify and refer concerns early in order to allow preventative action to be taken.



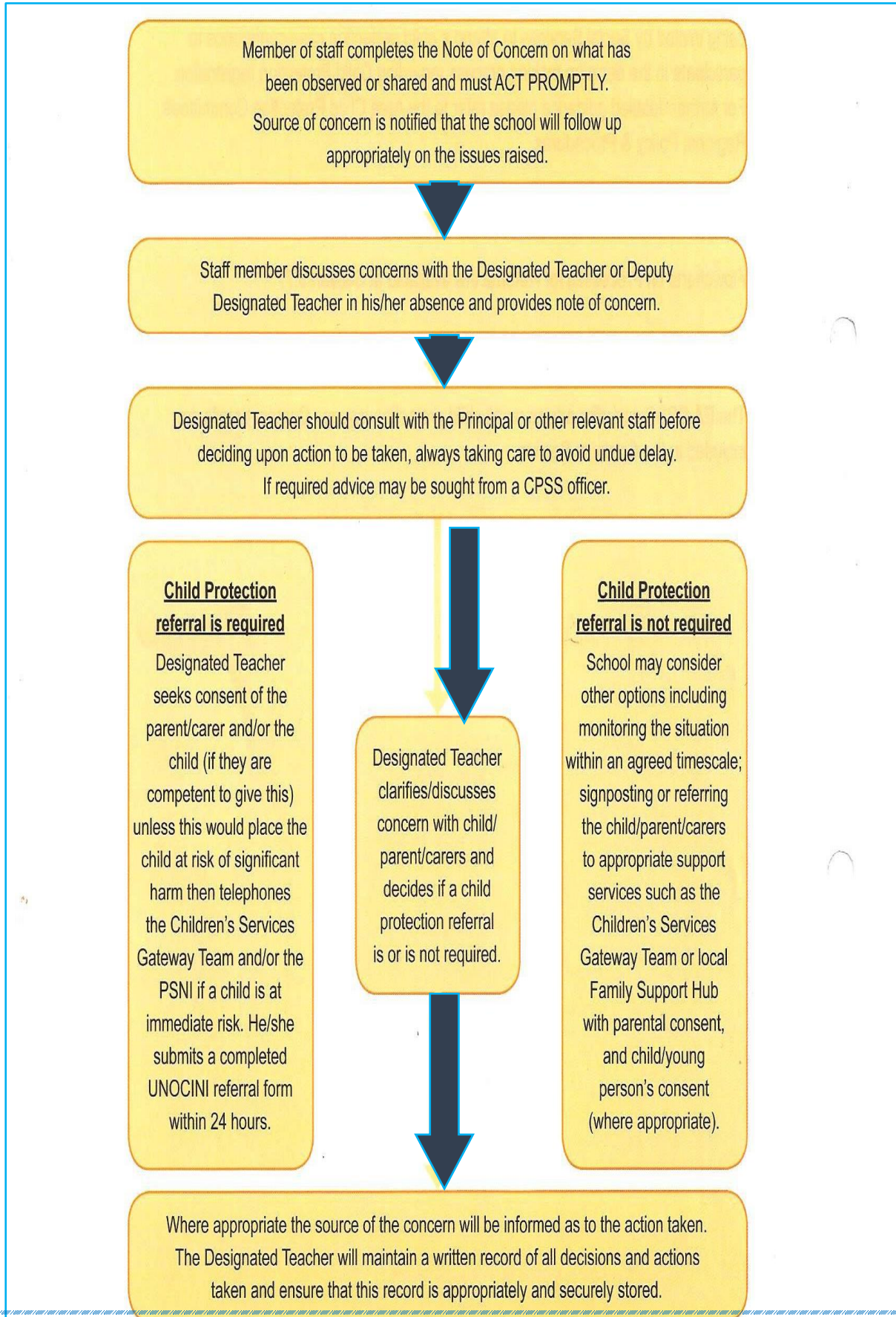
## PROCEDURE TO BE FOLLOWED

### IF A PARENT HAS A CHILD PROTECTION CONCERN



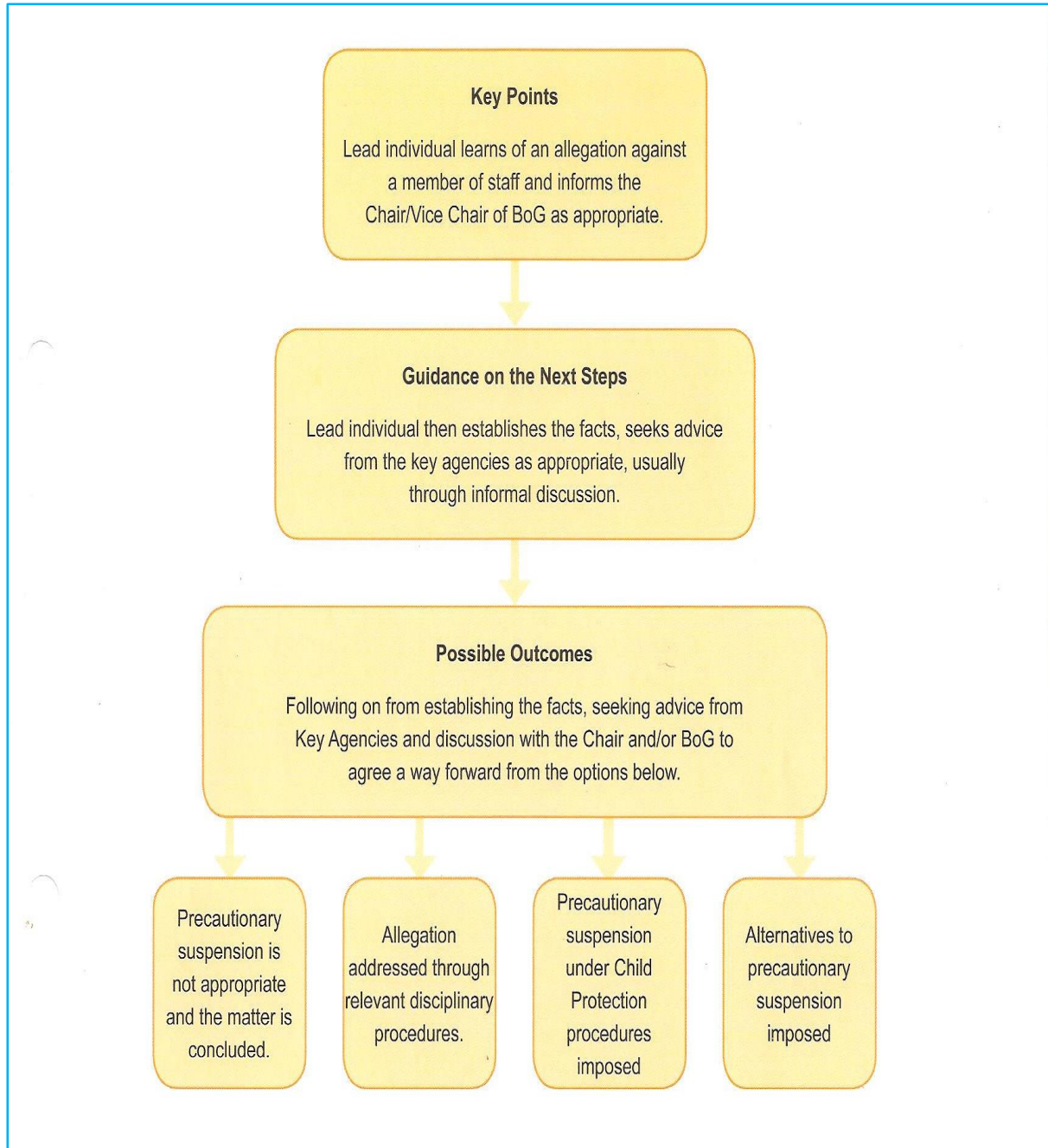


# PROCEDURE TO BE FOLLOWED WHERE THE SCHOOL HAS CONCERNS, OR HAS BEEN GIVEN INFORMATION, ABOUT POSSIBLE ABUSE BY SOMEONE OTHER THAN A MEMBER OF STAFF





# PROCEDURE FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST A MEMBER OF STAFF





## **ARRIVING AT A DECISION**

The Principal, in consultation with the Designated Teacher and/or DDT, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services using Understanding the Needs of Children in Northern Ireland (UNOCINI) referral documentation. If there are concerns that the child may be at risk, the school is duty bound to make a referral.

### **Note:**

The Principal/DT may seek clarification or advice and consult with the CCMS designated officer, Designated Officers for Child Protection at the Education Authority (EA) or Duty Social Worker, before a referral is made. 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 first priority.

Written documentation is submitted to authorities using the regionally agreed format of Understanding the Needs of Children in Northern Ireland (UNOCINI).

If a complaint about possible abuse is made against a member of staff, the Principal (or the Designated Teacher if he is not available) must be informed immediately and manage the response.

The aforementioned procedures will apply (unless the complaint is about the Designated Teacher). Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with pupils and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Governors will be informed immediately. Decision making will be made jointly by the Principal and Chair of Governors.

If a complaint relates to the Principal, the Designated Teacher (or her deputy if she is not available), must be informed immediately. He/she will inform the Chairman of the Board of Governors and together they will ensure that the necessary action is taken.



## **Operation Encompass**

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.

Our DT/DDT will use professional judgement on how best to respond to the information they receive from PSNI based upon: the severity, type of information, age/stage of development of the child, any previous history know.



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

## **USE OF INTERNET AND DIGITAL TECHNOLOGY**

We in St Colman’s promote the safe, healthy, acceptable and effective use of the Internet and other Digital Technologies (following DE guidance as set out in DE Circular 2007/01). We actively promote safe and acceptable working practices for all staff and pupils which reassures parents that all relevant procedures are in place in with regard to safeguarding all of the children. As we are living in a rapidly changing technological world we constantly keep children, staff and parents updated in relation to what is deemed safe/unsafe practices through Newsletters, Text Alerts, School Website, ClassDojo etc. Open channels of communication are important in these matters.

## **CHILDREN**

All children are given clear guidance with regard to the use of Internet and Digital Technology in school. They are made aware of the benefits of these technologies, but are also made aware of the dangers i.e. Cyber Bullying, giving personal details over the internet, knowing to talk to a trusted adult if they are concerned about something they hear and see over the internet etc.

We have a strong E-Safety policy and regularly use the support of REIM training and the PSNI to support the important message we give to our children. Our school website has a hyperlink to CEOP.

Our parents and children (and staff) sign “An Acceptable Use of the Internet Agreement” which outlines the expectations we have of ourselves, our children and how significant adults i.e. Staff and parents model Acceptable Behaviours of good use of the Internet.

**We have developed a strong Social Media Policy.** All our policies are developed in consultation with parents and they can be viewed/downloaded from the school website [www.stcolmanslambeg.co.uk](http://www.stcolmanslambeg.co.uk)

Children are informed at the beginning of each school year that mobile phones are not permitted in school without prior consent from the Principal, Mr Baine, or Vice Principal, Mr Crouch.

## **STAFF**

Staff have agreed to both a “Social Media Policy” and an “E-Safety Policy” for ICT provision in school. An additional C2K Acceptable Use Policy for Managed



Service laptops/PCs has also been signed by staff. If staff encounter inappropriate sites at any time they should report the matter to Mr Baine, Principal, or Mr Crouch, Vice- Principal immediately. An Incident Report form will be completed as is set out in our E-Safety Policy.

These reports and an extensive outline of how we deal with issues concerning E-Safety and Acceptable use please refer to our E-safety Policy.

## **PARENTS**

At the beginning of the school year parents (as part of our GDPR compliance work) give their written consent with regard to use of their children’s photographs for classroom displays and school website.

Parents are informed at the beginning of the school year that children are not permitted to bring mobile phones, iPads, other tablets or swatches, into school. If throughout the course of the day parents need to be contacted, this will be done by the main office.

We recognise that parents/extended family members may on occasion wish to capture children’s performance on mobile phones, camcorders, and iPads during special events throughout the school year- Christmas Concerts, Assemblies, Sacramental Services, Sport’s Day etc. Parents are not permitted to take photographs of other children on their mobile phones/cameras/tablets etc. This applies to **all** school activities including Religious Services.

## **SCHOOL TRIPS**

As is set out in our Educational Visits Policy we aim to ensure safety of children at all times thus there are high levels of supervision on school trips, with a favourable adult-child ratio. Volunteers are not normally required however, all volunteers who do assist with educational trips are given a copy of the school’s Safeguarding Policy/Code of Conduct and Educational Visits Policy so that they act in compliance when supporting the school. Staff are made aware of the importance of high levels of supervision required when children are off site. Particular attention is given to the additional needs children may have when spending a day off site i.e. inhalers, epi pens, blood sugar monitor etc. In the event of an emergency the lead member of staff on a given trip will make immediate contact with the Designated Teacher/Principal. A portable Defibrillator is brought on trips.



The school has a robust Educational Trips Policy which staff adhere to. Risk Assessments are robustly carried out and all our work is in line with the guidance DE/EA provide on ensuring safe school excursions.



## **CHOICE/USE OF TEACHING MATERIALS**

Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives of the choice.

When using teaching materials of a sensitive nature, a teacher should be aware of the danger that their application, either by pupils or by the teacher, might subsequently, be criticised. In the use of video technology teachers must view and evaluate the video clip to approve its suitability for use.

If in doubt about the appropriateness of particular teaching materials the teacher should consult with the Principal before using it.

All staff must ensure that all materials, i.e. books, pencils, objects, newspapers etc. brought into the school environment are relevant and suitable for the physical and moral well-being of our children and adult community.

## **DRESS CODE**

The staff of St. Colman’s are role models for the children in their care. Staff are highly professional and are expected to carry themselves as such.

Our staff have read, understood and signed our “Staff Code of Conduct”.

## **PROMOTING POSITIVE BEHAVIOUR**

As part of our Preventative curriculum, we proactively promote positive emotional health and the well-being of our pupils within and across the school community.

We raise the children’s awareness of social, emotional and health issues... we develop the children’s confidence, resilience and their coping skills. We aim to offer relevant and appropriate interventions and early signposting to those children (via their parents) experiencing certain difficulties.

Our personal development curriculum and well being of pupils has a high priority in our School Development Plan and keeping safe messages are embedded throughout the school. Our staff are highly skilled in both pastoral care and personal development and we use effective links across our wider curriculum.



## **RSE – RELATIONSHIPS AND SEXUALITY EDUCATION**

In primary our RSE is covered within the PD&MU area of learning and can be viewed in a separate policy document. Our work in this area is guided using best practice guidance.

### **Additional:**



## CONCLUSION

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interact with children and young people, or where opportunities for their conduct to be misconstrued might occur. We have an excellent staff whose care for the children is exemplary. At all times are staff work “*In Loco Parentis*” and have the children’s best interests at our core.

Annually as a staff we discuss our Safeguarding/Child Protection work and review our agreed Code of Conduct.

In all circumstances, the professional judgement of staff will be exercised and for the vast majority of members of staff our Code of Conduct will serve only to confirm what has always been their practice.

If members of staff wish clarification of points within this Safeguarding Policy (or any Policy) or how they should act in particular circumstances, they should consult a member of the School Leadership Team, (Vice Principal, Principal or representative of their professional organisation.)

From time to time it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people. By so doing we can seek to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or of their parents/guardians.

**In St. Colman’s all of our work is based on the well-being of our children. We are a talking school and staff; parents are advised to ask for clarification or advice in any/all issues.**

**This is a strength of our work.**