

[BELFAST HOSPITAL SCHOOL]

Belfast Hospital School

Child Protection and Safeguarding

[Pastoral Care Team]



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Child Protection Guidelines

Belfast Hospital School fully recognises its responsibilities for child protection.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring that the welfare of the child is of paramount importance
- Practising of safe recruitment in checking the suitability of staff and volunteers to work with children
- Raising awareness of safeguarding children issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Establishing a safe environment in which children can learn and develop.

We recognise that school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Ensure that staff are trained to spot all kinds of child abuse
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that they can approach staff with concerns although staff have responsibility to disclose any concerns they may have
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the DENI and take account of guidance to:

- Ensure we have a designated senior person and deputy for child protection who have received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body know the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.

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- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Follow approved procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school will endeavour to support the pupil through:

- The content of the Northern Ireland Curriculum
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school's Positive Behaviour policy, which is aimed at supporting vulnerable pupils in the school.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, Child and Family Therapy, Education Welfare Service -, Educational Psychology Service and the Department for Communities.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

In the case of a child in hospital, suspicion of child abuse will be reported in writing to RBHSC Designated Officer – Andrew Thompson, based on Allen Ward (**02890632837**) or ward manager and a copy given to the designated teacher.

Role of the Designated Teacher

The designated teacher has responsibility for co-ordinating action within the school and for liaising with Trusts and other agencies about suspected or actual cases of child abuse.

The designated teacher shall:-

- Ensure that all staff are aware of the EA's procedures
- Ensure that these procedures are followed
- Inform Social Services, the EA and Principal about the relevant concerns of any member of staff about individual children
- Co-ordinate action by staff in cases of suspected child abuse and report to appropriate Social Services Officer and Board's Designated Officer.
- Contribute the school's knowledge of the child to the Child Protection Conference convened by Social Services when a referral has been made of a case of suspected or alleged abuse
- Update policy to include recent changes in legislation
- Organise staff training in the areas of Safeguarding Children and Pastoral Care
- Ensure that the Principal, teachers and the school's Education and Welfare Officer are kept aware of children "looked after" or on the Child protection Register

Pastoral Care Team:

Christopher Kennedy	Designated Teacher
Kathy Boyle	Deputy Designated Teacher
Alun McKeever	Deputy Designated Teacher
Alison Cannon	SENCo

Governor for Safeguarding & Child Protection:

Lori Jones

EA Office: Tel: 028 95 985590

Links with Parents, Community and Outside Agencies

In the promotion of effective Pastoral Care, it is important to establish and maintain links with parents, hospital personnel, mainstream schools and outside agencies.

We aim to implement this by:-

- Encouraging parents to discuss the progress and particular needs of their children
- Ensuring that parents are aware of the school's responsibility in terms of Pastoral Care and Safeguarding and are aware of our procedures for dealing with these issues
- Updating staff and pupil's knowledge of areas relating to Pastoral Care and Safeguarding through external support agencies
- Establishing and maintaining effective links with mainstream schools

We aim to constantly evaluate the effectiveness of Belfast Hospital School's system of pastoral care and safeguarding by:-

- Monitoring on a regular basis the school's provision for pastoral care. The principal monitors teaching in the hospital and home on a regular basis through:
 1. Visits
 2. Liaison with parents and medical/nursing staff
 3. Staff Development and Performance Review
 4. Questionnaires to measure the support from pupils and parents for policy and practice
- Reviewing the quality of provision and support arrangements for individual pupils
- Working closely with EA and other professionals to monitor pupils' reintegration into mainstream

Communication with Parents

When a young person confides in a member of staff, that member of staff should make the young person aware of their responsibility to pass the information on where appropriate. In cases where the young person has not given their consent for the information to be passed to their parent/guardian, teachers should seek the advice of the designated teacher/principal. The designated teacher/principal should refer to the flowchart from the UNOCINI Guidance document in determining whether or not to share information. Advice from the EA Safeguarding Team should also be sought where appropriate.

Safeguarding in a Digital World

The NI curriculum stipulates that:

“Pupils should demonstrate, where and when appropriate, knowledge and understanding of e-Safety, including acceptable online behaviour.”

Staff are asked to explore issues with children regarding staying safe in a digital world. In particular all staff should raise awareness of:

- Grooming
- Cyber-bullying
- Sexting and indecent photographs
- Pornography
- Addiction (Gaming, online gambling, pornography)
- Inappropriate sites or content

Pupils have access to the school’s online Fronter Room which deals with e-Safety issues. Staff can also use the wide variety of resources available online to help children keep safe online.

<https://www.thinkuknow.co.uk/>

www.kidsmart.org.uk

www.saferinternet.org.uk

<http://www.nspcc.org.uk>

Photography and mobile phones

The use of mobile phones during lessons is not acceptable (see AUP). Staff should not use their mobile phones to record pupils’ voices or take photos of pupils at any time. Designated school devices are available for audio/visual recording where required.

Categories of Abuse

Child abuse occurs in families from all social classes and cultures and it also occurs in agencies and organizations. Abusers come from all walks of life and all occupations and professions. The following is an extract from *Cooperating to Protect Children*:

“Children may be abused by a parent, a sibling or other relative, a carer (ie a person who has actual custody of a child such as a foster parent or staff member in a residential home), an acquaintance or a stranger, who may be an adult or a young person. The abuse may be the result of a deliberate act or of a failure on the part of a parent or carer to act or to provide proper care, or both. The abuse may take a number of forms, including:

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

Physical injury: actual or likely deliberate physical injury to a child, or wilful or neglectful failure to prevent physical injury or suffering to a child; Each of these definitions uses the term ‘actual or likely’. For practical purposes, ‘actual’ can be taken to mean ‘confirmed’, ie that the teacher is satisfied that the abuse has actually happened, and ‘likely’ can be taken to equate with ‘potential’ or ‘suspected’, ie that the teacher believes that the abuse probably happened, or will, or will probably, happen. The words ‘confirmed’, ‘potential’ and ‘suspected’ are taken from the Joint Protocol established

by the Police and social workers (see paragraph 11).*Pastoral Care in Schools:*

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

Emotional abuse: actual or likely persistent or significant emotional ill treatment or rejection resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child. All abuse involves some emotional ill treatment. This is where it is the main or only form of abuse.

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,

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harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature (see section below).

These types of abuse apply equally to children with disabilities but the abuse may take slightly different forms, for example, lack of supervision, or the use of physical restraints such as being confined to a wheelchair or bed.”

Sexual Exploitation of Children and Young People

Sexual exploitation is a form of sexual abuse. It is an umbrella term that covers a number of different possible scenarios in which children or young people are exploited, coerced and/or manipulated into engaging in some form of sexual activity, in return for something they need or desire and/or for the gain of a third person.

Identifying Signs of Abuse

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Some symptoms may be due to a variety of other causes, including bereavement, domestic violence or other changes in family circumstances, or drug, alcohol or solvent misuse. Sometimes, however, they may be due to child abuse. For example, the following may be noticeable:

Bruises, particularly bruises of a regular shape which may indicate the use of an implement such as a strap, or the mark of a hand, lacerations, bite marks or burns

Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition;

Possible indicators of emotional abuse, such as excessive dependence, or attention-seeking

Sexual abuse may exhibit physical signs, or lead to a substantial behavioural change including precocity, withdrawal or inappropriate sexual behaviour

Any or any combination of the above may be accompanied by or solely manifested in marked deterioration in performance and/or increased absenteeism.

No list of symptoms can be exhaustive. Also, it must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms described above (in particular, bruises to the legs are usually accidental). Pupils who are the victims of abuse often display emotional or behavioural difficulties. In cases of children or young people who are felt to have long term behavioural problems, the school may wish to seek advice from local support services, for example on the availability of counselling or other systematic therapy, or indeed the need for a statutory assessment, the outcome of which may be the maintenance of a statement of special educational needs. In any event, the school should also monitor and review the child's needs, having due regard to the Special Educational Needs Code of Practice.

Signs such as those described above and others can do no more than give rise to concern - they are not in themselves proof that abuse has occurred. But teachers and other staff should be aware of the possible implications of, and alert to, all such signs, particularly if they appear in combination or are regularly repeated. Where a member of staff is concerned that abuse may have occurred, he/she must report this immediately to the designated teacher who has specific responsibility for child protection

Children Who Display Harmful Sexualised Behaviour

The child protection procedures require that issues of concern, including inappropriate sexual behaviour, should be notified to the designated teacher for child protection. The designated teacher in turn notifies the Principal and together they decide, taking advice as necessary, on the most appropriate course of action.

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. As a school, we support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore in a good position to notice behaviours that give cause for concern.

It is important to distinguish between different sexual behaviours – these can be defined as ‘healthy’, ‘problematic’ or ‘harmful’.

Healthy Sexual Behaviour may include some of the following characteristics:

- Mutual
- Consensual
- Exploratory and age appropriate
- Not intended to cause harm
- Fun / humorous
- Without power differentials

Healthy sexual behaviour has generally no need for intervention however there may be instances when interventions are applied, for example, it is not appropriate when displayed in school or during school activities. This may therefore be an opportune time for teachers to positively reinforce appropriate behaviour, drawing on the advice in the schools RSE policy.

Problematic Sexual Behaviour may include some of the following characteristics:

- Not age appropriate
- One off incident of low key touching over clothes
- Result of peer pressure
- Spontaneous rather than planned
- Lacking in other balancing factors e.g. no intent to cause harm, level of understanding, acceptance of responsibility

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- Targeting other children, to irritate and make feel uncomfortable. Often the children are not scared and can feel free to tell someone
- Concerning to parents / carers, supportive
- Sometimes involving substances which disinhibit behaviours

Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. However, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, the designated teacher may seek advice from the Education Authority CPSSS. The CPSSS will advise if additional advice from PSNI or Social Services is required.

Harmful Sexualised Behaviour may include some of the following characteristics:

- Lacks the consent of the victim
- When the perpetrator uses threats or violence (verbal, physical or emotional) to coerce or intimidate the victim
- Uses age inappropriate sexually explicit words and phrases
- Involves inappropriate touching
- Involves sexual behaviour between children – it is also considered harmful if one of the children is much older – particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.
- Involves a younger child abusing an older child, particularly if they have power over them – for example, if the older child is disabled.

Harmful sexualised behaviour will always require intervention and teachers should report any concerns to the designated teacher.

Early therapeutic intervention has a high success rate and few children and young people will continue to engage in harmful sexualised behaviour.

Procedure for Reporting Suspected / Disclosed Child Abuse

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.**

He/she should not investigate - this is a matter for the Social Services – but should report these concerns immediately to the designated teacher, discuss the matter with her, and make full notes (please use document entitled “Note of Concern”).

The designated teacher will discuss the matter with the Principal as a matter of urgency to plan a course of action, and ensure that a written record is made.

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 may be the possible abuser, the parents will be informed immediately.

The 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. 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.**

Where there are concerns about possible abuse, the Principal will inform:

- The Social Services
- The BOG
- The Education Authority

If a complaint about possible child abuse is made against a member of staff, the Principal (or the designated teacher, if she is not available) must be informed immediately. The above 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 Chair Person of the Board of Governors will be informed immediately.

If a complaint is made against the Principal, the designated teacher or her deputy, if she is not available, must be informed immediately. She will inform the Chair Person of the Board of Governors and together they will ensure that the necessary action is taken.

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

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It should be noted that information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told.

Using the UNOCINI

(Understanding the Needs of Children in Northern Ireland)

If a member of staff believes there is a child in need of protection, established ACPC (Area Child Protection Committee) procedures should be followed and then all sections of UNOCINI completed as fully as possible and referred to Social Services after the emergency referral has been made by telephone.

The UNOCINI may also be used in cases

- Where a member of staff has concerns about how well a child or young person is progressing – these concerns might include health, welfare, behaviour, progress in learning or any other aspect of their well being
- The child's needs are unclear, or broader than our service can address
- UNOCINI would help identify and clarify the child's needs or engage other services to help meet them
- A referral to a specialist agency is appropriate

NB Whether or not to use UNOCINI is a decision that should be made jointly with designated teacher, principal, child and parent. If a child is old enough to understand and competent to make a decision, he/she should be the one to decide with you. If you are using UNOCINI for children who you think may be at risk of significant harm, it may not be appropriate to involve the child and/or parent /carer: for example, if involving the child or parent /carer may place the child at further risk.

The UNOCINI is not just about making more informative referrals to Social Services, it is hoped that it will be used by all professionals working with children as a tool to help them identify the needs of children at an earlier stage so that they do not require a referral to statutory services at a later date.

Guidelines for Staff on Exceptional Teaching Arrangement (ETA)

On the initial visit to the home the ETA Coordinator will explain guidelines to parents. A copy of this will be signed and acknowledged by the parents.

The parent or responsible adult should remain in the home at all times during ETA. Should the parent or adult leave the home for any reason, then the teacher will also leave.

Children should be dressed appropriately and ready to begin lessons when the teacher arrives. Nightclothes must not be worn.

Teaching should not be conducted in the bedroom.

The door of the room where tuition takes place should be left open.

Staff are advised not to make any unnecessary physical contact with pupils. If a child is in distress, the parent / guardian should be called to the scene immediately.

Any injury or accident should be reported to the parent immediately and recorded and reported to the designated teacher and principal on return to school.

A teacher should not remain in the home during inter-family disputes or under threat of physical or verbal abuse from parents, child or any other person in the house. A teacher will also leave the home if, in their judgement, there has been recent use of alcohol or illegal drugs by anyone in the home.

Staff should ensure that they make a written record of any concerns or incidents that occur during the lesson. The designated teacher should also be informed on return to school.

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 after the event be criticised. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the principal and then parent before using it. Teaching materials which may be appropriate in class situations might not be suitable in the one-to one teaching situation.

It is strongly recommended that a teacher on ETA has a mobile phone and number of the designated teacher, deputy designated teacher and principal available.

Staff must exercise care when suffering from an illness such as a cold, when teaching children who are immune-compromised. Advice should be taken

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from relevant medical staff and parents. If in doubt, please notify the principal and cancel the ETA session.

Guidelines for Staff in Hospital

RBHSC Designated Officer: Andrew Thompson 02890632837 (based in Allen Ward)

While teaching on the wards it is important that staff are familiar with the guidelines and procedures for child protection issued by the hospital (copy in the office and each ward) It is important also to become familiar with the ethos of pastoral care on the ward.

Teachers should report any concerns to the Hospital's Designated Officer, ward manager and should also provide a copy for the designated teacher.

If an incident/accident occurs, staff should report it to the Hospital's Designated Officer, ward manager, to designated teacher and complete hospital and school incident report forms.

It is recommended that teachers, if possible, leave the door of their classroom open, especially when teaching on a one-to-one basis.

Allen Ward: pupils *must not* be brought to the classroom at any time as there is no vision panel in the door. Pupils must be taught at the bedside only.

Nursing staff are responsible for the personal care of all children on the ward.

Staff should be guided by nursing/medical personnel as to the "wellness" of a child to attend school.

Teachers must never interfere in any way with nursing/medical procedures or equipment.

Teachers should take care to follow rules on preventing infection – for example, in the case of hand washing, or transferring teaching materials or equipment from ward to ward, and it is expected that, reciprocally, nurses and medical staff will keep teachers informed as to the risks of infection to them.

Guidelines for Visitors/Volunteers

There is a separate Visitors Policy which outlines procedures in place to safeguard young people when visitors are on the school premises.

Teachers must consult with the principal before inviting volunteers or others into the school. If a volunteer is expected to be working with young people unsupervised, the school is responsible for making sure that the volunteer has an Access NI Enhanced Check. Volunteers who do not have Access NI Enhanced Checks must be supervised by a member of the teaching staff at all times. Volunteers will be required to have Access NI checks where appropriate.

For more information on Access NI go to

<https://www.nidirect.gov.uk/campaigns/accessni-criminal-record-checks>

Note Taking

In order to comply with the Freedom of Information Act and in any case of alleged child abuse, which comes to court, the court may require the school to provide a full record on the child.

If the school receives a complaint about possible child abuse, the school will maintain the record on the child's file.

If the school is informed that a child's name has been placed on the Child Protection Register, the school will maintain a record of this fact and any associated documentation from the Social Services on his or her CP file.

What to Record?

- Nature of Information
- Who gave it
- Time, date and circumstances
- In the case of possible abuse, description of signs and symptoms

The Principal or Designated Teacher should supplement the record with:-

- Details of any advice sought
- The decision made as to whether or not to refer the case to Social Services
- How and when and by whom this was done
- Justification for not referring the case to Social Services

Where to Store?

These notes must be kept on an appropriate form – available from office. Records will be locked in the CP safe in the principal's office.

Complaint or Allegation Against member of staff

A complaint or allegation may be made, in the context of child protection, about the conduct or activities of a member of staff of the school towards a child or children. If the complaint has not been made directly to the Principal and he is not the subject of the complaint, it should be referred directly to him/her by the person to whom it was made.

To form a clearer view on the complaint, the Principal may need to seek discreet preliminary clarification from the person making the complaint or giving the information, or from others who may have relevant information. **It is not, however, the responsibility of the school to carry out investigations into cases of suspected abuse, or to make extensive enquiries of members of the child's family or other carers.**

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Having satisfied himself that a complaint has indeed been made, the Principal should immediately:

- Inform the designated teacher (if he/she is not the subject of the complaint), who will initiate the record of the complaint;
- Consult, as a matter of urgency and in confidence, with the designated officer of the EA to form an initial assessment as to whether or not there is sufficient substance in the allegation to warrant further action; and consult the Chairperson of the Board of Governors.

In the case where a complaint is pursued as a formal referral a short summary of the record should also be entered by the Principal on a record of Child Abuse Complaints and kept in a secure place. This summary should include:

- The date and brief details of the nature of the complaint
- By whom and against whom it was made
- If the complaint was formally referred, to whom was it referred and the date of the referral
- If the complaint was dealt with under the school's disciplinary procedures and a note of the outcome

The school will prepare a report if requested for Child Protection Conferences.

- All reports should be objective and based on evidence
- The should contain only fact, observation and reasons for concern
- All reports should be checked and signed by the Designated or Deputy Designated Teacher

Code of Practice for All Staff

Behavioural Guidelines

Staff must

- Implement the Safeguarding Children Policy and Procedures at all times
- Be aware of the confidential nature of children's records

Staff must never

- Enter a child's home or stay in a child's home if the parent or guardian is not there or is not available. The parent or guardian should be available at both the beginning and the end of the session to speak to the teacher. (A student of 18 years old is regarded as a vulnerable adult and this rule still applies)
- Engage in rough, physical games including horseplay with children
- Exercise physical punishment
- Shout or use inappropriate language
- Take photos of children on their private mobile phone or camera
- Allow or engage in inappropriate touching of any kind

The main principles of touch are:

Touch should always be in response to the child's need

Touch should always be appropriate to the age and stage of development of the child

Staff must never:

- Make sexually suggestive comments to or within earshot of child
- Do things of a personal nature for a child that they can do for themselves
- Go to the toilet with children
- Keep suspicions of abuse or inappropriate behavior by a colleague to yourself
- Travel alone in their own vehicle with children/ young people, they must always be accompanied by another member of staff.

It is strongly recommended that staff do not:

- Use teaching materials that may be misinterpreted, especially in a one-to-one situation.

Team-Teach

All staff have completed the Team-Teach Basic Training Programme in Positive Handling Strategies within a Holistic Framework. (Certification is reviewed and updated every 18 months). The issues of restraint are dealt with in our policy on Reasonable Force and Safe Handling.

Social Networking sites:

- Staff should never accept or send “Friend Requests” from or to pupils
- Staff should ensure that their profile and photos are private
- Staff should never post comments about pupils or school–related issues on social-networking sites
- Staff should be mindful as to the type of visual material posted on their profile

The 5 minute rule

Pupils must be informed about the “5-Minute Rule” (see below) prior to being taught outside of the home.

The 5-Minute Rule

If a pupil leaves the venue before the end of the teaching session without permission, the teacher will give him/her five minutes for “time out”. If the pupil does not return after the five minutes, parents/guardians and police will be contacted.

NB: This rule must be made clear to the pupil in advance.

Links with other policies

Pastoral Care Policy

Positive Behaviour Policy

Visitors Policy

Acceptable Use Policy

ETA Policy

RBHSC Regional Core Child Protection Policy and Procedures