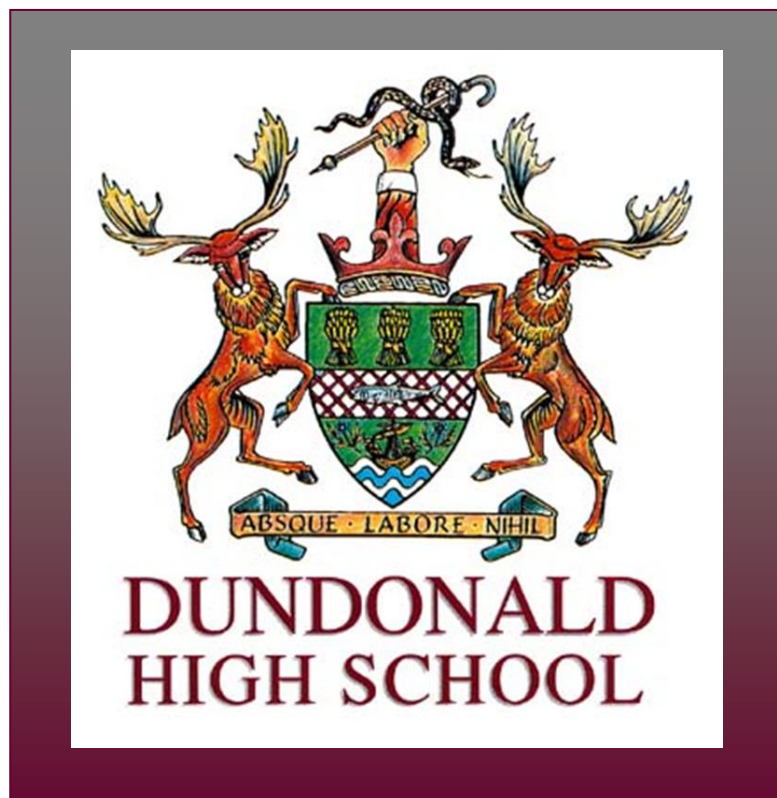
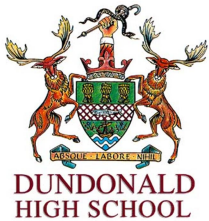




## Safeguarding at Dundonald High School



## A Visitor's/Volunteer's Guide to Safeguarding



Welcome to Dundonald High School. We have a primary responsibility for the care, welfare and safeguarding of all pupils in our care. Safeguarding involves protecting children from all forms of abuse, neglect, harm or risk. Our school has a strong pastoral ethos and provides a caring, supportive and safe environment where the basic rights of each individual are respected and protected. We care for, nurture and support our pupils so that they feel secure and safe from harm in their learning environment and feel comfortable about sharing concerns about their own or another's safety.

Every visitor should sign the visitors' book at reception and wear a school visitor's badge at all times.

This leaflet advises adults working in our school (including staff, governors, volunteers and visitors), how to safeguard a child, who to contact if you are worried about a child, and acceptable and desirable conduct to protect both adults and pupils

The child's welfare is paramount. Adults working in this school are responsible for their own actions and behaviour and should avoid any conduct which would lead a reasonable person to question their motivation or intentions. Adults working in the school must work and be seen to work in an open and transparent way.

Visitors are advised to inform the school as soon as possible of any concerns they have regarding the safety, care and well being of our pupils. If there are any concerns you should contact the designated teacher for child protection, or deputy designated teacher for child protection immediately.

The safeguarding team are:



Mr Perry  
(Principal)



Mrs McCullough  
(Designated Teacher)



Mrs Davidson  
(Deputy Designated Teachers)



Mr Hodgen  
(Deputy Designated Teachers)

The Designated Teacher will assess the situation and plan actions to safeguard the pupil. This may require cases to be referred to other agencies.

The Principal will be kept informed throughout the process.



## **PARENTS**

**A full Child Protection Policy is available to visitors on request from the office.**

**Child Protection Procedures: As a visitor to our school, either as a helper, supply teacher or someone who has come to work with our children or within our school in any other capacity, it is important that you are aware of our Child Protection procedures. All our staff act according to the school's policy and procedures to protect a child when a disclosure or if they believe the child is at risk.**

### **What is child abuse?**

**Children may be abused either deliberately or due to an inability to meet care needs. When a child is neglected, not provided with proper care, hurt or harmed by another person, which may have an effect upon the child's health, development or well-being. Children may be abused anyone, either deliberate or inability to meet care needs.**

### **Child abuse categories:-**

**Neglect - failure to protect from danger or carry out important aspects of care, resulting in the significant impairment of the child's health or development.**

**Physical abuse - physical injury to a child whether deliberately inflicted or not prevented.**

**Sexual abuse - the sexual exploitation of a child or young person for an adult's or another young person's own sexual gratification.**

**Emotional abuse - persistent or significant emotional ill-treatment or rejection.**

### **Procedure for reporting suspected or disclosed child abuse:**

**When there is concern or disclosure: you should make a written record with the day, date and time, who you referred it to and the actions taken.**

**Readiness: when talking to a child makes sure someone knows where you are and that there is visual access.**

**Receive: be calm and explain why you need to take notes. Listen and accept, with limited questions to clarify; discrete, preliminary clarification. Note any observations.**

**Reassure: Affirm feelings and give them time to explain/ express emotion**

**Record: Accurately in ink, sign & date. Use the child's own words including 'pet' words.**

**These notes should be FACTUAL.**

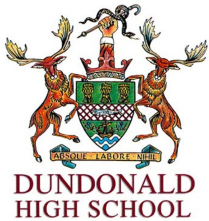
### **DO NOT:**

**Make the child repeat the story unnecessarily or jump to conclusions. Do not promise secrecy, let them show you, delay or do nothing, ask leading questions or be alone**

#### **Useful Numbers**

You can call:

- Lifeline on 08088088000
- Gateway (first point of contact for new referrals to social services)  
Telephone: 0300 100 0300
- PSNI ON 101



## **CODE OF CONDUCT**

**All actions concerning children must uphold the best interests of the young person. Visitors/volunteers working with children must always be mindful of the fact that they hold a position of trust, and that their behaviour towards young people in their charge must be above reproach.**

### **Private Meetings/Tutoring sessions with Pupils**

**You MUST NOT be alone with a pupil if you have not undertaken ACCESS NI checks. Ensure you are accompanied by a member of staff at all times.**

**If you are working alone with a child, you must be in a room with visual access and where possible have the door open. If this is not possible, take advice from line manager/principal or designated teacher. If possible another pupil or (preferably) another adult should be present or nearby.**

### **Physical Contact with Pupils**

**You must not make any unnecessary physical contact with pupils, unless regarded absolutely necessary for the needs of the child. Physical punishment is illegal.**

**Any contact which could to be misinterpreted by the pupil, parent or other casual observer should be avoided. If there is an incident where actions have been, or may be misconstrued, a written report of the incident should be submitted immediately.**

### **Choice and use of Teaching Materials**

**Avoid using teaching materials which might be misinterpreted. When using materials of a sensitive nature, be aware of the danger their application may have. If in doubt consult with the principal before using it.**

### **Relationships and Attitudes Choice and use of Teaching Materials**

**Within the Pastoral Care Policies of the school and the employing authority, all adults should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought.**

**It is impossible to anticipate hard and fast rules for all the circumstances that could occur regarding interrelation with children, or where conduct could be misconstrued.**