



Bloomfield Collegiate School

excellence in a caring community



SCHOOL INFORMATION AND POLICIES

Please retain for future reference

SCHOOL INFORMATION AND POLICIES

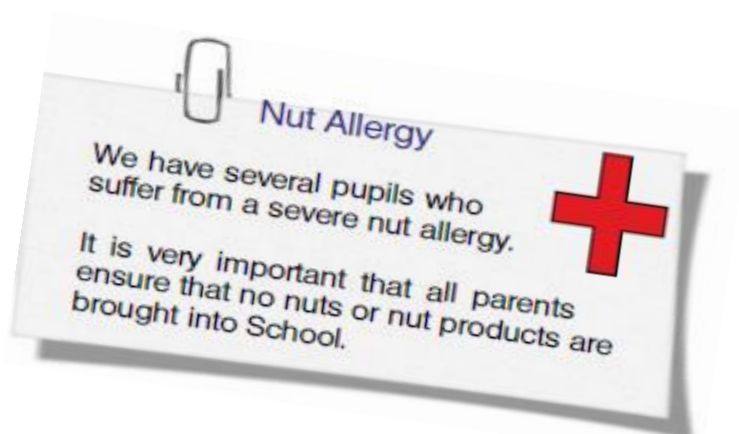
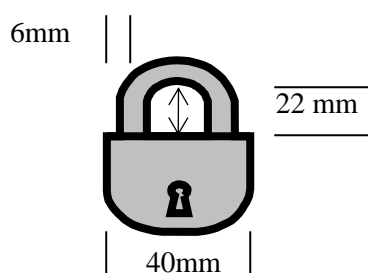
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Safety Notices

- Only staff cars are allowed onsite
- Parents who need to visit should report directly to Reception

Buy a lock for your locker from the School. These cost £4.00 and will be charged through ParentPay





SECTION 1 School Calendar 2022 – 2023

August 22 nd (Monday) 2022	Staff Day
August 23 rd (Tuesday)	Staff Day
August 24 th (Wednesday)	Staff Day
August 25 th (Thursday)	GCSE Results/Year 14 Office Bearers training 9.00 am - 12.00 pm
August 26 th (Friday)	Year 13 Registration 1.00 pm – 2.30 pm
August 29 th (Monday)	School closed (August Bank Holiday)
August 30 th (Tuesday)	Year 8 and (new pupils Years 9-12) 9.00 am -12.00 pm
August 31 st (Wednesday)	Whole School 9.00 am -12.00 pm
September 1 st (Thursday)	Whole School 8.45 am - 3.20 pm
October 7 th (Friday)	Staff Day (school closed to all pupils)
October 31 st – 4 th November (Monday to Friday)	Half Term
December 5 th (Monday)	Staff Day (school closed to all pupils)
December 21 st (Wednesday)	Autumn Term ends at 12 noon

January 3 rd and 4 th (Tuesday and Wednesday)	Staff Day (school closed to all pupils)
January 5 th (Thursday) 2023	Spring term begins for all pupils from 8.45 am-3.20 pm
January 11 th (Wednesday)	Open Evening (school will end at 12 noon)
January 12 th (Thursday)	Staff Day (school closed to all pupils)
February 13 th –February 17 th (Monday to Friday)	Half Term
March 17 th (Friday)	Staff Day (school closed to all pupils)
March 31 st (Friday)	Spring Term ends at 12 noon
April 17 th (Monday)	Summer Term begins for all pupils from 8.45 am until 3.20 pm
May 1 st (Monday)	May Day Holiday
May 29 th (Monday)	Staff Day (school closed to all pupils)
June 30 th (Friday)	Summer Term ends for pupils at 12 noon

June 2022

SECTION 2 (a) Music Tuition 2022 - 2023

Bloomfield offers individual music tuition to girls in any year. Instrument hire is available from the school for most instruments. Girls may be entered for Associated Board, London College or Trinity Guildhall Music Examinations, and group or individual Theory lessons are available for girls wanting to pass Grade 5. Tuition is available in the following:

CELLO	FLUTE	PIANO	TROMBONE
CLARINET	FRENCH-HORN	SAXOPHONE	TRUMPET
DOUBLE-BASS	GUITAR	SINGING (classical and music theatre)	VIOLA
DRUMS	OBOE	THEORY (grades 1/3 or grade 4/5)	VIOLIN

Each year approximately 100 girls have individual music tuition with outstanding examination results thanks to dedicated music tutors.

If pupils partake in music tuition, they are required to join an extra-curricular music group.

COST

Minimum of 30 lessons per year.

A joint lesson could be available where two pupils are of a similar standard.

It is advisable to have a single lesson time if you are above Grade 5 standard.

Payment is directly to the tutor and is billed at the beginning of each ten lessons.

- Ten single (1 girl) lessons of thirty minutes £145.00
- Ten joint (2 girls) lessons of thirty minutes £ 90.00 (each)
Piano lessons are only available as single lessons
- Ten 20 minute lessons £100.00
- One year (optional) Theory class £150.00
Fee paid directly to tutor and billed in October
- One year instrument hire £ 50.00
(Piano, drum-kit, double-bass, guitar) not available to hire.

Please contact the Head of Music if you require further information about Music Tuition.

If you would like to begin tuition please complete the Music Tuition Application Form and the Peripatetic Music Lessons – Data Protection Form that can be found on pages 19 and 20 in the accompanying Data Collection and Consent Forms booklet.

SECTION 2 (b) Music Tuition Guidelines

(Please read carefully and keep for future reference)

Lessons

- There will be a minimum of 30 lessons in three groups of 10. If time is available or a girl is sitting an exam in June, a few more lessons will be arranged.
- Lessons last 30 or 20 minutes and it is the responsibility of the girl to be punctual. Lesson times are displayed on the tuition notice board outside W8 (Mrs Mark's music room). If there is a difficulty with lesson times speak to a music teacher.
- Years 8, 9, 10 and 11 pupils leave class to attend their lesson. It is the responsibility of the girl to copy up any work missed in class.
- Lesson times are rotated throughout the day so that no class is missed on a regular basis.
- Girls in years 12, 13 and 14 are taught during study periods, lunchtimes and before and after school where possible to avoid missing class.
- It is the responsibility of the girl to keep a record of her music lessons with times and dates. This can be verified by the tutor.
- If a pupil knows in advance that she cannot attend her lesson for any reason, it is her responsibility to let the tutor know.
- All tutors keep a roll book of lessons attended.

Payment

- Payment is for 10 lessons in advance. A bill will be sent home with each girl on the first lesson of a new group. Payment is made directly to the tutor (*not Bloomfield*) and is expected within two weeks.
- Instruments may be hired from the school, subject to availability.
- Payment of optional group theory lessons is made directly to the tutor.

What do I do if I miss a lesson?

- If a girl fails to attend a lesson that has been arranged, payment is still made for the lesson.
- The Head of Department will ascertain if a girl is absent or has just forgotten.
- If a girl is ill for an extended period of time, parents should contact the Music Department to stop lessons until the girl returns to school.

What if I have a class test or a school trip?

- If a girl is unable to attend a lesson at the arranged time because she has a class test or trip etc., it is her responsibility to rearrange her lesson time. She may do this by:
 - (i) Exchanging a lesson time with another girl making sure her tutor or a member of the music staff knows.
 - (ii) Arranging an alternative time with the tutor a week in advance.
 - (iii) Asking a music teacher to help find an alternative time.

What if a tutor misses or changes a lesson?

- If a tutor is ill a replacement lesson will be given at a later date.
- If a tutor changes a lesson time, pupils must check the timetables before registration. Lesson times are flexible for various reasons, e. g.
 - (i) Tutors who are members of the Ulster Orchestra have to accommodate lessons around orchestra schedules.
 - (ii) Tutors accommodate girls if there are school examinations, class tests, photographs to be taken, school holidays, appointments, talks, external and internal examinations, field trips, expeditions, rehearsals etc. A girl should tell her tutor in advance if she is to be absent for any of these reasons.
 - (iii) Tutors teach in other schools and sometimes there is a 'knock-on' effect when one school has e.g. different term dates to Bloomfield. Tutors successfully juggle several school timetables.
 - (iv) Pupils should **ASK** if they have a difficulty; problems are often very easy to sort out.

SECTION 2 (b) Music Tuition Guidelines (continued)

Assessment

- Tutors may be contacted through the school. We would encourage you to speak directly to the tutor about progress.
- The Head of Department is available at any time if a parent wishes to phone the school with a query.
- All tutors keep details of a lesson.
- Some tutors use note books to give instructions and encouragement to pupils, while others write directly onto music books.
- Pupils can be entered for graded music examinations from Grade 1 to Diploma standard.
- Certificates are awarded in full School Assembly as a positive reinforcement of excellence. All individual mark sheets go directly to the pupil.

Music Examinations

- Music examinations are part of the National Qualifications Framework. UCAS has now recognised graded music examinations in the tariff for University and College entrance. Valuable tariff points can be gained with Grade 6, 7 and 8 examinations.
- A pupil may be entered for music examinations (Associated Board, Trinity Guildhall, London College) at their tutor's discretion. Bloomfield Music Department is **not** responsible for entering pupils for external music examinations. The tutor will co-ordinate any exam entries, and piano accompaniments where necessary.
- The Head of Department will listen to a girl and make a final decision if there is any doubt about entry.
- Girls **MUST** pass grade 5 Theory before they can enter grade 6 practical. Group theory classes are held for Grade 3 and Grade 5 during one lunchtime per week. Girls receive a tutorial, are set a homework each week and it is returned marked. Theory lessons are optional.
- Not all girls want to enter music examinations. Tutors will teach appropriately.

Termination of lessons

- Girls are expected to continue lessons for the year.
- Payment will not be refunded if lessons stop within a group of 10.
- Notice of withdrawal from lessons should be made in writing to the Head of Music, **AND** the tutor concerned **ONE TERM IN ADVANCE**.

Instruments

- During school pupils **MUST** leave your instrument in the Music Department Store before registration.
- It is imperative that the instrument is left on a shelf in the store and not on the floor. The instrument is always the pupil's responsibility, not the Department's.
- Instrument should not be left in school at the weekend.
- All instrument cases should be clearly marked with the pupil's name.

SECTION 3 Key Stage 3 Art & Design

In the Art and Design Department, we aim to encourage and enhance the natural abilities that every pupil possesses and to deliver a rich, enjoyable Art and Design education that has breadth, depth, relevance and continuity.

To ensure that your daughter/ward avails of these opportunities and progresses in Art and Design, it is essential that she has the correct Art and Design equipment and resources.

In class she will work with a variety of different media including Ceramics, Textiles and Print-making. At the start of term, we issue an Art folder and Art equipment as listed below. The cost of the materials, folder and equipment is £15. This fee will be charged to your ParentPay account in early September.

- ✓ A3 Art and Design folder – heavy weight Polythene
- ✓ A4 Sketch book – 150gsm
- ✓ 13 pan Watercolour Paints
- ✓ Paint Brushes - size 4 and 8
- ✓ Bruynzeel Graphite Sketching Pencil tin set. The set contains HB, B, 2B, 4B, 6B and 8B pencils.
- ✓ Large Eraser



If you do not wish your daughter/ward to receive the Art Folder, please ensure that she has the above equipment with her for her first Art class.

We look forward to meeting your daughter/ward at the start of term.

Kind Regards

Mrs Julie McWilliams
Head of Art and Design

SECTION 4 School Counselling Service

Bloomfield Collegiate School's pastoral support is of crucial importance in creating an environment where our pupils feel secure, know they are valued, and are being educated in a caring community. On site counselling is available and is currently delivered by Familyworks NI. The process of how to access the school counsellor is promoted throughout the school and all pupils are made fully aware of the self-referral process. Should you have any concerns about your child's mental health, then feel free to make a referral on her behalf. This can be done by speaking with her Head of Year or a member of the Safeguarding Team. During the appointment the counsellor will talk to your daughter to find out how she is and talk through any worries and concerns.

Safeguarding Team

Designated Teacher	-	Mrs J. Wharry
Deputy Designated Teachers	-	Mr G. Greer (Principal), Mrs J. Waterworth, Miss R. Murray, Mrs E. Stevenson, Mr C. Turner, Mrs S. Barrett, Mrs E. McFerran.

SECTION 5 Finance

Bloomfield Collegiate is now a cashless school. We use ParentPay, which is the UK market leader in online school payments. All parents/guardians are asked to pay for items online using ParentPay. Current examples include: meals in the canteen, School Fund, School resources and materials. It is also used as a means of communication.

At the end of August, you will receive an Activation Letter for ParentPay. It is VERY IMPORTANT that you register upon receipt. Please follow all instructions and complete ALL sections. You will have a secure online account, activated using a unique username and password. You will be prompted to change these as you register. Please also remember to set Alert settings for “new item alert” and “message” alerts. These can be found within the Communications tab.

If you have any queries regarding ParentPay please contact Mrs Amanda Craig, Finance Manager (email: finance@bloomfield.belfast.ni.sch.uk).

Further information can be found at www.parentpay.com

School Fund

We are very grateful to the parents/guardians who have helped the school financially over the years as these voluntary contributions have had a very positive impact on the pupils' education. The additional income has enabled the school to provide, for example, interactive white boards, athletics facilities, sports coaches, extra-curricular activities and additional resources, and goes directly into improving the teaching and learning facilities across the school.

In order to continue to provide and improve upon this level of service, the Board of Governors has agreed that the School Fund will be £150 per pupil per annum. This sum can be paid in the following ways:

- One payment of £150 in September 2022;
- £15.00 monthly (over ten months September – June);
- Payments of any amount spread over each term, showing a reducing balance.

School Fund will be set as a payment request on your ParentPay account. We ask all parents/guardians to make payments via ParentPay. You will receive further information again when your child starts school. All payments to the school fund are on a voluntary basis.

If you have any queries about the School Fund, please do not hesitate to contact Mrs Amanda Craig in the Finance Office. Email address finance@bloomfield.belfast.ni.sch.uk



G GREER MA BED PQHNI
Principal

SECTION 6 (a) e-Safety and Acceptable Use of the Internet Policy

SECTION 1: GENERAL INFORMATION

1.1 RATIONALE

This policy represents Bloomfield Collegiate School's approach to ensuring that e-safety (electronic safety) is embedded in the use by pupils and staff of devices that can access the internet. ICT as a compulsory cross-curricular element of the revised curriculum, and e-safety considerations must be built into this delivery.

E-safety at Bloomfield:

- is concerned with safeguarding children and young people in the digital world;
- emphasises understanding how to use technologies in a positive and safe way;
- focuses on education about the risks as well as the benefits, so that users feel confident online;
- aims to help pupils to develop safer online behaviours both in and out of school; and
- aims to help pupils recognise unsafe situations and know how to respond to risks appropriately.

This policy has been created to support compliance with DENI circular 2007/01 (acceptable use of the internet), 2011/22 (online safety), 2016/26 (effective educational use of digital devices) & 2016/27 (online safety).

E-Safety covers not only internet technologies but also any electronic communication via smart phones, tablets, laptops, or any wireless enabled technology. When the word "internet" is used in this policy it refers to any online activity.

The internet is not governed by any one agency. This means that there are no limits or checks on the kind of information that can be accessed. The educational value from the resources available on the internet is substantial and allows for the efficient digital exchange of appropriate information between pupils, staff and parents. Bloomfield Collegiate School encourages use by pupils of this rich information source. Online resources offer a broad range of up-to-date resources to pupils (both those at school and for those unable to attend school or through periods of remote learning), provide the option of independent research, facilitate a variety of learning styles and abilities and encourage pupils to take responsibility for their own learning. In recognition of these benefits, Bloomfield Collegiate School offers networked internet through the MySchool portal to pupils and staff. Digital learning is encouraged wherever possible to enhance the curriculum.

Since the internet is composed of information from a vast array of sources it includes some material that is not of educational value in the context of the school. This material includes information that may be inaccurate, abusive, sexually oriented, racist, sectarian or illegal. To guard young people from danger, it is the joint responsibility of school staff and the parent or guardian of each pupil to educate the pupil about her responsibility when using the Internet. The filtered C2K network provides protection to pupils and users, but the nature of the internet means that not all inappropriate material may be blocked. The schools' e-Safety and Acceptable Use of the Internet Policy is written to address these dangers and promote safe online use.

It is the responsibility of the school, governors, staff and parents to mitigate the risk associated with pupils using the internet through appropriate planning and actions. The e-Safety Policy outlines how Bloomfield intends to do this, helping ensure pupils stay safe when they are online.

The rapidly changing nature of the Internet and new technologies means that e-Safety is an ever growing and changing area of interest and concern. Bloomfield Collegiate School's e-Safety Policy must reflect this by keeping abreast of the changes taking place. This policy will be reviewed on an annual basis.

1.2 PURPOSE

The purpose of this policy is to:

- ensure the safety and wellbeing of pupils at Bloomfield is paramount when they use the internet to support their learning
- provide pupils, staff and parents with the principles that should guide their approach to online safety

1.3 CRITERIA FOR SUCCESS

The workings of the approaches outlined in this policy to support e-Safety will be successful if a strategy is implemented that includes:

- A structured e-Safety training programme is in place for pupils at all key stages
- Teachers and Non-Teaching staff taking part in e-Safety awareness training on a regular basis
- An e-Safety Group is established consisting of the Principal, Senior Leader with responsibilities for Safeguarding, Designated Teacher, Head of ICT, ICT Co-ordinator and CEOP Ambassador/s.
- A pupil e-Safety Team is established, led by the Head Girl, supported by the ICT Co-ordinator
- Regular pupil, teacher and parent voice surveys addressing e-Safety at school
- Monitoring the sanctions that are applied when incidents connected to e-Safety have arisen
- An annual review by Governors of this e-Safety and Acceptable Use of the Internet Policy

SECTION 2: ROLES AND RESPONSIBILITIES

2.1 THE BOARD OF GOVERNORS

The Board of Governors are charged with promoting the welfare of pupils and protecting the pupils from abuse. To support this, they will:

- Review the schools e-Safety and Acceptable Use of the Internet Policy on an annual basis
- Promote safe and acceptable working when using the internet for all staff and pupils
- Have oversight of the operations of the e-Safety policy

2.2 THE PRINCIPAL

The Principal will:

- Have overall responsibility for e-Safety across the school
- Chair the e-Safety Group which will oversee e-safety training, policy and procedures.

2.3 C2K/CAPITA

Bloomfield uses a managed system which is maintained by C2k through Capita. They will ensure that:

- All equipment is maintained safely
- Access to equipment is restricted to only those authorised to use it
- All users are provided with username and password
- Internet access is filtered
- Personal data is encrypted

2.4 STAFF

When using the internet staff should:

- Understand and adhere to the school's e-Safety Policy and other associated policies
- Raise e-safety issues or apply good practice where appropriate
- Ensure that pupils follow e-Safety and Acceptable Use Policies
- Monitor use by pupils of digital devices and ensure current guidelines are adhered to
- If accessing internet sites, they pre-check them for suitability
- Ensure that no sensitive or personal information is displayed on screens in classrooms
- Model good practice in using digital technologies

2.5 PUPILS

Pupils are responsible for good behaviour on the internet just as they are in the classroom, school corridor or school buses, so normal school rules will apply.

When using the internet at school pupils should:

- Follow the training given for using the internet around taking responsibility for being safe online, respecting the feelings and rights of others and assessing the personal risks of using a particular technology
- Report any concerns around internet safety to an appropriate member of staff
- When communicating digitally, do so in a professional tone
- Not access the internet outside the controls of C2k whilst in school unless with the permission of the teacher

Misuse of the Internet is a breach of Bloomfield Collegiate Positive Behaviour and Citizenship Policy and will incur the relevant sanctions. The following list applies to all uses of the internet and mobile technologies including email, social media (Facebook, Instagram, Twitter, Roblox, Minecraft, Snapchat, TikTok, Whats App etc.), texting and messaging.

Examples of misuse of the Internet include the following: (this list is not exhaustive)

- taking, retrieving, sending, copying or displaying impolite, discourteous or offensive images/text/messages/videos
- causing persistent irritation and/or wilful embarrassment to a member of the school community.
- send or play offensive sound recordings
- cause distress to another member of the school community
- making false allegations against others/written provocation against others.
- making racial, sectarian or homophobic comments
- harass, insult, bully or attack others
- refusing to follow teachers' instructions
- bringing the school into disrepute
- cheating
- damage or tamper with computers, computer systems or computer networks
- copying, saving and/or redistributing copyright protected material
- copy software from or to the school computer systems without prior permission from a teacher
- using the school computer systems to create or distribute malicious materials or software
- using the school computer systems to create or distribute software that could cause a security breach
- give out their C2K password to anyone
- use or attempt to use another user's password to access his/her network area
- trespass in another user's folders, work or files
- intentionally waste resources (such as consumables e.g. paper and toner)
- use the network for unapproved commercial purposes
- use ICT resources in any way that contravenes Health and Safety guidelines
- use any device to access the Internet unless access is through the C2K managed system
- take part in any form of cyberbullying
- subscribe to any services or ordering any goods or services, unless specifically approved by the school
- search or view materials that are not related to the curriculum or future careers
- play computer games or using other interactive 'chat' sites, unless specifically assigned by the teacher
- use the network in such a way that use of the network by other users is disrupted
- publish, share or distribute any personal information about a user
- carry out any activity that violates a school rule
- using or distributing by whatever means any material relating to school activities pupils or staff for which explicit permission has not been given

- engaging in any online activity that is harmful or hurtful to others, and
- taking or receiving pictures, videos, sound clips of pupils for which explicit permission has not been given by a teacher

Unacceptable behaviour by a pupil

Pupils should note that using or distributing via online mechanisms (including on social networking sites or similar) any material relating to school activities, pupils or staff for which explicit permission has not been given is unacceptable.

This includes the posting of material, images or video footage relating to school staff, pupils, the school environment or school name. This applies to curricular and extra-curricular aspects of school life as well as to all school trips.

If a pupil is discovered to be using the Internet in a way that it is deemed to have contravened this Acceptable Use of the Internet Policy, subsequent actions will follow the school's standard disciplinary procedure.

Serious breaches of non-permitted activities or concerns may result in local authority or PSNI involvement.

2.6 PARENTS

Parents should:

- Be aware of and understand the rationale behind the school's e-Safety Policy
- Encourage their children to adhere to the policy through discussion and conversation.
- Support their children by encouraging them not to respond to any unwelcome, unpleasant or abusive messages, and to tell them if they receive any such messages or images.
- Take an interest in what their children are doing online, and discuss their online learning with them
- Lead by example when using the internet and new technologies
- Be responsible around what social media sites their children use and the legal restrictions to using these sites
- Reinforce appropriate safe online behaviour at home
- Ensure that pupils at home devices are situated where they can monitor, and that they have suitable anti-virus type software installed
- Sign the parental permission for their child to use the internet (Appendix 1)

During class, teachers will guide pupils towards appropriate materials. Outside school hours it is the responsibility of parents or guardians to provide guidance for information sources such as television, mobiles, streaming services, movies and other potentially offensive media.

Section 3: EDUCATION, TRAINING AND SUPPORT

3.1 PUPIL TRAINING

Bloomfield Collegiate School will endeavour to ensure that all pupils understand how they are to use digital technologies in a safe and appropriate way. The Internet as a resource is provided for pupils to conduct research and communicate with others. While the use of information and communication technologies is a required aspect of the statutory Northern Ireland Curriculum, access to online resources remains a privilege and not a right. It is given to pupils who act in a considerate and responsible manner, and will be withdrawn if they fail to maintain acceptable standards of use.

Child Exploitation and Online Protection (CEOP) resources are a useful teaching tool for all Key Stages looking at internet safety. Pupil awareness training around internet e-safety issues is incorporated into the pupils' ICT

programme of study. It is further supported through the school's pastoral programme. Training and support includes:

- specific e-safety lessons - CEOP training;
- guidance by individual teachers on safe internet practice;
- reinforcement of e-safety issues through the pastoral year programme.

Safer Internet Week

During the annual Safer Internet Week, the e-Safety Student Team, led by the Head Girl, delivers a selection of e-Safety based activities to the pupils in KS3. This reinforces the material the pupils receive from other sources.

External e-Safety Resources

These include websites and Apps. Parents, pupils and staff are encouraged to download the "SaferSchoolsNI App". This provides a digital library of age-appropriate safeguarding resources which is financed by the Department of Education for schools in Northern Ireland.

Websites

There are many appropriate resources now available in relation to Internet and e-Safety. These are available freely to parents and pupils. Childnet, as an example, has produced many materials to support the teaching of e-Safety at different key stages. They have also produced materials for parents, staff and post primary pupils.

Websites include:

www.childnet.com,
www.ceop.police.uk/,
www.internetmatters.org,
www.thinkuknow.co.uk
www.saferinternet.org.uk
www.nspcc.org.uk

3.2 RISKS ASSOCIATED WITH USING NEW TECHNOLOGIES

Bloomfield Collegiate will perform risk assessments on the technologies within the school to ensure that it is aware of and, mitigates against, the potential risks involved with their use.

Risk assessment process

Any teacher wishing to access a blocked website (by C2K) will be required to carry out a risk assessment on that website. The completed form (Appendix 4) must be sent for approval to the Vice Principal who will make the final decision on authorisation. All risk assessments will be filed to support the teaching and learning process at Bloomfield, and to develop best practice around the use of the internet and associated technologies.

When making a request to unblock a website, teachers should remember that:

- the sites that are made available may contain inappropriate material;
- as the sites will only be available to staff, it is important to emphasize that a computer, on which a member of staff has logged on, should not be left unattended;
- particular care should also be taken when accessing the sites while projecting the computer desktop on a whiteboard, projector or smart TV as inappropriate material may be openly displayed.

Digital images or videos of pupils

Year 8 parents are issued with a letter requesting permission for photographs to be taken and displayed and an image of each child is taken for the computer system. The details of the parental response are held in the school office. Staff should check these details prior to image use.

Digital photographs or video may be taken at school activities and during the academic year and may be used, with parental consent, for display purposes in the school, for publication in the press or for promotional purposes.

For displays/use outside school or where staff require additional guidance on the display/use of photographs, the Senior Leadership Team should be consulted.

3.3 CYBER BULLYING

Bloomfield Collegiate School takes cyber bullying very seriously. This form of bullying is considered within its anti-bullying policy and pastoral programme as well as within this policy.

Teachers are to be aware that social media sites can offer much with regards to teaching and learning experiences for the pupils, but that they bring their own unique issues and concerns.

Each social media technology that is to be utilised, should be risk assessed by teachers in the context of each school situation. Risk assessment form (Appendix 4) should be completed before the use of a social media site is authorized in a classroom context.

Forms that cyber bullying may take:

- Email – nasty or abusive emails which may include viruses or inappropriate content.
- Instant Messaging (IM) and Chat Rooms – potential to transmit threatening or abusive messages perhaps using a compromised or alias identity.
- Social Networking Sites – typically includes the posting or publication of nasty or upsetting comments on another user's profile.
- Online Gaming – abuse or harassment of someone using online multi-player gaming sites.
- Mobile Phones – examples can include abusive texts, video or photo messages. Sexting can also occur in this category, where someone is encouraged to share intimate pictures or videos of themselves and these are subsequently transmitted to other people.
- Abusing Personal Information – may involve the posting of photos, personal information, fake comments and blogs, or pretending to be someone online without that person's permission.
- Using any form of technology to blackmail or extort.

External information for cyber bullying

Whilst cyber-bullying may appear to provide anonymity for the bully, most messages can be traced back to their creator. Pupils are reminded that cyber-bullying can constitute a criminal offence. While there is no specific legislation for cyber-bullying, the following may cover different elements of cyber-bullying behaviour:

- Protection from Harassment (NI) Order 1997 - <http://www.legislation.gov.uk/nisi/1997/1180>
- Malicious Communications (NI) Order 1988 - <http://www.legislation.gov.uk/nisi/1988/1849>
- The Communications Act 2003 - <http://www.legislation.gov.uk/ukpga/2003/21>

What to do if pupils feel they are being cyber bullied

Pupils are encouraged to report incidents of cyber-bullying to both the school and, if appropriate, the PSNI to ensure the matter is properly addressed and the behaviour ceases.

Bloomfield Collegiate School records all instances of cyber-bullying incidents to monitor the effectiveness of their preventive activities, and to review and ensure consistency in their investigations, support and sanctions.

3.4 EMAIL SECURITY

Staff and pupils are required to only use the school C2K email system when carrying out school business. The C2K filtering system provides both security and protection to C2K email accounts, and tracks email chains.

At Bloomfield no other email system is approved for use by staff or pupils. Staff and pupils must be vigilant to the threat of fraudulent emails. Any suspected fraudulent emails should not be opened, and their existence reported to the Principal.

SECTION 4: PUPIL OWNED DEVICES

Request and Instruction

During the school day the use of devices owned personally by pupils is subject to the same requirements as technology provided by the school. Bloomfield Collegiate recognises the opportunities that exist for pupils to actively learn through using their own device at school. It supports their use within the learning context with the understanding that controls must be put in place for their safe use. The rules governing pupils using their own devices are either by **REQUEST** from the pupil or **INSTRUCTION** from the teacher. Pupils should only use the C2k Wi-Fi when using their own device at school.

REQUEST

In this situation, the pupil makes a request that she use her own device to access the Internet or use the device to further her learning in the classroom or at school. The teacher responds to this request by the pupil for the duration of that lesson only.

INSTRUCTION

The teacher gives instruction as appropriate for pupils to use their own device.

Conditions for pupils using their own devices:

- The device must be used in accordance with the e-Safety and Acceptable Use of the Internet Policy.
- Any inappropriate content stored on the device in breach of the e-Safety and Acceptable Use Policy must be removed before it is brought into the school premises.
- Pupils should have an up-to-date anti-virus/Internet security product on their device.
- Acceptance that the school takes no responsibility for any device brought into school.
- Parents/Guardians should have appropriate insurance measures in place to cover the device for this application.
- The pupil is solely responsible for the safety (including content) of the device on his/her way to school, during school and on the return from school.
- Use of the Internet and email is monitored and, any use deemed to be inappropriate, will be dealt with using the school's disciplinary procedures and policies.
- If a teacher suspects school rules have been broken, pupils can be asked to display images stored on their device.
- If inappropriate and/or illegal materials are discovered, then the incident will be pursued through the schools' disciplinary procedure.

- There should be no use of cameras (if available on the device) to take images or video of pupils or a staff member without explicit staff and pupil permission.
- Pupils who wish to connect their personal equipment to the school wireless network, should have no expectations of hardware or software support from the school.
- Devices should be named ideally with a UV pen in accordance with advice from the police.
- Pupils will be responsible for the security of their passwords and if their device is left unattended, the pupil should have either logged off or locked the device to prevent anyone using it in their absence.
- If a pupil suspects that her device has been affected by a virus or other malware, it should be removed from the school network and fixed before using on the school network again.
- Any charging device brought to school must be available for PAT testing to ensure electrical safe compliance
- Pupils should understand that this policy applies equally to use of a school owned computer device and a pupil owned device when accessing networked material.
- The use by pupils of mobile devices is only permitted within the school day through instruction by the teacher or by teacher approved request from the pupil

Pupils and parents should also note:

- Pupils should be conscious of personal safety when carrying devices to, around and from school.
- Pupils should be conscious of personal safety when communicating online, and therefore will not share unnecessary personal information about themselves or others.
- It is also the user's responsibility to ensure that, where possible, devices brought into school have an up-to-date anti-virus/Internet security program that receives regular updates. Failure to do so may result in viruses being transferred to school computers via email, removable storage devices or by access to the school folders remotely.

Agreement to guidelines "bring your own device"

To enable pupils to use their own device at school, under the terms of the e-Safety and Acceptable Use of the Internet Policy, written permission is required. Parents/guardians should sign and return the permission form for pupil Internet access and bring your own device Appendix 2.

SECTION 5: SAFETY RISK REGISTER

Rationale

DENI Circular 2016/27 recommends that an Online Safety Risk Register is maintained to keep an up-to-date record of potential breaches of online safety. Potential breaches will include access to inappropriate sites, fraudulent emails, inappropriate use of email with internal or external users and inappropriate use of social media. This is not an exhaustive list.

Procedure

If pupils or staff suspect that there has been a breach of online safety the Principal will be informed as soon as possible. The Principal will take the appropriate actions such as blocking an inappropriate site, using existing school policies (safeguarding, pastoral and discipline) to investigate the breach and informing statutory agencies, if appropriate. The Online Safety Risk Register (Appendix 5) will be completed.

Promoting of the policy

Bloomfield Collegiate School will endeavour to ensure that all stakeholders are made aware of this policy. The policy will be made available to parents, pupils, governors and staff. A copy will also be available on the website.

Policy review

This policy is to be reviewed annually. This review calendar reflects the rapidly changing nature of the Internet and associated technologies. Any changes to the e-Safety and Acceptable Use of the Internet Policy are to be outlined in annual updates to pupils, staff, governors and parents.

Approval steps in developing this policy

This policy had originally been jointly developed alongside Strathearn, Grosvenor and Sullivan Upper schools. Revisions have had internal contributions from both staff and the school council.

Policy development

- e-Safety Group
- Staff consultation.
- SLT consultation.
- School Council.
- Parental consultation.
- Board of Governors' approval.

Connections with other policies

The e-Safety and Acceptable Use of the Internet Policy operates in conjunction with other school policies including;

- Safeguarding and Child Protection Policy
- Positive Relationships and Anti-Bullying Policy.
- Social Media Policy
- Blended Learning Policy
- Digital Learning Policy

APPENDIX 1

Dear Parent/Guardian,

e-Safety and Acceptable Use of the Internet Policy – Permission form

As part of the school's ICT strategy, Bloomfield Collegiate offers pupils access to a filtered Internet service. Before being allowed to use the Internet, all pupils must obtain parental permission and both they and you must sign and return the enclosed form as evidence of your approval and their acceptance of the school rules on Internet access and use.

Access to the Internet will enable pupils to explore thousands of libraries, databases, and bulletin boards while exchanging messages with other Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people.

Whilst our aim for Internet use is to further educational goals and objectives, pupils may find ways to access other materials as well. We believe that the benefits to pupils from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. We have put in place a filtered Internet and e-mail service to minimise the dangers of pupils gaining access to unsuitable materials. In addition, a clear set of rules and procedures for pupil use of the Internet has been implemented. Ultimately, however, parents and guardians are responsible for setting and conveying the standards that their children should follow when using media and information sources.

During class, teachers will guide pupils towards appropriate materials. Clear rules and procedures are in place for proper use of the Internet. Outside of school, families must bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media. Appropriate home use of the Internet by children can be educationally beneficial and can make a useful contribution to home and school work. It should, however, be supervised, and parents should be aware that they are responsible for their children's use of Internet resources at home.

Whilst we endeavour to continue to educate in this challenging area, pupils are only permitted to access online materials using Internet connections provided and filtered by, or on behalf of, Bloomfield Collegiate School. We appreciate your ongoing support as we work together to ensure the safety of your child and those in our wider school community.

Free eSafety advice is widely available on the Internet, examples include from the following sources:
<http://www.thinkuknow.co.uk/> - a website designed to inform children of the potential hazards involved with online chatrooms.

<http://www.parentsonline.gov.uk/> - promotes home school links by helping parents understand the role of ICT in learning

<http://www.getnetwise.org/> - information about filtering programs for home use

We would be grateful if you could read the enclosed guidance documents and then complete the permission form which follows.

Yours sincerely

G. Greer Principal

APPENDIX 2

Bloomfield Collegiate Pupil Internet Access and 'Bring Your Own Device' Consent Form

Please complete and return this form to enable your daughter to access the Internet at school. The form also authorizes your daughter to bring her own device to school and for her to use the device within the terms as outlined in the e-Safety and Acceptable Use of Internet Policy.

By signing this form you:

1. Have read and understood the e-Safety and Acceptable Use of the Internet Policy and agree to abide by this policy
2. Confirm that a device brought to school by your daughter will **only be used in** accordance with this policy
3. Confirm that you accept full responsibility for the full replacement value of all electronic equipment which the pupil mentioned below brings into school.
4. Understand that the school's Internet services are filtered in an effort to prevent pupils from coming into contact with objectionable material; however, incidents may still occur when inappropriate material has not been blocked by the filtering service.
5. Understand that your daughter must comply with Bloomfield Collegiate School's e-Safety and Acceptable Use of the Internet Policy and support the sanctions that are outlined in the school's disciplinary policy.

This contract will remain in force **throughout the pupil's time** at school and may be revised to take account of technological advancements in the interests of pupil safety. Return the signed form to the school office/form teacher.

As the parent or legal guardian of the pupil below, I **grant permission** for my daughter to use the Internet and bring her own device to school.

Parent's/Guardian's Agreement

Name of Pupil: _____ (Please Print)

Signed Parent/Guardian: _____ Date: _____

Pupil's Agreement

I have read and understand the Pupils' Roles and Responsibilities (Section 2.0) & Guidance for Pupils on the use of the Internet (Appendix 3). I will use the computer system, including my own devices, in a responsible way and always obey the school rules.

Signed Pupil: _____ Date: _____

The information on this form is covered by the provisions of the Data Protection Act, 1998. Your signature on the form is deemed to be an authorization by you to allow the School to process and retain the information for the purpose(s) stated

APPENDIX 3

Guidance for pupils on the use of the Internet

Bloomfield Collegiate School encourages use by pupils of the rich information sources available on the internet and through MySchool. Online resources offer a broader range of up-to-date resources to pupils; provide an independent research facility; facilitate a variety of learning styles and abilities and encourage pupils to take responsibility for their own learning.

Access to the Internet, email and online resources is a privilege, not a right and this facility must be used responsibly. Parental consent and permission is required. All individual users are responsible for their behaviour and communications over the network. It is presumed that pupils will comply with school standards and the agreements they have signed.

Guidelines for pupils:

- Passwords are private and should **not** be given out under any circumstance
- **Do not publish** in any form another pupils' **personal details** (including images) via the internet or email
- **Any files** downloaded/uploaded **should not** offend or **be inappropriate** in any way
- Help protect yourself by **informing teachers** of any **inappropriate communications** you receive whilst online or using the Internet
- **Do not damage** or interfere in any way with the schools fixed or mobile computer equipment. This includes **not drinking/eating** whilst using the school's computer equipment
- **Any damage** discovered to the school's computer equipment should be **notified to a teacher** or a member of school staff
- Do not attempt to **open/copy/change** or **delete another pupil's files**

The following actions are unacceptable and are **NOT** permitted. Pupils should not:

- retrieve, send, copy or display offensive messages or pictures;
- send or play offensive sound recordings;
- use obscene or racist language online;
- harass, insult, bully or attack others;
- damage or tamper with computers, computer systems or computer networks;
- violate copyright laws;
- copy software from the school computer systems;
- copy computer software, including computer games on to the school systems;
- give out their C2K password to anyone;
- use or attempt to use another user's password to access his/her network area;
- trespass in another user's folders, work or files;
- intentionally waste resources (such as consumables e.g. paper and toner);
- use the network for unapproved commercial purposes;
- use ICT resources in any way that contravenes Health and Safety guidelines;
- use any device to access the Internet unless access is through the C2K managed system;
- display any form of cyberbullying.

For information about personal safety when online please refer to

- www.thinkuknow.co.uk
- www.childnet.com
- www.kidsmart.org.uk

APPENDIX 4

Request to unblock website RISK ASSESSMENT form

Intended year group /pupils _____

Website address _____

Date of request _____

Duration that website is to be unblocked _____

Is the site for sole use of teacher/teachers? YES / NO

Is the site for use by pupils? YES / NO

Content of website

Explain educational value in allowing access to website/forum below

Risk assessment

From a review of the website state the risks associated with the website and steps that will be taken to minimize these risks to ensure safety of pupils

As the teacher requesting access to this site, I understand that:

- The site requested may contain inappropriate material as it exceeds the thresholds of our school filtering solution.
- For sites made available to staff only:
 - it is especially important to ensure that a computer on which the member of staff has logged on should not be left unattended
 - particular care should be taken while projecting the sites on a whiteboard, as inappropriate material may be displayed.

Teacher's Signature: _____

Authorized by: _____

Date: _____

This form should be passed to the Vice Principal

APPENDIX 5

Online Safety Risk Register

This register is completed by the Principal or Designated Deputy when a suspected online safety breach has occurred.

Date	Suspected Online Safety Breach	Actions Taken	Who?

May 2022

SECTION 6 (b) Child Protection Policy

SECTION 1: GENERAL INFORMATION

1 INTRODUCTION

This policy is one of a suite which underpin safeguarding and child protection in Bloomfield Collegiate School: Pastoral Care Policy; School Citizenship and Behaviour Policy; Positive Relationships and Anti-Bullying Policy; Safe Handling Policy; Educational Visits Policy; Attendance Policy; E-Safety Policy; Acceptable Use of the Internet Policy; Whistleblowing Policy, Complaints Policy. The policy is available on the School website and paper copies are obtainable from the School Office on request at any time. A copy is made available to new entrants to the school and sent to parents every year by email.

2 POLICY STATEMENT AND RATIONALE

The Board of Governors, Principal and Staff of Bloomfield Collegiate School are committed to promoting a harmonious educational environment and an open climate within which each individual recognises their duty to help to protect children from abuse or the risk of abuse. Young people have a right to services developed and tailored to best meet their assessed needs regardless of gender, racial group, age, religious belief, political opinion or sexual orientation.

Bloomfield Collegiate School sustains a safeguarding ethos; it is recognised that, not only does the School have statutory responsibilities in relation to pupils' learning, but it also carries pastoral responsibility towards all pupils in its care. The School believes that individual pupils should be supported in achieving positive academic outcomes through the provision of pro-active, engaged, responsive and enabling pastoral care. The School accepts that all pupils in its charge have a fundamental right to be protected from harm and will seek to do whatever is reasonable to safeguard and promote the physical and emotional well-being of its pupils.

3 AIMS

The aims of this policy are:

- to provide guidance on Safeguarding and Child Protection;
- to make explicit our main responsibilities in the context of Safeguarding and Child Protection: prevention; recognition; response; referral; confidentiality/record keeping;
- to ensure that all staff are trained in Safeguarding and Child Protection;
- to make all staff aware of, and alert to, the signs and symptoms of possible abuse, and of the procedures to be followed;
- to ensure that pupils are advised, as part of the curriculum, about actions they and staff may take to protect personal safety and how to access help if needed; and
- to ensure that procedures and training are in place, so that parents/guardians feel confident that their child is in a safe environment.

4 SAFEGUARDING ETHOS

Bloomfield Collegiate School aims to take appropriate preventative measures to protect the pupils in its care and to promote their emotional and physical safety. Such measures, amongst others, include:

- procedures for recording, reporting and referral of Child Protection concerns, including reports to the Board of Governors at stated meetings;
- Selection and Recruitment procedures for staff;
- regular Safeguarding and Child Protection training for staff;
- a code of professional conduct for all adults working in the school;

- regular review of policies;
- procedures for entrance of visitors to school premises;
- a system of Form Teachers and Heads of Year (HOY);
- presence of staff trained in First Aid;
- the work of the School Council;
- availability of the Independent Counselling Service for Schools (ICSS);
- positive imagery around school buildings;
- making available information regarding support networks and routes of referral for concerns to pupils; and
- a defined, evolving and responsive pastoral programme for pupils, i.e. the preventative curriculum. The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships and the development of a moral thinking and value system. Within Bloomfield Collegiate School, we seek to raise awareness of social, emotional and health issues, developing the confidence, resiliencies and coping skills of pupils, offering early intervention when pupils are experiencing difficulties. The School considers that pupils need to be empowered to possess the strategies and knowledge required to recognise and prevent the dangers of abuse across a range of issues including bullying. This involves a process of raising awareness and is underpinned by the value of partnership between school, home, community and relevant agencies.

With regard to prevention of child abuse, the curriculum contributes in a number of areas:

- the development of an on-going programme of Personal Development;
- enabling pupils to become aware of strategies which they may use to protect themselves from potentially abusive situations;
- enabling pupils to develop realistic and responsible attitudes towards the responsibilities of adult life; and
- raising awareness of available support, both within school and the community, to help pupils to recognise and deal with potentially dangerous situations.

Bloomfield Collegiate School has an 'open door' policy for parents to raise concerns. The normal lines of communication should ensure that any concern is addressed immediately: Form teacher; HOY; Vice Principal; and Principal. As the problem is addressed and every effort is made to find a solution, only relevant staff will be involved.

Bloomfield Collegiate School has in place a Positive Relationships and Anti-Bullying Policy. Concerns expressed are received sympathetically and appropriate action is taken following procedures are outlined in the policy.

5 PRINCIPLES UNDERPINNING SAFEGUARDING AND CHILD PROTECTION

Details of the legislative context for Safeguarding and Child Protection are set out in Appendix 4. Further detail is available in Safeguarding and Child Protection in Schools, DENI, 2017, Annex A, accessible at www.education-ni.gov.uk.

The following principles are reflected in the Children Order and should underpin all strategies, policies, procedures, practice and services relating to safeguarding young people:

- the young person's welfare is paramount;
- the voice of the young person should be heard;
- parents are supported to exercise parental responsibility and families helped to stay together;
- partnership – safeguarding is a shared responsibility;
- prevention through timely, supportive measures;
- responses should be proportionate to the circumstances;
- protection – children should be safe from harm; and
- decisions and actions taken should be evidence-based and informed.

SECTION 2: MANAGING SAFEGUARDING AND CHILD PROTECTION

All staff members have a responsibility to ensure the protection and welfare of children is paramount. This extends to any volunteers accepted to work in the school during school hours when pupils are on the premises.

1 RESPONSIBILITIES OF BOARD OF GOVERNORS (BOG)

The Education and Libraries (NI) Order 2003 places a statutory duty on the BOG to:

- safeguard and promote the welfare of registered pupils;
- have a written child protection policy;
- specifically address the prevention of bullying in school behaviour management policies.

The BOG acknowledges and works within the guidance and procedural documents produced by the Department of Education and Department of Health. Governors undertake relevant Child Protection training. The BOG ensures that:

- there is a Designated Governor, Designated Teacher (DT) and Deputy Designated Teacher (DDT) for Child Protection;
- they have a full understanding of the roles of the DT and DDT;
- safeguarding and child protection training is given to all staff and governors, including refresher training;
- the school has a Child Protection Policy which is reviewed annually, and parents and pupils receive a copy of the Child Protection Policy and complaints procedure every two years;
- the school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying;
- other safeguarding policies are reviewed at least every three years, or as specified in relevant guidance;
- there is a code of conduct for all adults working in the school;
- all staff and volunteers are recruited and vetted in line with DE Circular 2012/19;
- they receive a full annual report (or termly) on child protection matters, including details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including staff training; and
- child protection records are maintained in line with DE Circulars 2015/13 Dealing with Allegations against a Member of Staff and 2016/20 Child Protection: Record Keeping in Schools (safeguarding and child protection concerns, disclosures of abuse, complaints against staff, staff induction and training).

2 SAFEGUARDING TEAM

The Safeguarding Team is comprised of:

- the Principal, Mr G. Greer (Chair);
- the Chairperson of the BOG, Mr N. McBride;
- the Designated member of the BOG for Child Protection, Mrs B. Conaghan
- the DT, Mrs J. Wharry, and the DDTs, Mr G Greer, Mrs J Waterworth, Mrs S Barrett, Mrs E Mc Ferran, Mrs E Stevenson, Miss R Murray and Mr C Turner.
- the team may co-opt other members as required to help address specific issues, for example the SENCo, School nurse etc

The responsibilities of the team include:

- monitoring and periodic review of Safeguarding and Child Protection Arrangements;
- support for the DT and DDT in exercise of their child protection responsibilities, including recognition of the administrative and emotional demands of the post;
- ensuring attendance of Governors and staff at relevant training.

The Chairperson of the BOG: plays a pivotal role in creating and maintaining the school's safeguarding ethos; assumes lead responsibility for managing any complaints/allegations in the event of a safeguarding or child protection complaint against the Principal; ensuring child protection records are kept and signed; dating annually the Record of Child Abuse Complaints against staff members even if there have been no entries.

The Designated Governor for Child Protection takes the lead in safeguarding/child protection issues in order to be able to advise the governors on: the role of the DT/DDTs; the content of child protection policies; the content of a code of conduct for adults within the school; the content of the termly updates and full Annual Designated Teacher's Report; recruitment, selection, vetting and induction of staff.

The Principal, as secretary to the BOG, assists the BOG to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation, ensuring circulars and guidance from the Department of Education are shared promptly, and termly inclusion of child protection activities on the BOG meeting agenda. The Principal takes the lead in managing child protection concerns relating to staff, and has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school.

The DT has responsibility for:

- induction and training of all school staff including support staff;
- being available to discuss safeguarding or child protection concerns of any member of staff;
- record keeping of all child protection concerns;
- maintaining a current awareness of early intervention supports and other local services;
- making referrals to Social Services or PSNI where appropriate;
- liaison with EA Designated Officers for Child Protection;
- keeping the Principal informed;
- lead responsibility for the development of the Safeguarding and Child Protection Policy;
- promotion of a safeguarding and child protection ethos in the school;
- compiling written reports to the BOG regarding child protection.

The DDTs work co-operatively and in partnership with the DT.

Each member of staff acts in loco parentis in respect of young people in their charge.

Independent Counselling Service for Schools (ICSS) counsellors work within the school's child protection guidelines to access support for young people. If the Counsellor becomes aware that a young person is, or has, suffered significant harm or is at risk of suffering significant harm, his/her concerns should be reported through the DT or DDT, for onward referral to a Health and Social Care Trust.

3 RESPONSIBILITIES OF STAFF

Our chief aim of 'Excellence in a Caring Community' is reflected in our daily conduct. The values of honesty, tolerance, compassion, courtesy and determination are implicit in our work and relationships, and underpin our code of professional practice. By our attitudes we strive to promote a school in which each person feels involved, supported, valued and satisfied.

Each member of staff has a pastoral responsibility towards children and young people in their charge and should take all to ensure that their welfare is safeguarded and their safety is preserved. All staff members who work in the school during the hours in which pupils are on the premises, including support staff and volunteers accepted to work in the school, need to be aware of Child Protection procedures.

The pupils are the foundation of our school. In working with the pupils we will strive to:

- * treat them with respect, courtesy, tolerance and sensitivity;
- * avoid prejudice on such matters as religion, race, family background, appearance, sexual orientation;
- * avoid compromising the rights of the individual to confidentiality (subject to legal and regulatory disclosure regulations);
- * provide a healthy and safe learning place;
- * achieve a consistently high standard of education, both academic and pastoral;
- * make learning interesting and enjoyable; and
- * praise achievements, and offer criticism only in a constructive manner, avoiding offence and recrimination.
- * Staff members should ensure that relationships with pupils are appropriate to the age and gender 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. Never make personal comments about a child, even in jest.

• **Physical Contact With Pupils**

All staff have a responsibility to maintain confidence in their ability to safeguard the welfare and best interests of children and young people. School staff must accept that all physical contact can be open to scrutiny and that even perfectly innocent actions can sometimes be misconstrued.

Whilst, as a general principle, staff members are advised not to make unnecessary physical contact with children and young people, it is also unnecessary and unrealistic to suggest that physical contact should only happen in emergencies. Staff should use their professional judgement at all times. As a general rule, when physical contact is made with pupils, this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background.

In extreme cases, a staff member may have to restrain a pupil physically to prevent him or her from committing an offence, from causing injury to him or herself, to others or to property, or otherwise from behaving in an undisciplined way. Staff are empowered to use reasonable force in these circumstances, either on school premises or anywhere else where the member of staff is in lawful charge of the pupil concerned. In such instances, no more than the minimum necessary force should be used. Staff should act within the Department's and the EA's guidelines on the use of reasonable force and should seek to avoid causing injury to the pupil. Further guidance is contained in the Safe Handling and Reasonable Force Policy of Bloomfield Collegiate School.

Staff who administer first-aid should ensure, wherever possible, that other pupils or another adult is present. The First Aid Co-ordinator or substitutes, may administer First Aid alone, but only in a room with visual access. Staff must never go into the toilet alone with a child; if this is absolutely necessary, enlist support.

• **Injury**

In the event of injury to a child, details of the incident must be recorded on an Accident Report Form and forwarded to the Principal. First Aid should be administered following School procedures (refer to the School Medical Policy).

- **Teaching, Performance and Rehearsal Circumstances**

Certain educational activities, such as music tuition, work with a language assistant or drama rehearsals, involve particular teaching, performance and rehearsal circumstances. HODs are responsible for the development of relevant Departmental Safeguarding Policies and for the dissemination of relevant information regarding good practice pertaining to safeguarding in their subject area to members of their department, including peripatetic and support staff. Staff members are responsible to be familiar with the relevant policy documents and must follow the Safeguarding and Child Protection Policies of the department and school.

The City of Belfast School of Music policy states that 'the simple rule is that there must be no relationships/inappropriate conversations between staff and pupils/students'. Staff offering music, language or other personal tuition should work in a room where it is possible to be observed at all times; no obstructions should be placed between the student and the exit door; a walk-in culture should exist.

- **Interviews/Meetings between Pupils and Staff**

Staff members must display appropriate professional behaviour during private interviews with individual pupils. The following precautions should be taken:

- interviews should take place on school premises, during school time;
- interviews should be conducted in a room with visual access, the teacher and pupil remaining in clear sight, and/or the door should be left ajar. (N.B. For music tuition, it may not be possible to leave the door ajar);
- the interview should be held in an area likely to be frequented by other people;
- the teacher should ensure that another adult such as the HOD knows that the interview is taking place, and its location. When possible, another adult should be present or nearby;
- 'Engaged' or 'Do not Disturb' signs should not be used and
- if possible, a table should be kept between the teacher and the pupil.

If a pupil becomes distressed during an interview, physical comfort should not be the first response; rather, comforting words should be used.

- **After School Arrangements**

Pupils who stay in school after 3.45pm are asked to sign the register at Reception, Library, Weir or Neill Buildings. Unless under the supervision of member staff for an exceptional reason such as Play Rehearsals, pupils are asked to sign out on the register by school closing time. Pupils are not permitted to leave school and re-enter; having signed in, they must remain in that location until such time as they are collected or leave to make their way home.

During term time, a senior staff member is present until at least 5pm on Monday to Thursday and 4.30pm on Friday, unless collaboration classes are in operation or the school day ends early. In the event of a safeguarding or child protection concern during extra-curricular activities the member of staff should follow normal procedures and make immediate contact with the DT.

- **Choice and Use of Teaching Materials**

When using teaching materials of a sensitive nature, teachers should be aware of the danger that their use, either by pupils or by their teacher, might be criticised after the event. Teachers should consult parents and the Principal in connection with the use of sensitive materials in certain curricular programmes such as RSE, and ensure that teaching programmes take place within a caring moral and ethical context.

- **Trips and Transport**

Before taking pupils out of school, teachers must follow the procedures laid out in the Trips Policy. Child Protection procedures must be followed throughout the visit. Staff should never transport pupils in their car. One possible exception may arise should urgent medical treatment of a child be required.

- **Images**

In regard to images of children, privacy and respect for the individual are key considerations.

Teachers are asked to monitor the use of images on display in their classroom or corridor. The teacher will be responsible for the removal, storage and destruction of such images. Staff are permitted to take suitable photographs of pupils on their personal phones or mobile devices (eg during extra-curricular activities, trips). Such images must be uploaded to the school's archive as soon as possible and the images deleted from their personal devices. Images of pupils must not be shared on personal devices.

Year 8 parents are issued with a letter requesting permission for images to be taken and displayed, and a photograph of each pupil is taken for the computer system. The parental responses are held in the School Office; staff should check these details prior to image use.

Group or individual photographs/moving images may be taken at school activities throughout the academic year and may be used, with parental assent, for display purposes in the school, on the school website, or for publication in the press or for promotional purposes. (Please note, although this is a non-exhaustive list, photographs and moving images taken with parental permission will only be used at the discretion of the school.

4 RECRUITMENT

Bloomfield Collegiate School recognises the valuable contribution made by employees and volunteers. However, the protection of children is of paramount importance; the School will, therefore, ensure that all persons on school property are vetted, inducted and supervised as appropriate.

The Safeguarding Vulnerable Groups (NI) Order 2007 and the Protection of Freedoms Act 2012 provide the legislative framework for a vetting and barring scheme for people who work with children and vulnerable adults. The responsibilities and processes to be followed by the school are set out in: DE Circular 2013/01 Guidance for Schools and Employing Authorities on Pre-Employment Vetting Checking and Safer Recruitment Practices; and DE Circular 2012/19 Guidance for Schools and Employing Authorities on Changes to Pre-employment Checking and Safer Recruitment Practices. The following groups must have an Enhanced Disclosure Certificate (EDC) from AccessNI before taking up post: paid teaching and non-teaching staff; examination invigilators; private contracted transport providers.

Following DE Circular 2012/19, a person seeking to work as an unsupervised volunteer will be required to complete an application form for an Enhanced Disclosure Certificate (EDC). As determined by the Principal, a volunteer who works under supervision will not be required to obtain an EDC. Adults who work in the school but are employed by others or who are self employed contractors (e.g. coaches, music tutors, school photographers) must have the necessary clearances in place and a record of these should be maintained by the Principal. All self employed coaches and music tutors must have the appropriate insurance.

A three month break in service will require a new Enhanced Disclosure application form to be completed.

5 VISITORS TO SCHOOL PREMISES

Temporary visitors to Bloomfield Collegiate School are:

- issued with information on the Code of Conduct at Reception:
- issued with a pass to wear during their visit and return on leaving the building;

- met/directed by school staff/representative;
- signed in and out of the school by school staff;
- if appropriate, given restricted access only to specific areas of the school;
- where possible, escorted by a member of staff/representative;
- access to pupils restricted to the purpose of their visit; and
- if delivering goods or carrying out building/maintenance or repair tasks, their work should be cordoned off from pupils for health and safety reasons.

6 WORK EXPERIENCE

It is important that each pupil is in a safe environment during work experience; appropriate vetting procedures will be followed by those responsible for organisation of work experience placements and employers receive information relating to Child Protection. Further information on Work Experience is available in the Work Experience Policy.

Health and Social Care Programmes will require an EDC for pupils on long-term placement and may be required for pupils on work experience/shadowing placements. Pupils coming into the school on work experience do not require AccessNI clearance if they are fully supervised by school staff. The normal child protection induction processes apply.

7 CHILD PROTECTION TRAINING

Governor Child Protection Training has three strands: initial Child Protection Awareness Training; CPSS Child Protection Training for the Chairperson and the Designated Governor; and training on recruitment, selection and vetting.

All Governors will receive an element of safeguarding training as part of their induction with the Chair and Designated Governor for Child Protection. All Governors will undertake refresher Child Protection Training every term of office (four years). This training may be delivered by the Principal or DT with resources available from the EA CPSS.

The DT and DDT attend initial CPSS Introduction to Child Protection training, followed by refresher training every three years. The DT and DDT cascade Child Protection training to staff annually, and/or on appointment.

8 CONDUCT OF STAFF

The protection and promotion of the welfare of children and young people is a responsibility for all members of staff, teaching and non-teaching. In meeting this, staff should work towards a culture of mutual trust and respect through which the best interests of the pupils entrusted to their care is paramount.

9 PARENTS

The primary responsibility for safeguarding and protection of children rests with parents and they should feel confident of raising any concerns they have in relation to their child with the school. Parents/guardians are asked to inform the school if:

- the child has a medical condition or educational need;
- there are any Court Orders relating to the safety or well-being of a parent or child;
- there is a change in circumstances such as change of address, contact details, name, parental responsibility; and
- if their child is absent and this should be verified in writing on return to school.

The procedures for a parent or person with parental responsibility to register a concern about a child are as follows:

I have a concern about my/a child's safety:

- I can talk to the Form Teacher
- If I am still concerned I can talk to the Head of Year
- If I am still concerned I can talk to the DT/DDT or the Principal
- If I am still concerned I can talk/write to the Chairperson of the BOG
- If you are of the view that it has not been addressed satisfactorily, you may revert to the school's complaints policy. This policy should culminate in the option for you to contact the NI Public Services Ombudsman (NIPSO) who has the legislative power to investigate your complaint. For further information regarding this process please refer to Annex B.
- At any time I can contact Social Services Ards Gateway Team 03001000300 or Belfast Gateway Team 02890507000; PSNI Central Referral Unit 02890 259299

Every effort will be made to work co-operatively with parents, unless doing so is inconsistent with ensuring the pupil's or pupils' safety.

10 CHILD PROTECTION SUPPORT SERVICES

The Child Protection Support Service (CPSS) is a regional service for schools, based within the EA Directorate of Children and Young People's Services. The CPSS represents the education sector at multi-agency meetings including Multi Agency Risk Assessment Conferences. Bloomfield Collegiate School accesses training from the CPSS as well as support and advice in relation to particular situations. Contact details are included in the contacts section of this policy.

SECTION 3: DEALING WITH CHILD PROTECTION CONCERNS

1 WHAT IS CHILD ABUSE?

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Staff members are well placed to observe outward symptoms or distress or change in appearance, behaviour, learning pattern or development.

A child in need of protection is a child who is at risk of, or likely to suffer significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission, or a child who has suffered or is suffering significant harm. 'Harm' means 'ill-treatment or the impairment of health or development' and the question of whether harm is significant is determined in accordance with Article 50(3) of the Children Order.

Staff should be alert to all forms of abuse and to their legal obligations including reporting of offences. Section 5 of the Criminal Law Act (NI) 1967 makes it an offence to fail to disclose an arrestable offence.

Observation of signs and symptoms of possible abuse are not in themselves evidence that abuse has occurred. However, staff should be aware of the possible implications of, and alert to, all such signs, particularly if they appear in combination or are repeated regularly.

Where a member of staff is concerned that abuse may have occurred, they must report this immediately to the DT. Any disclosure by a child, or concern that indicates a child may be at immediate risk, will be reported immediately to the PSNI and Social Services to ensure emergency protection measures are put in place.

2 TYPES OF ABUSE

Child abuse may take a number of forms as outlined below (from Co-operating to Safeguard Children and Young People in Northern Ireland, 2017).

Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

Physical Abuse is deliberately physically hurting a child. It might take a variety of forms including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact including penetrative or non-penetrative acts. It may include non-contact activities such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, 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 (Psychological) Abuse is the persistent emotional ill-treatment of a child and it can have severe and persistent adverse effects on a child's emotional development. It may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child the opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones.

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can also be sexual in nature.

3 TALKING TO YOUNG PEOPLE WHERE THERE ARE CONCERNS ABOUT POSSIBLE ABUSE

Where teachers see signs which cause them concern, they should, as a first step, seek some clarification from the child with tact and understanding. Where a classroom assistant or other member of the school's non-teaching staff sees such signs, they should immediately bring them to the attention of either the class teacher or the DT, and it may be appropriate for the necessary clarification to be carried out by the teacher. Such clarification may reassure teachers that abuse has not occurred, but signs and symptoms which cause concern, while perhaps not a result of abuse, may nevertheless indicate that the child, or family, is in need of intervention by statutory, voluntary or community based services through a 'child-in-need' referral (with parental consent). Should a pupil present at school hungry, the school will provide a free meal to the pupil. This initial decision, taken at the point of need, will be followed immediately with a referral to the relevant Education Welfare Service (EWS). The school will continue to provide free school meals to the pupil while the EWS is carrying out its assessment. If, following an initial assessment using the UNOCINI Assessment Framework, the EWS is not satisfied that sufficient indicators are present, the provision of free school meals will cease. Further details on this process are available from the Department of Education.

Care must be taken in asking, and interpreting children's responses to, questions about indications of abuse. The same considerations apply when a child makes an allegation of abuse, or volunteers information which amounts to that. In some circumstances, talking to a child will quickly clarify initial concerns into a suspicion that abuse has occurred, and point to the need for an immediate referral. Staff should be aware that the way

in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings, and the extent of questioning should, therefore, be kept to a minimum.

Staff should not ask the child leading questions, as this can later be interpreted as putting ideas into the child's mind.

Staff should not ask questions which encourage the child to change her/his version of events in any way, or which impose the adult's own assumptions. For example, staff should say, "Tell me what has happened", rather than, "Did they do X to you?";

The priority at this stage is to actively listen to the child, and not to interrupt or try to interpret if they are freely recalling significant events (the child must not be asked to unnecessarily recount the experience of abuse) and as soon as possible afterwards to make a record of the discussion to pass on to the Designated Teacher. The note should record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed should be described in detail, *but under no circumstances should a child's clothing be removed nor a photograph taken*;

Any comment by the child, or subsequently by parent, carer or other adult, about how an injury occurred should be written down as soon as possible afterwards, quoting words actually used.

Staff should not give the child or young person undertakings of confidentiality, although they can and should reassure them that information will be disclosed only to those professionals who need to know. Staff should be aware that their note of the discussion may need to be used in any subsequent court proceedings. Staff should not ask the child to write an account of their disclosure for the record.

4 CHILD DISPLAYING SYMPTOMS OF, OR SCHOOL ALERTED TO, POSSIBLE ABUSE

In all cases where symptoms displayed by a child give rise to concerns about possible abuse, or about the welfare of the child, the member of staff should report these concerns to the designated teacher. A parent or other carer may also give information to a member of staff of the school which gives rise to concern about possible child abuse by someone outside the school, or by a person working in the school in a volunteer capacity. The person making the complaint should be advised of their responsibility to refer to the local Health and Social Care Trust Gateway Team.

In order to form a view on whether a child or children may indeed be being abused, or be at risk of possible abuse, the Principal/DT/DDT 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. While such clarification will often help to confirm or allay concerns, it is not the responsibility of teachers and other education staff to carry out investigations into cases of suspected abuse, or to make extensive enquiries of members of the child's family or other carers. This is the responsibility of the investigating agencies, the Social Services and/or PSNI.

The DT will discuss the matter with the Principal and, as a matter of urgency, plan a course of action, ensuring that a written record is made. The Principal, in consultation with the DT, 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 of serious harm, the school is obliged to make a referral.** The CPSS can offer advice on all child protection issues.

In discussion with Social Services Gateway Team, an early consideration will be to agree how, when, and by whom the parent will be informed. If a parent is the alleged abuser, Social Services will investigate. If a parent is not the alleged abuser, the parent will be informed.

The DT may seek clarification or advice and consult with the EA Designated Officer for Child Protection 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.**

5 DEALING WITH ALLEGATIONS OF ABUSE MADE AGAINST A MEMBER OF STAFF

Where a complaint about possible abuse is made against a member of school staff, the procedures set out in DE Circular 2015/13 will be followed. In all decisions, the child's welfare is the paramount consideration and the child should be listened to and his/her concerns taken seriously. The possible risk of harm to children posed by a member of staff must be evaluated and managed and in some cases this will require consideration of suspension as a precautionary measure.

Principals and Boards of Governors have a duty of care for the welfare of pupils and any allegation needs to be effectively evaluated and managed. As employers, they also have a duty of care to staff and should ensure that they provide effective support for anyone facing an allegation of abuse.

All allegations should be reported immediately, normally to the Principal, DT or DDT. A lead individual (normally the Principal or a designated senior member of staff) should be identified to manage the handling of the allegation from the outset. If the Principal is the subject of concern, the allegation should be reported immediately to the Chairperson of the BOG, Deputy Chairperson, Designated Governor for Child Protection, and the person about to be the lead individual.

The issue should be dealt with as a priority and unnecessary delays avoided. Every effort to maintain confidentiality and guard against unwanted publicity must be made. Allegations should not be shared with other staff or children.

Allegations of a child abuse nature are recorded in the Record of Child Abuse Complaints, which is retained securely by the Principal. A record of this is placed on the relevant pupil's Child Protection file.

6 PROCESS FOR REFERRAL

The DT is responsible for making referrals. The 'Understanding the Needs of Children in Northern Ireland' (UNOCINI) referral form is completed when a referral to Social Services is being made for support, safeguarding or a fuller assessment of a child's needs.

If there is a concern that a child may be suffering, or at risk of suffering significant harm, an urgent referral will be made by phone to Social services through the Gateway Service. Subsequently, a UNOCINI form will be submitted within 24 hours.

Prior to making a referral to Social Services, the consent of the parent/carers and/or the young person (if that person/s is/are competent to give this) will normally be sought. The exception to this is where to seek such consent would put that child, young person, or others at increased risk of significant harm or an adult at risk of significant harm, or it would undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation. In instances where consent is sought but refused, a referral should be made and a record maintained of the reasons for that decision and the actions taken.

Non-urgent referrals (child-in-need/family support) must have the consent of the parent/carers and/or the young person (if they are competent to give this) and are made in writing through the UNOCINI form.

The welfare of the child is paramount; if unable to contact the parent/carers, the referral to Social Services will be progressed. Issues of consent (including when consent is not forthcoming) must be recorded.

**PROCEDURE FOR REPORTING AN INCIDENT OF SUSPECTED / DISCLOSED
CHILD ABUSE OR CONCERNS THAT A CHILD MAY BE IN NEED**

Child makes a disclosure to a staff member.
Staff member listens and acts IMMEDIATELY by referring to the Designated Teacher

Staff member has concerns about a child as a result of one observation or many observations over a period of time and refers it to the Designated Teacher

THE INDIVIDUAL STAFF MEMBER MUST NOT CONDUCT A PERSONAL INVESTIGATION

The Designated Teacher is Mrs Jennie Wharry.
In her absence the Deputy Designated Teachers are Mr Gary Greer (Principal) and Mrs Joanne Waterworth.

The staff member discusses the problem with the Designated Teacher who makes full notes

The Designated Teacher notifies the Principal, and together a decision will be taken, seeking advice as necessary, regarding contact with parent/s and whether or not a referral to Social Services or PSNI is warranted

In discussion with relevant agencies (such as Social Services, PSNI), an early consideration will be to agree how, when and by whom the parent will be informed. If a parent is the alleged abuser advice will be sought about how the parent will be informed. If a parent is not the alleged abuser the parent will be informed

If a referral is to be made

If a referral is not to be made

The Principal or Designated Teacher makes a Child- in-Need or Child Abuse referral to Social Services. Urgent referrals will be made initially by phone and followed up with UNOCINI referral.

The Principal or Designated Teacher will inform the parent and complainant as soon as possible of this decision, of the information which the school was given, and that if they still have concerns they may raise the matter directly with Social Services.

Throughout this procedure full notes will be made. The welfare of the child will be constantly monitored.

SUMMARY OF STAFF PROCEDURES REGARDING CONCERN OR DISCLOSURE

CONCERN

When there are concerns about possible abuse or the welfare of a child, or School is alerted to possible abuse, staff must adhere to the following procedures.

- **Do not investigate.**
- Bring concerns **immediately** to DT or, if unavailable, a DDT. In their absence, report to Principal.
- Keep a brief written record and forward it to DT or, if unavailable, a DDT.

DISCLOSURE

When a disclosure is made to a member of staff, they must adhere to the following procedures.

- **Do not investigate and do not make a promise of confidentiality.**
- Listen; do not probe. Ensure care is taken in asking and interpreting the pupil's responses to questions about indications of abuse. Do not ask the pupil to make a written statement.
- Be aware that the way in which one talks to the pupil could have an effect upon the evidence put forward if there are criminal proceedings.
- Bring concerns **immediately** to DT or, if unavailable, a DDT. In their absence, report to Principal.

STEPS FOR MANAGING A DISCLOSURE

RECEIVE

- Stay calm, listen and do not ask leading questions.
- No promise of confidentiality can, or should, be given where abuse is alleged.
- Tell the pupil that you want to help and may need to tell someone else who can help.
- If possible, have another person present.
- Do not suggest a reason for what has happened to them.
- Make factual notes as soon as possible.

REASSURE

- Reassure the pupil that they have done the right thing in talking about it.
- Affirm feelings and explain process (need to talk to the lead in Safeguarding who will know what to do next).

RESPOND

Be empathic – 'I'm sorry this has happened to you and I'm glad you're able to tell me'

- Take action to ensure that the pupil is safe and secure.

RECORD

- Make a brief written note of events/conversations using factual and neutral language. Record the time, date, place and people present, as well as what was said with quotations if possible.
- Describe any signs of physical injury; under no circumstances should a pupil's clothing be removed or photographs be taken.
- Any indication of stress and noticeable non-verbal behaviour should be noted.

REPORT

- **Immediately** after disclosure or after you come to suspect that abuse has occurred, report it without delay to DT or, if unavailable, a DDT. In their absence, report to Principal.
- Give original notes to DT for filing.

7 ANONYMOUS INFORMATION

The school may receive an anonymous letter or telephone call alleging abuse either by someone outside the school or by a member of staff. In such cases, the Principal will consider carefully whether the allegation may have substance: as in the case of information from a named source, the impetus for action will be the potential risk to children. If the Principal concludes that the allegation may have substance, they will ensure that it is referred immediately to the Social Services or PSNI. Again, if they are unsure about the appropriate course of action, or if unsubstantiated anonymous information is received which the Principal believes to be malicious or mischievous, the Education Authority will be contacted for advice, as will the Social Services or PSNI. If a referral is made, the procedures above should be followed on the same basis as a complaint from a named source, including recording arrangements.

8 RECORD KEEPING

Staff should be aware of the need to record and report child protection concerns

General Record Keeping

The School aims to maintain a robust system of record keeping. Members of staff are asked to draw up written records of concerns/incidents and to store these in secure locations. When behaviours/concerns are judged to be sufficiently persistent or serious, these records are forwarded to the HOY and, again stored in a secure location. When behaviours/concerns are judged to be sufficiently persistent or serious, or if a cluster of concerns is emerging, these records are forwarded to the Vice-Principal Pastoral and, again stored in a secure location. At all stages, appropriate steps towards resolution are taken.

Record Keeping of Child-in-Need Referrals and Child Abuse Complaints

The DT will retain records of possible child abuse complaints not referred to Social Services and those which are referred but which do not result in placement upon the Child Protection register in line with the Disposal of Records Schedule. A confidential copy of such records will be sent to any school to which the child subsequently transfers.

The DT will maintain appropriate records for any child placed on the Child Protection Register including associated documentation from Social Services. Such records will be kept in a secure location in the Vice-Principal's Office. If the child changes school, the receiving school will be informed immediately and all Child Protection records supplied by Social Services relating to the child destroyed (including records of case conferences). The school will inform the child's case co-ordinator in Social Services.

If a child who is on the Child Protection Register transfers into Bloomfield Collegiate, the DT should make contact with Social Services for relevant information. If Social Services inform the School that the child's name has been removed from the Register, the School will destroy all Child Protection records on the child supplied by Social Services, including records of Case Conferences.

Records are kept in line with the School's Data Protection Policy and Disposal of Records Schedule.

Reports for Child Protection Conferences

Reports prepared for Child Protection Conferences should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and adults in the school, and, where appropriate, appearance. If relevant, reports should include what is known (other than from specific investigation) about the child's relations with his/her family and about the family structure. The reports should be objective and evidence based. They should therefore contain only fact, observation and concern.

SECTION 4: SPECIFIC TYPES OF ABUSE

Bloomfield Collegiate School takes its safeguarding responsibilities seriously and, in an increasingly complex world, is cognisant that a range of situations may arise. As considered appropriate, advice and support from the EA CPSS and Social Services will be sought.

1 GROOMING

Grooming of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins.

Grooming is often associated with Child Sexual Exploitation, but it can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media.

Bloomfield Collegiate School staff should be alert to signs that may indicate grooming and take early action in line with this policy.

The Sexual Offences (NI) Order 2008 provides for offences relating to sexual grooming of children and young people.

2 CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation (CSE) is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

The Sexual Offences (NI) Order 2008 provides for a number of offences that between them could enable prosecution of all cases of CSE. The Children (NI) Order 1995 and the Child Abduction (NI) Order 1985 can be used in cases where children have gone missing as part of the exploitation.

CSE can be difficult to identify and a young person may not see themselves as a victim. Professionals need to be able to identify vulnerability in the midst of challenging behaviour and frequent resistance to, or even apparent disregard for, professional support. While children in care are known to experience disproportionate risk of CSE, the majority of CSE victims are living at home.

Potential indicators of CSE include: acquisition of money, clothes, mobile phones etc without plausible explanation; truanting/leaving school without permission; persistently going missing or returning late; receiving many texts/calls prior to leaving; change in mood such as agitation or stress; appearing distraught or dishevelled or under the influence of substances; inappropriate sexualised behaviour for age; physical symptoms such as bruises or bite marks; collected from school by unknown adults or taxis; new peer groups; significantly older boyfriend or girlfriend; increasing secretiveness around behaviours; low self-esteem; change in personal hygiene

(greater attention or less); self-harm and other expressions of despair; and evidence or suspicion of substance abuse. Whilst these indicators can be useful in identifying CSE, their presence does not necessarily mean that CSE is occurring, nor their absence mean that it is not.

If a member of staff suspects that CSE is occurring, they should follow the referral process set out in this policy.

3 DOMESTIC AND SEXUAL VIOLENCE AND ABUSE

An abusive family setting will have an impact upon a child/children; suspected cases will be reported to the appropriate statutory agency. The Stopping Domestic and Sexual Violence and Abuse Strategy (2016) defines domestic and sexual violence and abuse as follows:

Domestic Violence and Abuse

‘threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation, or any form of disability) by a current or former intimate partner or family member.’

Sexual Violence and Abuse

‘any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).’

Coercive, exploitative and harmful behaviour includes taking advantage of an individual’s incapacity to give informed consent.

4 FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. It comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

FGM is a form of child abuse and, as such, staff members have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed and established school procedures. Where there is a concern that a child or young person may be at immediate risk of FGM, this should be reported to the PSNI without delay. Contact can be made directly with the Sexual Referral Unit (based within the Public Protection Unit) at 028 9025 9299. Where there is a concern that a child or young person may be at risk of FGM, referral should be made to the relevant HSCT Gateway Team.

5 FORCED MARRIAGE

A Forced Marriage is one conducted without the valid consent of one or both parties and where duress is a factor. Forced Marriage is an offence in Northern Ireland and suspicions of a Forced Marriage should be referred to the PSNI immediately.

Warning signs within the school environment may include: absence and persistent absence; request for extended leave of absence/failure to return from visits to country of origin; surveillance by siblings or cousins; decline in behaviour, engagement, performance or punctuality; poor examination results; being withdrawn from school by those with parental responsibility and not being provided with suitable education at home; not allowed to attend extracurricular activities; sudden announcement of engagement to a stranger; and being prevented from going on to further/higher education.

6 CHILDREN WHO DISPLAY HARMFUL SEXUALISED BEHAVIOUR

Sexually harmful behaviour is primarily a child protection concern and, although there may remain issues to be addressed through the Citizenship and Behaviour Policy, the principles that are applied must remain child centred.

Sexual behaviours can be defined as 'healthy', 'problematic' or 'sexually harmful'. Healthy sexual behaviour will normally have no need for intervention (although consideration may be required as to appropriateness within a school setting). Problematic sexual behaviour requires some level of intervention, depending on the activity and the level of concern. Harmful sexualised behaviour will always require intervention following this policy.

Harmful sexualised behaviour is any behaviour of a sexualised nature that takes place when: there is no informed consent by the victim; and/or the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim. It can include: using age inappropriate sexually explicit words and phrases; inappropriate touching; using sexual violence or threats; sexual behaviour between children where 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); a younger child can abuse an older child, particularly if they have power over them (for example if the older child is disabled).

7 E-SAFETY/INTERNET ABUSE

Online safety means acting and staying safe when using digital technologies. In Bloomfield Collegiate School, online safety is integrated into existing safeguarding, behaviour, code of practice and policies including, for example, the E-Safety Policy. Risk Assessments may be undertaken to mitigate specific risks, if appropriate

Cyber-bullying is addressed within the Positive Relationships and Anti-Bullying Policy.

Under the Sexual Offences (NI) Order 2008, it is illegal to take, possess or share 'indecent images' of anyone under the age of 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship). Schools are not required to investigate incidents; rather, if school becomes aware of such an event, PSNI will be contacted for guidance. In addition, the CPSS may be contacted for advice. At all times, the matter will be dealt with sensitively. If a pupil has been affected by inappropriate images or links on the internet it is important that you do not forward it to anyone else.

If a young person has shared an inappropriate image of themselves that is now being shared further, whether or not it is intended to cause distress, child protection procedures will be followed. The school will work alongside appropriate agencies and parents, as appropriate, to support the emotional and physical safety of its pupils. Advice and support will be given to the victim of abuse as appropriate.

8 IDENTIFYING ABUSE

All adults working with children and families need to be aware of the indicators of child abuse. Teachers and other staff should be aware of the possible implications of such signs and be alert to their presence, particularly if they appear in combination or are regularly repeated. No list can, however, be exhaustive; the signs and symptoms presented are indicators only and merely highlight the need for further checking and assessment. They can do no more than give rise to concern and are not in themselves proof that abuse has occurred. It should also be remembered that alternative medical, psychological or social explanations may exist.

In addition to those outlined above, below is a list of possible signs and symptoms; for a more detailed list, refer to Appendix 2 of the Regional Child Protection Policy and Procedures.

Possible Signs and Symptoms of Child Abuse

Physical Abuse

- bruises (especially of a regular shape), marks, scars
- refusing to do PE
- low energy levels
- nervous disposition, quiet, withdrawn, low self esteem
- difficulty forming relationships
- lack of concentration

Sexual Abuse

- physical signs
- personality change
- depression
- aggression
- eating disorders
- withdrawal, insecurity
- seeking male/female attention

Emotional Abuse

- poor social skills
- inferiority/superiority complex
- inability to make decisions
- inability to make and maintain relationships
- excessive dependence, attention seeking behaviour
- lack of concentration

Neglect

- poor hygiene
- poor growth
- abnormal eating behaviour (binging or hoarding) or apparently deficient nutrition, stealing food
- inappropriate clothing (for time of year)
- unmet medical needs
- substance misuse, promiscuity, precocity
- isolated child
- poor attendance
- low self esteem

Such symptoms may be due to a variety of other causes including bereavement or other disruption in family circumstances, or drug, alcohol or solvent misuse. Sometimes, however, they may be due to significant harm. Where a member of staff is concerned that significant harm may have occurred, they must report this without delay to the DT. The designation of a teacher for this purpose should not, however, be seen as diminishing the role of all members of staff in being alert to signs of significant harm and being aware of the procedures to be followed.

The recognition and identification of child abuse can be difficult. The final decision will be made at a Child Protection Case Conference, which will also decide if a child's name should be placed on the Child Protection Register and under what category of abuse. Where a Case Conference regarding a pupil is called by Social Services, an appropriate member of the school staff will be invited to attend and bring a written report of the pupil's progress and presentation.

It is the responsibility of professionals, whether from statutory agencies or otherwise, to report concerns, not to decide whether it is, or is not, child abuse. No one individual can make the decision that a child has been, or will be harmed.

SECTION 5: DEALING WITH CHILDREN WITH INCREASED VULNERABILITIES

1. VULNERABLE PUPILS

Staff should be aware that a range of needs may place individual pupils in a place of increased vulnerability: Looked After Children; young people in supported accommodation or who are homeless or have gone missing; children of parents with additional support needs; separated, unaccompanied or trafficked young people or those experiencing honour-based violence; young people who have experienced trauma; those displaying self-harm behaviours or suicidal ideation; those displaying fabricated or induced illness.

Children and young people with disabilities (physical, sensory, learning impairment or significant health condition) may be more vulnerable to abuse. Staff must be aware that communication difficulties can be hidden or overlooked, making disclosure particularly difficult.

Children whose first language is not English/Newcomer pupils should be given the opportunity to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred. DTs and other relevant school staff should seek advice and support from the EA's Intercultural Education Service if necessary. All schools should create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

All pupils have a right to learn in a safe and secure environment, to be treated with respect and dignity, and not to be treated less favourably due to their actual or perceived sexual orientation. Issues relating to Relationships and Sexuality Education (RSE) are covered within the RSE Policy.

If pupils are to be placed with 'host families' during holiday periods, vetting checks are recommended. DoH Co-operating to Safeguard Children and Young People in Northern Ireland (2017) provides information on private fostering arrangements. Work experience and residential situations are covered under separate school policies.

2 CONFIDENTIALITY

The relationships which teachers have with children in their charge are based on trust and, often, on confidentiality. These relationships are an integral feature of a secure, caring environment which fosters learning and personal development.

However, members of staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies and, where physical or sexual abuse is suspected, a legal duty to report this. All staff should recognise, therefore, that in order to protect children from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate action, by informing and involving others, in the child's best interests.

If a child confides information in a member of staff which gives cause for concern about possible abuse, and requests that the information be kept secret, it is important that the member of staff should tell the child, sensitively, that they have a responsibility to refer cases of alleged abuse to the DT and, from there, to the appropriate agencies for the child's own sake. **Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it.** Staff members who receive information about children and their families in the course of their work should share that information only with the DT.

No promise of confidentiality can or should ever be made to a child or anyone else giving information about possible abuse.



Some victims of abuse find it impossible to talk about their problems to any familiar adult, and signs giving rise to concerns, which might prompt gentle questioning, are not always apparent. It is important, however, that children and young people feel able to share their concerns, whatever they may be, with staff. Their concerns may be about abusive behaviour, but equally they may be, for example, about their schoolwork, or something else that is happening to them or to someone they know which worries them.

The aim of the school always is to act in the best interests of the child and to encourage the fullest possible involvement of, and consultation with, the parents. It is also important that pupils know that there is always someone they can talk to.

APPENDIX 1: BLOOMFIELD SCHOOL CONFIDENTIALITY STATEMENT FOR PUPILS

If you have something important to talk to staff about...

If you are worried about something that is happening to you, or to someone you know...

If you need help, or if you need to know how to get help, the staff are here to listen and to help; they will try to do what they can.

If you are worried about telling things in confidence, tell the staff; they will understand. If they are concerned about your safety, they may need to share this with others, but they will always tell you first.

If you are still unsure about talking to a member of staff, you can telephone -

Childline on 0800 - 111

NSPCC on 0800 – 800500

Youthline 0808 808 8000

These calls are free, and they will not show up on your phone bill. These people will help you to work out what to do next.

APPENDIX 2: CONTACTS AND HELPLINES

Bloomfield Collegiate School	BOG Chair: Mr N. McBride Designated Governor for CP: Mrs B Conaghan Principal: Mr G Greer DT: Mrs J Wharry DDT: Mr G Greer & Mrs J Waterworth	Contact through Reception 028 9047 1214
Education Authority	Child Protection Service Monday – Friday 9am – 4.30pm	028 9598 5590
Gateway Teams (HSCT)	Belfast Northern South Eastern Southern Western Out of hours for all areas	028 9050 7000 0300 1234 333 0300 1000 300 028 3756 7100 028 7131 4090 028 9504 9999
PSNI	Central Referral Unit (part of Public Protection Unit) Monday-Friday 8am-9pm Weekends and public holidays 9am-5pm	028 9025 9299
NSPCC	Child Protection Helpline 24 hours call free	0808 800 5000 (concerned about a child)
Children's Law Centre	2 nd Floor, 127-131 Ormeau Road, Belfast	028 90245704 info@childrenslawcentre.org FREEPHONE ADVICE LINE 0808 808 5678 Email for advice: chalky@childrenslawcentre.org
Save the Children	15 Richmond Park, Belfast	028 9043 1123
Barnardos	542-544 Upper Newtownards Rd, Belfast	028 9067 2366

APPENDIX 3

ADDITIONAL RESOURCES/INFORMATION

As it is not possible to account for every situation which may arise during the course of a school year, staff should always operate within the legislation and with the welfare of the child as the paramount consideration. HODs should consider drawing up guidelines to cover their department's particular circumstances. These must be discussed with the DT before being shared with department staff (including temporary) by the HOD.

ART DEPARTMENT

Due to the nature of Dark Room use, an observation window cannot be provided. Dark Room use is carefully monitored by staff. In particular, teachers should adhere to the guidelines for Interviews/Meetings between pupils and staff as set out in this policy.

ENGLISH AND DRAMA DEPARTMENTS

The Green Room is carefully monitored and should only be used in limited circumstances. Pupils are instructed to change under appropriate conditions in the designated changing areas and not, for example, their Form Classes.

GEOGRAPHY DEPARTMENT

During after school and lunchtime activities, a member of staff will be present in the Department and an attendance register kept. Senior pupils assisting with clubs will discuss planned activities with a member of staff in advance.

LANGUAGE DEPARTMENT

The HOD is responsible to ensure that peripatetic teachers and Language Assistants have received SCP training from the DT.

PEER MENTORING

A number of senior pupils are selected and trained to act as Peer Mentors to junior pupils. Peer Mentors should be asked to follow a Code of Conduct and written permission sought from the parents of those seeking peer tutoring. The guidelines set out in this policy should be adhered to.

MUSIC DEPARTMENT

The Music Department is additionally guided by the Child Protection Policy of the City of Belfast School of Music. The HOD is responsible to apprise peripatetic teachers of relevant Safeguarding and Child Protection Policies. Each peripatetic tutor has a copy of the Music Department Child Protection Guidelines in their registration folder. A copy of these Guidelines and the whole School policy are available for consultation in the Music staff room.

SCRIPTURE UNION

SU, on occasions, is visited by outside speakers who are provided with a copy of a guide to the School's Code of Conduct.

STUDENT TEACHERS

Student teachers are provided with information on the BCS SCP Policy during Induction.

SUBSTITUTE TEACHERS

The DT/DDT will provide training for these groups of people, along with a copy of the relevant policy.

APPENDIX 4: LEGISLATIVE CONTEXT

The United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child is an international human rights treaty setting out the civil, political, economic, social and cultural rights of the child. Central to the Convention is the paramountcy of the welfare of the child. Each of the 41 Articles detail a different type of right, all of which interact to form one integrated set of rights for children and young people. The United Kingdom agreed to be bound by the Convention in 1991.

The articles with particular relevance for this policy include:

- Article 3 (Best Interests of the Child). The best interests of the child must be the primary consideration.
- Article 4 (Protection of Rights). Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled.
- Article 12 (Voice of the Child). A child who is capable of forming his or her own views has the right to express those views freely in all matters which affect them, those views being given due weight in accordance with their age and maturity.
- Article 19 (Protection from all forms of violence). Governments should ensure that children are properly cared for and their right to be protected from harm and mistreatment is upheld.
- Article 20 (Children deprived of family environment). Children who cannot be looked after by their own family have a right to be looked after properly by people who respect their ethnic group, religion, culture and language.
- Articles 34 and 36 (Exploitation). Governments should protect children from all forms of exploitation.
- Article 39 (Rehabilitation of child victims). Children who have been harmed should receive help to recover and reintegrate into society.

The Children (NI) Order 1995

This Order is the principle statute governing the care, upbringing and protection of children in Northern Ireland. It applies to all those who work with and care for children, whether parents, paid carers or volunteers. It provides the legislative framework within which this policy operates.

The Human Rights Act 1998

This Act incorporates the European Convention on Human Rights (ECHR) into UK legislation. State authorities must use their powers reasonably and proportionately to protect children and young people, and the ECHR holds them responsible for inhuman or degrading treatment inflicted within their jurisdiction.

Safeguarding Vulnerable Groups (NI) Order 2007

This Order, as amended by the Protection of Freedoms Act 2012, provides the legislative framework for the establishment of a Disclosure and Barring Service and requirements relating to individuals who work with children and vulnerable adults. This legislation defines 'regulated activity' with children and prevents persons on barred lists from engaging in regulated activity.

The Children's Services Co-operation Act (NI) 2015

This Act places a requirement on individuals and organisations providing children's services to children to co-operate with each other to devise and implement cross cutting strategies.

The Education and Libraries (NI) Order 2003

Articles 17 and 18 of this Order, place a statutory duty on Boards of Governors to safeguard and promote the welfare of its pupils and to determine the measures to be taken at the school with a view to protecting pupils from abuse (whether at school or elsewhere). Article 18(d) requires Boards of Governors to prepare a written statement of such measures and to provide this to parents. Boards of Governors must also have regard to any guidance given by the Department, EA and CCMS. As such, all grant-aided schools must have a Child Protection Policy which includes the appointment of a Designated/Deputy Designated Teacher with responsibility for child protection.

The Addressing Bullying in Schools Act (NI) 2016 *(not yet enacted)*

Section 2 of this Act will require that the BOG determine the anti-bullying measures pursued at the school, ensure that these are properly implemented and are reviewed at intervals of no more than four years.

Section 3 of the Act will place a statutory duty on the BOG of grant-aided schools to ensure that a record is kept of all incidents of bullying or alleged bullying involving a registered pupil at the school that occur"

- (a) on the premises of the school during the school day;
- (b) while travelling to or from the school during the school term;
- (c) while the pupil is in the lawful control or charge of a member of the staff of the school; or
- (d) while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

The Public Interest Disclosure (NI) Order 1998

This Order ensures employees are protected from suffering detrimental treatment by their employers for disclosing information (in good faith, and in the reasonable belief that it is substantially true) about the conduct of private or public bodies or individual employers ('protected disclosure'). Protected disclosure includes any disclosure of information which, in the belief of the employee making the disclosure, tends to show that a criminal offence has been, is being or is likely to be, committed, or that the health or safety of an individual has been, is being or is likely to be, endangered; or that information about such matters has been, is being or is likely to be, deliberately concealed.

Criminal Law Act (NI) 1967

Section 5 of this Act (NI) 1967 makes it an offence to fail to report a 'relevant offence' where a person has information which could lead to the apprehension, prosecution or conviction of such an offender.

Family Homes and Domestic Violence (NI) Order 1998

This order includes that, in addition to non-molestation and occupation orders, a court will have the power to attach an exclusion requirement to an interim care or emergency protection order in order to protect children, providing therefore for the removal of the suspected abuser, rather than the child, from the home.

Safeguarding Board (NI) Act 2011

This Act places interagency co-operation on a statutory footing. The objective of the Safeguarding Board NI is to safeguard and promote the welfare of children and young people in Northern Ireland by co-ordinating and ensuring the effectiveness of what is done by each person or body represented on the board. There is a statutory duty on members to co-operate with each other, to make arrangements to promote the welfare of children, and to supply information to the SBNI under certain conditions.

The Public Services Ombudsman Act (NI) 2016

The Public Services Ombudsman Act (NI) 2016 gives a power to investigate and report on complaints about maladministration in all grant aided schools in Northern Ireland. This process of complaint must be referred to in the complaints policy. www.legislation.gov.uk/nia/2016/4/part/2/crossheading/procedure-for-making-complaint-to-the-ombudsman

Use of Reasonable Force

The Education (NI) Order 1998, Article 4, outlines the powers a member of school staff can use in restraining pupils.

Sexual Offences (NI) Order 2008

This legislation reduced the age of consent in NI (in line with other areas of the UK) and strengthened the legal safeguards for young people between the ages of 16 and 17. It introduced the concepts of grooming (including online behaviours) and 'Abuse of a Position of Trust'.

Co-operating to Safeguard Children and Young People in Northern Ireland 2016

This provides the overarching policy framework for safeguarding children and young people in the statutory, private, independent, community, voluntary and faith sectors.

Domestic and Sexual Violence and abuse strategy 2013-20 and subsequent action plans

The Department of Health and the Department of Justice are the strategic lead departments in taking forward both the domestic violence and sexual violence and abuse agendas through improved effective, collaborative and cohesive engagement within and across Northern Ireland.

APPENDIX 5: CODE OF CONDUCT

The Safeguarding and Child Protection in Schools (DENI, 2017) includes a Code of Conduct which ‘...is designed to give clear guidance on the standards of behaviour all school staff and volunteers are expected to observe’. This Code of Conduct will be referred to in the Annual Safeguarding Training and a copy will be available on the Staff Folder.

As part of the Code of Conduct there is Relationships with Students Outside of Work Declaration for staff to complete.

February 2022

SECTION 6 (c) Uniform Policy

Please note, throughout this policy, the term 'parent' is used to refer to those holding parental responsibility for the pupil.

SECTION 1: GENERAL INFORMATION

1.1 INTRODUCTION

Uniform plays an important role in contributing to the unique character of Bloomfield Collegiate School, instilling pride and personal respect, and encouraging identity with the school and its ethos. A school may be judged by the appearance and conduct of pupils wearing the uniform and, consequently, each pupil's behaviour and appearance must be such as to uphold the reputation of the school at all times.

The wearing of school uniform is compulsory for all pupils. Therefore, each pupil is expected to wear the uniform to, during, and from school, and on all occasions as directed by the Principal. The uniform must be worn in accordance with regulations, and a neat and tidy appearance presented.

Parents, staff and pupils are consulted on uniform issues as appropriate. The School Council provides pupils with an opportunity to have their voice heard.

1.2 RELEVANT PERSONNEL

The Principal is responsible for overseeing the general welfare of pupils within the school. The Vice-Principal and other members of the Senior Leadership Team support this work. Each year group is looked after by a Head of Year and each Form Class is allocated a Form Teacher. Each member of staff has a pastoral responsibility towards the pupils in their charge. The staff list of relevant personnel is posted on the school's website.

1.3 DISSEMINATION OF THE POLICY

The Uniform Policy is available through the school's website. Copies are available from the School Office.

SECTION 2: UNIFORM LIST

2.1 COMPULSORY ITEMS YEARS 8-12

Winter and Spring

Blazer	Bloomfield Collegiate School blazer
Skirt	Regulation bottle-green skirt with two box pleats to front and two box pleats to the back <i>The skirt should be worn to the knee.</i>
Blouse	Long-sleeved regulation striped blouse <i>The blouse must be worn tucked into skirt and with top button in.</i>
Sweater	Regulation V-neck bottle-green sweater with the option of regulation V-neck bottle-green cardigan
Tie	Regulation Bloomfield Collegiate School tie <i>The tie must be worn properly knotted and at the appropriate length.</i>
Socks/tights	Plain bottle-green knee socks or plain bottle-green tights (40 denier or more)

Outdoor Wear

Jacket	Regulation school issue black puffa jacket (available from school) or bottle-green rainproof coat (not fleece-lined) (available from suppliers) <i>The jacket or coat may not be worn as a substitute for the school blazer.</i>
Scarf	Regulation Bloomfield Collegiate School scarf

SUMMER ALTERNATIVE - ALL YEAR GROUPS

Regulation short-sleeved school blouses may be worn in the summer term and until the end of September.

2.2 COMPULSORY ITEMS YEARS 13-14

Winter and Spring

Blazer	Bloomfield Collegiate School Sixth Form blazer
Skirt	Regulation bottle-green straight skirt with kick pleat to back <i>The skirt should be worn to the knee.</i>
Blouse	Long-sleeved regulation striped blouse <i>The blouse must be worn tucked into skirt and with top button in.</i>
Sweater	Regulation V-neck bottle-green sweater with the option of regulation V-neck bottle-green cardigan
Tie	Regulation Bloomfield Collegiate School Sixth Form tie <i>The tie must be worn properly knotted and at the appropriate length.</i>
Socks/tights	Plain bottle-green knee socks or plain bottle-green tights (40 denier or more)

Outdoor Wear

Jacket	Regulation school issue black puffa jacket (available from school) or bottle-green rainproof coat (not fleece-lined) (available from suppliers) <i>The jacket or coat may not be worn as a substitute for the school blazer.</i>
Scarf	Regulation Bloomfield Collegiate School Sixth Form scarf

SUMMER ALTERNATIVE

Regulation short-sleeved school blouses may be worn in the summer term and until the end of September.

2.3 PHYSICAL EDUCATION AND GAMES

Compulsory items – all Year Groups

- Kukri BCS blue polo shirt
- Kukri BCS skort
- Kukri BCS plain black leggings
- Kukri BCS royal-blue and bottle-green hoodie
- regulation knee length blue sports socks for hockey
- 1 pair non-marking laced training shoes
- hockey stick (required for September)
- shin guards (required for September)
- mouth guard (required for September) – it is each pupil's responsibility to wear this

In the interest of health and safety, pupils are strongly advised to wear shin pads and mouth guards at all times when playing hockey.

Non-compulsory Items

- regulation smock top
- Kukri BCS bottle-green tracksuit bottoms (must be worn zipped up)

The following items should only be purchased if advised by a member of the PE staff:

- regulation team playing shirt – white Kukri BCS polo shirt
- regulation athletics vest

Sports equipment and clothing must be named, carried in a sports bag and kept inside lockers.

Unless special permission has been granted, sports items should only be worn during PE or Games sessions, and pupils should change into school uniform afterwards. However, should a pupil be going home directly after an extra-curricular sporting activity, she may wear **either** full school uniform or full PE kit. When representing the school, pupils are expected to wear regulation kit or team uniform.

Members of the PE staff will be happy to provide advice to parents about the purchase of Sports Equipment.

2.4 SHOES – ALL YEAR GROUPS

Shoes must be plain, black leather shoes with non-marking soles.

The heel should not exceed four centimetres measured at the back of the heel and be the full width of the shoe for the duration of the heel. Flimsy soles, kitten heels, pumps, high heels, wedges, canvas shoes, open toes and other fashion shoes are not permitted. Shoes must fit securely to the foot; in more open styles, a strap over the instep is expected.

Trainers must not be worn except for PE related activities or if granted permission to do so through use of a Uniform Pass issued by a Head of Year.

Shoes should be **similar** to the examples given below. If in doubt, parents should contact the school.



2.5 OFFICIAL OUTFITTERS

Parents are requested to obtain articles of uniform from the official outfitters, listed below, as they have undertaken to conform in all respects with the school's requirements.

Warnock's Limited, 791-792 Lisburn Road, Belfast, BT9 7GX	028 9038 1828
Alan Espey, 33 High Street, Newtownards, BT23 7HS	028 9181 4789
Gowdy Limited, 121 – 131 Woodstock Road, Belfast BT6 8AB	028 9045 9052
Roberts Schoolwear, 24 Central Avenue, Bangor, BT20 3AF	028 9127 0516
Mr D. Crawford 21 Frances St, Newtownards BT23 7DW	(mob) 07801 343 505 Email schoolwear@hotmail.com www.dccrawfordschoolwear.co.uk
Podium 4 Sport, 40 Montgomery Road, Belfast BT6 9HL PE Kit only (including optional items)	02890701444

SECTION 3: ADDITIONAL NOTES

3.1 Property

All property brought to school, including uniform items and sports equipment, must be clearly marked with the owner's name. Money and locker keys must be kept in a purse which should be attached to the skirt and carried in the skirt pocket. Books must be carried to and from school in a school bag. Reflective strips are advised.

3.2 Uniform

Make-up

Make-up is not permitted in Junior School (Years 8-10). Pupils in Years 11 and upwards are permitted to wear discreet make-up only (light concealer and/or foundation, and light mascara). If considered inappropriate, they will be asked to remove it and given the means to do so. Nail polish/false nails are not permitted. Members of the Senior Leadership Team and, if necessary, the Board of Governors will be the final arbiters in disagreements.

Jewellery/accessories

The wearing of a single, simple gold or silver stud in each earlobe only is permitted. These must be removed for PE and Games. Hair accessories must be discreet.

Hair Colour and Style

Neither unnatural hair colours/combinations nor extreme hairstyles are permitted.

Badges

The school presents badges for a range of achievements. Only these, or approved charity badges, may be worn.

Piercings

With the exception of the regulation relating to earrings, visible piercings are not permitted.

Accepted Dress Code for Non-Uniform Days

On non-uniform days pupils must wear clothing and footwear suitable for a school environment. Clothing must be modest (low cut tops, backless tops or exposed midriffs and shorts or miniskirts are forbidden).

Study Leave and Examination Periods

Pupils who choose to come into school during periods of study leave must wear school uniform. During examination periods, full school uniform must be worn.

Considerations

The school will seek to be sensitive to the needs of those of different cultures, races and religions as well as medical or other needs. Queries should be addressed to the Senior Leader (Routine and Organisation) or Chair of the Board of Governors.

Uniform during Periods of Exceptionally Clement Weather

If permission is granted by the Principal, pupils may choose not to wear their blazer during the months of May and June only.

Uniform during Periods of Severe Weather

When worn in accordance with school regulations, the uniform provides appropriate protection against the weather. However, during exceptional periods when a severe weather warning for ice/snow for Northern Ireland has been issued by the Met Office, it is even more important that pupils dress warmly and keep dry whilst still maintaining high standards of uniform. **For these periods only**, there may be slight amendments to the uniform as follows:

- pupils should wear their blazer and, over this, a regulation school puffer jacket or regulation bottle-green rainproof coat;
- it is recommended that pupils wear a scarf (regulation) and gloves;
- two pairs of bottle-green tights may be worn;
- if there is deep snow, plain Wellington boots may be worn to and from school. Pupils must change into their school shoes **immediately** on arrival at school. Please note, pumps, boots, canvas shoes etc. are not acceptable school uniform;
- a head covering such as a woolly hat (plain colour, preferably green, blue or black) may be permitted when pupils are travelling to and from school. This must be removed immediately on arrival at school;
- layers may be worn beneath the school blouse, providing they are light in colour and not visible at the neck or wrists;
- a Bloomfield Collegiate School hoodie may be worn under the blazer when a pupil is travelling to and from school. This must be removed **immediately** on arrival at school. Non-regulation fleeces, hoodies etc. are **not** permitted.

3.3 Travelling

Unless otherwise advised, pupils are expected to wear correct school uniform to and from school, including the blazer. Only the approved coat and scarf are permitted. BCS Kukri PE hoodies must not be worn to, from or during school, except in periods of extreme weather.

Pupils are advised to ensure that they may be seen clearly by motorists, perhaps by having reflective strips on their schoolbag.

3.4 Uniform Infringements

Pupils who do not conform to expected uniform standards will be asked to correct the issue. If necessary, a Uniform Notice will be sent to parents and/or the School Citizenship and Behaviour Policy applied.

Parents of pupils whose shoes do not conform to regulations or whose skirt is not worn at the accepted length will be asked to replace these immediately.

February 2022

SECTION 7 Data Collection – Religion/Ethnicity/Home Language

The following tables outline the categories used by the Department of Education for the School Census returns. Please refer to this section when completing the Ethnicity/Home Language/Religion section on page 2 of the Data Collection and Consent Forms booklet. Thank you.

Religion

Bahai	Baptist	Brethren	Buddhist	Church of
Church of God	Church of Ireland	Church of Jesus	Church of Scotland	Congregational
Elim	Free Methodist	Free Presbyterian	Hindu	Independent
Jehovah Witness	Jewish	Methodist	Moravian	Muslim
No Religion	Other Christian	Other Protestant	Pentecostal	Presbyterian
Quaker	Roman Catholic	Salvation Army	Seventh Day Adventist	Sikh
Unclassified				

Ethnicity

Bangladeshi	Black – African	Black – Caribbean	Black – Other	Chinese/Hong
Indian/Sri Lankan	Irish Traveller	Korean	Malaysian	Mixed Ethnic
Other Non White	Pakistani	Roma	Vietnamese	White

Home Language

Afrikaans	Akan/Twi-Fante	Albanian/Shqip	Arabic	Belarusian
Bengali/Bangla/Syl	British Sign	Bulgarian	Burmese/Myanma	Chinese (Any
Chinese	Chinese (Hakka)	Chinese	Chinese	Creole English
Creole French	Czech	Danish	Dutch/Flemish	Edo/Bini
English	Esan/Ishan	Estonian	Fijian	Finnish
French	Gaelic (Scotland)	German	Greek	Gujarati
Hebrew	Hindi	Hungarian	Icelandic	Igbo
Irish	Irish Sign	Italian	Japanese	Kannada
Kashmiri	Kikuyu/Gikuyu	Korean	Kurdish	Latvian
Lingala	Lithuanian	Luganda/Ganda	Macedonian	Malay/Indonesi
Malayalam	Maltese	Marathi	Matebele	Ndebele
Nepali	Norwegian	Oriya	Other Language	Pahari/Himacha
Panjabi	Pashto/Pakhto	Persian/Farsi	Polish	Portuguese
Rajasthani/Marwa	Romanian	Romany	Russian	Serbian/Croatia
Shona	Sindhi	Sinhala/Sinhalese	Slovak	Slovenian
Somali	Sotho/Sesotho	Spanish	Swahili/Kiswahili	Swedish
Tagalog/Filipino	Tamil	Telugu	Tetum	Thai
Tibetan	Tsonga	Tswana/Setswana	Turkish	Ukrainian
Ulster Scots	Urdu	Venda	Vietnamese	Welsh/Cymraeg
Xhosa	Yiddish	Yoruba	Zulu	



DOWNLOAD



School Policies can be
downloaded from our Website
bloomfieldcollegiate.org.uk

This document can be downloaded from our Website

Principal: Mr G Greer MA, BEd, PQHNI

Address: Astoria Gardens, Upper Newtownards Road, Belfast, BT5 6HW, Northern Ireland

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