

*St. Finlough's Primary School
Sistrakeel*



**CHILD PROTECTION
POLICY**

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St. Finlough's Primary School – Educate & Care

Our Vision at St. Finlough's Primary School is for the outstanding provision for each and every child in order for them to reach their full potential. This is delivered through a child-centred Catholic ethos.

1. Child Protection Ethos

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

2. Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools- Child Protection" (DENI Circular 99/10), the Area Child Protection Committees' Regional Policy and Procedures (2005) and 'Safe-guarding and Child Protection in Schools- a guide for schools' (DENI circular 2017/04)

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

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.

- In any incident the child's welfare must be paramount, this overrides all other considerations.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child's interest must always come first.

3. Other Relevant Policies

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

- Promoting Positive Behaviour Policy
- Anti-Bullying Policy
- Use of Reasonable Force/Safe Handling
- Special Educational Needs Policy
- Educational Visits
- Medicine Policy
- Health and Safety Policy
- Use of electronic devices for staff and students
- UICT policy
- Online safety policy
- Intimate Care Policy Years 1-7
- Critical Incident Policy
- Relationships and sexual education policy
- Staff Code of Conduct
- Drugs Policy

Key policies are available to parents via the school website at

www.stfinloughssistrakeel.co.uk

and any parent requiring a paper copy of any above policy should contact the school office.

4. School Safeguarding Team

The following are members of the schools Safeguarding Team

- Designated Teacher: Miss Geraldine Herron

Deputy Designated Teachers:

- Mrs. Louise Lagan – Principal and Primary 3
- Mrs. Fiona Patton – Primary 1 and Primary 2

- Designated Governor for Child Protection – Dr. Shaun Roddy
- Chair of the Board of Governors - Dr. Shaun Roddy

5. Roles and Responsibilities

5.1 The Designated Teacher and Deputy Designated Teacher

The designated teacher and deputy designated teacher must:

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

5.2 The Principal

The Principal must ensure that:

- DENI 2017/04 is implemented within the school
- That a designated teacher and deputy designated teachers are appointed.
- That all staff receive child protection training
- That all necessary referrals are taken forward in the appropriate manner
- That the Chairman of the Board of Governors (and, when appropriate, the Board of Governors) is kept informed
- That child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- That the school child protection policy is reviewed annually and that parents and pupils receive a copy of this policy at least once every 2 years.
- That confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

5.3 The Designated Governor for Child Protection

The Designated Governor will provide the child protection lead in order to advise the Governors on:

- The role of the designated teachers
- 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 Teachers Report
- Recruitment, selection and vetting of staff

5.4 The Chair of the Board of Governors

The Chair of the Board of Governors must:

- Ensure that a safeguarding ethos is maintained within the school

environment

- Ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the EANI Child Protection Support Service for Schools, the EANI Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the School Principal
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to child protection activity

5.5 Other Members of School Staff (including teachers)

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Through their day-to-day contact with individual children, school staff, especially teachers, but also non-teaching staff, including lunch-time supervisors and ancillary or auxiliary staff, are particularly well placed to observe outward symptoms, change in appearance, behaviour, learning pattern or development.

Remember the 5 Rs: Receive, Reassure, Respond, Record and Refer

The member of staff must:

- refer concerns to the Designated/Deputy Teachers for Child Protection;
- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- make a concise written record of a child's disclosure using the actual words of the child (**Appendix 1**)
- Staff should be alert to all types of abuse and to their legal obligations (see Annex A), including reporting of offences - Section 5 of the **Criminal Law Act (NI) 1967** makes it an offence to fail to disclose an arrestable offence.

- Avail of whole school training and relevant other training regarding safeguarding children
- **Not** give children a guarantee of total confidentiality regarding their disclosures
- **Not** investigate
- **Not** ask leading questions

In addition, the Class Teacher should:

- Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.

5.6 Parents

Parents should play their part in Child Protection by:

- telephoning the school on the morning of their child's absence. **On the child's return to school they must bring in a written note to explain their absence.** An office notebook where phone calls are recorded and checked against absentees will be held in the main office.
- informing the school whenever anyone, other than themselves, intends to pick up the child after school;
- letting the school know in advance if their child is going home to an address other than their own home;
- familiarising themselves with the suite of Child Protection Policies and complaints procedures;
- reporting to the office when they visit the school

- raising concerns they have in relation to their child with the school.

5.7 The Board of Governors

Board of Governors must ensure that:

- the school has a Child Protection Policy in place and that staff implement the policy
- relevant Child Protection training is kept up-to-date by at least one governor and a record kept of the same
- confidentiality is paramount. Information should only be passed to an entire Board of Governors on a need-to-know basis.

6. What Is Child Abuse?

The following definitions of child abuse are taken from ‘Safeguarding and Child Protection in Schools- a guide for Schools’ DENI 2017/04.

6.1 Definition of Abuse

Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse. Those working with children and young people must have an awareness and understanding of the nature and prevalence of different manifestations within their practice area. 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.

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

6.2 Types of Abuse

- **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 different 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 assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. 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 Abuse** is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child 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 - by a child's peers.

- **Child sexual exploitation** is a form of child **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.

**All the above definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2016)*

REMEMBER:

- **A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.**
- **When we become aware of young people below the age of consent engaging in sexual activity the Designated Teacher has a duty to share this information with Social Services.**
- **These types of abuse apply equally to children with disabilities but the abuse may take slightly different forms, for example, lack of supervision, or the use of physical restraints such as being confined to a wheelchair or bed.**

6.3 Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained	Self destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of

fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday	adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories
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Emotional Abuse

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

Neglect

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

repeated accidents, especially burns.	persistent non-attendance at school; exposure to violence including unsuitable videos.
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Sexual Abuse

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

Child Sexual Exploitation

Physical Indicators	Behavioural Indicators
Acquisition of money, clothes, mobile phones	Increasing secretiveness around behaviours. Low

etc without plausible explanation.	self-esteem.
Receiving lots of texts/ phone calls prior to leaving.	Change in mood - agitated/stressed.
Physical symptoms eg bruising; bite marks.	Appearing distraught/dishevelled or under the influence of substances.
Collected from school by unknown adults or taxis.	Self-harm and other expressions of despair.
New peer groups.	Inappropriate sexualised behaviour for age.
Significantly older boyfriend or girlfriend.	Truancing/leaving school without permission.
Change in personal hygiene (greater attention or less).	Persistently going missing or returning late.
Self-harm and other expressions of despair.	
Evidence or suspicion of substance abuse.	

For further information and clarification on specific types of abuse, please refer to ‘Safeguarding and Child Protection in Schools- a guide for schools’ (DENI circular 2017/04) available on the DENI website.

<https://www.education-ni.gov.uk/sites/default/files/publications/education/Safeguarding-and-Child-Protection-in-Schools-A-Guide-for-Schools.pdf>

7. Procedures for making complaints in relation to child abuse

7.1 How a Parent can make a Complaint

At St. Finlough’s we aim to work closely with the parents/guardians in supporting all aspects of the child’s development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or the Principal/Designated teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. If they feel that the issue has not been appropriately addressed at BOG level, they can contact the NI Public

Services Ombudsman. At any time, a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 2**.

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

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

The designated teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

The designated teacher may consult with the Education Authority Northern Ireland (EANI) (Southern Region) Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made the designated teacher will telephone Social Services Gateway Team. He/she will also notify the EANI Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the EANI Designated Officer for Child Protection.

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

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

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

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

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

Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils (and may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities). The Chairperson of the Board of Governors will be informed immediately. Child protection procedures as outlined in Appendix will be followed in keeping with current Department of Education guidance.

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

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

Do:	Do not:
<ul style="list-style-type: none"> ❖ Listen to what the child says ❖ Assure the child they are not at fault ❖ Explain to the child that you cannot keep it a secret ❖ Document exactly what the child says using his/her exact words ❖ Remember not to promise the child confidentiality 	<ul style="list-style-type: none"> ❖ Ask leading questions. ❖ Put words into the child’s mouth. ❖ Ignore the child’s behaviour. ❖ Remove any clothing. ❖ Panic ❖ Promise to keep secrets ❖ Ask leading questions

<ul style="list-style-type: none"> ❖ Stay calm ❖ Listen ❖ Accept ❖ Reassure ❖ Explain what you are going to do ❖ Record accurately ❖ Seek support for yourself 	<ul style="list-style-type: none"> ❖ Make the child repeat the story unnecessarily ❖ Delay ❖ Start to investigate ❖ Do Nothing
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8. Attendance at Child Protection Case Conferences and Core Group Meetings

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

9. Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

10. Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the

child or young person and are only accessible by the Designated Teacher, Deputy Designated Teachers and Principal.

Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Teacher in the receiving school. For further information on record-keeping, refer to Disposal of Records Schedule.

11. Vetting Procedures

All staff paid or unpaid who are appointed to supervisory positions in the School are vetted in accordance with relevant legislation and Departmental guidance.

12. Code of Conduct for all Staff Paid or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the child and young people in their charge must be above reproach. The school's code of conduct is available on request. Regular visitors and placement students all sign to confirm receipt of a hard copy of our 'Keeping Children Safe' pamphlet.

13. Staff Training

St. Finlough's P.S. is committed to in-service training for its entire staff. Each member of staff will receive general training on policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher/Deputy Designated Teachers, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support service for Schools.

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies. Training is refreshed every 2nd year.

Online safety is an integral part of our Child protection training for all staff. Additionally, Miss Herron, Mrs. Lagan & Mrs. Patton all attend the 'UK Safer Internet Centre/C2K' online safety briefings- ensuring the dissemination of key information and that policy and practice are updated in line with best practice recommendations.

14. The Preventative Curriculum

In the classroom, regular Personal Development and Mutual Understanding sessions are used as a means of encouraging children to raise social and emotional concerns in a safe environment and to build self confidence, respect and sensitivity among classmates.

Throughout the school year child protection issues are addressed through class assemblies and there is a **permanent child protection notice board in the foyer**, which provides advice and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display. An enlarged flow diagram for a teacher allegation is in staff room.

Other initiatives which address child protection and safety issues include:

- Year 6 and 7 children participate in a community awareness programme run by the PSNI on keeping safe online
- Dental Visit: P1 & P2
- P4 & 5 Participate in Dry Arch GROW Programme 'Healthy Young Minds'
- January Health & Well Being Promotion Month: Cookery, Exercise, Relaxation, Yoga, Dance etc.
- Hope Northwest: P6 & P7 Workshops Drug & Alcohol Awareness.
- Year 6 and 7 pupils and parents take part in the Action Mental Health 'Healthy Me' initiative

- Every second year ALL pupils participate in ChildLine School Services, parent workshops are hosted on site by the NSPCC on the alternate year
- All classes in the school use the Northern Ireland Curriculum folders 'Living, Learning, Together'.
- Year 7 pupils participate in the Love for Life Programme.
- Year 4/ 5 pupils take part in the NI Fire and Rescue Service talks on fire safety.
- Year 7 take part in RSE Curriculum
- FS pupils participate in the Cancer Focus NI workshops

15. Monitoring and Evaluation

The Safeguarding Team at St. Finlough's will update this policy and related procedures in the light of any further guidance and legislation as necessary and review it annually. The Board of Governors will also monitor child protection activity and the implementation of the child protection policy on a regular basis through the provision of reports from the Designated Teacher and through the BOG link governor for Child protection.

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

Date Policy Reviewed: 25th August, 2021

Signed:

_____ (Designated Teacher)

_____ (Principal)

_____ (Chair of Board of Governors)

Updated by L. Lagan August 2021

Appendix 1



**CONFIDENTIAL
NOTE OF CONCERN
CHILD PROTECTION RECORD – REPORTS TO DESIGNATED TEACHER**

Name of Pupil:
Year Group:
Date, time of incident/disclosure:
Circumstances of incident/disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:
Action taken at the time:

Details of any advice sought, from whom and when:		
Any further action taken:		
Written report passed to Designated Teacher:	Yes	No
If 'No' state reason:		
Date and time of report to the Designated Teacher:		
Written note from staff member placed on pupil's Child Protection file:	Yes	No
If 'No' state reason:		

Name of staff member making the report:

Signature of staff member:

Date:

Signature of Designated Teacher:

Date:

Appendix 2

If a parent has a potential child protection concern:



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



I can talk to the class/form teacher



If I am still concerned, I can talk to the Designated Teacher for child protection
Miss Herron, a member of the Safe-guarding Team or the
Principal Mrs. Lagan



If I am still concerned, I can talk/write to the Chair of Board of Governors
Dr. Shaun Roddy



If I am still concerned I can contact the NI Public Services Ombudsman
Tel: 0800 343 424



At any time I can talk to the local Children's Services Gateway Team
at **028 77761138** or the PSNI Central Referral Unit at **028 9025 9299**

Appendix 3

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



Member of staff completes the Note of Concern on what has been observed or shared and must ACT PROMPTLY.

Source of concern is notified that the school will follow up appropriately on the issues raised.

Staff member discusses concerns with the Designated Teacher Miss Herron or Deputy Designated Teachers in his/her absence and provides note of concern.

Designated Teacher Miss Herron should consult with the Principal Mrs. Lagan or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required advice may be sought from a CPSS officer

Child Protection referral is required

Designated Teacher Miss Herron seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephones the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours.

Designated Teacher Miss Herron clarifies/discusses concern with child/parent/carers and decides if a child protection referral is or is not required.

Child Protection referral is not required

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).

Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

Appendix 4

Dealing with Allegations of Abuse Against a Member of Staff



Key Points

Lead individual learns of an allegation against a member of staff and informs the Chair/Vice Chair of BoG as appropriate.



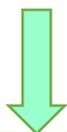
Guidance on the Next Steps

Lead individual then establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion.

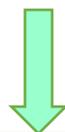


Possible Outcomes

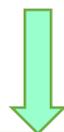
Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and/or BoG to agree a way forward from the options below.



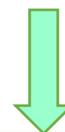
Precautionary suspension is not appropriate and the matter is concluded.



Allegation addressed through relevant disciplinary procedures.



Precautionary suspension under Child Protection procedures imposed



Alternatives to precautionary suspension imposed