

ST JOSEPH'S PRIMARY SCHOOL CARNACAVILLE



Child Safeguarding Policy

An information resource for Teachers on Child Safeguarding

Procedures

Designated Teacher: Mrs Marie Doyle

Deputy: Mr Christopher McCann

Child Protection Ethos

We in St Joseph's Primary School 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.

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) and the Area Child Protection Committees' Regional Policy and Procedures(2005).

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

- The child's welfare must always be paramount, this over-rides 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.
- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously. Taking account of their age and understanding they should be consulted and involved in all matters and decisions, which may affect their lives.
- 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.

School Safeguarding Team

The following are members of the schools Safeguarding Team

- Designated Teacher, Mrs Marie Doyle
- Deputy Designated Teacher, Mr Christopher McCann
- Designated Governor for Child Protection, Steven McVey
- Chair of the Board of Governors, Mr Paddy Campbell

Roles and Responsibilities

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 role.
- 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

- Make referrals to Social Services Gateway team or PSNI where appropriate
- Liaise with the EAs Designated Officers for Child Protection
- Maintain confidential records of all child protection concerns.
- A Child protection update is tabled for each full Board of Governors' meeting.
- In the final governors' meeting each year the Record of Child Safeguarding Complaints book is discussed, minuted and signed.

The Principal

The Principal must ensure that:-

- DENI 1999 / 10 guidance is implemented within the school
- He attends training on Managing Safeguarding and Child Protection
- A designated teacher and deputy designated teacher are appointed
- All staff receive child protection training
- All necessary referrals are taken forward in the appropriate manner
- The Chair of the Board of Governors is kept informed
- The school's child protection policy is reviewed annually and that parents and pupils receive a copy/summary of this policy at least once every 2 years
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

The Designated Governor for Child Protection

The Designated Governor should avail of child protection awareness training delivered by CPSSS and will take the lead in child protection issues in order to advise the Governors on:

- The role of the Designated Teachers
- The content of child protection policy
- The content of a code of conduct for adults within the school
- The content of the termly updates
- Recruitment, selection and vetting of staff.

The Chair of the Board of Governors

The Chair of the Board of Governors should:

- Ensure that he has received appropriate EA training appropriate to his role
- 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 EA Child Protection Support Service for Schools.
- 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 in relation to child protection activity

Other Members of School Staff

Staff in school see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse.

When responding to a disclosure a member of staff should remember the 5 Rs: *Receive, Reassure, Respond, Record* and *Refer*

Receive

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Take notes – elaborate – retain notes.

Reassure

- Reassure the child or young person, but only so far as is honest and reliable, for example, don't make promises you may not be able to keep, like:
'I'll stay with you'
'Everything will be all right now'
- Don't promise confidentiality; you have a duty to refer. Explain to the child or young person that you will need some help to deal with what he/she has told you.
- Do reassure and alleviate guilt, if the child or young person refers to it. For example, you should say:
'You're not to blame'
'You did the right thing to talk about this'

React

- React to the child or young person only as far as is necessary for you to establish whether or not you need to refer this matter, but don't 'interrogate' for full details.
- **Do not** ask leading questions, for example, 'What did he/she do next?' (this assumes that he/she did it) or 'Did he/she touch your private parts?' Such questions may invalidate our evidence and the child or young person in any later prosecution court.
- **Do ask** open questions, like 'Anything else you would like to tell me?' 'Yes' 'and?'.
- **Do not** criticise the perpetrator, the child or young person may love him/her and reconciliation may be possible.
- **Do** explain what you have to do next and to whom you have to talk.
Ensure that if the Social Services interview is to follow, that the child or young person has a 'support person' present if the child or young person wishes it (possibly yourself)

Record

- Make notes at the time and write them up as soon as possible see **Appendix 1**
- Do not destroy these original notes.

- Record the date, time, and any noticeable non-verbal behaviour, words used by the child or young person.
- If the child or young person uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words. Any injuries or bruises noticed may be recorded on diagram showing position and extent.
- Record statements the observable things rather than your interpretations or assumptions.
- These records should be placed in the Child protection file.

Remember

- To follow the EA guidelines as appropriate.

Refer

- To the designated teacher.

In addition the Class Teacher should:

- Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, 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.

Parents

Parents should play their part in safeguarding by:

- telephoning the school on the morning of their child's absence, and sending in a note on the child's return to school, so as the school is reassured as to the child's situation;
- 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 School's Pastoral Care, Anti Bullying, Positive Behaviour, Internet and Child Protection Policies;
- reporting to the office when they visit the school
- raising concerns they have in relation to their child with the school.

The Board of Governors

The Board of Governors must ensure that the school fulfils its responsibilities in keeping with current legislation and DE guidance including

- having a Safeguarding and Child Protection Policy.
- having a staff code of conduct for all adults working in the school

- attendance at relevant training by governors and that up-to-date training records are maintained
- the vetting of all staff and volunteers

What Is Child Abuse?

Definition of Abuse

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. 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.

Types of Abuse

Physical Abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he/she is worthless or unloved, inadequate, or valued only insofar as he/she meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

Sexual Abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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, engaging in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of sexual abuse in which a person(s) exploits, coerces and / or manipulates a child or young person into engaging in some form of sexual activity in return for something the child needs or desires and / or for the gain of the person(s) perpetrating or facilitating the abuse.

CSE can take a variety of different forms. It can take place in person or online and involve both contact and non-contact sexual activities, including the production and distribution of sexual images or exposure to such images.

Any child under the age of eighteen, male or female, can be a victim of CSE. The abuse most frequently impacts on those of post-primary age but can impact on younger children too. It can be perpetrated by adults or peers, on an individual or group basis.

CSE can be difficult to identify. Many children and young people can misinterpret such experiences as consensual and fail to see the exploitation involved. However the fact that all such scenarios are typified by a power imbalance in favour of those perpetrating the abuse clearly distinguishes the experiences as abusive.

Young people rarely report abuse through CSE. Most concerns are identified by professionals, friends or family or by proactive investigation on the part of authorities rather than disclosure by the victim.

Domestic Violence

There is increasing evidence that violence between couples within the home is a feature in families where children may be at risk. It is also clearly the case that children seeing or hearing such violence taking place must suffer emotionally to some extent and in terms of their social development. Staff must therefore consider evidence that domestic violence is occurring as a reason to have concerns about the welfare of children within a family.

Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Symptoms which young people may display and which are indicators only include:

- Nervousness
- Low self-worth
- Disturbed sleep patterns
- Nightmares / flashbacks
- Physiological - stress / nerves
- Stomach pain
- Bed wetting
- Immature / needy behaviour
- Temper tantrums
- Aggression

These symptoms can lead to a child/ young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive.

If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person this must be passed to the Designated/Deputy Designated Teacher who has an obligation to share the information to Social Services and if necessary PSNI.

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts.

The Designated/Deputy Designated teacher will immediately follow the school's child protection procedures.

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.

Female Genital Mutilation

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons.

The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

It is practiced in Africa, Middle east and Indonesia. FGM is illegal in the UK to subject a girl or a woman to FGM or to assist a non-UK person to carry out FGM overseas.

FGM constitutes a form of child abuse and violence against women and girls, and has severe short term and long term physical and psychological consequences

Signs and symptoms of abuse :- Possible Indicators

Physical Abuse

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • 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; unexplained 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 	<ul style="list-style-type: none"> • Self-destructive tendencies; • aggressive to other children; • behavioural extremes (withdrawn or aggressive); • appears frightened in presence of 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

Emotional Abuse

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • 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; • extremes of physical, mental and emotional development (e.g. anorexia, vomiting). 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Looks very thin, poorly and sad; • constant hunger; lack of energy; 	<ul style="list-style-type: none"> • Tired or listless (falls asleep in class); • steals food; compulsive eating;

<ul style="list-style-type: none"> • untreated medical problems; • special needs of child not being met; • constant tiredness; inappropriate dress; • poor hygiene; • repeatedly unwashed; smelly; • repeated accidents, especially burns. 	<ul style="list-style-type: none"> • begging from class friends; • withdrawn; lacks concentration; • misses school medicals; • reports that no carer is at home; • low self-esteem; • persistent non-attendance at school; • exposure to violence including unsuitable videos.
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Sexual Abuse

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • 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 PE, games 	<ul style="list-style-type: none"> • What the child tells you; • withdrawn; chronic depression; • excessive sexual precociousness; seductiveness; • 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.

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

Do:	Do not:
✓ Listen to what the child says	✗ Ask leading questions.

<ul style="list-style-type: none"> ✓ 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 ✓ Stay calm ✓ Listen ✓ Accept ✓ Reassure ✓ Explain what you are going to do ✓ Record accurately ✓ Seek support for yourself 	<ul style="list-style-type: none"> ✗ Put words into the child's mouth. ✗ Ignore the child's behaviour. ✗ Remove any clothing. ✗ Panic ✗ Promise to keep secrets ✗ Make the child repeat the story unnecessarily ✗ Delay ✗ Start to investigate ✗ Do Nothing
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Procedures for Making Complaints in Relation to Child Abuse

How a Parent can make a Complaint

We aim to work closely with parents/guardians in supporting all aspects of their 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 any member of the school's safeguarding team: The Designated or Deputy Designated Teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. 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**.

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 as this is the responsibility of Social Services and/or PSNI. Staff should report these concerns immediately to the Designated/Deputy 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/Deputy Designated Teacher on the appropriate recording sheet, **see Appendix 1**. The person who reports the incident must treat the matter in confidence.

The Designated/Deputy 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/Deputy Designated Teacher may consult with members of the school's safeguarding team, the EAs Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the EA 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/Deputy Designated Teacher will telephone Social Services Gateway Team. She will also notify the EA's 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 SELB Designated Officer for Child Protection and a copy will be kept in the school's Child Protection File.

This procedure with names and contact numbers is shown in **Appendix 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/Deputy Designated Teacher if the Principal is not available) **must be informed immediately**. The procedures will apply (unless the complaint is about the Principal/Designated/Deputy Designated Teacher)

If a complaint is made against the Principal the Designated/Deputy 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 or may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities. The Chair of the Board of Governors will be informed immediately.

Child protection procedures will be followed in keeping with current Department of Education guidance.

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

Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend 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 the class teacher and 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.

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. 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.

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 members of the safeguarding team.

10. Vetting Procedures

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

11. Code of Conduct for all Staff

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.

All members of staff will be required to sign a Code of Conduct.

The school's code of conduct is available on request.

Staff Training

St Joseph's Primary School 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 refresher training.

The Principal/Designated Teacher/Deputy Designated Teacher, 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 students start at the school they are briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies.

Other Relevant Policies

To ensure our children's safety and well-being is paramount we implement a range of related policies. Please refer to:

- Promoting Positive Behaviour Policy
- Anti-Bullying Policy
- Special Educational Needs Policy
- ICT and E Safety Policy
- Staff Code of Conduct

And all Health and Safety policies:

- First Aid Policy
- Exiting Procedures

This is not a definitive list. It will be updates as new policies come online.

These policies are available to parents and any parent requiring a copy should contact the School Principal.

The Preventative Curriculum

Throughout the school year child protection issues are addressed through class assemblies and child protection information is displayed around the school which provides advice and displays child helpline numbers.

Other initiatives which address child protection and safety issues:

- Circle Time
- Love for Life Programme P7
- Personal Development and Mutual Understanding within the curriculum
- Road Safety within the curriculum
- Work with the Police Service of Northern Ireland
- Work with the Fire Service
- Support from the Education Welfare Officer
- Work with Women's Aid

Child protection procedures relating to: 'Looked After Children' or families with Social Services involvement.

- Class teachers will be made aware of circumstances on a need to know basis.
- Information will be shared with staff on a need to know basis

- Every effort will be made to have a representative from St. Joseph's attend Social Service's case conferences. In the event of this not being possible written reports etc. will be submitted to Social Services.
- All documentation relating to children already on the child protection register are maintained in a 'Child Protection' filing cabinet in the vice- principal's office- accessible by Safeguarding team members only.

Children in Need

Within school, we may have children who need to be monitored. These children may not as yet need 'protected' but have come to the attention of staff for various reasons. These may be children who:

- are considered to be failing in school
- are experiencing behavioural difficulties
- are experiencing ill health, either physical or psychological
- are carers
- are suffering from family breakdown etc.

They may be the children who come into school very unkempt, maybe never have homework done, have poor hygiene, have toileting issues or may just present as being very unhappy etc. We need to be aware of these children and safeguard them. If something in a household is impacting on a child in school then we have a duty of care to this child.

If a member of staff has a concern about a child they should speak to the class teacher or a member of the Safeguarding Team. The class teacher will then clarify what is going on by making contact with the parents. If there are still on-going concerns these need to be passed on to a member of the safeguarding team and a decision will be made as to the best way forward using the already agreed procedures.

We need to monitor children in need. We must log our concerns in case this moves into child protection, see Appendix 5 – Children In Need Monitoring Sheet.

Monitoring And Evaluation

The Safeguarding Team in St Joseph's Primary School will update this Policy and 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 Safeguarding and Child Protection policy on a regular basis through the provision of reports from the Designated Teacher.

St. Joseph's Carnacaville



Concerns about a Child In Need

Date and Time	Pupils Name/Class/Teacher	Context e.g. classroom, playground etc	Incident (i.e. what was said /observed)	Action Taken

Signed: _____ Position in school: _____ Date: _____

Appendix 1

St. Joseph's Carnacaville



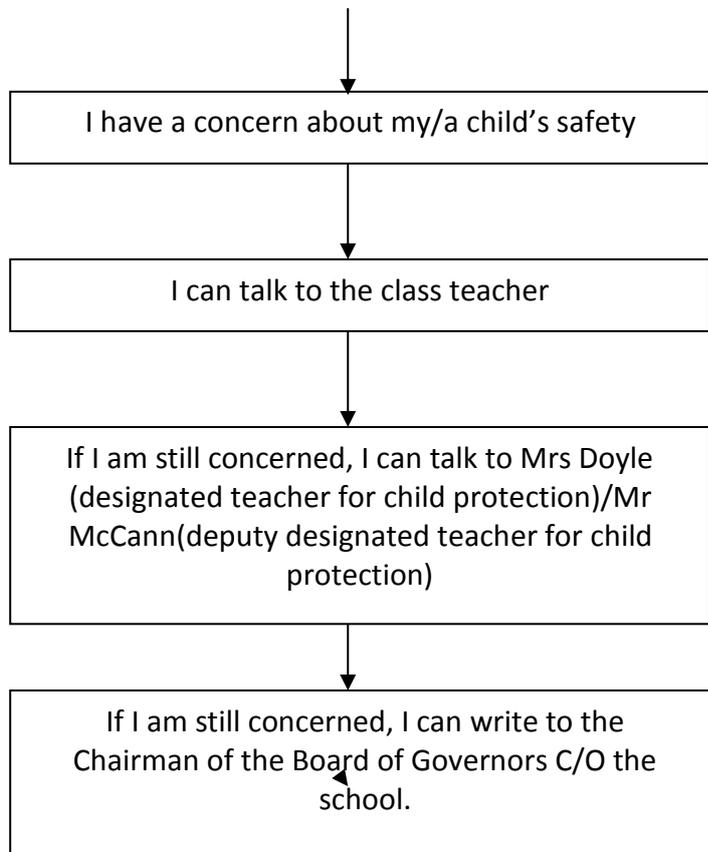
Concerns of Child Protection

Date and Time	Pupils Name/Class/Teacher	Context e.g. classroom, playground etc	Incident (i.e. what was said /observed)	Action Taken

Signed: _____ Position in school: _____ Date: _____

Appendix 2

How a Parent can make a Complaint



At any time a parent can talk to a Social Worker at the Gateway Team 0300 1000 300
Emergency Number
028 9504 9999

Or can contact the PSNI Public Protection Unit

Appendix 3

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

Child makes a disclosure to teacher/member of staff or there are concerns about child either as a result of one observation or many observations over a period of time.
Member of staff should make notes of what was said or observed and must **ACT PROMPTLY**

CONTACT NUMBERS

Gateway team
0300 1000 300

Emergency Number
028 9504 9999

Family Support Hub
Karen Otley
028 9250 1357

Discuss disclosure/concerns with Designated/Deputy Designated Teacher. Give record of concern to Designated Teacher/Deputy.

Designated/Deputy Designated Teacher meets with Principal to plan course of action and ensures that a written record is made and treated confidentially.

If doubts remain seek advice from EA and/or Gateway Team/PSNI

If a referral is necessary Designated/Deputy Designated Teacher will refer to Gateway Team/PSNI and advise ELB Designated Officer

If referral to Gateway/PSNI is not necessary

If referral to Gateway/PSNI is not necessary

Tell Complainant

Yes – discuss with Gateway team/Police how parent will be informed

Is Parent the alleged abuser?

No – tell parent

Appendix 4

Procedure where a complaint has been made about possible abuse by a member of the school's staff

