

Linn Primary School and Nursery Unit

LINN
PRIMARY SCHOOL



EST.1960

Safeguarding and Child Protection Policy

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 6 UN Convention on the Rights of the Child

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 19 UN Convention on the Rights of the Child

August 2021

LINN PRIMARY SCHOOL AND NURSERY UNIT

Safeguarding and Child Protection Policy

(Please also refer to the Pastoral Care Policy, the Anti-Bullying policy and the Code of Conduct)

Introduction:

We, in Linn Primary School, have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our pastoral care and safeguarding policies, which aim to provide a caring, supportive and safe environment in which all our pupils can learn and develop to their full potential.

The best interests of the child must be a top priority in all things that affect children.

Article 3 UN Convention on the Rights of the Child

All our staff and volunteers have been subject to appropriate background checks. The staff of Linn Primary School has adopted a Code of Conduct for our behaviour towards pupils. We also operate policies for:

1. Safe and Effective Use of the Internet and Digital Technologies
2. E-Safety
3. Drugs
4. Use of Reasonable Force/Safe handling
5. Positive Behaviour
6. Anti-Bullying
7. Special Educational Needs
8. Relationships and Sexuality Education
9. Special Educational Needs
10. Intimate Care
11. Visitors
12. Health and Safety
13. First Aid and the Administration of Medicines
14. Educational visits

These policies are available to parents/carers and anyone requiring a copy should contact the school office (02828273159) and visit the school website at www.linnps.com Pastoral policies are also available from a display cabinet in our reception area. We welcome feedback on any of them as part of our regular review process.

School Safeguarding Team:

Designated Teacher, Mrs A Duff
Deputy Designated Teacher, Mr A Ritchie
Designated Teacher (Nursery Unit), Miss V Thompson
Deputy Designated Teacher (Nursery Unit)
Principal, Mrs A Duff
Designated Governor, Ms N Crawford
Chair of Governors, Mrs A Wolfe

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
- 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's {EA} 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

The Principal

The Principal must ensure that:-

- DENI 1999 / 10 guidance is implemented within the school
- She 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
- Child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided

- 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 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

The Chair of the Board of Governors

The Chair of the Board of Governors should:

- Ensure that he/ she has received appropriate Education Authority training
- 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 Child Protection Support Service for Schools (CPSSS) and the 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

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.

They should remember the 5 Rs: *Receive, Reassure, Respond, Record and Refer*

The member of staff must:

- Refer concerns to the Designated/Deputy Teacher for Child Protection/Principal
- 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)
- 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 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.

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.

Parents

Parents should play their part in safeguarding by:

- Telephoning the school on the morning of their child's absence, or 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 which is reviewed annually
- 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

The purpose of the following procedures on Child Protection is to safeguard our pupils by ensuring that everyone who works in Linn Primary School and Nursery Unit- teachers, non-teaching staff and volunteers - has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The general principles are those set out in the UN Convention on the Rights of the Child, the Children (NI) Order 1995, DE NI guidance "Pastoral Care in Schools- Child Protection (Circular 99/10) and the Area Child Protection Committees' Regional Policy and Procedures (2005).

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 19 UN Convention on the Rights of the Child

Definition of Child Abuse:

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

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.

1. **Neglect** -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 prevent 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).
2. **Physical Abuse** - physical injury to a child, whether deliberately inflicted 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.

3. **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

Child Sexual Exploitation is a form of sexual abuse in which a person(s) exploits 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.

Governments must protect children from all forms of sexual abuse and exploitation.

Article 34 UN Convention on the Rights of the Child

4. **Emotional Abuse** - 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 they are worthless or unloved, inadequate, or valued only insofar as they meet 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.

Domestic violence

It is now recognised that children who live in an atmosphere of domestic violence may be at risk. 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

Bullying

There is a broad range of legislation relating to preventing bullying taking place in schools. Schools must therefore, be aware of the relevant legislation and guidance material available when creating its 'Anti-Bullying' Policy.

Linn Primary School's 'Anti-bullying Policy' reflects the following key documents:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016;
- The Education and Libraries Order (Northern Ireland) 2003;
- The Education (School Development Plans) Regulations (Northern Ireland 2010);
- The Children (Northern Ireland) Order 1995; Policy Agreed:
- The Human Rights Act 1998;
- The Health and Safety at Work Order (Northern Ireland) 1978.

Bullying is also viewed as highly distressing and damaging. Linn Primary School operates an Anti-Bullying Policy which incorporates Cyber-Bullying. All staff are vigilant at all times to the possibility of bullying occurring, and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the bully. Parents of both victim and bully will be personally contacted immediately bullying behaviour is identified. A record of any bullying incident is recorded on SIMs.

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 19 UN Convention on the Rights of the Child

Any complaint by a parent that their child is, or may be, being bullied will be fully investigated by a designated teacher for Child Protection, and action will be taken to protect the victim.

The School's Role in Identifying Abuse:

The relationship children have with teachers is based on trust. Teachers are often the only person in authority with whom a child will feel confident to talk. It is also recognised that other staff including classroom assistants and lunchtime supervisors have an important role in the overall well being of children.

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 12 UN Convention on the Rights of the Child

Teachers and non-teaching staff, including lunchtime supervisors and auxiliary staff are particularly well placed to observe outward signs or symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms may be due to a variety of other causes, including bereavement or other disruption in family circumstances. Sometimes, however, they may be due to child abuse. Symptoms which young people may display and 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
- Internalising distress or withdrawal
- Truancy
- Alcohol and drugs
- Bullying

No list of symptoms can be exhaustive. Also, it must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms described above.

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

Signs and symptoms are indicators and merely highlight the need for further checking and assessment.

Initial concerns

Staff are encouraged to report ANY initial concerns they have about a pupil immediately to the Designated teacher. These concerns are recorded on an initial concerns form and kept in a locked cabinet within school.

Signs and symptoms of abuse-Possible indicators

Physical Abuse

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
<p>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 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</p>	<p>Self-destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed 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</p>

Emotional Abuse

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
<p>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).</p>	<p>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.</p>

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

Sexual Abuse

Physical Indicators	Behavioural Indicators
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 identity of the father is vague; anorexia/gross over-eating.	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:
<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 ❖ Stay calm ❖ Listen ❖ Accept ❖ Reassure ❖ Explain what you are going to do 	<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 ❖ Make the child repeat the story unnecessarily ❖ Delay ❖ Start to investigate ❖ Do Nothing

<ul style="list-style-type: none"> ❖ Record accurately ❖ Seek support for yourself 	
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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 Safeguarding team. If they are still concerned they may talk to the Chair of the Board of Governors. At any time a parent can talk to a social worker in the Gateway team or to the PSNI Public Protection Unit. Details of this are shown in the flowchart in Appendix 1.

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. 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 Education Authority's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made.

During consultation with the Education Authority's 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. He/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 EA Designated Officer for Child Protection and a copy will be kept in the school's child protection file.

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 2**

Procedures to follow if the complaint is about a member of staff or the Principal:

- If a complaint about possible child abuse is made against a member of staff, the Principal (or the designated teacher, if he/she is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the designated teacher). Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with pupils, and may be suspended from duties as a precautionary measure pending investigation by Social Services. The Chairperson of the Board of Governors will be informed immediately.
- If a complaint is made against the Principal, the designated teacher (or his deputy, if he is not available) must be informed immediately. He will inform the Chairperson of the Board of Governors and together they will ensure that the necessary action is taken.

Procedures for Reporting Suspected (or disclosed) Child Abuse:

- **The Designated teacher for Child Protection is Mr Ritchie (Vice-Principal) and the Deputy Designated Teacher is Mrs Kirby (Head of Foundation and Key Stage 1). Miss Thompson is the Designated teacher in the Nursery Unit. Miss Ritchie is also the co-ordinator for ICT and works with the Designated Teacher on e-safety**

- If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, **the member of staff must act promptly.**
- **He/she should not investigate** - this is a matter for Social Services - but should report these concerns immediately to the designated teacher, discuss the matter with them, and make full notes.

Written record to include:

- the nature of the information
- who gave it
- the time, date and circumstances
- where the concern relates to signs or symptoms of possible abuse, a description of these

(As detailed on initial concerns proforma.)

- The designated teacher will discuss the matter with the Principal as a matter of urgency to plan a course of action, and ensure that a written record is made.
- The Principal, in consultation with the designated teacher, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. **If there are concerns that the child may be at risk, the school is obliged to make a referral.** Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.
- Before a referral is made the Principal may seek clarification or advice from:
 1. Child Protection Support Team (Tel: 028 95985590)
 2. The South Eastern Gateway Team, The Beeches, 76 Avondale Drive, Ballyclare, BT 39 9DB (Tel: 028 93340165)

No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. Advice will be sought as to whether the PSNI Public Protection Unit (02890259299) are to be informed. **The safety of the child is our first priority.**

- Where there are concerns about possible abuse, the Principal will inform:
 2. The Social Services or the PSNI (especially with regard to Cyber-Bullying)
 3. E.A. NE Designated Officer
- **Written documentation forwarded will use a UNOCINI form.**
- **Unocini forms are to be sent to:**

NHSCT Referral Gateway Team
Oriel House

2-8 Castle Street
BT41 4JE

All e-mail referrals should be sent through a single e-mail address:
SPOE.Referrals@northerntrust.hscni.net

- A written record will be kept and will include:
 - details of any advice sought, from whom and when
 - the decision reached as to whether the case should be referred to Social Services; and, if so,
 - how, when and by whom this was done
 - otherwise, reasons for not referring to Social Services

Vetting procedures

All staff paid or unpaid who are appointed to positions in school are vetted/ supervised in accordance with relevant legislation and Departmental guidance. Those on training courses must show evidence of vetting from their training institution.

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 children and young people in their charge must be above reproach. The schools' Code of Conduct is available from the office on request.

Additional Points to Note:

- If any member of staff feels unsure about what to do if he/she has concerns about a child, or unsure about being able to recognise the signs or symptoms of possible abuse, he/she should speak to the designated teacher.
- Records will be kept at all stages and should include dates, events and action taken. All written records should also be dated and signed.
- The designated teacher may seek advice from the School Medical Officer, Nurse, Educational Welfare Officer, Educational Psychologist, etc.
- The Inter-Agency Child Protection Procedures issued by the Northern Area Child Protection Committee covers a wider range of procedures than this policy and where appropriate should be referred to.

- In the event of an allegation being substantiated, the school will co-operate with any recognised investigating authority.
- The school will continue its policy to regularly remind children regarding their own personal safety and foster trust between staff and pupils. Personal safety and potentially dangerous situations will be included in PDMU, The World Around Us, R.E. and appropriately in other areas of the Curriculum. The school endeavours to provide a safe, secure, caring environment for all children. Child helpline numbers are on display in rooms and child protection issues are addressed through class assemblies.

Partnership with Parents:

Parents are made aware, through the Nursery and P1 Induction process, school newsletter and letters to parents, of Linn Primary School's Child Protection arrangements.

Parents are also advised as to how they may make a complaint about their child's or another child's safety, and the resources that they have if they are not satisfied with the outcome.

A copy of the flowchart in Appendix 1, which lists the arrangements to be followed, is made known to parents. Additional copies are posted on walls within school.

Staff training

Linn Primary provides in-service training for its entire staff on Safeguarding policies and procedures with some staff receiving more specialist training in line with their roles and responsibilities. All staff receive child protection awareness training and two-yearly 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.

References:

Pastoral Care in Schools: Child Protection
Circular 1999/10

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

Copies of this Policy are made available to all teaching and non-teaching staff, parents/carers and members of the Board of Governors.

Monitoring and evaluation

The Safeguarding team in Linn Primary School and Nursery Unit 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.

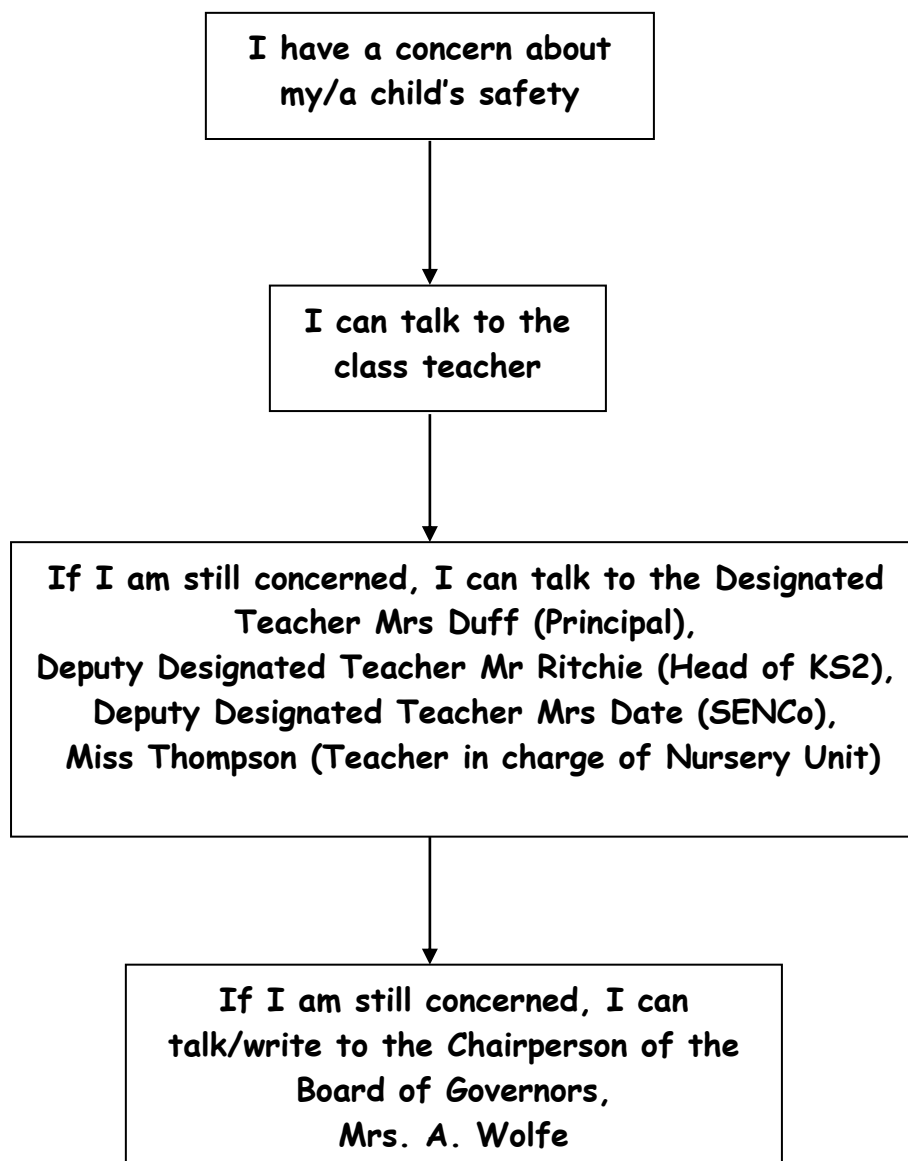
On-going evaluation will assess the effectiveness of this policy.

Last review of this policy - August 2021

Next review - August 2023

Appendix 1

How a Parent can express a concern/ make a complaint about a Child's Safety

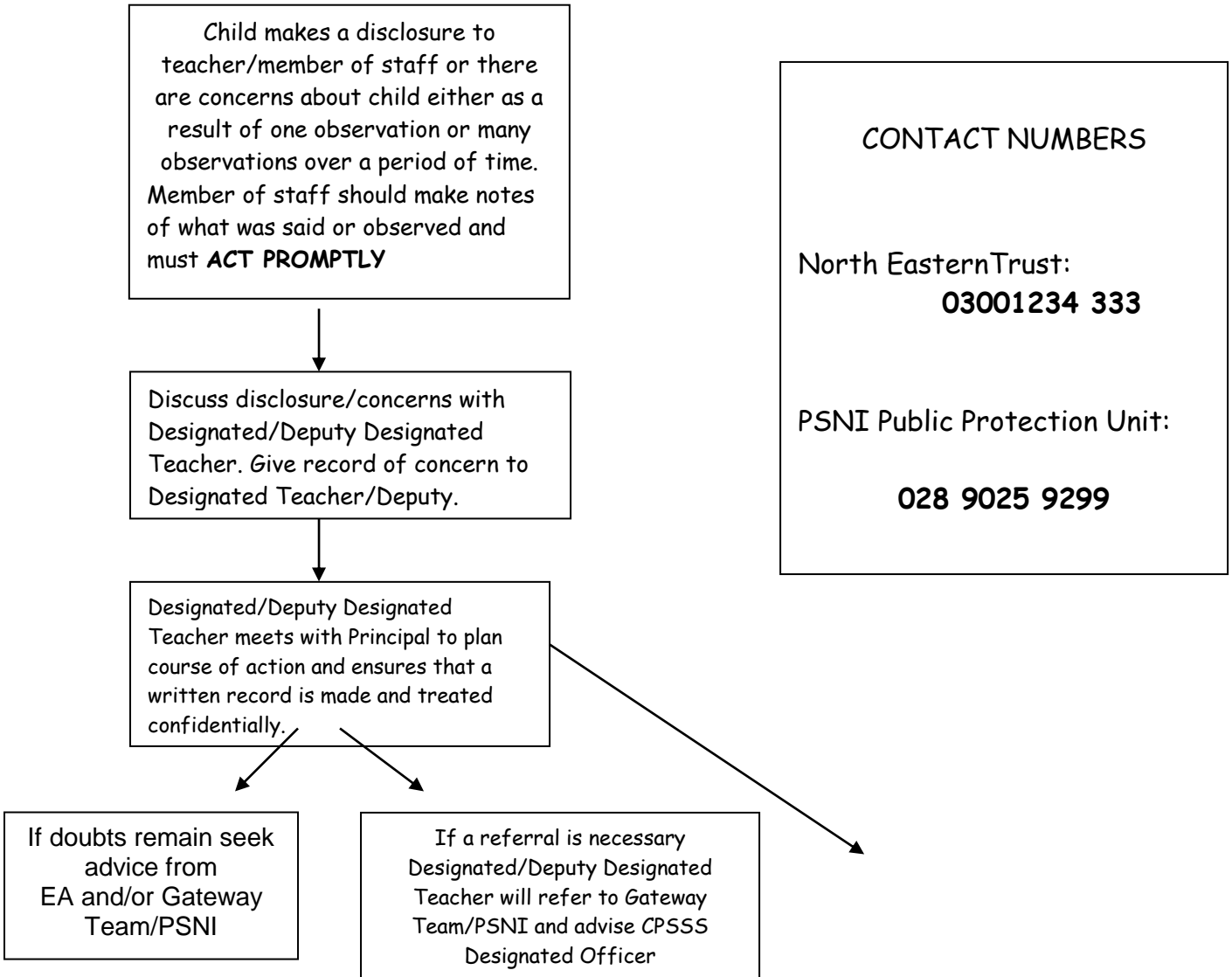


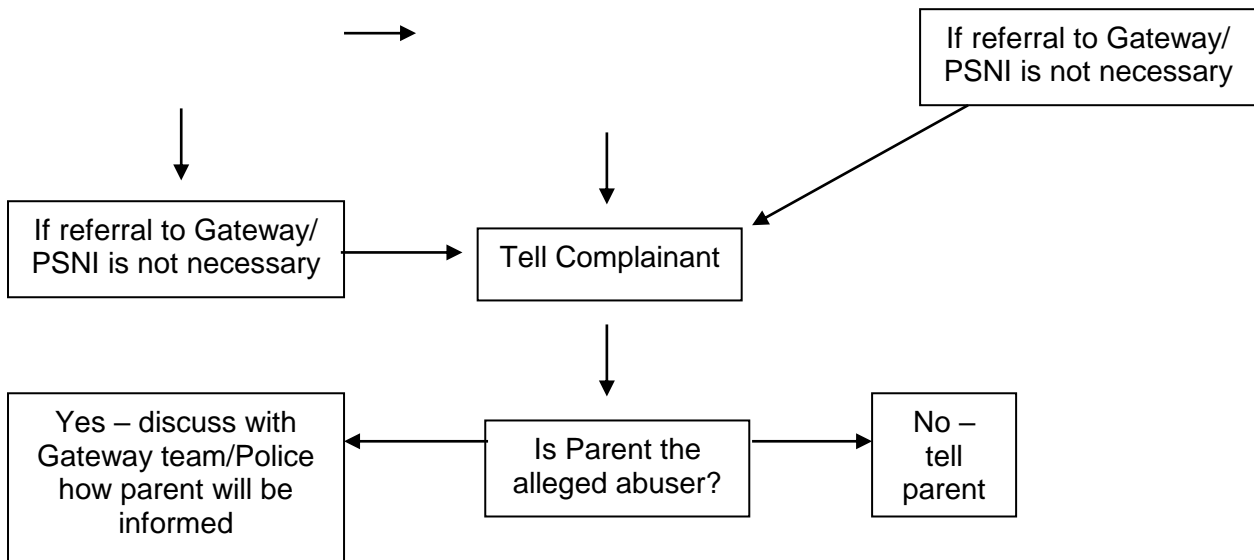
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***At any time, I can talk to a Social Worker at the Gateway team
(Tel: 08007837745, free from a landline)
or I can contact the P.S.N.I Public Protection Unit
(Tel: 101 ask for PPU)***

Appendix 2

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





Appendix 3 Initial concerns proforma

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: If 'No' state reason:	Yes: <input type="checkbox"/> .. .No <input type="checkbox"/>
Date and time of report to the Designated Teacher:	
Written note from staff member placed on pupil's Child Protection file If 'No' state reason:	<input type="checkbox"/>

Name of staff member making the report:

Signature of staff member: Date:

Signature of Designated Teacher: Date:

Appendix 4

CONFIDENTIAL

Safeguarding and Child Protection: e-safety abuse

Please use this form to note down any initial concerns you may have about a child in your class with regard to his/her e-safety and welfare.

Class:

Teacher:

Date:

Time:

Concerns (what the child said to you, what you noticed, what has been reported, etc.)

Please remember to follow the Child Protection Procedures if your initial concerns for this child's safety continue. Inform the E-Safety Co-ordinator (Mrs Duff) and Miss Ritchie (ICT co-ordinator) as soon as possible.