

Lislagan Primary School



CHILD PROTECTION & SAFEGUARDING POLICY

Updated September 2018

Review Date September 2020

LISLAGAN PRIMARY SCHOOL

CHILD PROTECTION POLICY



The Board of Governors, Principal and staff of Lislagan Primary School have a responsibility for the Pastoral Care, general welfare and safety of the children in our care.

The United Nations Convention on Human Rights of the child states that ***'children have the right to be protected from all forms of violence; they must be kept safe from harm; and they must be given proper care by those looking after them'*** (Article 19) Moreover, Article 3 provides ***that 'when adults or organisations make decisions which affect children, they must always think first about what is best for the child'***.

Parts V and V1 of the Children (Northern Ireland) Order 1995 place duties on a number of agencies, including the Education Authority, acting on behalf of children in need or enquiring into allegations of child abuse. The central thrust of the Children Order is that the welfare of the child must be the paramount consideration, and it is this essential principle, which underpins our school policy.

Therefore, we recognise that the children in our charge have a fundamental right to be protected from harm. The area of child protection is one of the most sensitive areas of a school's policy. The overriding aim of protecting the child has to be tempered by the need to be even handed and professional in the school's approach to everyone concerned. We will endeavour to do whatever is reasonable, in all circumstances of the case, to safeguard and promote the pupil's welfare and safety.

AIMS

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.
- Actions taken to protect a child should not generate unnecessary anxiety or add to any distress already suffered.
- Intervention should be inclusive for all concerned.
- All agencies involved with the protection of children must work concurrently on an inter-agency basis to promote the best interests of children and their families.

SAFEGUARDING ETHOS

Lislagan Primary School promotes an ethos where children will feel secure, valued and listened to. As the promotion of Emotional Intelligence throughout the school is an integral element within the planning process, children will have the opportunity to acquire the appropriate language necessary to discuss feelings and emotions. It is embedded within the school routine that children know and feel confident to talk freely to members of staff about concerns or worries. Through regular training and induction sessions in how to recognise concerns or changes in a child's behaviour, all staff will know how to manage a disclosure made by a child. Those adults involved in a disclosure will be responsible for following the 'Child Protection' protocol to ensure that the child is aware that secrets will not be kept! It is the responsibility of the adult to keep the child informed of what will happen next.

Safeguarding is multi-layered and includes not only matters pertaining to the protection of children from: -

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Child Exploitation,

but envelops anti-bullying, homophobia, racism, gender, intimate care, female genital mutilation and internet safety. It is also paramount in the procedures relating to the recruitment and training of new and existing staff. The staff must be fully coherent in all the school policies pertaining to these areas and be present at relevant training sessions.

Additional safeguarding matters will be addressed in activities and opportunities in PDMU and use of visits to the RADAR Centre, Streetwise Activities and talks from PSNI in school.

OTHER RELEVANT POLICIES

The school is morally and ethically bound to ensure that safeguarding permeates all activities and functions. This policy facilitates and underpins a range of other policies including

- Pastoral Care
- Positive Behaviour Policy
- Anti-Bullying
- Use of reasonable force
- Special Educational Needs
- Relationships and Sex Education
- ICT and E-Safety
- Intimate Care
- Health and Safety
- First Aid and Administration of Medicines.

School Safeguarding Team

- Designated Teacher – Ms Hilary Roxborough
- Deputy Designated Teacher – Mrs Joanne Downey
- Principal – Ms Hilary Roxborough
- Designated Governor for Child Protection – Dr Aideen Hunter
- Chair of Board of Governors – Mrs C Finney

ROLES AND RESPONSIBILITIES

The designated teacher and deputy designated teacher must:

- Update training to ensure awareness of duties, responsibilities and role
- Organise training for all staff
- Lead in the development of Child Protection
- Make referrals to Social Services Gateway Team or PSNI Public Protection Unit where necessary
- Liaise with the EA Designated Officers for Child Protection
- Maintain records of all child protection concerns
- Report to the Board of Governors regarding Child Protection

The Principal must ensure: -

- DENI 1999/10 is implemented within the school
- That a designated teacher and deputy designated teacher are appointed
- That staff receive child protection training
- That referrals are taken forward in the appropriate manner
- That the Chair of the Board of Governors is kept informed
- That child protection is integrated into the agenda of Board meetings
- That confidentiality is paramount and should only be passed to the staff and Board of Governors on a need to know basis.

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 the Code of Conduct for adults within the school

- Recruitment, selection and vetting of staff
- Updating of training

The Chair of the Board of Governors

The chair of the Board of Governors should: -

- Ensure that a safeguarding ethos is maintained within the school
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaints/allegations against staff
- Ensure that the Board of Governors receive updates in relation to Child Protection matters within Lislagan

School Staff

The staff of Lislagan Primary School are dedicated to ensuring all children in the school community are kept free from harm. The teachers and classroom assistants are competent at understanding the children and noticing changes and key indicators when something is troubling them. If a member of staff has concerns or a disclosure has been made, they must follow the safeguarding guidelines: -

- Refer concerns to the Designated/Deputy Teacher for Child Protection
- Listen to what is being said without displaying shock, aggression or disbelief. Support for the child is crucial!
- Act promptly
- Make a factual written record of the child's disclosure using the words of the child
- Confidentiality cannot be promised
- Refer to the Guidelines for asking and interpreting children's responses in Appendix 2

In addition, the Class Teacher should keep the Designated Teacher informed about: -

- Poor attendance and punctuality
- Poor presentation
- Changed or unusual behaviour
- Deterioration in academic progress
- Discussions with parents relating to their child
- Concerns about home conditions including disclosures about domestic violence.

Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including abuse and sexual exploitation. The DT will monitor unauthorised absence and take appropriate action including notifying Educational Welfare, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Parents

Parents should play their part in child protection by

- Informing the school about absences either by telephoning school or sending a note on the child's return to school
- Inform the school if there are changes to pick-up arrangements
- Ensure all data regarding telephone numbers are up-dated when necessary
- Raising any concerns, they have about their child.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Disabled or have special education needs
- Young carers
- Affected by parent substance misuse, domestic violence or parental mental health needs
- Living in unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.

This list provides examples of additionally vulnerable groups and is not exhaustive.

CHILD PROTECTION IN CONTEXT

- The NSPCC reported in 2013 '***Fewer children are suffering violent deaths in Northern Ireland but the level of child abuse remains disturbing and often "hidden".***'
- Children are abused not only by strangers but also more often by people they know, or members of their own family.
- Child abuse happens in all social classes and cultural groupings.
- Children of all ages, from babies to teenagers, suffer from abuse.
- Abuse can have long lasting traumatic effects, which damage children's physical and psychological development.
- Child abuse occurs when a child is neglected, harmed or not provided with proper care.
- Children may suffer more than one type of abuse.

DEFINITIONS AND SYMTOMS OF ABUSE

- **PHYSICAL INJURY**
- **NEGLECT**
- **SEXUAL ABUSE**
- **EMOTIONAL ABUSE**
- **CHILD SEXUAL EXPLOITATION**
- **DOMESTIC VIOLENCE**

**The list of symptoms given is not exhaustive or comprehensible but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. **

PHYSICAL ABUSE

Physical abuse is the deliberate physical injury to a child or the neglect or failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or giving of drugs to control behaviour. **Refer to Appendix 1.**

NEGLECT

Neglect is the persistent failure to meet a child's physical, emotional or psychological needs. It may involve a parent or carer failing to provide adequate, food, shelter and clothing, failing to ensure appropriate medical care or treatment, lack of stimulation or lack of supervision. **Refer to Appendix 1.**

Emotional Abuse

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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

SEXUAL ABUSE

Sexual abuse is the involvement of a dependent, immature child or adolescent in activities to which they are unable to give informed consent of that violate the social taboos of family roles. The activities may involve physical contact, including penetrative or non-penetrative acts. They may involve children in looking at or in the production of pornographic materials or watching sexual

activities or encouraging children to behave in sexually inappropriate ways. **(Refer to Appendix 1)**

CHILD SEXUAL EXPLOITATION

Child sexual exploitation is another form of sexual abuse in which a child or young person is exploited, or manipulated in some form of sexual activity in return for something they need or want or for the gain of a third party. **(Refer to Appendix 1)**

DOMESTIC VIOLENCE

Through the work of Woman's Aid and other relevant organisations it is now recognised that children who live in an environment of domestic abuse may be at risk. Domestic violence or abuse between parents/carers regardless of gender or sexuality may have a detrimental effect on a child's holistic development. **(Refer to Appendix 1)**

PROCEDURES

Identifying Abuse

- It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. When considering their day-to-day contact with individual children, school staff are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning patterns of development. Such symptoms may be due to a variety of causes, but they may be due to child abuse. (Refer to Appendix 1)
- Pupils who are the victims of abuse often display emotional or behavioural difficulties. If we feel a child has long-term behavioural problems, we will seek advice from support services. We will also monitor and review the child's needs, having regard to the Special Needs Code of Practice.

- Where a member of staff is concerned that abuse may have occurred, he/she must report this immediately to the Principal or designated teacher.
- We have a professional responsibility to share relevant information regarding the protection of children with other professionals, particularly investigative agencies. Therefore, in order to protect children from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate actions, by involving others, in the child's best interests. No promise of confidentiality can or should ever be given where abuse is alleged.
- Where teachers recognise signs, which cause concern, they should, as a first step, seek some clarification from the child using tact and understanding.
- Where a classroom assistant or another member of the ancillary or auxiliary staff sees such signs, he/she should immediately bring them to the attention of the class teacher or the designated teacher, and it may be appropriate for the necessary clarification to be carried out by a teacher.
- Care must be taken in asking, and interpreting children's responses to questions about indications of abuse. The same considerations must apply when a child makes allegations of abuse. We must be aware that the way in which we talk to a child can have an effect on the evidence, which is put forward if there are subsequent criminal proceedings. (Refer to Appendix 2)
- While discreet preliminary clarification from the child or his/her parent/carer will often help to confirm or allay concerns, it is not the

responsibility of teachers to carry out investigations into cases of suspected abuse, or to make extensive enquires of members of the child's family or carers.

- We will attempt to make pupils aware of local and national help lines provided by social services.

REFERRAL AND THE ROLE OF THE DESIGNATED TEACHER

- The Principal or the Designated teacher (Ms H Roxborough) have the responsibility for liaising with Social Services and other agencies over cases of abuse,
- In all cases where abuse is suspected, or where a pupil or a third party has intimated that abuse has taken place, or where serious concerns exist about the welfare of a child, teachers and other members of staff should report the information to the designated teacher.
- The designated teacher will refer these cases to, or consult with, social services, or, where physical abuse is suspected or alleged refer the case to the PSNI. The designated officer of the EA will also be notified.
- Where the Principal is suspected, or an allegation is made against him, the matter should be reported to the designated teacher, who should report the matter immediately to the Chairperson of the Board of Governors and the EA designated officer.
- When making a referral of a case of suspected or alleged abuse, the designated teacher should make sure that she is informed of the timing of the strategy discussion between the statutory agencies which will decide whether or how to investigate. The designated teacher or the

member of staff who knows the child best, should be prepared to contribute to the strategy discussions about the school's knowledge of the child. The designated teacher should clarify with the investigating agencies when, how and by whom the parents and the child will know that a referral has been made.

SOURCES OF ADVICE

Whether or not to make a referral, which could activate a child protection investigation, is a serious commitment. When we feel it appropriate we will seek advice from:

- Social Services
- NSPCC
- Clinical Medical Officer
- School Nurse
- EA Designated Officer
- Education Welfare Officer
- Educational Psychologist

LINKS WITH OTHER AGENCIES AND SUPPORT SERVICES

Schools can best contribute to a co-ordinated approach to child protection by developing effective liaison with other agencies and support services.

Through the designated teacher we will attempt to establish a good working relationship with colleagues from other agencies, especially: -

- Social Services
- Educational Psychologist
- Educational Welfare Officer
- School Nurse
- PSNI

HANDLING INFORMATION

Confidentiality

We have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies, and, where physical or sexual abuse is suspected, a legal duty to report this. If a child confides in a member of staff and requests that the information be kept secret, it is essential that the member of staff should inform the child, sensitively, that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. The child should, however be assured that the matter will only be disclosed to people who need to know about it. Staff who receive information about children and their families in the course of their work should share the information only within the appropriate professional contexts.

RECORD-KEEPING AND DATA PROTECTION

In any cases where we have concerns about possible child abuse, a record will be kept at all stages. This will include dates, events and actions taken. These records will be kept under secure conditions.

REPORTS FOR CHILD PROTECTION CONFERENCES

Reports prepared for child protection conferences will focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and adults within the school and, where appropriate, the child's appearance.

- **Reports will be objective and based on evidence**
- **Reports will contain only fact, observations and reasons for concern.**

All reports will be checked and signed by the designated teacher.

STAFF

CONDUCT OF STAFF

Appropriate behaviour

We must safeguard and promote the welfare of the children in our charges. This duty rests with all members of staff and implicit in it is the assumption that the conduct of school staff towards pupils must be above reproach. It is the responsibility of the Board of Governors to ensure that all staff are clear about the standards of behaviour expected of them.

As well as the more obvious physical or sexual abuse, member of staff must be alert to the risk of emotional abuse, such as persistent sarcasm, verbal bullying, or severe and persistent negative comments or actions.

The following guidelines constitute school policy and will be followed by all members of staff: -

- Members of staff will never arrange to meet a pupil alone in a totally private room or place. The environment should be kept semi-public, by leaving the door ajar or informing a colleague that the meeting is taking place.
- Staff are careful not to give undue time or attention to any one young person.
- In extra-curricular activities, staff become involved with groups rather than exclusively with individuals
- Staff are respectful of the privacy of pupils
- Body searching will not take place as it is legally considered to constitute an assault.
- Staff are aware that in the administration of first-aid, care is taken to avoid anything that might be misconstrued as inappropriate behaviour.

PHYSICAL CONTACT WITH PUPILS

It is unrealistic to suggest that teachers should touch pupils only in emergencies. Particularly with younger pupils, touching them is inevitable and can give

welcome reassurance to the child. However, we must bear in mind that even perfectly innocent actions can sometimes be misconstrued. Children may find being touched uncomfortable for a variety of reasons. It is important for teachers to be sensitive to a child's reaction to physical contact and to act appropriately. It is also important not to touch pupils, however casually, in ways that might be considered indecent.

In extreme cases a teacher might have to restrain a pupil physically to prevent him/her causing injury to him/herself or others. In such instances the minimum necessary force will be used and will be in line with the ***Use of Reasonable Force and Safe Handling policy for Lislagan Primary School.***

ALLEGATIONS AGAINST STAFF

In the light of the schools' duty of care, it is the responsibility of the school Principal (or where the complaint is against the Principal), the responsibility of the Chairperson of the Board of Governors to ensure that any complaint concerning a member of staff having abused a pupil is thoroughly investigated, by the instigation of normal child protection procedures.

Where the school carries out preliminary enquiries, these should have regard to:

- The welfare of the child concerned and that of other pupils at the school.
- The efficient functioning of the school.
- The rights of the individual against whom the complaint has been made, especially his/her right to be presumed innocent until proven guilty.

In every case where a complaint is made against a member of staff, the Principal, or Chairperson of the Board of Governors, as appropriate, should inform the complainant of the investigations which have been, or are being made and the outcome.

GUIDELINES FOR STAFF PROTECTION CAN BE FOUND IN APPENDIX 3.

THE CURRICULUM

We can play a part in the prevention of child abuse through the curriculum. Through personal and social education and the whole school policy for Circle Time, we can help pupils develop consideration, respect and care for self and others.

Through the curriculum children can also be taught about the risks of different kinds of abuse, and can be equipped with skills they need to them stay safe, by recognising unwelcome approaches and developing the confidence to resist them as far as possible.

Children will be given opportunities, through the curriculum, to formulate ideas on self-preservation and how to get help, if they have a problem. This will include: -

- Strangers
- Inappropriate touching (PANTS)
- Bullying
- Talks by Childline and NSPCC
- Cyber safety and Cyber bullying and online safety

Teaching children possible ways to prevent or tell about abuse must be done carefully so as not to cause anxiety or upset normal, stable relationships between adults and children.

VETTING OF VOLUNTEERS

Parents and other volunteers may from time-to-time be involved in the supervision of pupils. We require adults deployed in school to have their application vetted through police records in order to ensure that there is no evidence of offences involving children or abuse. We will strive to ensure that when parents and volunteers are supervising pupils that they will do so in the company of a teacher.

STAFF IN-SERVICE

The school is committed to on-going in-service for all staff. All staff have received general training on Child Protection and the Designated Teacher, Deputy Designated Teacher and Principal have attended relevant courses.

MONITORING AND EVALUATING

The school will update this Policy and Procedure in the light of any further guidance and legislation as necessary, and review it annually. This policy will be presented for examination for all new intake pupils and copies will be distributed to all families on a two yearly cycle.

APPENDIX 1

Types of Abuse & Symptoms

Physical Injury

Actual or risk of physical injury to a child or failure to prevent physical injury or suffering to a child have been defined on Pages 15-16.

Symptoms:

- Bruises
- Broken bones
- Cuts and grazes
- Behaviour changes/bed wetting/withdrawal/regression
- Frequent unexplained injuries
- Finger marks
- Cigarette burns
- Fear of physical contact
- Violent behaviour during role play
- Unwillingness to change clothes or go swimming
- Aggressive language and use of threats
- Cowering
- Bruising in unusual area
- Changing explanation for injury
- Not wanting to go home with parent /carer
- Untreated burns/injuries
- Violent themes in art work or stories

NEGLECT

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger as outlined on Pages 15-16

Symptoms

- Dirty
- Lack of appropriate clothing
- Cold – complaining of
- Hunger- complaining of
- Body sores
- Urine smells
- Unkempt hair
- Lack of parental interest
- Unwillingness to communicate
- Behavioural problems
- Attention seeking
- Lack of respect
- Bullying
- Use of bad language
- Low self-esteem
- Jealousy
- Tired or listless
- Lacks concentration

SEXUAL ABUSE AND/OR EXPLOITATION

Actual or risk of sexual exploitation of a child as outlined on pages 15-16.

Symptoms

- Inappropriate behaviour – language
- Withdrawn
- Change of behaviour
- Role Play
- Rejecting physical contact or demanding attention
- Physical evidence – marks, bruising
- Pain going to toilet or strong smell of urine
- Rocking
- Relationships with other adults or children – being suggestive/forward
- Knowledge
- Stained underwear
- Bruising/Marks in genital area
- Drawing – inappropriate knowledge
- Angry outbursts and lack of emotional control
- Lack of confidence
- Peer problems
- Inordinate amount of new gifts outside normal birthday and Christmas presents.

EMOTIONAL ABUSE

Actual or risk of severe adverse effect on the emotional and behavioural development of a child as outlined in pages 15-16.

Symptoms

- Crying
- Rocking
- Withdrawn
- Not wanting to socialise
- Cringing
- Bad behaviour
- Aggression
- Behavioural changes
- Bribery of parent
- Self-infliction
- Low self-esteem
- Attention seeking
- Clingy
- Afraid of authoritative figures
- Apathy and dejection
- Isolation from peers
- Treating others as you have been treated

DOMESTIC VIOLENCE

- All of the above
- Over anxious about belongings
- Overanxious about time
- Not wanting to go home
- Unwilling to talk about family life

(Ms Roxborough, Miss Dodwell, Mrs Downey have been training in the 'Helping Hands' programme through Women's Aid)

APPENDIX 2

GUIDELINES FOR ASKING AND INTERPRETING CHILDREN'S RESPONSES

- We should never ask the child leading questions, as this can be interpreted as putting ideas into the child's head.
- We should not ask questions which encourage the child to change his/her version of events in any way or which impose the adult's own assumptions. For example – "Tell me what happened", rather than, "Did they do X to you?"
- The chief task at this stage is to listen to the child, and not to interrupt if he/she is freely recalling significant events, and to make a note of the discussion to pass on to the designated teacher.
- The note should record the time, date and place and people who were present, as well as what was said. Signs of physical injury observed should be described in detail, or sketched. Under no circumstances should a child's clothing be removed.
- Any comment by the child, subsequently by a parent or carer or other adult, about how an injury occurred should be written down as soon as possible afterwards, preferably quoting words actually used.
- Undertaking of confidentiality should not be given to the child, although he/she can be reassured that the information will only be disclosed to professionals who need to know.
- The child should be made aware that notes of the discussion may need to be used in any subsequent court proceedings

APPENDIX 3

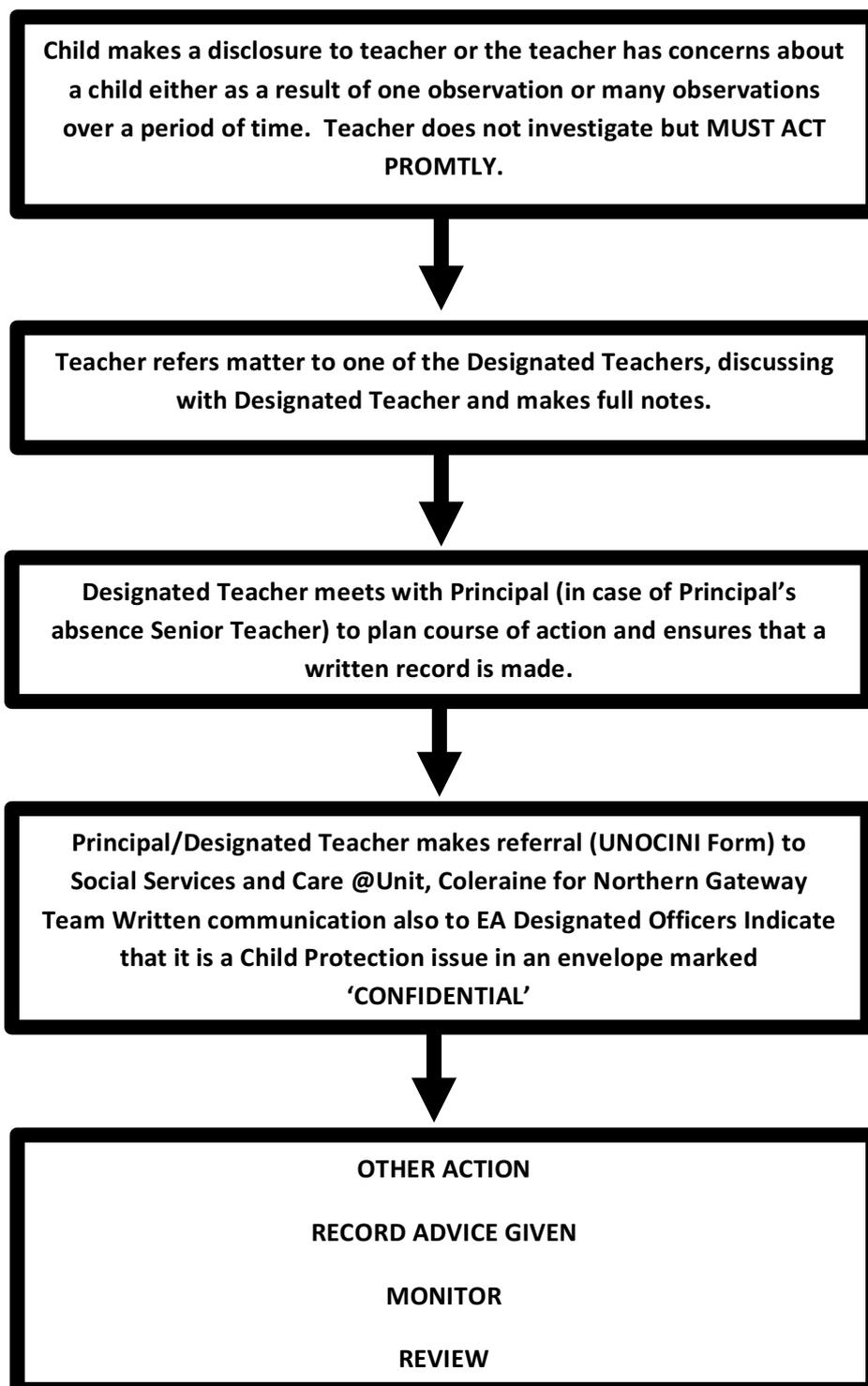
GUIDELINES FOR STAFF PROTECTION

- In the event of injury to a child, ensure that it is recorded and witnessed by another adult.
- Keep records of any false allegations a child makes against you. Keep a record of dates and times. If possible, get another adult to witness the allegation.
- If a child touches you or talks to you in a sexually inappropriate way, record what happened and tell another adult. As it could be totally innocent, do not make the child feel like a 'criminal', however ignoring it or allowing it to go on may place you in a difficult situation.
- Neither is it a good idea for the child to go on doing this as the next person might take advantage and say it was instigated by the child.
- If pupils are taken on journeys there should always be at least two members of staff and responsible adults. If it is an overnight stay, rooms should always be checked in pairs.
- Do not spend excessive amounts of time alone with one child away from other people. If it is one-to-one, make sure the door of the room is open. Tell another member of staff if you are going to see a child on your own. Do not stand or sit between the child and the door –place the child nearer the door.
- If you are in a holiday or residential setting never, under any circumstances, take a child into your bedroom.
- Never do something of a personal nature for children that they can do for themselves.
- Do not enter into a toilet along with children if possible.
- Be mindful of how and where you touch children.
- Be careful of kisses or extended hugs from children.
- When taking children on an outing, think of how you appear to the public – they may misunderstand your actions.
- All members of staff should carry identification when journeying with children.
- If you must physically restrain a child for any reason, be aware that it could be misinterpreted as assault.

- Do not make sexually suggestive comments about a child, even in jest.
- Never keep to yourself suspicions of abuse of inappropriate behaviour by a colleague. If there is an attempted cover-up, you could be implicated by your silence.

Appendix 4

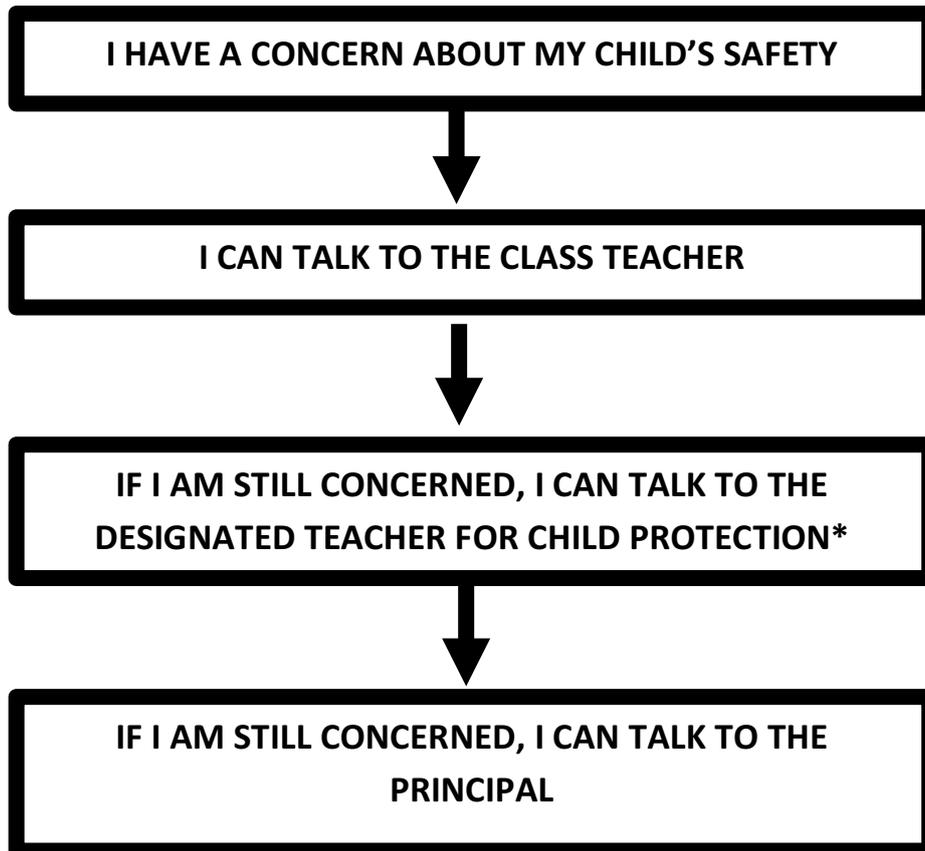
PROCEDURES FOR REPORTING AN INCIDENT OF CHILD ABUSE IN LISLAGAN PRIMARY SCHOOL



The above procedures are those specified in 'Pastoral Care in School' CHILD PROTECTION (DENI1997/4)

Appendix 5

**ADVICE FOR PARENTS
HOW TO RAISE A CONCERN?**



***CHILD PROTECTION DESIGNATED TEACHER: Ms H Roxborough**

***DEPUTY DESIGNATED TEACHER: Mrs J Downey**

Appendix 6
Procedures Where A COMPLAINT HAS BEEN MADE AGAINST A
MEMBER OF STAFF

Tell the Principal/Designated Teacher

(If complaint is about Principal, tell Chairperson of the Board of Governors)
(If complaint is about Deputy Designated Teacher, tell Principal)

Seek advice for EA/Social Services

