

# **GLENLOLA COLLEGIATE SCHOOL**

*“EXCELLENCE THROUGH COMMITMENT, CONTRIBUTION and CARING”*

## **CHILD PROTECTION & SAFEGUARDING POLICY**



## 1 DEPARTMENT OF EDUCATION GUIDANCE

- 1.1 All staff members have had training based on the Department publication “Pastoral Care in Schools - Child Protection” issued in 1999. Staff are required to familiarise themselves with this publication which can be found on the Department’s website using the following link:

<https://www.education-ni.gov.uk/sites/default/files/publications/de/Pastoral%20Care%20in%20schools%20child%20protection.pdf>

This important document should be used in both a proactive and a reactive context. It should be read carefully, and its advice and guidance noted.

Other publications that all staff should be familiar with are:

- 1.2 “A Guide to Managing Critical Incidents in School” found using the following link:

<https://www.education-ni.gov.uk/sites/default/files/publications/de/guide-to-managing-critical-incidents-in-schools.pdf>

- 1.3 “Protecting Life in Schools” found using the following link:

<https://www.education-ni.gov.uk/sites/default/files/publications/de/ENGLISH%20Protecting%20Life%20in%20Schools.pdf>

- 1.4 This policy is also informed by the guidance and procedures set out by:

- Area Child Protection Committees’ (ACPC) Regional Policy and Procedures (2005) including amendments (2008)
- The Right to Choose: Statutory guidance for dealing with forced marriage – the Department of Finance and Personnel (2012)
- Co-operating to Safeguard Children and Young People (DHSSPS) March 2016
- DE Circular 2016/05: Children who display harmful sexualised behaviour
- DE Circular 2016/10: Child protection: Record keeping in schools
- Department of Education (2017): Safeguarding and Child Protection in Schools: A guide for Schools
- [www.finance-ni.gov.uk/publications/multi-agency-practice-guidelines-female-genital-mutilation](http://www.finance-ni.gov.uk/publications/multi-agency-practice-guidelines-female-genital-mutilation)  
Tackling FGM in the UK: Intercollegiate recommendations for identifying, recording and reporting

## 2 INTRODUCTION

- 2.1 The School recognises that children and young people have a fundamental right to be protected from harm.
- 2.2 One way in which we seek to protect our pupils is by helping them to recognise unwelcome behaviour in others and acquire the skills and confidence they need to keep themselves safe.
- 2.3 All our Staff and Volunteers have been subject to appropriate background checks.
- 2.4 The Staff have also adopted a Code of Conduct for our behaviour towards pupils (Appendix 1). Everyone who works in our School has clear guidance on the action which is required where abuse, whether emotional, physical or sexual, or neglect of a child is suspected. Training is also given about signs which may indicate that a child is being abused. Pupils are given clear guidance about who they can speak to if they have concerns about their safety (Appendix 2). Parents are given information on a regular basis about the School's procedures for reporting suspected or disclosed child abuse (Appendix 3). Parents are also given information on the complaints procedure regarding Child Protection matters (Appendix 4).
- 2.5 Throughout this policy the term 'Child' will be defined as a person under 18 years of age, as defined in The Children (N.I.) Order 1995. However, if the pupil is 18 years old, procedures will be followed by the School in the same manner as for a younger person.

## 3 DEFINITION OF CHILD ABUSE

- 3.1 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 the child.

### TYPES OF ABUSE

- 3.2 **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, poisoning, burning or scalding, drowning, suffocating, confinement to a room or inappropriately giving drugs to control behaviour.
- 3.3 **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 is worthless or unloved, inadequate, or valued only insofar as he meets the needs of another person. It may involve causing a child frequently to 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.
- 3.4 In known cases of **domestic violence** in a child's home, child protection procedures must be enforced to safeguard the child from potential abuse. Domestic violence is defined as "threatening behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on one person by another where they are or have been intimate partners or family members, irrespective of gender or sexual orientation".
- 3.5 **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.
- 3.6 **Exploitation** is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

**3.7 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).

3.8 Children who display harmful sexualised behaviour - Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or
- The perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim

DENI distinguish between 3 different categories of sexual behaviours: these are defined as healthy, problematic or harmful. Child protection procedures will always be followed in incidents of harmful sexualised behaviour and it must be recognised this behaviour is damaging to both the victim and the child who engages in it.

3.9 Female Genital Mutilation - (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as "cutting", "female circumcision" and "initiation". 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.

FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed and established school procedures.

FGM is a complex issue with many adults from practising communities considering it to be normal to protect their cultural identity. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy.

When there is a concern that a child or young person may be at immediate risk of FGM this should be reported to the Designated Teacher for Child Protection. The DT for CP will then refer this immediately to the PSNI. This contact should be made through the Sexual Referral Unit (based within the Public Protection Unit) at 02890259299. When there is a concern that a child or young person may be at risk of FGM, referral should be made to the relevant HSCT Gateway Team.

### 3.10 Forced Marriage

A Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced Marriage is a criminal offence in Northern Ireland, and where an agency, organisation or practitioner has knowledge or suspicion of a forced marriage in relation to a child or young person, they should contact the PSNI immediately.

There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses. In forced marriages, one or both spouses do not (or, in the case of some adults with support needs, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

3.11 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.

## 4 IDENTIFYING ABUSE

4.1 Listed below are some of the signs which may indicate that a child is being abused. In themselves they are not evidence of abuse, but may suggest abuse, particularly if a child exhibits several of them.

- a. Repeated minor physical injuries.
- b. Children who are unclean and who appear underfed.
- c. Children who have lingering illnesses which are not attended to.
- d. Deterioration in School work or significant changes in behaviour without explanation.
- e. Aggressive behaviour.
- f. An air of 'detachment' or 'don't care' attitude.
- g. Overly compliant behaviour, 'watchful' attitude.
- h. Sexually explicit behaviour.
- i. The child is reluctant to go home, or is kept away from School for no apparent reason.
- j. The child does not join in School social activities and has few friends.
- k. The child does not trust adults
- l. Eating problems.
- m. Suicide attempts, self-inflicted wounds
- n. Pregnancy
- o. Depression, withdrawal.

### 4.2 Specific Signs of Child Sexual Exploitation

**Child Sexual Exploitation (CSE), often arising from a child being groomed, is rapidly becoming an increasing danger for children with the increased use of the Internet and social media sites. CSE has been defined by Safeguarding Board for Northern Ireland (SBNI) as "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". A dedicated helpline has been set up by the NSPCC to take calls from adults and young people raising concerns about CSE. The helpline number is 0800 3891701.**

Specific signs of CSE can include, but are not limited to:

- a. Acquisition of money, clothes, mobile phone etc without plausible explanation;
- b. Leaving home/care without permission;
- c. Persistently going missing or returning late;
- d. Receiving lots of texts/phone calls prior to leaving;
- e. Agitated/stressed prior to leaving home/care;
- f. Returning distraught/ dishevelled or under the influence of substances;
- g. Requesting the morning after pill upon return;
- h. Truancy from school;
- i. Inappropriate sexualised behaviour for age;
- j. Physical symptoms or infections e.g. bruising, bite marks, sexually transmitted infections;
- k. Concerning use of the internet;
- l. Entering or leaving cars driven by unknown adults or by taxis;
- m. New peer groups;
- n. Significantly older 'boyfriend' or 'girlfriend';
- o. Increasing secretiveness around behaviours;
- p. Low self-esteem;
- q. Change in personal hygiene (greater attention or less);
- r. Self harm and other expressions of despair;
- s. Evidence or suspicion of substance misuse.

Whilst these indicators can be usefully used to identify potential risk, it is important to note that their presence does not necessarily mean that CSE is occurring. More importantly, nor does their absence, mean that it is not.

### 4.3 Signs of Forced Marriage

- Absence and persistent absence.
- Request for extended leave of absence/failure to return from visits to country of origin.
- Surveillance by siblings or cousins.
- Decline in behaviour, engagement, performance or punctuality.
- Poor exam results.
- Being withdrawn from school by those with parental responsibility and not being provided with suitable education at home.
- Not allowed to attend extracurricular activities.
- Sudden announcement of engagement to stranger.
- Prevented from going on to further/higher education.

Due to the nature of forced marriage the involvement of the child's or young person's family may increase the risk of significant harm to the child or young person. The family may deny that the child or young person is being forced to marry and they may expediate any travel arrangements and bring forward the marriage.

- 4.4 It should be noted that it is illegal for a child to send an indecent photograph of themselves or another child. It is also illegal to receive such an image or to forward it on.

### **Important**

- 4.5 A high proportion of sex offenders are attracted to children who have low self-esteem. Teachers, as well as parents, have a key role in helping children to be assertive, confident and to have high self-esteem. (See Pastoral Care Policy)

## **5 SAFEGUARDING STRATEGIES TO AID PREVENTION OF ABUSE:**

- a. Resilience Programme with Year 8 and Year 9 pupils to build confidence
- b. Internet Safety Workshops – Year 9
- c. Barnardo's Safe Choices – workshops with Year 10 pupils on Healthy Relationships
- d. Self-esteem programme delivered through the Peer Support Scheme to Junior School
- e. PD Programme in Years 8 – 10
- f. Internet Safety Talks – Years 8 – 14
- g. Personnel Safety Talks – Years 8 – 14
- h. Internet Safety talks at Parent Information Evenings
- i. YMCA/SHARHP Drugs Awareness – Year 9
- j. Love for Life Sexual Relationships Talk – Year 11
- k. PSNI/FASA Legal Highs – Year 13

## **6 RESPONSIBILITY OF STAFF**

- 6.1 Whilst the primary responsibility for the protection of children from abuse rests with the Social Services, all Staff who come into contact with children and young people have a duty to help protect them from abuse or the risk of abuse.
- 6.2 When staff see signs which cause them concern they may have the opportunity to talk to the child with tact and sympathy. They should not enquire too deeply or carry out an examination. It is important not to ask leading questions. If the child's responses do not dispel suspicion, or it is impossible to talk to the child, then staff should make their concerns known to the Designated Teacher.
- 6.3 The proforma 'Concerns About a Pupil' may be used for this purpose (Appendix 6).

Where any member of Staff has reasonable grounds to suspect abuse or risk of abuse, then they should act in accordance with the procedures outlined in Section 8.

## **7 DESIGNATED TEACHER'S RESPONSIBILITIES**

- 7.1 To ensure that all teaching and ancillary staff whether full-time, part-time or temporary, are aware of the School's procedures and are given training on recognising the signs of abuse;
- 7.2 To co-ordinate action by Staff in cases of suspected child abuse and reporting to the appropriate Social Services Officer and the Board's Designated Officer;
- 7.3 To ensure that the Headmaster, teachers and the school's Education Welfare Officer are kept aware of children in Care or on the Child Protection Register.

## **8 RESPONDING POSITIVELY TO DISCLOSURE**

### **(i) Receive details**

- a. Stay calm
- b. Listen
- c. Accept the information
- d. Take notes, informing the girl why you are doing so  
(if possible use School Proforma from this initial contact stage)

### **(ii) Reassure**

- a. Not the girl's fault
- b. Do not make promises about confidentiality
- c. Do not make promises about the future
- d. 4 possible things to say:
  - (1) "I am glad you have told me this"
  - (2) "I am sorry this has happened to you"
  - (3) "It is not, nor ever was your fault"
  - (4) "We are going to do something together about this"

### **(iii) Result**

- a. Do not interrogate
- b. Do not ask leading questions
- c. Do not criticise perpetrator
- d. Do not ask girl to repeat disclosure to another person/staff member

### **(iv) Record using School Proforma**

**(Appendix 5 – can be obtained from Designated Teacher)**

- a. Take brief notes at the time
- b. Write up later using School Proforma
- c. Record time, date, place, behaviour and words of the girl using School Proforma
- d. Draw a diagram if useful e.g. for size and site of bruising using School Proforma

### **(v) Remember**

To follow School's procedures and refer the matter to the Designated Teacher immediately.

## **8 PROCEDURE FOR REPORTING AN INCIDENT OF SUSPECTED/DISCLOSED CHILD ABUSE IN SCHOOLS**

- (1) Child makes a disclosure to a teacher or a teacher has concerns about a child.  
The teacher does not investigate.  
The teacher must act promptly.
  - (2) The teacher refers the matter to the Designated Teacher immediately.
  - (3) The Designated Teacher meets with the Headmaster to plan course of action and ensures that a written record is made, using School's proforma.
  - (4) The Designated Teacher contacts the Board's Designated Officer for advice, if necessary.
  - (5) The Designated Teacher makes a referral to Social Services Gateway Team:
    - Urgent cases (child protection) require a phone referral followed by a UNOCINI
    - Non-urgent cases (child in need) require a UNOCINI referral\*
  - (6) Parent(s) will be contacted to discuss any referrals, unless the parent is the alleged perpetrator or Social Services requests that no contact be made.
  - (7) Pupils will be kept informed of the process of referral, as appropriate.
  - (8) All records pertaining to child protection cases will be kept secure and all information concerning these cases will be kept separate from a child's general file. Any child protection information that is stored electronically will be kept in a secure format. Access to such records is restricted to the Headmaster and the Designated Teachers for Child Protection.
- \*If there is a question over the urgency of the referral, a hypothetical situation may be discussed with Social Services before a referral is made.

## **10 DISCLOSURE OF INFORMATION**

- 10.1 The Board is well aware of the sensitivity surrounding this issue, and that teachers and other staff do not treat the disclosure of confidential information lightly. However, child abuse is a criminal offence, therefore, cases of suspected child abuse must be investigated. Given the necessity of ensuring the immediate protection of the child or young person, and the fact that a crime may have been committed, confidentiality must be subordinate to the need to protect the interests of the child.
- 10.2 **In an incident, the child's welfare must always be paramount; this overrides all other considerations.**

## **11 LIABILITY FOR STAFF**

- 11.1 Any teacher or other member of staff who complies with Board procedures in making a report of suspected child abuse is acting within the course of his/her employment and in such circumstances, where he/she has acted in good faith, will receive the full support of the Board and will not be legally or financially liable.

## **12 EVALUATION**

- 12.1 The Child Protection and Safeguarding Policy and procedures are reviewed on an annual basis. This is carried out by the Pastoral Care Team in consultation with the Learning Support Co-ordinator, Section Staff, the Senior Leadership Team and the Board of Governors. The wider School Community all have the opportunity to give valuable feedback on the reviewed policy – teaching and support staff via email, pupils via the student council and parents via the website.



**Appendix 1**  
**GLENLOLA COLLEGIATE SCHOOL**

**Child Protection: Code of Conduct for Staff**  
**(including Substitute Teachers)**

The School seeks to foster an environment where the individual pupil is enabled to achieve her potential and have a sense of self-worth. This environment needs to be safe – both for pupils and for members of Staff.

It is hoped that these guidelines will not only protect pupils but that they will assist staff in the fulfilment of their duties.

**1 Private Meetings with Pupils**

- (a) When speaking privately to a pupil or to a very small group of pupils, members of Staff or visiting adults should ensure that they use a room with visual access, or that the door is left open.
- (b) Where a member of Staff or a visiting adult agrees to help a pupil with a subject after School this should be done in a classroom as near to the Staffroom as possible. Where such arrangements are made, a more senior member of staff should be informed in advance.

**2 Physical Contact with Pupils**

- (a) As a general principle, Staff or visiting adults are advised not to make unnecessary physical contact with their pupils.
- (b) There are exceptions to this however, for example in connection with coaching/demonstrating by the Physical Education Department.
- (c) Staff who have to administer first aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. Wherever possible, first aid should be administered by the Matron or a female member of Staff.
- (d) Staff or visiting adults should never touch a child who has clearly indicated that she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- (e) Physical punishment is illegal as is any form of physical response to misbehaviour, unless it is by way of necessary restraint. (See Use of Reasonable Force Policy).
- (f) Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- (g) Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of School activities, where more informal relationships may exist.

### **3 Choice and Use of Teaching Materials**

- (a) Members of Staff should take considerable care not to include inappropriate topics for discussion with a pupil or pupils.
- (b) Particular care should be taken when using teaching materials of a sensitive nature. (See RSE Policy).
- (c) Members of Staff should take considerable care not to use inappropriate resources with pupils whether written, pictorial or video material.

### **4 Relationships and Attitudes**

- (a) Members of Staff should not use inappropriate language to a pupil or pupils at any time.
- (b) Where criticism has to be made of pupil's behaviour or work, this should be done in as constructive a manner as possible. Care should be taken to ensure that the criticism by the member of Staff does not degrade the pupil.
- (c) On the occasions when a pupil is to be disciplined it is essential that the sanction imposed does not degrade the pupil. (See Behaviour Policy).
- (d) Particular care should be taken to respect the pupil's right to privacy for example when changing for Physical Education or Drama classes, however members of Staff should ensure that pupils are supervised at all times.
- (e) Members of Staff should not offer a lift to an individual pupil.
- (f) On the occasion of a pupil waiting to be collected by a parent following an evening School event, parents should be contacted and a member of Staff should wait with the pupil wherever possible.
- (g) Members of Staff should not give out their personal telephone/mobile numbers to pupils
- (h) Members of staff should follow the guidance set out in the ICT Policy, Appendix 1: 'Use of Social Media Sites'.

### **5 Environmental Risks**

Members of Staff should be particularly careful when supervising pupils where there is a risk to pupil safety.

- (a) School and DE Guidelines should be followed in classrooms for practical subjects (copies of these should be included in Departmental Schemes of Work/Reports). Pupils should be made aware that they should not be in these areas unless supervised.
- (b) All members of Staff should be particularly careful about pupil safety throughout the School, especially on stairways, in galleries, playgrounds and car parking areas.
- (c) Pupil safety is also of paramount importance when on educational visits and on work experience. School and DE Guidelines should be followed by Staff in these circumstances.

# **APPENDIX 2**

# PASTORAL CARE

- If you have something important to talk to staff about.
- If you are worried about something that is happening to you, or to someone you know.
- If you need help, or if you need to know how to get help the staff are here to listen and to help – they will try to do what they can.
- If you are worried about telling things in confidence, tell the Staff – they will understand. If they are concerned about your safety, they may need to share this with others, but they will always tell you first.

**Mrs Law, Head of Pastoral Care, is Designated Teacher for Child Protection.**

**Mrs Law is Head of Pastoral Care** for the whole school. If you have any issues which you would like to discuss with her, you can speak to her in the PASTORAL CARE OFFICE beside Sick Bay.

**Mrs Wilson is Deputy Designated Teacher for Child Protection and Deputy Head of Pastoral Care.**

**Mr Montgomery is Deputy Designated Teacher for Child Protection and Vice Principal in charge of Pastoral Care.**

**Mrs Monroe is the Pastoral Care Assistant.**

**Mrs Cheryl Brown is the School's Pupil Counsellor and will be on duty every Thursday & Friday.**

**Mrs Katrin Walker, a counsellor from Familyworks Counselling Service, will be on duty in school every Wednesday.**

**Lunchtime drop-in appointments are available on a first come, first serve basis.**

To speak to a counsellor you can call in or arrange an appointment by using the self-referral box located outside the Pastoral Care Office, or by speaking to a member of the Pastoral Care Team.

If you are still unsure about talking to a member of Staff, you can telephone.

**ChildLine on 0800 1111**  
**NSPCC on 0800 800500**  
**Youth Line on 08088088000**

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

# **APPENDIX 3**



# GLENLOLA COLLEGIATE SCHOOL



## INFORMATION ON PASTORAL CARE AND CHILD PROTECTION POLICIES

As well as a statutory responsibility in relation to our pupils' learning, the School has a pastoral responsibility which permeates all activities and involves all Staff.

We will carry out this responsibility through our Pastoral Care and Child Protection Policies, which aim to provide a caring and safe environment where each pupil is enabled to achieve her potential and have a clear sense of self-worth. Both policies can be found on the School website.

We will endeavour to create such an environment by ensuring pupils are fully informed about the support available to them from the Pastoral Care Team. This includes information on the Counselling Service available to pupils in school. Further information on this service can be found on the School website.

We will encourage pupils to play a full part in the life of the School. We will offer guidance in educational choice making and career decisions. We will pay attention to the work done by each pupil, assessing progress made and giving support as she sets and pursues targets. We will help the individual pupil acquire values and a sense of respect and responsibility towards herself and others so that she may understand and develop her role as a good citizen.

In addition the School recognises that children and young people have a fundamental right to be protected from harm. One way in which we seek to protect our pupils is by helping them to recognise unwelcome behaviour in others and acquire the skills and confidence they need to keep themselves safe. We are aware of the growing threat posed by social networking sites and have provided a link on the School website (<http://www.glenlola.collegiate.net/school-life/pastoral-care/advice-stop/>) to help raise parents' awareness of current issues and how to tackle them.

All our Staff and volunteers have been subject to appropriate background checks.  
The Staff of our School have also adopted a Code of Practice for our behaviour towards pupils.

Everyone who works in our School has clear guidance on the action which is required where abuse, whether emotional, physical or sexual, or neglect of a child is suspected.

The Designated Teacher for Child Protection is Mrs Heather Law, Head of Pastoral Care.  
The Deputy Designated Teachers are Mrs Joanne Wilson and Mr Brian Montgomery.

### **Procedures for reporting suspected or disclosed child abuse**

- If a pupil makes a disclosure to a 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.
- She/he should report these concerns immediately to the Designated Teacher.
- The Designated Teacher will discuss the matter with the Headmaster as a matter of urgency to plan a course of action.
- Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.
- The Headmaster or Designated Teacher will make a referral to Social Services and will send a copy of referral to the Education and Library Board's Designated Officer.

**AT ALL TIMES THE BEST INTERESTS OF THE CHILD MUST BE  
THE PARAMOUNT CONSIDERATION**

## APPENDIX 4



# GLENLOLA COLLEGIATE SCHOOL



## CHILD PROTECTION – Reporting a concern

If you have a concern about your daughter's safety in School and wish to make a complaint against a member of Staff you may contact the School and speak to any of the following people:

Your daughter's	<b>Form Teacher, Year Head or Section Head</b>
Mrs J Wilson	<b>Deputy Designated Teacher for Child Protection</b>
Mr B Montgomery	<b>Deputy Designated Teacher for Child Protection</b>
Mrs H Law	<b>Designated Teacher for Child Protection</b>
Mr E Thompson	<b>Headmaster</b>
Mrs A Edmund	<b>Governor responsible for Child Protection</b>

You may also contact either of the following agencies directly:

<b>South Eastern HSC Trust</b>	
<b>Gateway Service</b>	<b>0300 1000 300</b>
(For child protection referrals to Social Services)	
<b>Out of hours Social Services</b>	<b>02890565444</b>
<b>Emergency Number</b>	
<b>PSNI</b>	
Non-emergency number	<b>101</b>
In an emergency	<b>999</b>

## APPENDIX 5

### CHILD PROTECTION INCIDENT RECORD

#### NOTE:

- Information should be written on the presumption that parents and relevant professionals can request access to them.
- Notetaker's personal feelings and reactions should not be noted.
- Information should be: factual; neutral in language; concise.

1. Day(s), Dates(s) and Time(s):

2. Name(s) and position(s) of personnel advised / involved in the situation / referral etc:

3. Observation(s) eg, behaviour, injuries etc:

4. Child / young person's statements:

5. Action taken (dates, times, personnel, informed etc):

Signed: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Received by Designated Teacher:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



## APPENDIX 6

### Concerns About a Pupil Referral Form

This form should be used if you have ANY concerns about a pupil's physical or emotional well-being. It should be sent to Mrs H Law.

Name \_\_\_\_\_

Form Class \_\_\_\_\_

Reason for Referral/Nature of concern.

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Is the pupil aware that you are referring them to the Pastoral Care Team?

YES  NO

Staff name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

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Feedback will be sent to you regarding this referral as soon as possible. If you have not received feedback within a few weeks please contact me to check that the referral has been received.

H Law