



# Child Protection Policy

Revised by: Mrs M Smyth & Board of Governors  
Date: February 2017

Date	Policy reviewed:	Policy amended:
February 2018		
February 2019		
February 2020		



## **Mission Statement**

The Child Protection programme at Cumber Claudy Primary School seeks to support the child's development in ways which will foster security, confidence and independence. It forms an intrinsic part of our overall Pastoral Care programme and is infused throughout the curriculum, central to the wellbeing of **each** child.

Every child has the right to:

- Protection from physical, emotional or sexual abuse and from neglect and exploitation
- be educated in a safe secure environment where their moral, intellectual, personal and social development is promoted;
- their parents and carers being informed and re-assured that their children are being educated in a safe, caring and respectful atmosphere.

## **Safeguarding and Child Protection:**

Safeguarding is more than child protection. Safeguarding begins with **promotion and preventative** activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection.

***"Co-operating To Safeguard Children and Young People in Northern Ireland"***  
***(DHSSPS 2016)***

## **Children in need of Protection:**

A child in need of protection is a child who is at risk of, or likely to suffer, significant harm which can be attributed to a person or persons or organisation, either by an act of omission; or a child who has suffered or is suffering significant harm as defined in Article 50 of the Children Order.

***"Co-operating To Safeguard Children and Young People in Northern Ireland"***  
***(DHSSPS 2016)***

## **Definition of Child Abuse**

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse. Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals.

***"Co-operating To Safeguard Children and Young People in Northern Ireland"***  
***(DHSSPS 2016)***



- Neglect
- Emotional
- Physical
- Sexual
- Exploitation

### **Recognising Abuse:**

Detection of abuse is seldom straightforward and rarely clear cut. As teacher and non-teaching staff in schools we are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. However, we should note that none of the indications either single or in any combination prove conclusively that a child has been abused. (**Appendix 2**).

### **Principles:**

The school is committed to the following principles:

- inform the practice of the school community and ensure guidance and support is offered to all, consistent with legislation, guidance and practice;
- Ensure agreed procedures are in place;
- Implement review and evaluate the impact and efficiency of the policy.
- Providing a model for appropriate and effective communication between children, teachers, parents and other adults working with children.

### **Purposes:**

The school aims to:

- Enhance children's self-esteem, self confidence, assertiveness, communication skills and personal safety by developing appropriate skills to make reasoned, informed choices, judgements and decisions;
- to ensure that staff are well-informed about Child Protection issues and procedures for reporting concerns;
- to ensure that staff are aware of their duty of care and their responsibility to report;
- to promote co-operation with Statutory Agencies in the multi-agency response to Child Protection.



## **Roles and Responsibilities:**

### **The Role of the Teacher**

As a teacher we see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations which may be indicative of above.

The teacher must:

- refer concerns to the designated/deputy designated teacher for Child Protection;
- listen to what is being said and support the child for telling you;
- Take what is said, seriously;
- ACT PROMPTLY; listen to the child without interrupting or showing your surprise. Get the child to tell you what happened in his/her own words. If possible establish what happened, where it happened, when it happened and who did it. Do not ask "why" questions. Make the child aware that you know it is not his/her fault and that he/she has no reason to feel guilty.
- make a written record of what happened using the actual words if possible at the earliest opportunity. This must be kept in a locked drawer/filing cabinet.
- **not** give the child a guarantee of total confidentiality regarding the disclosure;
- **not** investigate;
- **not** be judgemental about the information supplied by the child;

### **The Role of the Board of Governors:**

Board of Governors must ensure:

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

### **The Role of the Principal:**

The Principal's role in Child Protection is of central importance and she has a duty to ensure that these matters are referred to the statutory agencies.

The Principal should:



- ensure that the school has a named designated and Child Protection teacher and that all staff should know who these are;
- ensure that the school has a written policy for child protection;
- discuss Child Protection and keep staff informed, on a need-to-know basis, at staff meetings;
- act decisively and promptly
- support staff and make time available for in-service training on Child Protection matters;
- keep the Governors informed about what the school is doing to protect children;
- establish good working relationships with social workers and encourage multi-agency co-operation especially with regard to Child Protection matters.

### **The Role of the Designated Teacher:**

The role of the designated teacher is an important one and requires regular training and updating sessions.

The designated teacher should:

- participate in child protection training
- promote ongoing self development in child protection issues
- train all school and support staff (every two years or as the need arises)
- take the lead in the development of the school's Child Protection policy
- to promote a child protection ethos within the school
- discuss child protection concerns with school/support staff and record;
- make appropriate notes and follow the procedures (**Appendix 3**)
- to keep the Principal informed
- Following discussions with Principal, to notify Social Services, the EA Designated Officer or PSNI team by phone and follow up with appropriate forms (**Appendix 4**); EA Form (**Appendix 4b**)
- to notify the Chair of Board of Governors
- to produce a written report to governors ( once a term)



- listen to the child or teacher, who discloses and support them. If a child has already disclosed to a teacher, do not cause further stress by questioning him again;
- remind the teacher to make full notes of what was said or happened;

### The School Safeguarding Team

The Principal: **Mrs Maureen Smyth**

The Designated Child Protection Teacher is: **Mrs Jacqueline Todd**

The Deputy Designated Child Protection Teacher is: **Mrs Maureen Smyth**

Chair of Board of Governors: **Mrs Karen Breslin**

Governor with Special Responsibility for Child Protection: **Mrs Lorna McSparron**

### **Understanding the Needs of Children in Northern Ireland (UNOCINI)**

- A multi agency referral and assessment form for vulnerable children
- Child centred
- Builds on the strengths of the family
- Promotes the UN Convention on the Rights of the Child (1991)
- Shared input
- Involves children and carers

### **The Role of Parents:**

Parents should play their part in Child Protection 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, Child Protection Intimate Care and Safe Handling Policies;



- reporting to the office when they visit the school
- pupils must be signed out of school, by the responsible adult when they are being collected during school hours.

### **General:**

Other adults helping school staff or taking out of school activities which result in having substantial access to children are subject to vetting by a Police check: all staff appointments are made subject to same. **(Appendix 5)**

***Protection of Freedoms Act 2012***

### **Means by which the safeguarding of Cumber Claudy Primary School children will be put into effect**

By providing an environment in the classroom in which every child is valued.

By providing a variety of opportunities for class and group discussion of thoughts and feelings in an atmosphere of trust, acceptance and tolerance.

By integrating the key concepts of Child Protection with the existing curriculum. E.g. Helping Hands, Avert

By providing training for classroom assistants.

By vetting all people, voluntary and otherwise who have direct contact with the children in school.

By informing parents of the role of the designated teacher.

### **Context – Curriculum**

In the classroom, regular Circle Time sessions are used as a means of encouraging children to raise social and emotional concerns in a safe environment and to build self confidence, respect and sensitivity among classmates. Reflections Diary is used when appropriate.

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

Other initiatives which address child protection and safety issues:



- The NSPCC regularly visits the school and provides information on a range of child protection issues through Assemblies, talks, role-plays, puppet shows and resources.
- Primary 1 to Primary 7 children participate in a community awareness programme run by the PSNI, the "CASE" programme, when available.
- Primary 5 pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety.

### **Guidelines**

All staff are requested to keep an Incident Book in which they will note and date any unusual sayings by children or any marks they may notice or concerns they may have, to be stored securely under lock and key.

### **Pastoral Care**

The designated teacher and/or the deputy designated teacher carry out regular discussions and are always receptive of the specific issues or concerns that teachers have. Teachers use a proforma (Appendix 2) to provide details of particular incidents or concerns together with information about any action that may have been taken. The purpose of this preventative measure is to act as an early alert, and to highlight incidents or patterns of behaviour. The proforma also assists the designated teacher to monitor all concerns and decide on an appropriate response. These are treated with strictest confidence.

The Board of Governors ensures that the curriculum includes a programme for pupils on personal protection

We ensure that persons beyond the school staff who are invited to be involved as helpers/leaders on educational visits, residential visits or other out of school educational activities are subject to vetting procedures in keeping with current arrangements for the care and protection of children and young people.

We ensure that we provide effective management for our staff through regular and adequate training and supervision.

### **Staff In-Service**

Cumber Claudy Primary School is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities.



## **Monitoring and Evaluation**

Cumber Claudy Primary School will update this Policy and procedures in the light of any further guidance and legislation as necessary and review it annually.

Participation and consultation with children and parents will be undertaken.

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

## **Code of Conduct for Staff at Cumber Claudy Primary School**

Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards children must be beyond reproach. Student's gain a great deal from interactions with staff and these guidelines do not seek to detract from that, but rather to draw attention to areas of risk for staff and offer guidance on prudent conduct.

### **1 Private meetings with students**

- a. Staff should be aware of the dangers, which may arise from private interviews with individual pupils. There will of course be occasions when confidential interviews must occur. As far as possible staff should conduct such interviews in a room with visual access or with the door open.
- b. If the above cannot apply, staff members are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but a sign prohibiting entry to the room should not be used.
- c. Where possible another adult should be present or nearby during the interview.
- d. Staff should keep careful records of all such interactions.

### **2 Physical contact with pupils**

- a. Staff members are advised not to make unnecessary physical contact with pupils.
- b. Any physical contact that is likely to be misconstrued should be avoided.
- c. If providing first aid other pupils/adults should be present. However emergency first aid should never be withheld simply because another person is not present.
- d. If any member of staff feels that their actions have been or may be misconstrued, a written report should be submitted immediately to the Principal.

### **3 Teaching materials**

If dealing with sensitive subjects when teaching children, care must be taken in selecting teaching materials as their use may be criticised after the event. If in doubt the Principal/teacher tutor should be consulted.



### **Procedures to ensure the communication of appropriate information within the school**

Attendance of designated teacher at courses to keep up to date with developments.

Arrange meetings to discuss 'at risk' children, involving all staff – teaching and ancillary.

School record with personal details and health questionnaires to be kept up to date and passed on at the end of each academic year, informed by annual data capture procedure.

The school's copy of the EA Child Protection Procedures should be known and accessible to all staff.

Regular Whole school Child Protection training. (at least every two years)

### **Information Regarding Children on the Child Protection Register**

- All such information will be treated in strictest confidence and stored securely.
- Pupils whose names are on the Child Protection register will be monitored in line with what has been agreed in each child's protection plan;
- Any concerns or unexplained absences will be passed on to the child's Case Co-ordinator from Social Services or the Education Welfare Officer.
- Access to information will be given to the child's teacher and other adults working with the child on a need-to-know basis.
- All relevant information will be shared verbally with any school the child may transfer to in the future.
- All written Child Protection documentation will be destroyed as soon as a child is 30 years of age.



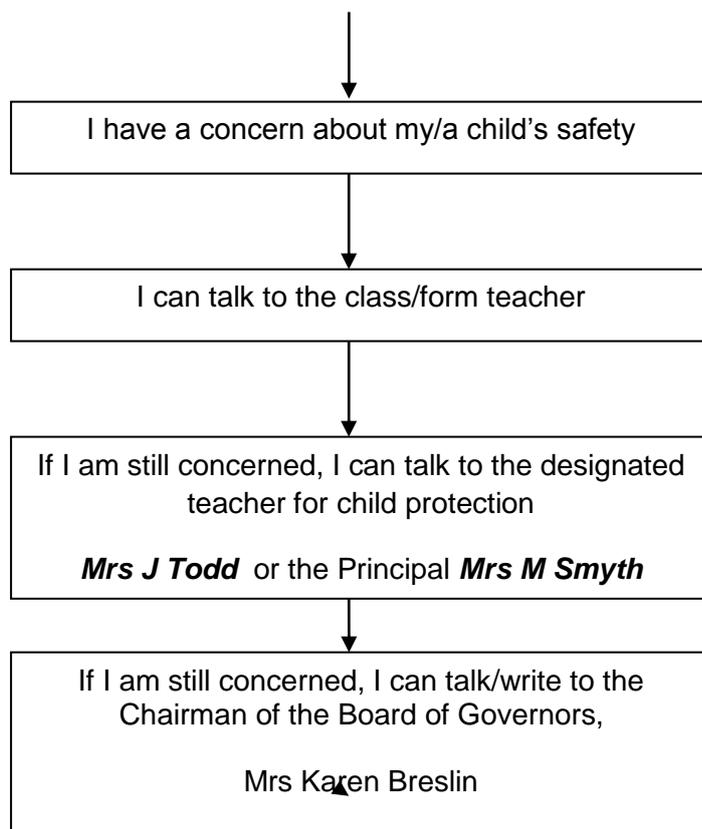
## Procedures for Making Complaints in Relation to Child Abuse

### How a Parent can Make a Complaint

At Cumber Claudy Primary School we aim to work closely with the parents/guardians in supporting all aspects of the child's development and well-being.

Any concerns a parent may have will be taken seriously and dealt with in a professional manner. (see **figure 1**)

**Figure 1: How a parent can make a complaint**



**At any time I can talk to a social worker at Western Trust Tel: 028 7131 4090 or  
PSNI Public Protection Branch (Western Trust) Tel: 028 7121 0770**

### Guidelines for handling concerns

- **RECEIVE** listen to what a child says but do not ask leading questions except when to show you have understood
- **REASSURE** ensure that the child is reassured that he/she will be safe and their interests come first
- **REACT** only to ensure that the child is safe and secure
- **RECORD** make note of what you have seen or heard and the date and time
- **REPORT** report to the designated teacher as soon as you have any concern for a child.



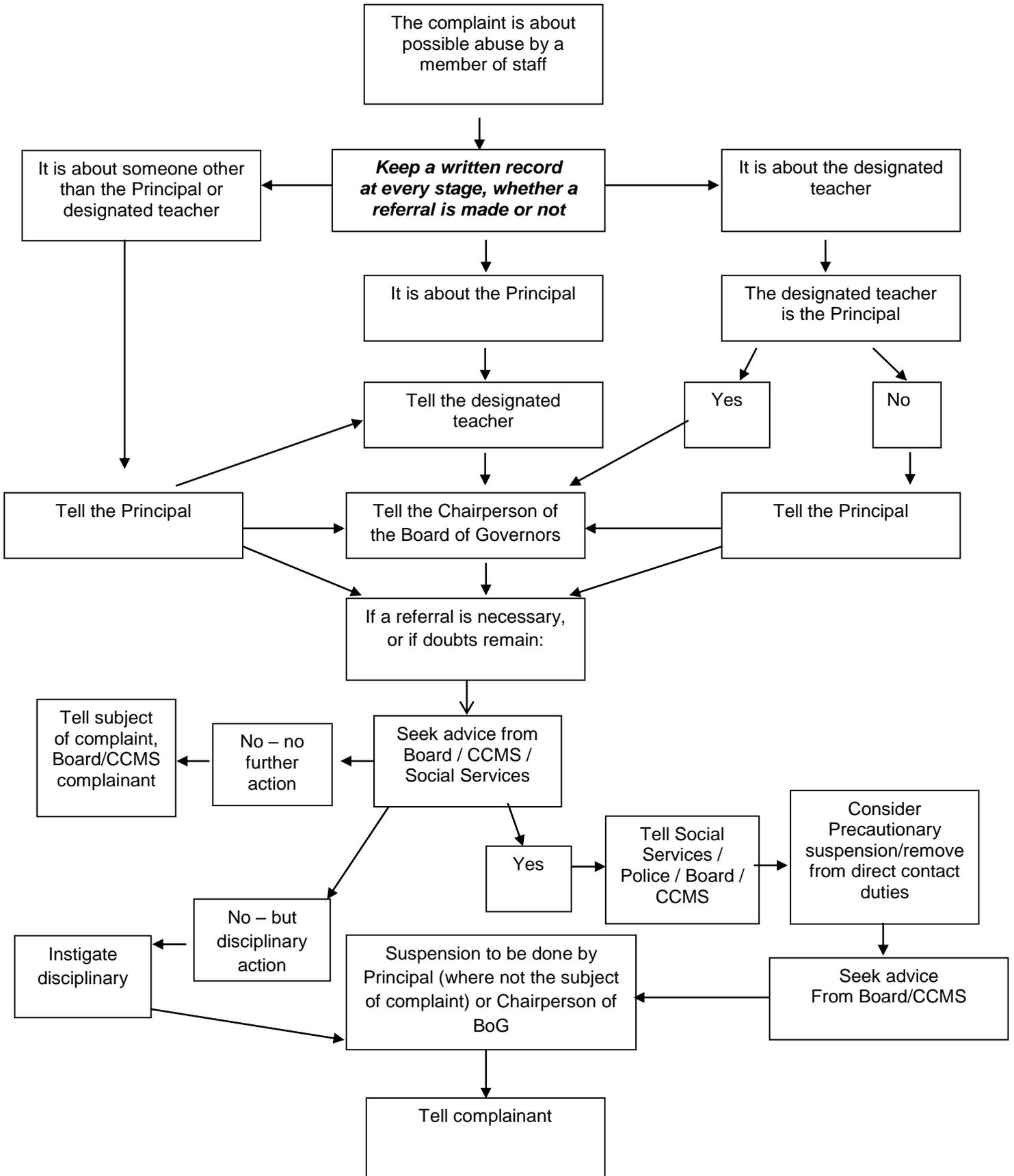
### **Making a complaint about possible abuse by a member of the school's staff**

If a complaint is made to the Principal, member of staff, or the designated teacher about another member of staff, including the Principal, he/she should

- Notify the designated teacher/principal
- Notify the Chair of Board of Governors
- The principal/designated teacher should consult immediately with the Deputy Chief education welfare Officer



**Figure 2: Procedure where a complaint has been made about possible abuse by a member of the school’s staff.**





The accused member of staff must also be informed of the allegations: to ensure that this does not interfere with the process of the investigation, the timing of the notification to the accused must be agreed at the strategy discussion. Where the school carries out preliminary enquiries, these should have regard:

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

### **Policy Review:**

The deputy and designated Child Protection teachers will conduct a review of the child protection procedures and policy statement annually to ensure they are fit for purpose. All parents will receive an information leaflet summarising the Pastoral Care and Child Protection Policies. Parents may at anytime suggest improvements to the procedure and these will be considered at the next review meeting.

Please refer to:

- "Co-operating To Safeguard Children and Young People in Northern Ireland" (DHSSPS 2016)
- Regional Area Child Protection Committee Child Protection Procedures – April 2005
- DENI Child Protection & Pastoral Care guidance 1999/10
- Safeguarding Vulnerable Groups (Northern Ireland) Order 2007
- Child Protection Support Service for Schools – Governor's handbook – January 2007
- Circular 03/13 - Guidance for schools on the Welfare and Protection of Pupils – Education and Libraries (NI) Order 2003
- Circular 06/06 - Guidance on safer recruitment practices for education authorities (Access NI)
- Circular 06/07 - Guidance for schools on the employment of substitute teachers (NISTR)
- Circular 06/08 - Strand 3 Guidance for schools on the requirement for child protection training in relation to interviewing and selection panels
- Circular 06/09 - Guidance on the vetting of paid and unpaid staff (Access NI)
- Circular 06/25 - Guidance on the requirement for vetting of school governors (Access NI)
- Circular 2014/27 – Managing information On Persons Who Pose A Risk To Pupils
- Circular 2015/07 – Concussion – Informing the School: Advice for Parents
- Circular 2015/12 – Powers conferred on GTCNI to enable it to remove a teacher from its register in cases of serious misconduct.
- Circular 2015/13 – Dealing with allegations of Abuse against a member of staff.
- Circular 2015/22 – Relationship and Sexuality Education (RSE) Guidance.
- Circular 2015/23 – Drugs Guidance
- Circular 2016/05 – Children who display harmful sexualised behaviour.
- Circular 2016/20 – Child Protection Record Keeping in Schools.
- Circular 2016/27 – Online Safety.
- Letter re: Disposal of Child Protection Records 9<sup>th</sup> September 2014
- Letter re: use of Non c2k Broadband and Networks by Schools 18<sup>th</sup> September 2014



- Letter re: Child Sexual Exploitation – October 2014
- Letter re: E-Safety guidance to schools – June 2015
- Letter re: Preventing Child Sexual Exploitation in Schools – 24<sup>th</sup> June 2015
- Letter re: Sexting and the Law 25<sup>th</sup> September 2015
- Guidance: School Governors Handbook (CPSSS) 2015

A handwritten signature in black ink, appearing to read 'K. M. Sani'.

**Chair Board of Governors**

**February 2017**



## **Appendix 1**

### **Definition of Neglect**

- Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse. \*\*
- 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 medical care or treatment, lack of stimulation or lack of supervision.
- It may also include non-organic failure to thrive.

### **Definition of Emotional Abuse**

- Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. \*\*
- Emotional abuse may involve deliberately telling a child that they are worthless. Or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers. \*\*
- It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only in so far as he meets the needs of another person.
- It may involve causing a child 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 harm.

### **Definition of Physical Abuse is deliberately physically hurting a child**

- This may include hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocation, confinement to a room or cot or inappropriate giving drugs to control behaviour.

### **Definition of Sexual Abuse**

- Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. \*\*
- It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children. \*\*

### **Definition of Exploitation**

- 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. \*\*

**\*\*"Co-operating To Safeguard Children and Young People in Northern Ireland" (DHSSPS 2016)**



## **Appendix 2**

### **Physical Abuse**

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
<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>

### **Neglect**

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
<p>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.</p>	<p>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.</p>

### **Emotional Abuse**

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
<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>



## Sexual Abuse

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
<p>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identify of the father is vague; anorexia/gross over-eating.</p>	<p>What the child tells you; Withdrawn; chronic depression; 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.</p>



**Appendix 3 (a)**

**Cumber Claudy Primary School**  
**Child Protection Notification**

*Strictly Confidential*

**Child's Name** \_\_\_\_\_ **Class** \_\_\_\_\_

**Address** \_\_\_\_\_

**DOB** \_\_\_\_\_

**PARENT/GUARDIAN'S NAME** \_\_\_\_\_

**ADDRESS (if different from above)** \_\_\_\_\_

**Tel No:** \_\_\_\_\_

**Other siblings in School: Name** \_\_\_\_\_ **Class** \_\_\_\_\_

***Details of concerns (giving outlines of incident(s) and date(s) if possible)***

**A**     **What happened? (to include where, when and who was involved)**

**B**     **Action Taken**

**Appendix 3 (b)**

**CONFIRMATION OF NOTIFICATION OF  
SUSPECTED/ADMITTED/KNOWN ABUSE OF A CHILD  
TO SOCIAL SERVICES**

***This form should be completed on the basis of information available and should not be delayed on the basis of incomplete information***

**CHILD'S NAME** \_\_\_\_\_

**ADDRESS** \_\_\_\_\_

**DOB** \_\_\_\_\_

**PARENT/GUARDIAN'S NAME** \_\_\_\_\_

**ADDRESS (if different from above)** \_\_\_\_\_

**TEL NO** \_\_\_\_\_

**DETAILS OF CONCERNS/DISCLOSURE** (giving outline of incident and dates if possible)

**ACTION TAKEN**

**Referred by telephone to:** \_\_\_\_\_ **on** \_\_\_\_\_

**Written referral made to**

**SOCIAL SERVICES**

**BOARD'S DESIGNATED OFFICER**

**CHAIRMAN OF BOARD OF GOVERNORS**

**Signature of person making referral**

**Designation** \_\_\_\_\_ **Date** \_\_\_\_\_

***This referral form should be posted to the appropriate agency and the envelope marked STRICTLY CONFIDENTIAL***



## Appendix 4

PROCEDURE FOR REPORTING AN INCIDENT OF CHILD ABUSE



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



Teacher refers matter to designated teacher, discussed with designated teacher, makes full notes.



Designated teacher meets with principal to plan course of action and ensures that a written record is made and treated confidentially.

**CONTACTS AND PHONE NUMBERS**  
Education Authority – Western Region  
*Designated Officer for Child Protection*  
*Mr Martin McQuaid*  
*1 Hospital Road OMAGH 028 8241 1478*

Western Health & Social Care Trust  
Riverview House, Abercorn Road  
L'Derry. 028 7126 6111

**NSPCC**  
*Waterside Centre, Glendermott Road,*  
*Londonderry. BT47 6BG*  
*028 7131 2187 or 0808 800 5000*

COMMUNITY PAEDIATRICIAN  
Dr J Fairfield, Bridgeview House, Gransha  
Park. BT47 6TG Tel: 028 7186 0056

PSNI Public Protection Branch (Western Trust)  
*028 7121 0770*

EDUCATION WELFARE OFFICER  
*Mrs Kirsty Murray*  
Londonderry Office Tel:028 7127 2348

THE GATEWAY TEAM  
*Whitehill, 106 Irish Street, Londonderry*  
*BT 47 2ND 028 7131 4090*

If there is any doubt whether to take further action advice is available from:  
**EA Designated Officer;**  
**Social Services;**  
**School Doctor;**  
**Education Welfare Officer;**  
**NSPCC;**  
**When seeking such advice you do not have to have any names.**  
**You are making an enquiry.**

Principal/Designated teacher contacts:

- **SOCIAL SERVICES**
- **EA Designated Officer;**
- **Indicated that it is a Child Protection issue, completes referral forms**