



**Pastoral Care at
Lisnasharragh Primary School**

**Safeguarding and
Child Protection
Policy**

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Safeguarding and Child Protection Policy

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Pastoral Care at Lisnasharragh Primary School

Safeguarding and Child Protection Policy

1.0 INTRODUCTION – ETHOS AND KEY PRINCIPLES

Safeguarding and Child Protection – Ethos

Lisnasharragh Primary School has a responsibility for the safeguarding and child protection of the children in our care. We will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching, should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action which is required where abuse or harm to a child is suspected and outlines referral procedures within our school.

Safeguarding and Promoting Welfare

Safeguarding is more than child protection. Safeguarding begins with preventative education and activities which enable children and young people to grow up safely and securely in circumstances where their development and wellbeing is promoted. It includes support to families and early intervention to meet the needs of children and continues through to child protection, which refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or likely to suffer harm.

Safeguarding and promoting welfare involves all of the following:

- Child Protection
- Risk Assessment
- Environment
- PDMU/LLW
- Health and Safety
- Educational Visits/Outings
- Safe recruitment and selection including risk assessments for volunteers
- Governance

- Staff Conduct
- Managing Allegations Against Staff
- Whistle blowing
- RSE
- Curriculum
- Behaviour Management
- Attendance
- Anti Bullying
- Intimate Care
- E-Safety

Safeguarding and Child Protection – Key Principles

The general principles, which underpin our work, are those set out in the 'UN Convention on the Rights of the Child' and are enshrined in the 'Children (Northern Ireland) Order 1995 - Co-Operating to Safeguard Children and Young People in Northern Ireland - DOH, 2017', the Department of Education (Northern Ireland) guidance 'Safeguarding and Child Protection in Schools' (DENI Circular 2017/04) and the Safeguarding Board for NI Core Child Protection Policy and Procedures (2017).

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

- the child or young person's welfare is paramount
- the voice of the child or young person should be heard
- parents are supported to exercise parental responsibility and families helped stay together
- partnership
- prevention
- responses should be proportionate to the circumstances
- protection
- evidence based and informed decision making

2.0 RELEVANT LEGISLATION AND DE CIRCULARS

Relevant Legislation and DE Circulars

- United Nations Convention on the Rights of the Child
 - Article 3 - right to have his/her welfare considered paramount in all decisions
 - Article 12 - right to be heard
 - Article 19 - right to be protected from abuse and neglect
 - Article 23 - a disabled child has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community
- The Children (NI) Order 1995
- Education and Libraries (NI) Order 2003
- Sexual Offences (NI) Order 2008
- Safeguarding Vulnerable Groups (NI) Order 2007
- Safeguarding Board (NI) Act 2011
- Children's Services Cooperation Act 2015
- Public Services Ombudsman (NI) Act 2016
- Addressing Bullying in Schools (NI) Act 2016
- The Domestic Abuse and Civil Proceedings Act (NI) 2021
- SNI Regional Core Child Protection Policy and Procedures (to be accessed via <https://www.proceduresonline.com/sbni/contents.html#core>)

DE Circulars

- 1999/17 Parental Responsibility
- 2012/19 Guidance for vetting of volunteers in schools
- 2013/01 Vetting of paid workers in schools
- 2013/16 Relationships and sexuality education policy in schools
- 2014/27 Managing Information on Persons who Pose a Risk of Harm to Pupils
- 2015/13 Managing allegations against staff
- 2016/26 Effective Educational Use of Mobile Digital Devices
- 2016/27 Online Safety
- 2017/04 Safeguarding and Child Protection in Schools; A Guide for Schools
- 2017/13 Recording Information about Looked After Children on C2K

- 2018/7 Self Assessment Audit Tool for Schools
- 2020/07 Child Protection: Record Keeping in Schools
- 2020/05 Guidance for Schools on Supporting Remote Learning
- 2021/01 Further guidance for schools on supporting remote learning
- 2021/12 Addressing Bullying Act (NI) 2016. Statutory Guidance for Schools and Board of Governors
- 2021/13 Interim Guidance on the use of Restraint and Seclusion in Educational Settings
- 2021/08 School Development Days 2021: Trauma Informed Practice and SEN Included
- 2022/02 Children Who Display Harmful Sexual Behaviour

These documents and a wide range of Safeguarding and Child Protection resources can be found at: www.eani.org.uk/school-management/safeguarding-and-child-protection

The EA Safeguarding and Child Protection Support Service (CPSS) contact number is - 028 9598 5590

3.0 THE SAFEGUARDING AND CHILD PROTECTION TEAM

Lisnasharragh Primary School - Safeguarding and Child Protection Team

The following are members of the school's Safeguarding and Child Protection Team:

- Principal and Designated Person Mrs L Stewart
(Beginning post Nov. 2023 – Mrs A Palnoch Acting Principal during this time)
- Deputy Designated Person Miss C Lowry
- Vice-Principal and Deputy Designated Person Mrs A Palnoch
- Designated Governor for Child Protection Mr A Dugan
- Designated Governor for Child Protection Mrs A Crawford
- Chair of the Board of Governors Mr J McClune

(In accordance with EA guidance, the Chairperson will not be required to attend all meetings of the team)

Contact Details

Members of the Safeguarding and Child Protection Team can be contacted by request using the schools direct phonenumber 028 9040 1211. In addition, contact details are listed below;

- Principal and Designated Person Mrs L Stewart
lstewart935@lisps.belfast.ni.sch.uk (Beginning post November 2023)
- Vice-Principal and Deputy Designated Person Mrs A Palnoch
apalnoch882@lisps.belfast.ni.sch.uk
- Deputy Designated Person Miss C Lowry
clowry877@lisps.belfast.ni.sch.uk
- Chair of the Board of Governors Mr J McClune
john.mcclune@talk21.com

4.0 SAFEGUARDING ROLES AND RESPONSIBILITIES

Roles and Responsibilities

a Designated Person and Deputy Designated Person

Every school is required to appoint a Designated Person with responsibility for Safeguarding and Child Protection. They must also appoint a Deputy Designated Person who will actively support the Designated Teacher in carrying out the following duties:

- keeping the school Principal informed (if not the DP or DDP)
- the induction and training of all school staff including support staff
- being available to discuss the safeguarding and child protection concerns of staff
- responsibility for record keeping relating to safeguarding and child protection concerns
- maintaining a current awareness of early intervention supports and other local services
- making referrals to Social Services or PSNI where appropriate
- liaison with the EA Designated Officers for safeguarding and child protection
- leading the development of the school's safeguarding and child protection policy
- promotion of a safeguarding and child protection ethos in the school
- compiling reports for the Board of Governors regarding safeguarding and child protection

b Principal

The Principal must:

- ensure the Board of Governors are kept fully informed of all developments relating to safeguarding and child protection including changes to legislation, policy, procedures, DE circulars, inclusion of child protection on each meeting agenda
- as Secretary to the governors, assist in fulfilling safeguarding and child protection duties
- manage allegations / complaints against school staff

- establish and manage the operational systems for safeguarding and child protection
- appoint and manage designated person / deputy designated person (who are enabled to fulfil their safeguarding and child protection responsibilities)
- ensure safe and effective recruitment and selection (including awareness of safeguarding and child protection for new staff and volunteers)
- ensure that parents receive a copy or summary of the safeguarding and child protection policy at intake and at a minimum every two years
- maintain the school's record of child abuse complaints

c Board of Governors

The Board of Governors must ensure:

- designated and deputy designated persons are appointed
- designated governor(s) for safeguarding and child protection is appointed
- understanding of the roles of the designated and deputy designated persons
- safeguarding and child protection training is given to all staff and governors including refresher training
- the school has a safeguarding and child protection policy which is reviewed annually
- parents receive a copy of the safeguarding and child protection policy every two years
- parents receive a copy of the complaints procedure every two years
- the school has an anti-bullying policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying (see the Addressing Bullying in Schools Act (NI) 2016)
- there is a code of conduct for all adults working in the school
- all school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19
- they receive an annual report on safeguarding and child protection matters
- safeguarding and child protection is a standing item on Board of Governors meetings (updates should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff)

- the school maintains safeguarding and child protection records in line with DE Circulars '2015/13 Dealing with Allegations of Abuse Against a Member of Staff' and '2016/20 Child Protection - Record Keeping in Schools'

d Chairperson of the Board of Governors

The Chairperson of the Board of Governors must:

- have a pivotal role in creating and maintaining a safeguarding ethos
- receive appropriate training
- assume lead responsibility in the event of a safeguarding and child protection complaint or concern about the Principal
- ensure compliance with legislation and record keeping procedures

e Child Protection Team (including Designated Governor(s) for Safeguarding and Child Protection)

The Child Protection team should receive training by the Education Authority and can contribute to the following:

- reviews of the Safeguarding and Child Protection Policy
- updates and reports by the designated teacher to the Board of Governors
- the recruitment of staff and vetting procedures
- safeguarding and child protection training arrangements

f Other Members of School Staff

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

They should remember the 5 Rs:

- ✓ Receive
- ✓ Reassure
- ✓ Respond
- ✓ Record
- ✓ Refer

Members of staff must:

- refer concerns or disclosures initially to the designated person for safeguarding and child protection or to the deputy if he/she is not available

- listen to what is being said without displaying shock or disbelief and support the child
- act promptly
- make a concise record of a child's disclosure using the actual words of the child using the school's 'Note of Concern' form **(See Appendix 1)**.
- avail of whole school training and relevant other training regarding safeguarding children
- not give children a guarantee of total confidentiality regarding their disclosures
- not investigate nor should they ask leading questions

In addition, The Class Teacher should:

- complete a Note of Concern if there are safeguarding concerns such as; poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse.

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts. The Designated/Deputy Designated teacher will immediately follow the school's child protection procedures.

g Support Staff

- if any member of the support staff has concerns about a child or staff member they should report these concerns to the designated person or deputy designated person if he/she is not available. A detailed written record of the concerns will be made and any further necessary action will be taken.

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

Do:

- Listen to what the child says
- Assure the child they are not at fault
- Explain to the child that you cannot keep it a secret
- Document exactly what the child says using his/her exact words
- Remember not to promise the child confidentiality
- Stay calm
- Listen
- Accept
- Reassure
- Explain what you are going to do
- Record accurately
- Seek support for yourself

Do not:

- Ask leading questions.
- Put words into the child's mouth.
- Ignore the child's behaviour.
- Remove any clothing.
- Panic
- Promise to keep secrets
- Ask leading questions
- Make the child repeat the story unnecessarily
- Delay
- Start to investigate
- Do Nothing

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.

5.0 CODE OF CONDUCT FOR STAFF AND VOLUNTEERS

Code of Conduct for all those adults working at Lisnasharragh Primary School

The protection and promotion of the welfare of our pupils is a responsibility for all members of staff. In meeting this, we work towards a culture of mutual trust and respect in school through which the best interests of the children entrusted to our care is paramount. The school's policy is set out in our "Code of Conduct for Staff and Volunteers in School" Autumn 21 Policy. This extends to staff, both teaching and non-teaching, and volunteers. The contents has been agreed with teaching and non-teaching staff with a record of compliance kept by Senior Leadership. Staff must always be mindful of the fact that they hold a position of trust, and their behaviour towards children in their charge must be above reproach. The Code of Conduct is not intended to discourage positive interaction between staff and pupils but to assist staff in respect of the complex issue of Child Abuse, by drawing attention to the areas of risk for staff and by offering guidance on appropriate conduct. The Code cannot address every possible circumstance in which staff might find themselves, however it is intended that staff will be mindful of the Code which will raise awareness of issues and situations which can potentially arise. In all circumstances, our staff will exercise professional judgement and the Code of Conduct serves only to confirm what has always been their safe practice.

6.0 THE ROLE OF PARENTS AND PARENT SUPPORT

The Role of Parents

The primary responsibility for safeguarding and child protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child. It is essential that the school has up-to-date contact details for the parent/carer.

Parents can play their part in safeguarding by informing the school:

- if the child has a medical condition or educational need
- if there are any Court Orders relating to the safety or wellbeing of a parent or child

- if there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility
 - if there are any changes to arrangements about who brings their child to and from school
 - if their child is absent. Parents should send in a note on the child's return to school (this assures the school that the parent/carer knows about the absence)
- Information on parental responsibility: www.eani.org.uk/schools/safeguarding-and-child-protection

Parenting NI – Managing your Child's Behaviour : Top Tips

One of the biggest challenges parents face is managing difficult behaviour. Most children and young people can be disruptive at times when they behave in a challenging way. It helps to have options that can be used to help manage their behaviour.

1 Ages and stages

Be sure that you know what your child is capable of doing depending on his or her age and stage of development. Sometimes we think a child is misbehaving but the behaviour can be quite natural for the developmental stage they are at. Knowing this helps you look at behaviour management more objectively and less reactively.

2 Have clear guidelines

Be clear about the rules you have set around acceptable behaviour. With younger children give one very clear statement rather than a lot of rules together works best. With younger children give clear direction rather than a lot of rules together works best.

3 Positive reinforcement and praise

Try to avoid being critical and use praise whenever possible. This will encourage children to continue behaving in an acceptable manner. Reinforcement should be focused on promoting a child's self-esteem and feelings of accomplishment

and cooperation. Children can be rewarded through Star Charts, playing a game, going to the park, or simply give verbal praise and appreciation.

4 Consequences and consistency

If rules and guidelines are not followed by your child then consequences will need to be given. These must be realistic, fit with child's age and stage of development and teach a lesson. Most importantly they must be consistently enforced. Start with small, time-limited consequences, and then slowly increase the time or intensity of the consequence for repeating the same behaviour.

5 Choose your battles

Try to ignore trivial things and focus on the important things. Remember that you are a role model to your child and so you should aim to model the behaviours you expect to see from them.

6 Spend time together

It's important that you spend time with your child, listen to them and have fun together. Building your relationship with your child will make them feel loved, valued and understood by you and therefore will make it easier to encourage positive behaviour.

Parent Support

At Lisnasharragh, we seek to support children and families holistically. Our safeguarding team has links with local family support services such as The Larder Foodbank and Outer East Family Support Hub. The Family Support Hub is a multi-agency network of statutory, community and voluntary organizations that provide early intervention services or work with families who need early intervention services. Any family member can request support from the Hub. A request for support can also be made, with your permission, by the school. Please contact our Designated Teacher or The Hub directly via sinead.tumelty@barnardos.org.uk or 07850541313.

7.0 DEFINITIONS AND POTENTIAL SIGNS AND SYMPTOMS OF ABUSE

Important Safeguarding and Child Protection Definitions

a Harm

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. Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm. Harm can be caused by:

- sexual abuse
- emotional abuse
- physical abuse
- neglect
- exploitation

b 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 online technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Physical Indicators	Behavioural Indicators
<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 identity 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>

c 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.

Physical Indicators	Behavioural Indicators
<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>

d Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. Common sites for non-accidental injuries include:

- Skull; fracture or bleeding under the skull
- Neck; bruising or
- grasp marks
- Ears; pinch or slap marks, bruising
- Shoulders; bruising or grasp marks
- Back, buttocks and thighs
- Knees; grasp marks
- Genitals; bruising
- Chest; bruising or grasp marks
- Eyes; black, bruised, particularly both eyes
- Mouth; torn frenulum
- Cheek/side of the face; bruising, fingermarks
- Upper and inner forearms; bruising, grasp marks

Remember – concerns can be raised by:

- Injuries to soft tissues, bruising in a non-mobile child, injuries to both sides of the body
- Injuries with particular patterns
- Any injury that doesn't fit the explanation
- Delays in presentation to medical services
- Untreated injuries

Physical Indicators	Behavioural Indicators
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	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

e 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.

Physical Indicators	Behavioural Indicators
Failure to thrive with no medical cause identified; developmental delay in all areas; poor hygiene, untreated head lice or other infestations; inappropriate dress for the weather; lack of supervision; malnourished or abnormal eating	Developmental delay/special needs, presents as under stimulated; abnormal reaction to separation - attachment disorder; poor school attendance and /or school performance; poor social skills, overactive and /or aggressive;

behaviour- bingeing or hoarding; anaemia, untreated / unmet medical needs; soiling/wetting; poor and unsafe home conditions; looks very thin, poorly and sad; constant hunger; lack of energy; special needs of child not being met; constant tiredness; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.	offending behaviour including stealing food; is very demanding of affection or attention; has no understanding of basic hygiene; tired or listless (falls asleep in class); 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.
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f 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, and 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. Indicators of Exploitation include:

- **Trafficking** - distrust, fear, signs of trauma, passport removed, limited social contact, bonded by debt, don't know where they live.
- **Sexual Exploitation** - tattoo/ownership marks, limited & sexualised clothing, limited and sexualised language,
- **Labour Exploitation** - retention of ID/passport, restriction of movement, withholding of wages, threats of harm
- **Domestic Servitude** - living and working in a private home, on call 24/7, accusations of theft, not allowed to leave the house without employer, not dining with the family.

Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or

caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

More Specific Types of Abuse

a Grooming

Grooming of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim to facilitate abuse before the abuse begins.

This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case.

Grooming is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify. If staff become aware of signs that may indicate grooming they will take early action and follow the school's safeguarding and child protection procedures.

b Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity - (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Co-operating to Safeguard

Children and Young People in NI. DHSSPS version 2.0 2017). The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange – the fact that someone coerces or manipulates a child into engaging in sexual activity in return for something they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible ‘rewards’ or ‘benefits’ such as perceived affection, protection or a sense of value or belonging. Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis. CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring will follow the school's safeguarding and child protection policy and procedures, including reporting to the appropriate agencies.

Potential indicators of Child Sexual Exploitation:

- Acquisition of money, clothes, mobile phones etc without plausible explanation.
- Truancy/leaving school without permission.
- Persistently going missing or returning late.
- Receiving lots of texts/ phone calls prior to leaving.
- Change in mood - agitated/stressed.
- Appearing distraught/dishevelled or under the influence of substances.
- Inappropriate sexualised behaviour for age.
- Physical symptoms eg bruising; bite marks.
- Collected from school by unknown adults or taxis.
- New peer groups.
- Significantly older boyfriend or girlfriend.
- Increasing secretiveness around behaviours.
- Low self-esteem.
- Change in personal hygiene (greater attention or less).
- Self harm and other expressions of despair.
- Evidence or suspicion of substance abuse.

While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring. More importantly, nor does their absence mean it is not.

c Domestic and Sexual Violence and Abuse

Domestic and sexual violence and abuse can have a profoundly negative effect on a child's emotional, psychological and social well-being. A child does not have to witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children. Domestic violence and abuse is defined as 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.' Sexual violence and abuse is defined as 'any behaviour (physical, psychological, verbal, virtual/online perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).' (Stopping Domestic and Sexual Violence and Abuse in Northern Ireland - A Seven Year Strategy - March 2016). Coercive control is described as a calculated pattern of behaviours and psychological abuse designed to isolate, manipulate and terrorise a victim into complete and fearful obedience. Children are hidden victims – we see what is happening to a victim themselves and often do not see that this is also experienced by children.

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

<ul style="list-style-type: none"> • Nervousness • Low self-worth • Disturbed sleep patterns • Nightmares / flashbacks • Physiological – stress / nerves • Stomach pain • Bed wetting 	<ul style="list-style-type: none"> • Immature / needy behaviour • Temper tantrums • Aggression • Internalising distress or withdrawal • Truancy • Alcohol and drugs • Bullying
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These symptoms can lead to a child/ young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive.

If it comes to the attention of school staff that domestic abuse, is or may be, affecting a child this will be passed on to the Designated/Deputy Designated Person who has an obligation to share the information with the Social Services Gateway Team.

Operation Encompass – (Operational 2023)

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns. This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information see [The Domestic Abuse Information Sharing with Schools etc. Regulations \(Northern Ireland\) 2022](#).

d Female Genital Mutilation

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 procedures.

e Forced Marriage

A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is a criminal offence in Northern Ireland and if the school has knowledge or suspicion of a forced marriage in relation to a child or young person we will contact the PSNI immediately.

f Children who display Harmful Sexualised Behaviour

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. As a school we support children and young people, through the PDMU element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships.

Teachers are often in a good position to consider if behaviour is within the normal continuum or otherwise. It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'. Healthy sexual behaviour will normally have no need for intervention, however consideration may be required as to appropriateness within a school setting.

Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. A one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining

boundaries and providing information and education. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required. We will also take guidance from DE Circular 2016/05 to address concerns about harmful sexualised behaviour displayed by children and young people.

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

Harmful sexualised behaviour can include:

- using age inappropriate sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not

A younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Sexually harmful behaviour is a child protection concern. Harmful sexualised behaviour will always require intervention and in our school we will refer to our child protection policy and, seek the support that is available from the CPSS.

g e-Safety/Internet Abuse

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern. In January 2014, the SBNI published its report 'An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland' which identified the associated risks around online safety under four categories:

- content risks: the child or young person is exposed to harmful material
- contact risks: the child or young person participates in adult initiated online activity
- conduct risks: the child or young person is a perpetrator or victim in peer-to-peer exchange
- commercial risks: the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs

We have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and will be energetic in teaching pupils how to act responsibly and keep themselves safe. As a result, pupils should have a clear understanding of online safety issues and, individually, be able to demonstrate what a positive digital footprint might look like. The school's actions and governance of online safety are reflected clearly in our safeguarding arrangements. Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

h Sexting

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobile phone or other device using the internet. Sexting between individuals in a relationship is something schools should look at individually. Whilst their procedures should be the same as below they may want to include something specific here re what their preventative curriculum approach will be. Pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship) and in these cases we will contact local police for advice and guidance. We may also seek advice from the EA safeguarding and Child Protection Support Service. Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances and it is not necessarily the case that they will end up with a criminal record. It is important that particular care is taken in dealing with any such cases. Adopting scare tactics may discourage a

young person from seeking help if they feel entrapped by the misuse of a sexual image.

Sharing an inappropriate image with the intention to cause distress

If a pupil has been affected by inappropriate images or links on the internet it is important that it is not forwarded to anyone else. Schools are not required to investigate incidents.

It is an offence under the Criminal Justice and Courts Act 2015 -

(www.legislation.gov.uk/ukpga/2015/2/section/33/enacted) to share an inappropriate image of another person without the individual's consent. If a young person has shared an inappropriate image of themselves that is now being shared further, whether or not it is intended to cause distress, the safeguarding and child protection procedures of the school will be followed.

8.0 BULLYING

Bullying also constitutes a form of abuse. The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used. In this Act "bullying" includes (but is not limited to) the repeated use of:

- (a) any verbal, written or electronic communication,
- (b) any other act, or
- (c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

For the purposes of this definition "act" includes omission.

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others. While bullying is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying.

At Lisnasharragh we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.

We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school. The school's policy on bullying is set out in our Anti-Bullying Policy. Please refer to this policy for detail and Anti-bullying related documents. Our Anti-bullying policy has been developed with reference to legislative framework and guidance including [The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#) and the DE Circular 2021/12: Addressing Bullying Act (NI) 2016. Statutory Guidance for Schools and Board of Governors.

9.0 CHILDREN WITH INCREASED VULNERABILITES

Children with Increased Vulnerabilities

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English and sexual orientation. Categories include the following:

a Children with a Disability

Children and young people with disabilities (i.e. any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse and those working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues.

Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Staff and volunteers working with children with disabilities will receive training to enable them to identify and refer concerns early in order to allow preventative action to be taken.

b Children with Limited Fluency in English

As with children with a special educational need, children who are not fluent in English should be given the chance to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred. Designated Persons should work with their SEN co-ordinators along with school staff with responsibility

for newcomer pupils, seeking advice from the EA's Inclusion and Diversity Service to identify and respond to any particular communication needs that a child may have. All schools should try to create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

c Pre-School Provision

Many of the issues in the preceding paragraphs will be relevant to our young children who may have limited communication skills. In addition to the above, staff will follow our Intimate Care procedures in consultation with the child's parent[s]/carer[s].

d Looked After Children

'Looked After Children' (LAC) are defined by the Children (NI) Order 1995 as children 'who are in the care of a Trust or who are provided with accommodation by a Trust.' In consultation with other agencies and professionals, a Health and Social Care Trust may determine that a child or young person's welfare cannot be safeguarded if they remain at home. In these circumstances, a child may be accommodated through a voluntary arrangement with the persons with parental responsibility for the child or the HSCT may make an application to the Court for a Care Order to place the child or young person in an alternative placement provided by the Trust. The HSCT will then make arrangements for the child to be looked after, either permanently or temporarily.

Accommodation may be in a residential home, residential school, foster placement or in a family placement with a relative or occasionally at home. They may have increased vulnerability in:

- Care placement
- School
- Academic achievement
- Fractured family relationships
- Loss of friendship groups

- Starting over again and again
- Special educational/behavioural support needs
- Emotional / mental health needs
- Involvement with statutory services and investigations

Support for 'Looked After Children' might include:

- Regular review of circumstances
- Care plan and PEP in place
- Focus on educational attainment
- LAC champion/TAP rollout
- Additional funding for schools
- Independent Advocate for LAC
- Monitoring of care placements
- Support for foster carers
- Contact with birth family
- EWS LAC team/services

Lisnasharragh Primary School is committed to supporting looked after children to ensure they get the best from a secure and safe educational setting such as ours. We will work closely with the child, parents and carers where appropriate to ensure the best educational outcomes for looked after children. Personal Education Plans (PEP's) will be completed where appropriate for children who are Looked After. Designated school staff will be actively involved in liaising with other key agencies in developing PEP's and attending meetings and reviews. Where necessary, school support will be put in place for the child/young person. Information will be shared with relevant staff on a need to know basis.

e Children who go Missing

Children and young people who go missing come from all backgrounds and communities and are known to be at greater risk of harm. This includes risks of being sexually abused or exploited although children and young people may also become homeless or a victim or perpetrator of crime. Those who go missing from

their family home may have no involvement with services as not all children and young people who run away or go missing from their family home have underlying issues within the family, or are reported to the police as missing. The patterns of going missing may include overnight absences or those who have infrequent unauthorised absences of short time duration. When a child or young person returns, having been missing for a period, we should be alert to the possibility that they may have been harmed and to any behaviours or relationships or other indicators that children and young people may have been abused.

School staff will work in partnership with those who look after the child or young person who goes missing and, if appropriate, will complete a risk assessment. Current school policies will apply e.g. attendance, safeguarding, relationships and sexuality education.

f Young People in Supported Accommodation

Staff will work in partnership with those agencies involved with young people leaving care and those living in supported accommodation and will provide pastoral support as necessary.

g Young People who are Homeless

If we become aware that a young person in our school is homeless we will share this information with Social Services whose role it is to carry out a comprehensive needs and risk assessment. We will contribute to the assessment and attend multi-disciplinary meetings.

h Separated, Unaccompanied and Trafficked Children and Young People

Separated children and young people are those who have been separated from their parents, or from their previous legal or customary primary care-giver. Unaccompanied children and young people are those seeking asylum without the presence of a legal guardian. Consideration must be given to the fact that separated or unaccompanied children may be a victim of human trafficking. Child trafficking is the recruitment, transportation, transfer, harbouring or receipt of a child or young person, whether by force or not, by a third person or group, for

the purpose of different types of exploitation. If we become aware of a child or young person who may be separated, unaccompanied or a victim of human trafficking the school will immediately follow our safeguarding and child protection procedures.

i Children of Parents with Additional Support Needs

Children and young people can be affected by the disability of those caring for them. Parents, carers or siblings with disabilities may have additional support needs which impact on the safety and wellbeing of children and young people in the family, possibly affecting their education or physical and emotional development. It is important that any action school staff take to safeguard children and young people at risk of harm in these circumstances encompasses joint working between specialist disability and children's social workers and other professionals and agencies involved in providing services to adult family members. This will assist us in ensuring the welfare of the children and young people in the family is promoted and they are safeguarded as effectively as possible. Where it is known or suspected that parents or carers have impaired ability to care for a child, the safeguarding team will give consideration to the need for a child protection response in addition to the provision of family support and intervention.

j Gender Identity Issues and Sexual Orientation

Lisnasharragh Primary School strives to provide a happy environment where all young people feel safe and secure. All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity, and not to be treated any less favourably due to their actual or perceived sexual orientation. Any child requiring support regarding their gender identity and orientation will be supported by the school. Staff will work closely with parents and any child in order to support the child's well-being and continuing education in school.

Young people from the LGBT community may face particular difficulties which could make them more vulnerable to harm. These difficulties could range from intolerance and homophobic bullying from others to difficulties for the young person themselves in exploring and understanding their sexuality. At such times

young people may be more vulnerable to predatory advances from adults seeking to exploit or abuse them. This could impede a young person's ability or willingness to raise concerns if they feel they are at risk or leave young people exposed to contact with people who would exploit them. As a staff working with young people from the LGBT community we will support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

k Boarding Schools and Residential settings

Children in the above settings are particularly vulnerable to abuse. We will ensure that staff are appropriately vetted and trained in accordance with DE guidance.

l Work experience, school trips and educational visits

Our duty to safeguard and promote the welfare of children and young people also includes periods when they are in our care outside of the school setting. We will follow DE guidance on educational visits, school trips and work experience to ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place.

10.0 SIGNIFICANT CHILDREN'S BEHAVIOURS

Significant Children's Behaviours

a Peer on Peer Abuse

Children and young people may be at risk of physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. Where a child or young person has been harmed by another, all school staff should be aware of their responsibilities in relation to both children and young people who perpetrate the abuse as well as those who are victims of it and, where necessary, should contribute to an inter-disciplinary and multi-agency response.

b Self-Harm

Self-harm encompasses a wide range of behaviours and things that people do to themselves in a deliberate and usually hidden way, which are damaging. It may indicate a temporary period of emotional pain or distress, or deeper mental health issues which may result in the development of a progressive pattern of worsening self-harm that may ultimately result in death by misadventure or suicide. Self-harm may involve abuse of substances such as alcohol or drugs, including both illegal and/or prescribed drugs.

Self-harming behaviours may indicate that a child or young person has suffered abuse, however, this is not always the case. School staff should share concerns about a child or young person who is self-harming with a member of the safeguarding team who will seek advice from appropriately qualified and experienced professionals including those in the non-statutory sector to make informed assessments of risk in relation to self-harming behaviours.

c Suicidal Ideation

Staff must act without delay if they have concerns about a child or young person who presents as being suicidal as it is important that children and young people who communicate thoughts of suicide or engage in para-suicidal behaviours are seen urgently by an appropriately qualified and experienced professional, including those in the non-statutory sector, to ensure they are taken seriously, treated with empathy, kindness and understanding and informed assessments of risk and needs can be completed as a matter of priority.

11.0 PROCEDURES FOR REPORTING SUSPECTED OR DISCLOSED CHILD ABUSE

Where the school has concerns or has been given information about possible abuse by someone other than a member of staff.

This procedure is shown in **Appendix 2**. All procedures are in keeping with those outlined in DENI Circular 2017/04, Safeguarding and Child Protection in Schools - A Guide for Schools. The purpose of these procedures is to protect our pupils by ensuring that everyone who works in the school – teachers, non – teaching staff and volunteers, have clear guidance on the action which is required where neglect or abuse of a child is suspected.

All school staff are aware of their responsibility to communicate immediately with the Designated Teacher/ Deputy Designated Teacher if informed by a child, parent or other person, or if they have suspicions or concerns about any child or adult.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff will complete a 'Note of Concern' (**See Appendix 1**) and act promptly. They will not investigate - this is a matter for Social Services, but will discuss these concerns with the designated person or with the deputy designated person if he/she is not available. The designated person (or deputy) will consult with the Principal or other relevant staff always taking care to avoid due delay. If required, advice may be sought from an Education Authority Safeguarding and Child Protection Officer.

The designated person may also seek clarification from the child or young person, or their parent/carer. If a child protection referral is not required the school may consider other options including monitoring, signposting or referring to other support agencies eg Family Support Hub with parental consent and, where appropriate, with the child/young person's consent. If a child protection referral is required the designated person will seek consent from the parent/carer and/or the child, (if they are competent to give this), unless this would place the child at risk of significant harm. The designated person will phone the Gateway Team and/or the

PSNI and will submit a completed UNOCINI referral form. Where appropriate the source of the concern will be informed of the action taken.

Consent

Concerns about the safety or welfare of a child/young person, should, where practicable, be discussed with the parent and consent sought for a referral to children's social services in the local HSC Trust, unless seeking agreement is likely to place the child/young person at further risk through delay or undermine any criminal investigative process (for example in circumstances where there are concerns or suspicions that a crime has taken place); or there is concern raised about the parent's actions or reactions. The communication/language needs of the parents/carers should be established for example in relation to disability/ethnicity and the parent's/carer's capacity to understand should be ascertained. These should be addressed through the provision of appropriate communication methods, including, where necessary, translators, signers, intermediaries or advocacy services.

Effective protection for children/young people may, on occasions, require the sharing of information without prior parental/carer consent in advance of that information being shared. Where staff decide not to seek parental consent before making a referral to children's social services in the local Health and Social Care Trust or the police, the reason for this decision must be clearly noted in the child/young person's records and included within the verbal and written/UNOCINI referral.

When a referral is deemed to be necessary in the interests of the child/young person, and the parents/carers have been consulted and do not consent, the following action should be taken:

- the reason for proceeding without parental consent must be recorded
- the withholding of permission by the parent/carer must be included in the verbal and written referral to children's social services
- the parent/carer should be contacted to inform them that, after considering their wishes, a referral has been made

Staff making a referral may ask for their anonymity to be protected as far as possible because of a genuine threat to self/family. In such instances this anonymity should be protected with an explanation to the staff member that absolute confidentiality cannot be guaranteed as information may become the subject of court processes.

Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held “in confidence”. In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a ‘need to know’ basis. Where there have been, or are current, child protection concerns about a pupil who transfers to another school we will consider what information should be shared with the designated person in the receiving school. Where it is necessary to safeguard children information will be shared with other statutory agencies in accordance with the requirements of this policy, the school Data Protection Policy and the General Data Protection Regulations (GDPR).

12.0 COMPLAINTS ABOUT POSSIBLE ABUSE BY A MEMBER OF THE SCHOOL'S STAFF

Where a complaint has been made about possible abuse by a member of staff or a volunteer.

Where a complaint about possible abuse is made against a member of staff of the school, the procedures in DE Circular 2015/13 should be followed - <https://www.education-ni.gov.uk/publications/circular-201513-dealing-allegations-abuse-against-member-staff> .

In all decisions the child's welfare is the paramount consideration and the child should be listened to and his/her concerns taken seriously. The possible risk of harm to children posed by a member of staff must be evaluated and managed and in

some cases this will require consideration of suspension as a precautionary measure.

If a complaint about possible child abuse is made against a member of staff the Principal (or the designated person if the principal is not available) should be informed and he/she will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the employing authority.

If a complaint is made against the Principal, the Designated/Deputy Designated Teacher will inform the Chairperson of the Board of Governors who will ensure that necessary action is taken.

If a member of staff receives a complaint concerning possible child abuse by a member of the Board of Governors, all aspects of the following procedures for complaints against a member of staff should be followed. The Principal should immediately inform the Chairperson unless he/she is the subject of the complaint, in which case the Chairperson's role should be exercised by the Vice Chairman.

13.0 HOW A PARENT CAN RAISE A CONCERN

How a Parent at Lisnasharragh Primary School can 'Raise a Concern'

In Lisnasharragh Primary School we aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. The following has been taken from the school's 'How to Report a Concern' poster on display throughout the school (**See Appendix 3**)

How a Parent can 'Report a Concern' about a Child's Safety (from Appendix 3)

Any parent can report a concern regarding the safety of their child or of any other child.

Step 1

'I have a concern about my child (or any other child).'

Step 2

'I can talk to the class teacher of this child.'

Step 3

'If I am still concerned I can talk to the Designated Person (Mrs Stewart) or the Deputy Designated Person (Mrs Palnoch or Miss Lowry or Mrs Whyte).'

Step 4

'If I am still concerned I can talk (or write) to the Chairperson of the Board of Governors (Mr McClune).'

Step 5

'Also, at any time I can contact: **Social Services (Knockbreda Centre)**

Telephone : 028 9050 7000

Out of Hours : 028 9504 9999

Police Service NI

Telephone : 101

(You will be put in contact with a specially trained officer.)

14.0 RECORD KEEPING**Record Keeping**

In accordance with DE guidance we must consider and develop clear guidelines for the recording, storage, retention and destruction of both manual and electronic records where they relate to child protection concerns. In order to meet these requirements all safeguarding and child protection records, information and confidential notes concerning pupils are stored securely and only the designated teacher/deputy designated teacher and Principal have access to them. In accordance with DE guidance on the disposal of child protection records these records will be stored from child's date of birth plus 30 years. If information is held electronically, whether on a laptop or on a portable memory device, all must be encrypted and appropriately password protected. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the designated/deputy designated person. The person who reports the incident must treat the matter in confidence.

Transfer of Records and Information

If a pupil who is known to be on the Child Protection Register changes school, the DT will inform the Social Worker responsible for the case and transfer the appropriate records to the receiving school.

Should a child transfer to another school whilst there are child protection concerns we will share these concerns with the Designated Teacher in the receiving school. A copy of child protection records will be transferred to the receiving school for the child. In some cases advice may be sought from CPSS in regard to the transfer of information.

Record Keeping in Relation to Staff

Where an allegation is made against a member of staff and is pursued as a formal referral or under the school's disciplinary procedures, a summary is entered in a hard backed book 'Abuse Complaints Against Staff' which will be housed in the locked Child Protection cabinet. This entry will contain details of the complaint and will be made available to the Chair of the Board of Governors at least annually for formal signatory or as deemed necessary.

15.0 STAFF TRAINING

School Governors

Child Protection Training for school governors has three specific strands:

- Initial Child Protection Awareness Training as part of the induction programme for all new governors.
- Child Protection Training from the CPSS for Chairperson and Designated Governor for Child Protection in order that they can assist the full Board of Governors with their child protection governance. This should be completed during each term of office (every four years).

- Training on recruitment, selection and vetting which incorporates child protection legislation and DE guidance for all governors who will be sitting on interview or teacher appointments panels.

Designated Teacher Training/Deputy Designated Teacher Training

Designated Teachers (DTs) and Deputy Designated Teachers (DDTs) at Lisnasharragh PS attend the two-day CPSS Introduction to Child Protection course, within their first year in post.

DTs and DDTs attend refresher training every 3 years thereafter. All training is subject to the Safeguarding Board for Northern Ireland's (SBNI) Child Protection and Safeguarding Learning and Development Strategy 2014-2017.

Whole School Training

The DT and DDT cascade child protection training to the whole school, at a minimum every two years. All staff are made aware of the signs and symptoms of possible abuse and are aware of the relevant child protection procedures, including how to contact the Designated Teacher.

When new staff or volunteers start at the school they are briefed on the school's Child Protection Policy and given copies of relative policies. The DT/DDT are named and/or introduced.

16.0 RECRUITMENT AND VETTING

Safe Recruitment Procedures

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate.

All staff paid or unpaid who are appointed to positions are vetted / supervised in accordance with relevant legislation and DE guidance. The school secretary maintains a record of individuals who have successfully completed an Access NI

'Enhanced Disclosure Check.' This check identifies anyone who has a criminal record with the PSNI. All substitute teachers are employed through the NISTR register and therefore also subject to Access NI checks. Students on placement will be subject to Access NI checks via their Universities/Educational Bodies. Volunteers and occasional visitors are supervised with pupils in accordance with relevant legislation and Departmental guidance.

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach. All staff should refer to the school's "Code of Conduct for Staff and Volunteers" Autumn 2021 Policy.

Volunteers

There are two types of volunteers working in schools: those who work unsupervised and those who work under supervision. Volunteers who work unsupervised are required to have an Enhanced Disclosure Check. A volunteer who works under supervision is not required to obtain an Enhanced Disclosure Check, however, schools/ organisations must determine whether the level of supervision meets the statutory standard - see DE Circular 2012/19.

Visitors to Schools

Visitors to our school, such as parents, assembly speakers, suppliers of goods and services, to carry out maintenance etc are not routinely vetted before being allowed onto school premises. However, such visitors are managed by school staff and their access to areas and movement within the school is restricted as needs require.

Visitors are:

- Met/directed by school staff/representatives.
- Signed in and out of the school using the Visitors Book.

- If appropriate, given restricted access to only specific areas of the school.
- Where possible, escorted/supervised by a member of staff/representative.
- Clearly identified with visitor/contractor passes.
- Access to pupils restricted to the purpose of their visit. Supervised at all times.
- If delivering goods or carrying out building/maintenance or repair tasks their work should be cordoned off from pupils for health and safety reasons.

17.0 THE PREVENTATIVE CURRICULUM

The Preventative Curriculum

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours. Our school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's personal development programme and is also addressed where it arises within the context of subjects. Through the preventative curriculum we aim to build the confidence, self-esteem and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations.

Throughout the school year safeguarding and child protection issues are addressed through class assemblies and there is a permanent child protection notice board in the main corridor/front reception area of school which provides advice and displays child helpline numbers. The pupils are made aware that they can specifically talk to the Designated Teacher or Deputy Designated Teacher if they are worried that something is happening to them or to someone they know. This is also reinforced through the use of age-appropriate signs displayed around the school. Flow diagram's of how a parent may raise a concern and posters

promoting the NSPCC's Child Line service are also on display throughout the school.

Other initiatives which address child protection and safety issues include;

- All year groups complete the NSPCC Speak Out Stay Safe Programme.
- In the classroom, Circle Time / PDMU Living Learning Together 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.
- Charities and organisations visit the school to provide information on a range of pastoral care and child protection issues e.g., Love for Life, the PSNI, NIFRS Fire-Service and Health Visitors.
- Action Mental Health deliver their Whole School 'Healthy Me' Programme to KS1 and KS2.
- Primary 6/7 children are tasked to create Child Protection Team Posters for display throughout the school.
- P7 pupils participate in a 'Love for Life' workshop "What's Inside" examining issues such as growing up, puberty, decision making, healthy relationships etc.
- Whole school annual celebration of Anti-bullying Week and Safer Internet Day.
- The Lisnasharragh Safer Schools App (developed by INEQE) has been shared throughout the school community for staff, parents and pupils in P6/P7 to download.

18.0 OTHER POLICIES

18.1 Overview

The school has a duty to ensure that safeguarding permeates all activities and functions. This child protection policy complements and support a range of other school policies including:

- Attendance Policy.
- Positive Behaviour Policy.
- Anti-Bullying Policy.
- Safe Handling/Use of Reasonable Force Policy.
- Special Educational Needs Policy
- First Aid and Administration of Medicines (Drugs) Policy
- Health and Safety Policy.
- Relationships and Sexuality Education Policy
- Intimate Care Policy
- E-Safety Policy.
- Staff Code of Conduct.
- Complaints Procedure

All policies are routinely reviewed, with regular risk assessments carried out where required. Please refer to the above for more details. All policies are available to parents and accessible via the school website - with hard copies available on request.

18.2 INTIMATE CARE

Intimate care can be defined as any activity that is required to meet the personal care needs of a child. Parents / carers have a responsibility to advise the school of the intimate care needs of their child. In such cases a meeting will be held to discuss the policy and procedures to be followed. In the event of an accident or a

child needing assistance regarding intimate care the procedures outlined in the school's intimate care policy set out below will be followed.

All children have the right to be safe and to be treated with respect and dignity. A level of privacy should be provided which is commensurate with the child's age and the situation involved. Parents/Guardians are asked to complete a consent form for Intimate Care when their child joins Lisnasharragh PS.

If a child has to change clothing due to wetting and/or soiling themselves or being physically sick we will ensure their well-being by taking the following steps:

- incidents will be dealt with as soon as staff are aware of the situation
- the child will be reassured and made as comfortable as possible
- we have a small stock of clothing such as pants and socks that can be provided for the younger children (please wash and return) - PE kits may also be used.
- if required, a child will be given assistance regarding the changing of clothing – this would generally apply to children at Foundation Stage (P1 and P2) and Key Stage 1 (P3 and P4).
- the school will make every effort to contact parents as soon as possible
- if a child is very distressed parents may wish to take them home.
- a record of any incident requiring a change of clothing will be kept by the Designated Person.

18.3 SAFE HANDLING/USE OF REASONABLE FORCE POLICY

Our policy on physical restraint by staff is set out in a separate policy Safe Handling/Use of Reasonable Force Policy in accordance with 'Interim Guidance on the use of Restraint and Seclusion in Educational Settings 2021/13.' It acknowledges that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

18.4 FIRST AID (MINOR INJURIES)

If a child sustains a minor injury in school resulting in a 'bump' or small cut the injured area will be cleaned with water and, if necessary, a plaster applied.

Parents must inform the school if a child is not permitted to have a plaster applied. A 'Playground Note' or 'Virtual Playground Note' via Seesaw detailing the injury and the action taken will be sent home on the same day. Where a more serious incident has occurred, the emergency services and the child's parents will be contacted immediately.

18.5 ADMINISTRATION OF MEDICINES/DRUGS POLICY

We wish to ensure that pupils with medication needs receive appropriate care and support at school. Our Drugs Policy, set out in a separate document, outlines the school procedures for administering medicines to pupils. Please refer to this policy for further detail.

18.6 HEALTH AND SAFETY POLICY

Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits. See <https://www.eani.org.uk/school-management/educational-visits> for guidance.

The Health and Safety of our school community is constantly prioritised and under review. This includes the response to COVID 19. In light of the COVID 19 pandemic, the following school health and safety procedures have been continuously reviewed in accordance to current PHA guidance;

- arrivals, departures and moving around the school
- hand washing and hygiene
- use of face covering
- social distancing and class bubbles
- contact tracing
- toilets
- break and lunch times
- use of canteen facilities
- P.E.

- Parents entering the building
- behaviour management in school

Please refer to the school's Health and Safety Policy as well as the Behaviour Policy COVID 19 Appendix 2020/21 for more detail.

Any planning of educational visits will now be carried out in adherence with the protective measures outlined in DE Education COVID-19 Guidance for Schools document, 4th Edition March 2021 and any relevant PHA guidance.

18.7 DATA PROTECTION

Lisnasharragh Primary School is the data controller of the personal information we hold about our pupils and their parents/families/carers/legal guardians. This means that we are responsible for deciding how we hold and use the personal information which we collect. We believe privacy is important. We are committed to complying with our data protection obligations and to being concise, clear and transparent about how we obtain and use personal Information and how (and when) we delete that information once it is no longer required. The following GDPR policies, procedures and documents have been adopted by the Board of Governors:

- GDPR Policy
- Privacy Notice
- Information Asset Register
- Staff Training Guide
- Data Breach Management Procedure
- Subject Access Request Procedure
- Department of Education Document Disposal Schedule

18.8 E-SAFETY POLICY

The school wishes to ensure safe and acceptable practices for all staff and pupils when accessing the internet and using other digital technology. The school's policy on online safety and the acceptable use of the Internet and digital technologies is set out in our separate E-Safety Policy.

19.0 MOBILE PHONE POLICY

Children bringing Mobile Phones to School

To ensure the safety of children and staff, Lisnasharragh operates a strict mobile phone policy.

We discourage children from bringing a mobile phone to school.

Children in **P5-P7** may bring a mobile phone to school if, by having a mobile phone in school, it will play a part in securing the child's personal safety on their journey to and/or from school as they are not accompanied by an adult – for part or all of their journey.

The following procedures must be followed.

- Mobile phones must be switched off **before** entering the school premises.
- On arrival at school, Pupil's must hand mobile phones immediately into the Principal's Office. They will be stored safely and securely for the duration of the school day.
- Pupils can collect mobile phones from the Principal's Office at the end of the school day. These must only be switched on after exiting the school premises.
- A mobile phone is brought into school at the owner's own risk; the school accepts no responsibility for any loss or damage whilst the device is on school premises.
- Mobile phones will be confiscated by school staff if children are seen with these in their possession during the school day outside of the parameters set out above.
- A confiscated phone will be taken to the Principal's Office where the phone will be stored securely for the remainder of the day.
- Confiscated mobile phones can be collected from the Principal's Office at the end of the school day and parents may be informed.

- Repetitive breaches of the above policy by the same student will require parents or carers to collect the mobile phone from school. Further sanctions may be applied in line with the school's Behaviour Policy.
- If a concern is reported regarding the misuse of an electronic device on the school premises, a member of senior staff may examine any data or files on the device if they think there is good reason to do so. This must be justified and proportionate – for example in response to a safeguarding or child protection concern.

Use of Mobile Phones by Adults in the School Building

Lisnasharragh is very much 'an extended school'. This means that each week there are many adults who come in and out of the building to provide additional learning opportunities for our children. As you will be aware (from incidents covered by the media) there are possible dangers regarding adults using mobile phones in areas where young children are present. Our directive regarding mobile phones follows clear advice from child protection officers at the Education Authority and concerns protecting not just the children but adults as well.

Those inside the school building do not use mobile phones (for any purpose) during teaching time or in areas where children might be present. This includes staff, parents, contractors and all other visitors. An exception is when a member of staff is in a particular part of the school and is following technical instructions from an engineer. Teachers and classroom assistants may use mobile phones (if required) when taking children out of school, for example, when walking to and from the swimming pool, on single day trips or residential visits. Any individual can be contacted via the school telephone if there is an emergency. A number of signs relating to this matter have been mounted on the walls of the rooms and corridors. Specific details regarding staff and volunteers using mobile phones can be found in the schools separate "Code of Conduct for Staff and Volunteers".

Use of Cameras by Parents at School Events

Following advice from safeguarding and child protection officers at the Education Authority we will continue to permit parents to take photographs and video footage of their children at special events such as Sports Day.

However, at events such as this, parents are told these photos/videos are NOT to be uploaded and shared on any social media site. Photographs and videoing might not be permitted on a particular occasion when we have asked a professional to produce either photographs or a video, for example, at a school play.

20.0 USE OF CHILDREN'S PHOTOGRAPHS AND DIGITAL IMAGES BY THE SCHOOL

Regarding the use of images parental permission is annually sought on this matter and all replies are kept by the class teacher. Relevant information regarding replies is also sent to the Designated Teacher. Parents have the responsibility to notify the school if there are any changes to this information throughout the year. To protect our pupils, we will:

- seek parental consent and their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- not use pupils full name with an image
- ensure pupils are appropriately dressed
- ensure that personal data is not shared.
- store images appropriately, securely and for no longer than necessary.
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

21.0 COMPLAINTS PROCEDURE

Lisnasharragh Primary School Complaints Procedure (see separate Policy for full details)

Time Limit

Please contact the school as soon as possible, unless there are exceptional circumstances, complaints will normally only be considered within 6 months of origin of the complaint to the school.

Stage One

When making a complaint, contact the school Principal who will arrange for the complaint to be investigated. If the complaint is about the Principal, proceed to

Stage Two. The school requires complaints to be made in writing, where this may present difficulties, please contact the school which will make reasonable arrangements to support you with this process.

Please provide as much information as possible including:

- name and contact details
- what the complaint is about
- what has already been done to try to resolve it and
- what you would like the school to do to resolve the complaint.

The complaint will normally be acknowledged within 5 school working days and a response normally made within 20 school working days of receipt of the complaint. This response will be issued in writing by the Principal and will indicate with reasons whether the complaint has been upheld, partially upheld or not upheld.

These timeframes may need to be reviewed if complaints are ongoing during school holiday periods. If you remain unhappy with the outcome at Stage 1, the complaint may be progressed to Stage 2 which is overseen by the Board of Governors.

Stage Two

If the complaint is unresolved after Stage One, write to the Chairperson of the Board of Governors (care of the school and marked 'private and confidential'). Where this may present difficulties, please contact the school which will make reasonable arrangements to support the complainant with this process. The Chairperson will convene a committee to review the complaint. Please provide as much detail as possible as indicated above. The complaint will normally be acknowledged within 5 school working days and a final response normally made within 20 school working days from date of receipt of the complaint. The response will be issued in writing by the Chairperson of the committee. These timeframes may need to be reviewed if complaints are ongoing during school holiday periods.

Northern Ireland Public Services Ombudsman (NIPSO)

If following Stage Two you remain dissatisfied with the outcome of your complaint, you can refer the matter to the Office of the Northern Ireland Public Services Ombudsman (NIPSO). The Ombudsman provides a free, independent and impartial service for handling complaints about schools in Northern Ireland. You have the right to complain to the Ombudsman if you feel that you have been treated unfairly or have received a poor service from a school and your complaint has not been resolved to your satisfaction.

A complaint should normally be referred to NIPSO within six months of the final response from the School. The school must advise in its concluding letter that the complaint may be referred to the NIPSO if you remain dissatisfied. Contact details for NIPSO are:

Office of the Northern Ireland Public Services Ombudsman

Progressive House, 33 Wellington Place, Belfast, BT1 6HN

Freepost: FREEPOST NIPSO

Telephone: 02890 233821

Freephone: 0800 34 34 24

Email: nipso@nipso.org.uk

Web: www.nipso.org.uk

22.0 RESPONSE TO COVID-19 PANDEMIC

There have been significant changes within our setting in response to the Covid-19 Pandemic. Despite the changes of how school operates and meets the needs of its learners, parents/carers, staff and wider school community, the school's Safeguarding and Child Protection Policy is fundamentally the same: children and young people always come first, staff should respond robustly to safeguarding concerns and contact the school's Designated Teacher for Safeguarding and Child Protection in line with our established safeguarding procedure.

In April 2021, the Board of Governors ratified three additional policies in relation to Covid- 19;

1. Remote learning policy
2. Annex to our Safeguarding policy (Covid-19 2020/2021)
3. Annex to our Behaviour Policy (Covid-19 2020/2021)

These set out some of the adjustments we have made in line with the changed arrangements in the school and following advice from the Department of Education N.I. and local agencies. We continue to adhere to government guidelines and keep abreast of any updated advice from the Education Authority Child Protection Support Service.

23.0 MONITORING AND EVALUATION

Safeguarding and Child Protection Policy - Monitoring and Evaluation

This Policy will be reviewed annually by the safeguarding and child protection team and approved at least every two years by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the school's staff induction and training programme and as part of day to day practice. Compliance with the policy will be monitored on an on-going basis by the designated person and periodically by the safeguarding and child protection team. The Board of Governors will also monitor child protection activity and the implementation of this policy on a regular basis through the provision of updates from the designated person.

Many thanks for your co-operation in all matters relating to safeguarding and child protection.

Lisnasharragh Primary School Safeguarding and Child Protection Team

Autumn 2022/23

APPENDICES

APPENDIX 1: Note of Concern

APPENDIX 2: Processes for Referral Flow Chart

APPENDIX 3: Steps to Report a Concern Poster

APPENDIX 4: School Report to Social Services

APPENDIX 1: Note of Concern



Safeguarding and Child Protection

Confidential Note of Concern (Page 1)

To be completed by the person bringing the matter to the attention of the Designated Person **in all incidences** where there is a concern.

Name of Child _____

Class _____

Date and time of incident or disclosure _____

Description of incident or disclosure _____

Names of those involved _____

Names of any witnesses _____

Action taken to date (if any) _____

Signed (by person raising concern) _____ Date _____

Confidential Note of Concern (Page 2)

To be completed by the Designated Person (after Page 1 has been completed).

Date and time this Note was given to Designated Person _____

Was advice sought from the Child Protection Support Service? 028 9598 5590 Yes No

Further action taken _____

Note being added to the Children's Child Protection Folder Yes No

(If No please state reason) _____

Signature of Designated Teacher _____

Date _____

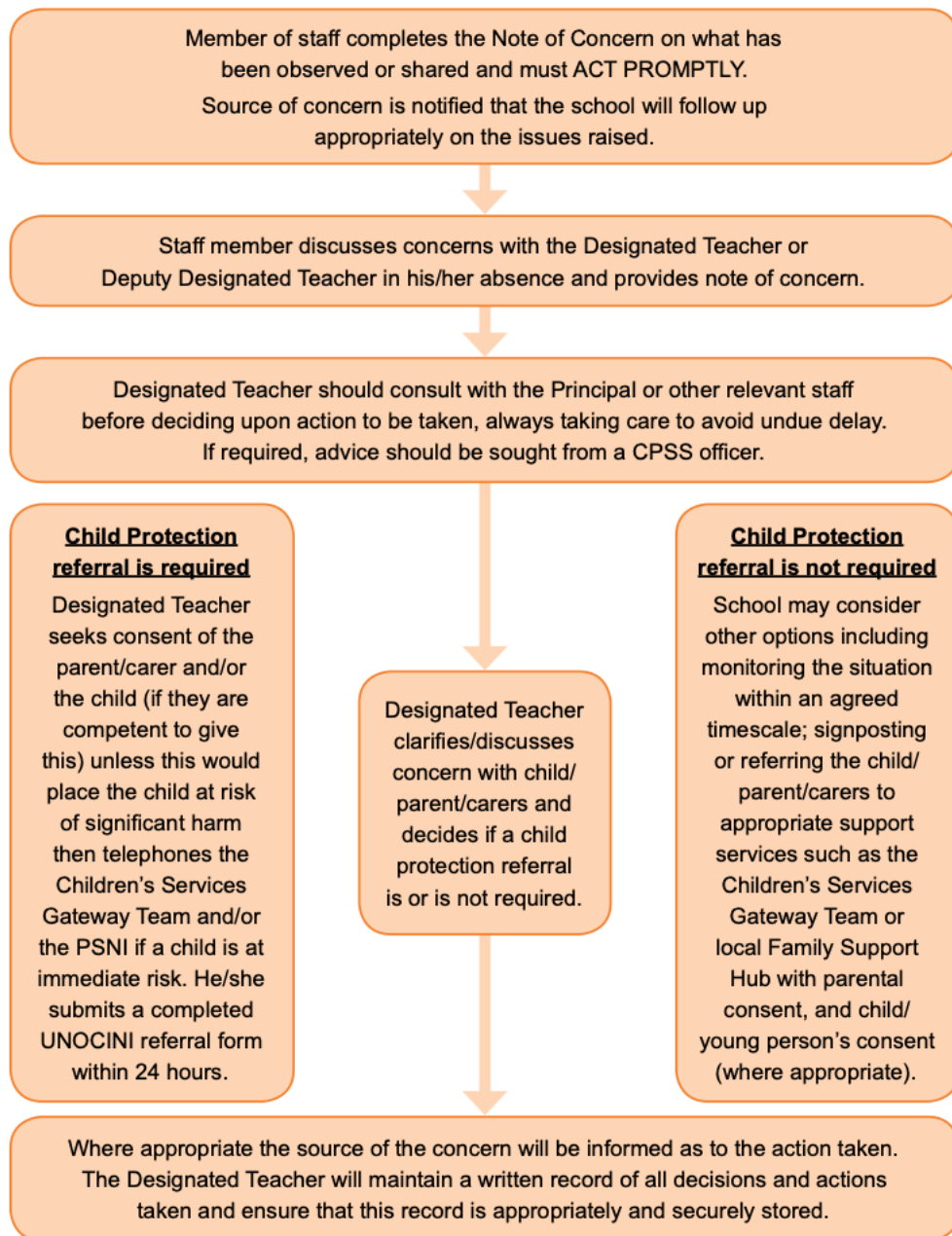


Safeguarding and Child Protection

APPENDIX 2: Processes for Referral Flow Chart (2 pages)

5.7 Processes for Referral are set out in the Flowcharts below:

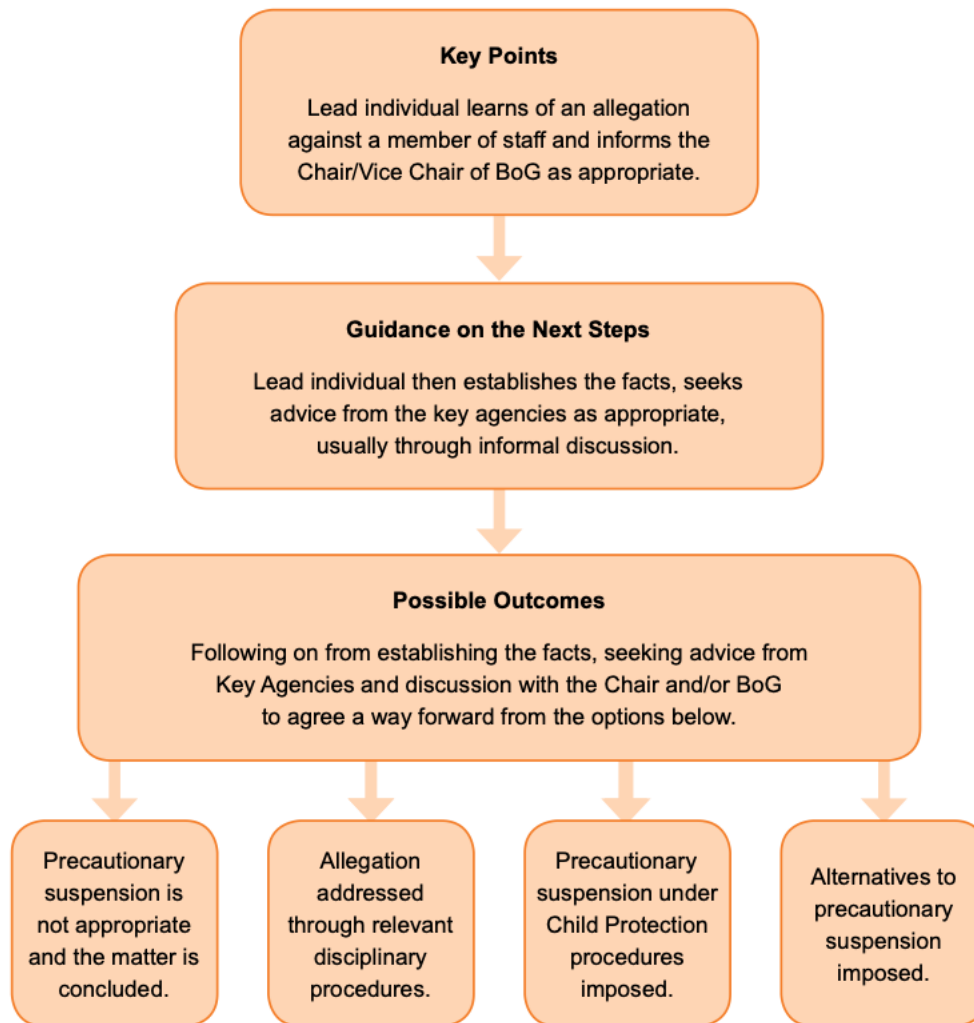
Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff^{7,8}



7 It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is reported immediately to the PSNI and Social Services to ensure that emergency protection measures are put in place. This is particularly important if there is a risk of the child at home. Contact details for the PSNI Central Referral Unit and Duty Social Workers can be found in the Contacts Section.

8 DE Circular 2020/07 Child Protection: Record Keeping in Schools.

Dealing with Allegations of Abuse Against a Member of Staff⁹¹⁰



⁹ DE Circular 2020/07 Child Protection: Record Keeping in Schools.

¹⁰ As noted previously a *Lead Individual* to manage the handling of an allegation should be identified from the outset, normally the Principal or a designated senior member of staff.

APPENDIX 3: Steps to Report a Concern Poster



Safeguarding & Child Protection

How to 'Report a Concern' about a Child's Safety

Any parent or adult can report a concern regarding the safety of their child or any other child.

Step 1

'I have a concern about my child (or any other child).'



Step 2

'I can talk to the class teacher of this child.'



Step 3

'If I am still concerned I can talk to Miss Lowry, the Designated Person, (or if Miss Lowry is unavailable, I can talk to Mr Houston or Mrs Palnoch).'



Step 4

'If I am still concerned I can talk (or write) to Mr J McClune, Chairperson of the Board of Governors.'



Step 5

'Also, at any time I can contact the following;

Social Services (Knockbreda Centre)	Telephone:	028 9050 7000 (9.00am to 5.00pm)
Social Services (Knockbreda Centre)	Telephone:	028 9504 9999 (Out of Hours)
Education Authority Safeguarding Team	Telephone:	028 95985590
Police Service (NI)	Telephone:	101 (Non-Emergency)



Mrs Stewart
Designated Person



Miss Lowry
Deputy Designated Person



Mrs Palnoch
Deputy Designated Person

APPENDIX 4: School Report to Social Services

LISNASHARRAGH P.S. SCHOOL REPORT TO SOCIAL SERVICES

PUPIL'S NAME:		DOB:	
ADDRESS:			
SCHOOL:	Lisnasharragh Primary School Tudor Drive BT6 9LS	YEAR GROUP:	
PARENT/GUARDIAN DETAILS:			
% ATTENDANCE (INCLUDE REASONS GIVEN FOR ABSENCES):			
PUNCTUALITY (INCLUDE NO. OF DAYS LATE/ANY NOTICABLE PATTERNS):			
ATTAINMENT LEVELS/EDUCATIONAL PERFORMANCE (INCLUDE CAT, PTM & PTE IF APPLICABLE).			
SPECIAL EDUCATIONAL NEEDS: <u> </u> (If yes please provide details):			
		YES	<input type="checkbox"/>
		NO	<input type="checkbox"/>

WHAT IS WORKING WELL?
<p><i>Please provide summary of the strengths for the child/ren/family. Please consider parent/carer's behaviour, child(ren)'s behaviour (in and out of class), child's physical/emotional presentation, presentation of work, participation in teaching/learning experiences, child's relationships with teacher/other adults and other children, school's contact with home or anything else you consider relevant.</i></p>

WHAT ARE WE WORRIED ABOUT?
<p><i>Please provide summary of your current worries for the child/ren/family. Please consider parent/carer's behaviour, child(ren)'s behaviour (in and out of class), child's physical/emotional presentation, presentation of work, participation in teaching/learning experiences, child's relationships with teacher/other adults and other children, school's contact with home or anything else you consider relevant.</i></p>

ACTIONS TAKEN BY SCHOOL TO ADDRESS PRESENTING ISSUES
<p><i>Please provide a summary of supports offered to the child/ren/family <u>e.g.</u> referral to EA services, voluntary/statutory agencies. What additional actions/services do you think would benefit this child/family in moving towards a safer environment for the child(ren)?</i></p>

DESIGNATION:	SIGNATURE:	DATE:
<i>Designated Teacher:</i>		
<i>Principal:</i>		