

Our Lady Queen of Peace P.S. [& Nursery Unit]



Pastoral Care Policy Child Protection

Our School is a Rights Respecting school and Articles 3, 4, 6 and 19 of the United Nations Convention on the Rights of the Child (CRC) underlines our Child Protection Policy:

“The best interests of the child must be a top priority in all things that affect children” A3

“Governments must do all they can to make sure every child can enjoy their rights”A4

“Every child has the right to life And develop to their full potential”A6

“Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them. A19

Ratified by Board of Governors 27th September 2017

Section 1 - Child Protection Policy

The central thrust of the Children (Northern Ireland) Order 1995 is that *the welfare of the child must be the paramount consideration*. This is the principle which underpins this Child Protection policy.

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Aims

We aim to -

- **Raise the awareness of all staff and identify responsibility in reporting possible cases of abuse.**
- **Ensure effective communication between all staff when dealing with child protection issues.**
- **Lay down the correct procedures for those who encounter an issue of child protection.**
- **Raise the awareness, in all staff, of the importance of their own protection.**

Objectives

This policy ensures that everyone who works in our school – teaching or non-teaching staff and anyone who has regular contact with our children, is aware of the procedures to follow in the event of suspected child abuse or neglect of a child.

The child protection dimension of the school involves all pupils and all adults.

The school will contribute by:

1. Ensuring all pupils have sufficient knowledge about themselves to be able to understand what constitutes appropriate and non-appropriate contact.
2. Enabling children to become aware of strategies which they may use to protect themselves from possible abusive situations
3. Developing an on-going programme of personal and social education
4. Ensuring that all new staff are made aware of Child Protection Procedures on appointment
5. Making sure that all staff and regular voluntary helpers have undergone security clearance by the police
6. Ensuring that the designated teachers avail themselves of all opportunities to update their knowledge of Child Protection procedures
7. Assisting with regular in-service training to maintain a working awareness among staff of Child Protection issues and Child Protection procedures
8. If a child on a Child Protection Register changes school this information should be passed to the new school and all files destroyed at the original school.

What is Child Abuse?

Child abuse means ill-treatment or neglect leading to physical, sexual or emotional injury or harm.

Children may be abused by a parent, sibling or other relative, a carer i.e. a person who has actual custody of a child such as a foster parent or staff member in a residential home, an acquaintance or a stranger, who may be an adult or a young person. The abuse may be the result of a deliberate act or of a failure on the part of a parent, or carer to act or to provide proper care, or both. The abuse may take a number of forms including:

Neglect - the persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Physical - physical injury to a child, whether deliberately inflicted or knowingly not prevented.

Sexual - the sexual exploitation of a child or young person for an adult's or another young person's gratification; the involvement of children or young people in sexual activities of any kind (including exposure to pornography) which they do not understand, to which they are unable to give informed consent or that violate normal family roles.

Emotional - persistent or significant emotional ill-treatment or rejection, resulting in severe adverse affects on the emotional, physical and/or behavioural development of a child.

Grave concern - while strictly not a form of abuse, (but a category of registration of abuse), this term covers children whose situation do not currently fit any of the four categories above but where social and medical assessments indicate that they are at significant risk of above. These could include situations where another child in the household has been harmed or the household contains a known abuser.

Bullying - violence, which can be physical, verbal or psychological. It is the exercising of power over another who is powerless to defend him / herself. It can be for a long or short duration. It is intentional, aggressive but never accidental. Bullying is a highly distressing and damaging form of abuse and will not be tolerated in our school. All staff are aware of the school Anti-Bullying Policy which is attached.

Indicators of abuse

The following illustrations outline indicators of abuse and neglect. These signs are not a checklist, indeed many of them could have other explanations.

Physical Abuse

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
<p>Unexplained bruises or burns particularly if they are recurrent.</p> <p>Human bite marks, welts or bald spots.</p> <p>Unexplained lacerations, fractures or abrasions.</p> <p>Untreated injuries.</p>	<p>Self destructive tendencies.</p> <p>Improbable excuses given to explain injuries.</p> <p>Chronic runaway.</p> <p>Aggressive or withdrawn.</p> <p>Fear of returning home.</p> <p>Reluctant to have physical contact.</p> <p>Clothing inappropriate to weather - Worn to hide part of the body.</p>

Neglect

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
<p>Constant hunger.</p> <p>Poor state of clothing and/or personal hygiene.</p> <p>Untreated medical problems.</p> <p>Constant tiredness.</p>	<p>Tiredness, listlessness.</p> <p>Lack of social relationships.</p> <p>Compulsive stealing, begging or scavenging.</p> <p>Frequently absent or late.</p> <p>Low self-esteem.</p> <p>Destructive tendencies</p> <p>Neurotic behaviour (eg. rocking hair-twisting, thumb-sucking).</p> <p>Chronic running away</p>

Emotional Abuse

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
<p>Sudden speech disorder. Signs of mutilation.</p> <p>Signs of solvent abuse, (eg mouth sores, smell of glue, drowsiness). Wetting and/or soiling.</p>	<p>Neurotic behaviour (eg rocking, hair twisting, thumb sucking). Reluctance for parent liaison. Fear of new situations. Chronic runaway. Inappropriate emotional responses to painful situations. Attention seeking behaviour. Poor peer relationships.</p>

Sexual Abuse

<u>Physical Indicators</u>	<u>Behavioural Indicators</u>
<p>Soreness or bleeding in the genital or anal areas. Torn, stained or bloody underclothes. Chronic ailments such as stomach pains or headaches. Difficulty in walking or sitting. the dark. Frequent urinary or yeast infections.</p>	<p>Be chronically depressed or suicidal. Sexually explicit language. Low self-esteem, self-devaluation lack of confidence. Recurring nightmares, fear of Outbursts of hysteria/anger. Over protective to siblings.</p>

N.B. If in doubt speak to someone NOW.

School Responsibilities as defined by C.C.M.S.

The CCMS considers that whilst the statutory responsibility for the protection of children from abuse rests with the Social Services, it is consistent with the aims and objectives of a Catholic school that all teachers have the duty to help protect children from abuse or the risk of abuse. When teachers see signs which cause them concern they may have the opportunity to talk to the child with tact and sympathy. However staff should not carry out any investigation or examination of the child. It is not the responsibility of school staff to undertake investigations or to make enquiries of parents or guardians and in some cases it could be counter productive for them to do so. It is for the Social Services departments to investigate suspected abuse and determine what action to take, including notifying the police.

The staff's responsibility is to immediately make their concerns known to the designated teacher if they have reasonable grounds to suspect abuse.

The Role of the Designated Teacher

The Board considers that the ultimate responsibility lies with the Board of Governors and the Principal to ensure that all non-teaching staff are aware of the Board's procedures.

Mr Kilpatrick will be designated in this school with responsibility for:-

- Ensuring that all teaching and non-teaching staff whether full-time, part-time, or temporary are aware of the Board's procedures.
- Co-ordinating action by staff in cases of suspected child abuse and reporting to the appropriate Social Services Officer, CCMS Officer and the Board's Designated Officer.
- Ensuring that the principal, teachers and the school's Education Welfare Officer are kept aware of the children 'Looked After' or on the Child Protection Register.

Procedures for reporting suspected (or disclosed) Child Abuse

The designated teacher for child protection is Mr Kilpatrick. In his absence, Mrs Sweeney will assume responsibility for child protection matters.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly.

He/She should not investigate - this is a matter for the Social Services - but should report these concerns immediately to the designated teacher, discuss the matter with him/her, and make full notes.

The designated teacher will plan a course of action, and ensure that a written record is made.

The designated teacher, in consultation with the principal, will decide, whether, in the best interests of the child, the matter needs to be referred to the Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

The designated teacher, may seek clarification or advice and consult with the SEELB's Designated Officer or the Senior Education Welfare Officer or the Senior Social Worker before a referral is made. No decision to refer a case to the Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our first priority.

Where there are concerns about possible abuse, the designated teacher will inform:

- The Social Services
- SEELB's Designated Officer for Child Protection

(This will be done in an envelope marked 'CONFIDENTIAL - CHILD PROTECTION')

If a complaint about possible child abuse is made against a member of staff the principal must be informed immediately. The above procedures will apply (unless the complaint is about the designated teacher). Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairperson of the Board of Governors will be informed immediately.

If a complaint is made against the principal, the designated teacher (or his deputy) must be informed immediately. He/She will inform the Chairperson of the Board of Governors and together they will ensure that the necessary action is taken.

If any member of staff feels unsure about what to do if he/she has concerns about a child, or unsure about being able to recognise the signs or symptoms of possible abuse, he/she should speak to the designated teacher.

It should be noted that information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told.

We require all adults employed or helping in school to have their application vetted through police records in order to ensure that there is no evidence of offences involving children or child abuse.

There may be time when adults in our school, in the course of their duty, use physical intervention to restrain children. The principal requires the adult involved in any such incident to report this to her immediately, and to record it in the interventions book.

All adults in the school receive regular training to raise their awareness of abuse and their knowledge of agreed local child protection procedures.

Monitoring and Review

The Board of Governors are made aware of Child Protection Procedures and practice in our school. They are given a copy of the school's policy and invited to comment or raise any concerns they have regarding any aspect of it. At least one member of the Board of Governors is trained on Child Protection procedures. The Board receives an update from the designated teacher each term. The policy and procedures are reviewed annually.

Handling Information

Confidentiality

Child Protection raises issues of confidentiality which should be clearly understood by all staff. Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies, and, where physical or sexual abuse is suspected, a legal duty to report this. If a child confides in a member of staff and requests that the information be kept secret, it is important that the member of staff should tell the child, sensitively that he or she has a responsibility to refer cases of alleged child abuse to the appropriate authorities.

In view of this please refer to the following guidelines:-

1. Don't panic
2. Listen
3. Believe and let them know you believe (it has been proven that only a small percentage of children lie about these matters).
4. Do not interrogate or question.
5. Affirm - whatever feelings the child has.
6. Refer to any information however trivial it may seem to:-

Our Lady Queen of Peace P.S. Pastoral Care Policy
(i) Mr Kilpatrick (ii) Mrs Sweeney (iii) Mrs Brophy
(Nursery)

7. **Make a written note of anything said.**
8. **Any such information is confidential between you, the child and the teacher to whom it is referred, who will then pass it on to the necessary departments.**
9. **Five things to say to a young person in such a situation:-**
 - a. **I believe you - (this is important)**
 - b. **I am glad you came to me.**
 - c. **I am sorry this has happened to you.**
 - d. **It is not (and never was) your fault.**
 - e. **We are going to do something to get help.**

Never promise absolute confidentiality.

Liability for Staff

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

Children's right to self-protection

At Our Lady Queen of Peace we will ensure through the teaching of our Religious Programmes 'Alive O' and Children of God, and through the use of 'Circle Time' and 'Stay Safe' that all children in our school know that they have the right:

To be safe: We will teach children that everyone has rights, such as the right to breathe which should not be taken away. Tell children that no one should take away their right to be safe.

To protect their own bodies: Children need to know that their body belongs to them, particularly the private parts covered by their swim-suits.

To say NO: Tell children it's alright to say no to anyone if that person tries to do something to them that they feel is wrong. Most children are taught to listen to and obey adults and older people without question.

To get help against bullies: Bullies usually pick on younger children. Tell children to enlist the help of friends or say no without fighting - and to tell another adult. Bullies are cowards and a firm, loud 'no' from

a group of children with the threat of adult intervention often puts them off.

In cases of real physical danger, children often have no choice but to surrender to the bully's demands. Sometimes children will fight and get hurt to protect a possession because of the fear of what will happen if they arrive home without it. 'My mum will kill me for letting the bullies take my bike. It cost a lot of money'. Tell children that keeping themselves safe is the most important consideration.

To tell: You must assure children that no matter what happens you will not be angry with them and that you want them to tell you of any incident that frightens them or confuses them or makes them unhappy.

To be believed: When children are told to go to an adult for help they need to know they will be believed and supported. This is especially true in the case of sexual abuse which children rarely lie about. If the child is not believed when he or she tells, the abuse may continue for years and result in suffering and guilt for the child.

Not to keep secrets: Teach children that some secrets should not be kept, no matter if they promised not to tell. Child molesters known to the child often say that a kiss or touch is 'our secret'. This confuses the child who has been taught always to keep secrets.

A Code of Conduct for Employees within the Education Sector whose work brings them into contact with children/young people.

Introduction

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 young children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended 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 prudent conduct.

Code of Conduct

1. Private meetings with pupils

- a. Staff should be aware of the dangers which may arise from private meetings with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- b. Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- c. Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

2. Physical contact with pupils

- b. As a general principle, staff are advised not to make unnecessary physical contact with their pupils.**
- c. It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this. (Nursery staff, in certain circumstances, may have to lift or restrain a child for the safety of that child or the safety of the other children in the class. Such incidents should always be recorded).**
- d. Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (Power of Member of Staff to Restrain Pupils)).**
- e. Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of restraint.**
- f. Staff who have to administer first-aid should ensure wherever possible that it is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present. All incidents should be recorded in the Accident Book and an Accident Report Form filled in. A copy of this is sent to the SEELB and one retained by the school.**
- g. Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.**

- h. Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to Mrs. Donaghy.**
- i. If a child has to have clothing changed, this should be done in the presence of two adults. (Nursery and P1 parents will be asked to fill in a consent form in anticipation of such an eventuality: see Appendix __). Children above P1 should be encouraged to change themselves. Where, because of individual circumstances, this is impossible, (ie. because of Special Needs), those particular parents may be asked to sign the consent form. Staff should not do for children what they can do for themselves. All such incidents should be recorded in written form.**
- j. Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where informal relationships tend to be usual and where staff may be in close proximity to pupils in circumstances very different from the normal school/work environment.**

3. Choice and use of teaching materials

- a. Teachers should avoid teaching materials, including the Internet, the choice of which might be misinterpreted and reflect upon the motives for the choice.**
- b. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the principal before using it.**

4. Relationships and Attitudes

Within the Pastoral Care Policies within the school and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanor and language all require care and thought.

Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice. If employees have any doubts about points in this booklet, or how they should act in particular circumstances, they should consult the principal or a representative of their professional association.

From time to time however, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or of their parents/guardians.

The work that goes on in our school is extremely important and valuable. We make a difference to these children by providing opportunities for them to achieve in many different ways.

Above all we should enjoy it!

Guidelines for Self-Protection

- 1. In the event of injury to a child, ensure that it is recorded and witnessed by another adult.**
- 2. Keep records of any false allegations a child makes against you or other staff including - "you're always picking on me", "you hit me", or comments such as "don't touch me".**
- 3. If a child touches you or talks to you in a sexually inappropriate way or place, record what happened and tell another adult. As it could be totally innocent, do not make the child feel like a criminal. However, remember that ignoring this or allowing it to go on may place you in an untenable situation. Neither is it a good idea for the child to go on doing this as the next person might take advantage and then say the child instigated it.**
- 4. If you take children on journeys, always have two along. If it is an overnight trip, always check the rooms in pairs.**
- 5. Do not spend excessive amounts of time alone with one child away from other people. If it is a one-to-one, make sure the door is open. Tell another member of staff if you are going to see a child on your own.**
- 6. If you are on a holiday or residential setting never, under any circumstances, take a child or children into your room.**
- 7. Do give firm guidelines on sexually inappropriate behaviour to the child. Explain that the behaviour is unacceptable and could get the child into difficulty, but do not make the child feel guilty. The behaviour may be an imitation of the abuse the child has suffered and is not the child's fault.**
- 8. If you are in a care situation with children with special needs, try to have another person present when changing nappies or clothing or bathing a child.**

- 9. Never do something of a personal nature for children that they can do for themselves. This includes cleaning bottoms etc, or any other activity that could be misconstrued.**
- 10. Do not go into the toilet alone with children if possible.**
- 11. Be mindful of how and where you touch children. Never pat a child on the bottom. If you work with young children or children with special needs who sit on your lap, get a 'lap cushion' which they can sit on.**
- 12. Be careful of extended hugs and kisses on the mouth from children. This might be particularly relevant to those working with special needs. This guideline is important not only for your protection, but for the children as well.**
- 13. When taking children on an outing, think how you appear to the public – they may misunderstand your actions. It may mean that disruptive children cannot go on outings without certain contingency plans being in place.(eg. The teacher would have a number on which to contact the parents, and an understanding with those parents that, should the need arise, they would come to the outing to be with the child).**
- 14. All members of staff should carry identification when on an overnight trip with children.**
- 15. If you must physically restrain a child for any reason, be aware that it could be misinterpreted as assault.**
- 16. Do not make sexually suggestive comments about a child even in jest.**
- 17. Never keep suspicions of abuse or inappropriate behaviour by a colleague to yourself. If there is an attempted cover-up, you could be implicated in the silence.**
- 18. Ensure that you have the opportunity to discuss your own feelings, if possible, with other members of staff.**

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

Child makes a disclosure to Teacher or other staff member or a staff member has concerns about a child either as a result of one observation or many over a period of time.

Teacher does not investigate.

MUST ACT PROMPTLY

Teacher refers matter to Designated Teacher, Mr Kilpatrick, discusses with the Designated Teacher and makes full notes. A teacher can raise an issue with the Pastoral Care Team through the Expression for Concern proforma (see Appendix 1)

Designated Teacher meets with the Principal (in case of the Principal's absence, the Deputy Designated Teacher) to plan a course of action and to ensure a written record is made.

Principal/ Designated Teacher makes a referral on a UNOCINI form to:-

The Gateway Team, CCMS.

Copy of referral to Education & Library Board's Designated Officer. Indicate that it is a Child Protection issue in an envelope marked 'CONFIDENTIAL'.

Supplement by a letter/report if necessary.



How a parent can raise a concern

I have a concern about my/a child's safety



I can talk to the class teacher



If I am still concerned I can speak to Mr Kilpatrick, Designated Teacher for Child Protection or, in his absence, Mrs Sweeney, Deputy Designated Teacher for Child Protection



If I am still concerned I can speak to Mr O'Doherty, Principal.



If I am still concerned, I can talk/write to Fr Rory Sheehan, Chairman of the Board of Governors



At any time, I can talk to the social worker or the Police

Appendix 1



**Our Lady Queen of Peace Primary School
Pastoral Care – Child Protection**

If you have any concerns about the general welfare or safety of any pupil in our care please complete the form below, detailing your concerns and give a copy of this form to the designated teacher.

Pupil's Name: _____

Year group: _____

Teacher's Name: _____

Date: _____

Signed: _____ **Date:** _____

Received By: _____ **Date:** _____

(Designated Teacher)

Action Taken:

Contacts and Helplines

Contacts

CCMS Designated Officer

Miss Margaret McGuckian

Down and Connor Diocesan Education Office

193 - 195 Donegall Street

BELFAST BT1 2FL

Tel.

Assistant Principal Social Worker

Mrs. Kate Bridge

South-Eastern Education and Library Board

Grahamsbridge Road

Dundonald

BELFAST BT16 2HS

Tel. 01232 566402

Down and Lisburn Health and Social Services Trust

Lisburn Health Centre

25 Linenhall Street

LISBURN BT28 1BH

Tel. 028 9032 7156

Community Safety Officer PSNI

Colin Hughes (based at Dunmurry Police Station)

Tel. Police Exchange 90650222 Ext. 27214

[Colin will come into the school to give talks to all the children on 'Stranger Danger' and 'Good touch/bad touch'. He will also give a little programme to the older children].

PSNI Care Units

Lisburn Road Care Unit

Lisburn Road PSNI Station

276 Lisburn Road

BELFAST BT9 6GG

Grosvenor Road Care Unit

Grosvenor Road PSNI Station

105 - 117 Grosvenor Road

BELFAST BT12 4GS

Contacts

Kidscape 2 Grosvenor Gardens LONDON SW1W 0DH Tel: 020 77303300 (N.I. contact - Yvonne Kinsella Tel:	
Save the Children Popper House 15 Richmond Park BELFAST BT10 OHB	
Barnardos Childcare Office 542 - 544 Upper Newtownards Rd. BELFAST BT4 3HE Tel: 90848422 Or 9067 2366	
Youthnet The Warehouse 7 James Street South BELFAST BT2 8DN Tel: 028 9033 1880	
Children's Law Centre 2nd Floor, Philip House 124 - 137 York Street BELFAST BT15 1AB Tel: 028 9024 5704	
Child Care (NI) 216 Belmont Road BELFAST BT4 2AT Tel: 028 9065 2713	

Helplines

NSPCC Helpline

**Jennymount Court
North Derby Street
BELFAST BT15 3HN
Tel: 028 9035 1135**

NSPCC Child Protection

(24 hours call free)

0800 800500

NI Childline Counselling Services

**PO Box 1111
BELFAST BT1 7DZ
Tel: 028 9032 7773**

Contact Youth

**2a Ribble Street
Newtownards Road
BELFAST BT4 1HW
Tel: 028 9045 7848**

Notification of Suspected/Admitted/Known Abuse of Child(ren) to Social Services

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

Child(ren)'s surname

Child(ren)'s forename and date(s) of birth
.....

Present Location

Parent/Guardian's Surname Forenames.....

Address.....
..... Tel No.....

GP's Name Tel No.....

Address

Professional agencies known to be involved with the family:
(contact name, address, and telephone number)

.....
.....
.....
.....
.....

Reason for referral:

.....
.....
.....
.....

Action already taken:

Referred in writing/by telephone to On

Parents advised of referral? Yes/No

Child/young person advised of referral? Yes/No

Signature of person referring

.....

Position Date

Address

.....

Acknowledgements

Child(ren)'s name(s) and date(s) of birth of birth

.....

Address.....

I acknowledge receipt of your notification in respect of the child(ren) named above.

Signature..... Designation..... Date.....

Address of Social Services Office

Model Pro-Forma for Report to Child Protection Conference

Pupil's name..... **DOB**..... **Year Group**.....

Parents/Guardian

Address.....
.....

Attendance in current school year..... **days out of possible**..... **days**

Attainment level/educational performance.....
.....
.....

Intellectual ability (eg below average/average/above average).....
.....
.....

Performance in relation to intellectual ability.....
.....
.....

Presentation of work, including homework.....
.....
.....

Participation in teaching/learning activities.....
.....
.....

Behaviour in class.....
.....
.....

Behaviour out of class.....
.....
.....

Relationships with other children.....

.....
.....

Relationships with teacher/other adults in school.....

.....
.....

Relationships with family (if relevant/known).....

.....
.....

School's contacts with home (eg telephone calls).....

.....
.....

General remarks(eg personal appearance, readiness/preparation for learning)

.....
.....
.....
.....
.....

Signed on behalf of the school.....

(Designated Teacher)

