



Safeguarding & Child Protection Policy

Schedule for Developing, Monitoring and Review Policy

Approval by the Board of Governors:

September 2025

The implementation of this Policy will be monitored by:

Child Protection Governor, SLT, Designated and Deputy Designated Teachers for Child Protection

Monitoring and Reviewing:

Biennially, and as required following any change to provision.

When forming this policy, we have been guided by:

'Pastoral Care in Schools: Child Protection DENI 99/10

'The Children Order' Northern Ireland (1995)

'Safeguarding Board Act' Northern Ireland (2011)

'Every School A Good School' 2009

'UNCRC' 1989

This policy aims to:

- Ensure all adults within the school are working together
- Ensure that the school expects, provides and promotes safeguarding
- Ensure the staff can protect children from potential or actual harm
- Establish management systems that provide a safe learning environment for all.

INTRODUCTION

At Glengormley Integrated Primary School we aim to provide an educational environment suited to all of the children entrusted to our care and we will seek to promote a caring, supportive and safe environment whereby staff and children can work in an atmosphere of mutual respect; where children can enjoy their learning, within a secure and stimulating environment, so that each individual should achieve the highest level of moral, cultural, intellectual, personal, physical and social development of which he/she is capable. The school should promote a culture where staff and children are listened to and given a voice and where children are celebrated for all their achievements.

As an integral part of the pastoral care of our children, we in Glengormley Integrated Primary School fully realise our responsibility to protect all children from physical, social, emotional and intellectual harm and to support and promote the welfare of all children in our care. Safeguarding goes beyond basic Child Protection procedures and must be embedded in the school's culture and ethos. We are committed to providing access to an appropriate curriculum that includes opportunities to explore emotional health and well-being, skills to stay safe and healthy, self-esteem, respect for others, defending those in need, conflict resolution and making informed choices.

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

- Pastoral Care
- Positive Behaviour
- Anti-Bullying
- Attendance
- Special Educational Needs
- Educational Visits
- Health and Safety

- Relationships and Sex Education
- Staff Code of Conduct
- ICT - Acceptable Use
- Online Safety

SAFEGUARDING

A 'Safeguarding School':

- Upholds the rights of all children to be safe.
- Recognises that harm is wrong and not tolerated.
- Identifies the signs of harm and raises awareness of issues and risks.
- Reduces opportunities for harm to occur and has systems and processes in place for reporting concerns about child welfare.

SAFEGUARDING TEAM

Principal	Nigel Arnold
Designated Teacher	Nigel Arnold
Deputy Designated Teacher	Lyn Johnston
Deputy Designated Teacher	Chris Denvir
Chair of B.O.G.	Leanne McCord
Designated Governor	Susan Croskery

ROLES AND RESPONSIBILITIES

Principal

The Principal must ensure that:

- As the Secretary to the Board of Governors (BOG), will assist the BoG to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from DE are shared promptly, and timely inclusion of child protection activities on the BoG meeting agenda. In addition, the Principal takes the lead in managing child protection concerns relating to staff
- DENI 1999 / 10 is implemented within the school
- A designated teacher and deputy are appointed
- Staff receive child protection training upon induction, biennially and when advised by EA CPSS to deliver further new training
- All necessary referrals are taken forward in the appropriate manner

- The Chair of the Board of Governors (and, when appropriate, the Board of Governors) is kept informed
- Child protection activities feature on the agenda of the Board of Governors meetings and termly updates are provided
- The school's Child Protection Policy is reviewed and that parents and children receive a copy/summary of this policy at least once every 2 years
- Confidentiality is paramount and information should only be passed to the entire Board of Governors on a need-to-know basis
- The school has a structured and visible ethos of safeguarding and that staff feel able to raise concerns

D.T/D.D.T.

The designated teacher and deputy designated teacher must:

- Avail of training so that they are aware of duties, responsibilities and roles
- Organise training for all staff including support staff (before they commence their role)
- Lead in the development of the school's Child Protection Policy
- Act as a point of contact for staff and parents to discuss safeguarding or child protection concerns
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate
- Liaise with the Education Authority's Designated Officers for Child Protection
- Maintain records of all child protection concerns
- Keep the School Principal informed
- Provide written reports to the Board of Governors regarding child protection
- Promote an ethos of safeguarding.
- Maintain records of all child protection concerns.
- Ensuring staff are aware that Notes of Concern should be completed using the template provided in DE circular 2020/07
- Maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs4.

The Chairperson of the Board of Governors

The Chairperson of the Board of Governors should;

- Ensure that a safeguarding ethos is maintained within the school environment
- Ensure that the school has a Child Protection Policy in place and that staff implement the policy

- Ensure that Governors undertake appropriate child protection and recruitment & selection training
- Ensure that a Designated Governor for Child Protection is appointed
- Assume lead responsibility for managing any complaint/allegation against the school Principal
- Ensure that the Board of Governors receives updates and written reports in relation to child protection activity.
- Ensure child protection records are kept and signed and dated annually the Record of Child Abuse Complaints against staff members even if there have been no entries.

Designated Governor

The Designated Governor will provide the child protection lead in order to advise the Governors on;

- the role of the designated teachers
- the content of Safeguarding and Child Protection Policy
- the content of the Code of Conduct for staff within the school
- the content of the updates of the Designated Teacher's report
- recruitment, selection and vetting of staff
- the Designated Governor for Child Protection should avail of child protection awareness training delivered by E.A.
- the full Annual Designated Teachers Report

Staff

Teaching staff, support staff and regular visitors should;

- Adhere to the school's Code of Conduct for all staff
- Contribute to the school's safeguarding ethos through vigilance and recognising and challenging unsafe practices
- Wear identification at all times and ensure others do so
- Contribute to the consistent delivery of a preventative curriculum for safeguarding, including online safety
- Attend training provided for child protection
- Be aware to the signs of harm/abuse and use the appropriate reporting procedures for concerns
- Maintain confidentiality within the framework of the Child Protection Policy.
- Put the welfare of children first in all situations
- Not use any personal devices to photograph/video record children in their care
- Follow recognised school procedures in the administering of medicines and providing first aid
- Supervise all non-vetted visitors/volunteers

- Consider the suitability of materials presented to the children
- Avoid unnecessary physical contact

In addition, the class teachers should keep the Designated Teacher informed about and record;

- Poor attendance and punctuality, poor presentation, changed or unusual behaviour, deterioration in educational progress. (CPOMS incident recorded)
- Discussions with parents about concerns relating to a child, concerns about child abuse or bullying, concerns about home conditions including disclosures of domestic violence.

Visitors

Visitors are expected to;

- Report to the office on arrival
- Sign in and out of the school building
- Wear a visitor badge at all times
- Adhere to safeguarding rules provided by their contact in school.

Parents

Parents/carers should;

- Adhere to the school's safety and security procedures
- Telephone or message to report absence or provide a note on the child's return
- Report to the office to arrange an appointment when wishing to visit the school
- Sign children out to and back in from appointments
- Follow the procedures for reporting concerns as provided by the school
- Make the school aware of any changes in home life that may affect the child
- Make the school aware of any significant injuries the child has sustained
- Send any medicines to be administered with written, signed instructions
- Inform the school if pick up arrangements are changed or if the child is to be removed from school during the day
- Promote online safety at home and read school communications regularly
- Report any concerns about their child/another child (appendix 5)
- Ensure that children's exposure to and use of social media is age appropriate.

The Curriculum

Safeguarding should be part of the ethos of the school and as such its teaching should be embedded into the daily life of the school. We also aim to raise awareness of safeguarding issues through;

- PATHS

- PDMU - Living Learning Together
- RSE
- focused assemblies such as NSPCC
- healthy eating policy
- fire safety and procedures
- road safety and cycling proficiency
- PE, health, well-being and fitness
- Age-appropriate discussion surrounding puberty
- Online Safety Curriculum which includes;
 - half termly lessons
 - Assemblies
 - Internet Safety Week events.

CHILD PROTECTION PROCEDURES

The purpose of the following procedures on Child Protection is to protect our children by ensuring that everyone who works in our school has clear guidance on the action that is required where abuse or neglect of a child is suspected.

PRINCIPLES FOR THE PROTECTION OF CHILDREN

1. The child's welfare must always be paramount, and this overrides all other considerations.
2. A proper balance must be struck between protecting children and respecting the involvement, rights, needs and responsibilities of parents and families but, where there is a conflict, the child's interest must remain priority.
3. Children have a right to be heard, to be listened to and to be taken seriously, taking account of their age and understanding. They should be consulted and involved in all matters and decisions that may affect their lives.
4. At all times, the emphasis must be on a multi-disciplinary and multi-agency approach. Each agency involved must have an understanding of each other's professional values and accept each other's role, powers and responsibilities. Information should only be shared in the interests of the child's welfare.
5. Actions taken to protect a child (including investigation) should not cause a child unnecessary distress or adding to any damage already experienced.
6. Actions taken will reflect the best interests of the child.

7. Actions taken by agencies must be considered and well informed so that they are sensitive to and take account of the child's gender, age, stage of development, religion, culture and race.

Safeguarding and Child Protection is underpinned by the following principles:

- **Partnership** - Safeguarding is a shared responsibility and the most effective way of ensuring that a child's needs are met is by working in partnership. Sound decision-making depends on the fullest possible understanding of the child's circumstances and their needs, involving effective information sharing, collaboration and understanding between families, agencies, individuals and professionals.
- **Prevention** - The importance of preventing problems occurring or worsening through the introduction of timely supportive measures.
- **Proportionality** - Responses should be proportionate to the circumstances - Where a child's needs can be met through the provision of support services, these should be provided.
- **Protection** - Children should be safe from harm and in circumstances where a parent or carer is not meeting their needs, they should be protected.
- **Evidence-based and informed decision making** - Decisions and actions taken must be considered, well informed and based on outcomes that are sensitive to, and take account of, the child or young person's specific circumstances, risks to which they are exposed, and their assessed needs.

Designated Teacher for Child Protection - Nigel Arnold

Deputy Designated Teacher for Child Protection - Lyn Johnston

Deputy Designated Teacher for Child Protection - Chris Denvir

Recognising Child Abuse

We use the following definitions:

Neglect is the failure to provide for a child/young person'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/young person's health or development. Children/young people who are neglected often also suffer from other types of abuse. It may also include neglect of, or unresponsiveness to a child's basic emotional, social and educational needs.

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.

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as

masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology).

Emotional Abuse is the persistent emotional maltreatment of a child/young person. 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.

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

Domestic 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, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member

Signs and Symptoms

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree.

Neglect

- Constant hunger /food seeking
- Poor personal hygiene
- Frequent tiredness
- Poor state or lack of appropriate of clothing
- Untreated medical problems
- Poor social relationships
- Withdrawal/ attention seeking
- Lateness or non-attendance

Physical Abuse

- Unexplained and/or recurrent injuries
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for PE
- Running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Withdrawal/ attention seeking
- Admission of punishment which appears excessive

Sexual Abuse

- Overly affectionate/knowledgeable in a sexual way inappropriate to their age
- Medical problems such as chronic itching, pain in the genitals, STDs
- Extreme reactions to normal situations
- Personality changes i.e. insecure or clingy
- Regressing to younger behaviour patterns i.e. thumb sucking, or comfort seeking
- Sudden loss of appetite or compulsive eating
- Withdrawal/ attention seeking
- Inability to concentrate
- Lack of trust or fear of someone they know well
- Starting to wet again, day or night / nightmares
- Worried about clothing being removed
- Drawing sexually explicit pictures / use of inappropriate language and/or behaviours
- Overreacting to criticism

Emotional/Psychological Abuse

- Delays in mental and emotional development
- Sudden speech disorders
- Continual self-deprecation/lack of self esteem
- Overreactions to mistakes
- Extreme fear of new situations
- Neurotic behaviour; rocking, hair twisting, self-mutilation
- Extreme passivity or aggression

Domestic Abuse

- Coercive control (a pattern of intimidation, degradation, isolation and control with the use or threat of physical or sexual violence)
- Psychological and/or emotional abuse
- Physical or sexual abuse
- Financial or economic abuse

- Harassment or stalking
- Online/digital abuse
- Being used as a pawn
- Being used as a confidant
- Anxiety, stress and fear

A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

Bullying

Children have a right to be kept safe, even from each other and bullying is a highly distressing and damaging form of abuse and is not tolerated in Glengormley Integrated Primary School. Staff should be vigilant at all times to the possibility of bullying occurring, including cyber-bullying and they will take immediate steps to stop it happening and to protect and reassure the child or children affected by use of a system of recording, tracking and managing the incident/s. Bullying is deliberate, repeated behaviours which uses power to hurt, frighten or cause unhappiness to another. These behaviours may include:

- using offensive names when addressing another child.
- physical violence such as hitting, pushing or spitting at another child.
- interfering with another child's property by stealing, hiding or damaging it.
- 'ganging up' on people.
- ridiculing another child's appearance, way of speaking or personal mannerisms.
- teasing or spreading rumours about another child or his/her family/domestic/cultural situations.
- threatening.
- shouting, swearing, verbal abuse.
- extortion.
- malicious gossip.
- forcing someone to do something they do not wish to do.
- belittling another child's abilities or achievements.
- harassing by text, email, phone calls etc.
- writing offensive notes or graffiti about another child.
- inappropriate comments about a person's culture, race or religion.
- racial and homophobic bullying
- Online bullying is behaviour that takes place online. It might be nasty comments made under photographs, being ridiculed over voice chat, or messages sent to chat apps. This bullying type behaviour happens using phones, tablets, online games or on any other digital technology devices

More information and guidance is available in our Addressing Bully-like Behaviour Policy

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse in which a child or young person is exploited, coerced and/or manipulated into engaging in some form of sexual activity in return for something they need or desire and/or for the gain of a third person.

Domestic Violence

It is now recognised that children who live in an atmosphere of domestic violence may be at risk. Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Verbal
- Sexual
- Financial
- Emotional

Operation Encompass

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.

If anyone has any safeguarding concerns of a child protection nature in regards to children from our school; anyone can contact the **Gateway Team at the Northern Trust** through either email or phone **Single Point Of Entry**

Tel: 028 93340165

SPOE: 028 94 424 459

Fax: 028 93342531

SPOE email: spoe.referrals@northerntrust.hscni.net

Talking to children where there are concerns about possible abuse

Where members of staff see signs which cause them concern, they should as a first step seek **discreet preliminary clarification** from the child with tact and understanding. Where a non-teaching member of staff sees such signs, he/she should immediately bring them to the attention of the class teacher, who will carry out necessary clarification. This preliminary clarification should immediately be discussed with the D.T. (Nigel Arnold) or D.D.T. (Lyn Johnston & Chris Denvir). This will help to clarify whether or not it is likely abuse has occurred and whether any signs and symptoms may indicate that the child or his/her family is in need of Social Services intervention.

Staff must always be aware that great care must be taken in asking and interpreting children's responses to questions about indications of abuse. The extent of questioning should be kept to a minimum.

- They should not ask the child leading questions e.g. "Did they do X to you?" but should allow the child to talk freely e.g., "Tell me what has happened?" When, where, who questions are appropriate.
- Do not make judgements/place blame but reassure and comfort the child.
- The main task at this stage is to listen to the child and as soon as possible afterwards complete a child protection CPOMS incident report and pass on to the D.T. or D.D.T. This incident entry should record the time, date, place and people who were present, as well as what was said. Signs of physical injury should be described/drawn in detail - under no circumstance should a child's clothing be removed.
- Any comment by a child or adult about how an injury occurred should be written down, preferably quoting words actually used.

- **Staff should not give the child undertakings of confidentiality** as his/her notes of the discussion may need to be passed on to other relevant staff and agencies or used in any subsequent court proceedings.

The '5 Rs Principle'

Receive

- Stay calm
- Listen without being shocked
- Accept what is said
- Be discreet

Reassure

- Reassure in an honest way
- Do not promise confidentiality
- Explain that you can get help

Respond

- Respond only as necessary to clarify without interrogating
- Do not ask leading questions
- Do not criticise anyone involved
- Explain the next step.

Record

- Write up notes as soon as possible
- Use CPOMS) to record statements in as much detail and use the child's exact language where possible
- Describe injuries.

Refer

- Refer to D.T. or D.D.T. as soon as possible

Procedures which will be followed if a child is displaying symptoms of, or if the school is alerted to, possible abuse

1. Symptoms giving rise to concerns about possible abuse, or about the welfare of a child may be observed by a parent/carer, member of teaching or non-teaching staff or someone from outside the school. In all cases where symptoms displayed by a child give rise to concerns about possible abuse, or about the welfare of a child, a teacher or other member of staff should report these concerns to the D.T. or D.D.T.
2. In order to form a view on whether a child or children may indeed be being abused or at risk of possible abuse, a member of the teaching staff may need to seek

discreet preliminary clarification from the person making the complaint or giving the information. The information received should be immediately shared with the D.T. or D.D.T. While such clarification will often help to confirm or allay concerns IT IS NOT THE RESPONSIBILITY OF TEACHERS AND OTHER EDUCATION STAFF TO CARRY OUT INVESTIGATIONS INTO CASES OF SUSPECTED ABUSE OR TO MAKE EXTENSIVE ENQUIRIES OF MEMBERS OF THE CHILD'S FAMILY OR OTHER CARERS. This is the responsibility of the investigating agencies, the Social Services and/or Police.

3. If the Principal/D.T./D.D.T. is unsure about whether a case should be referred, the Social Services may be contacted for advice - this will not automatically trigger a child protection investigation in every case, child protection proceedings will only be taken when they are necessary. Advice and support can also be sought from the designated Officer of the Education Authority.
4. If the Designated Teacher considers that a UNOCINI referral is necessary, the Principal must ensure that the Gateway Team at Social Services are informed immediately and the UNOCINI sent to their Single Point of Entry email address, with a delivery and read receipt requested.
5. If the Principal decides not to make a UNOCINI referral, the parents and complainant (if different) should be informed of this decision, of the information the school was given and of the decision that a referral was not warranted. If they still have concerns, they may raise the matter with Social Services.
6. If information about possible abuse by someone outside the school is given to a member of staff by a child, whether or not the child is the subject of alleged abuse, the above procedures apply, except that the parent of the child giving the information (unless he/she is the possible abuser) should be involved at the earliest possible stage and should, where possible, be present while the school is seeking any preliminary clarification from the child to assess whether a referral is necessary.

Record Keeping

Proper records, dated and signed, must be kept of all information received and of all concerns about possible abuse.

Written records should include:

- The nature of the information
- The name of the person making the disclosure
- Time, date, circumstances

- Where concern relates to signs or symptoms of possible abuse, a description of these/sketch

Principal/ D.T./D.D.T. should supplement the records with:

- Details of any advice sought from whom and when
- Any decision reached as to whether the case should be referred to Social Services and if so, how, when and by whom this was done
- Otherwise, reasons for not referring to Social Services (CPOMS record)

The person, who made the complaint or gave the information, should be advised as soon as possible by the Principal about whether or not the complaint has been referred to an investigating agency. How this is done, when and by whom, should also be included in the record.

Maintaining Records

If a school receives a complaint about possible child abuse which is not referred to Social Services - or if it is referred, and the Social Services do not place the child's name on the Child Protection Register - the school should retain the record permanently and send a confidential copy to any school to which the child subsequently transfers. (via CPOMS or secure email)

If the child's name is placed on the Child Protection Register, the associated documentation will be maintained on the child's file while he/she continues to attend. When the child is leaving, the school should inform the receiving school that his/her name is on the register and destroy all child protection records on the child supplied by Social Services, including records of case conferences and should inform the child's Case Co-ordinator in Social Services.

Complaints About School Staff

In the case of a complaint or allegation being made, in the context of child protection, about the conduct or activities of a member of staff of the school towards a child or children, the following procedures will be followed:

1. If the complaint has not been made directly to the Principal and he/she is not the subject of the complaint, it should be referred directly to him/her by the person to whom it was made.
2. Having satisfied themselves that a complaint has indeed been made, the Principal will immediately consult, as a matter of urgency and in confidence, the designated Officer of the Education Authority. They must form an initial assessment as to whether or not

there is sufficient substance in the allegation to warrant further action. They will consult the Chairperson of the Board of Governors and the incident may be recorded in the 'Complaints Against Staff' hardback book.

3. In the light of any advice taken, the Principal in consultation with the Chairperson of the Board of Governors, will decide that:
 - a) The allegation is apparently without substance and no further action is necessary
 - b) An immediate referral to the Social Services or the Police is warranted
 - c) The allegation refers to inappropriate behaviour which needs to be considered under disciplinary procedures
4. Where the case is referred to Social Services, the member of staff will be withdrawn from duties involving direct contact with children and may be suspended from duty as a precautionary measure, pending investigation by Social Services. The Principal must:
 - a) Advise the member of staff concerned
 - b) Advise the designated Officer in the Education Authority of the decision taken
 - c) Advise the complainant, in writing of the actions taken and its outcome, including information on other means of pursuing their complaint if they remain dissatisfied.

Vetting Volunteers

Parents and other volunteers may occasionally be involved in supervising children, e.g. school trips. This will take place in company of a teacher. Where it is likely that a parent or volunteer might be left alone with children, a police record check will be sought by the school through the Board. Long-term school volunteers will undergo Access NI checks. Temporary volunteers will not be checked but will not be left alone with children. It is the responsibility of the BoG to ensure that there is an official record kept of when vetting checks are successfully completed for all staff.

The Safeguarding Vulnerable Groups (NI) Order 2007 Protection of Freedoms Act 2012 apply

Extended Schools Provision

Whilst our Extended Schools Provision is inspected by Social Services, the school's arrangements for Safeguarding and Child Protection, as written in this policy, will apply in full.

Important Contact Numbers

Education Authority

Child Protection Support Service (CPSS)

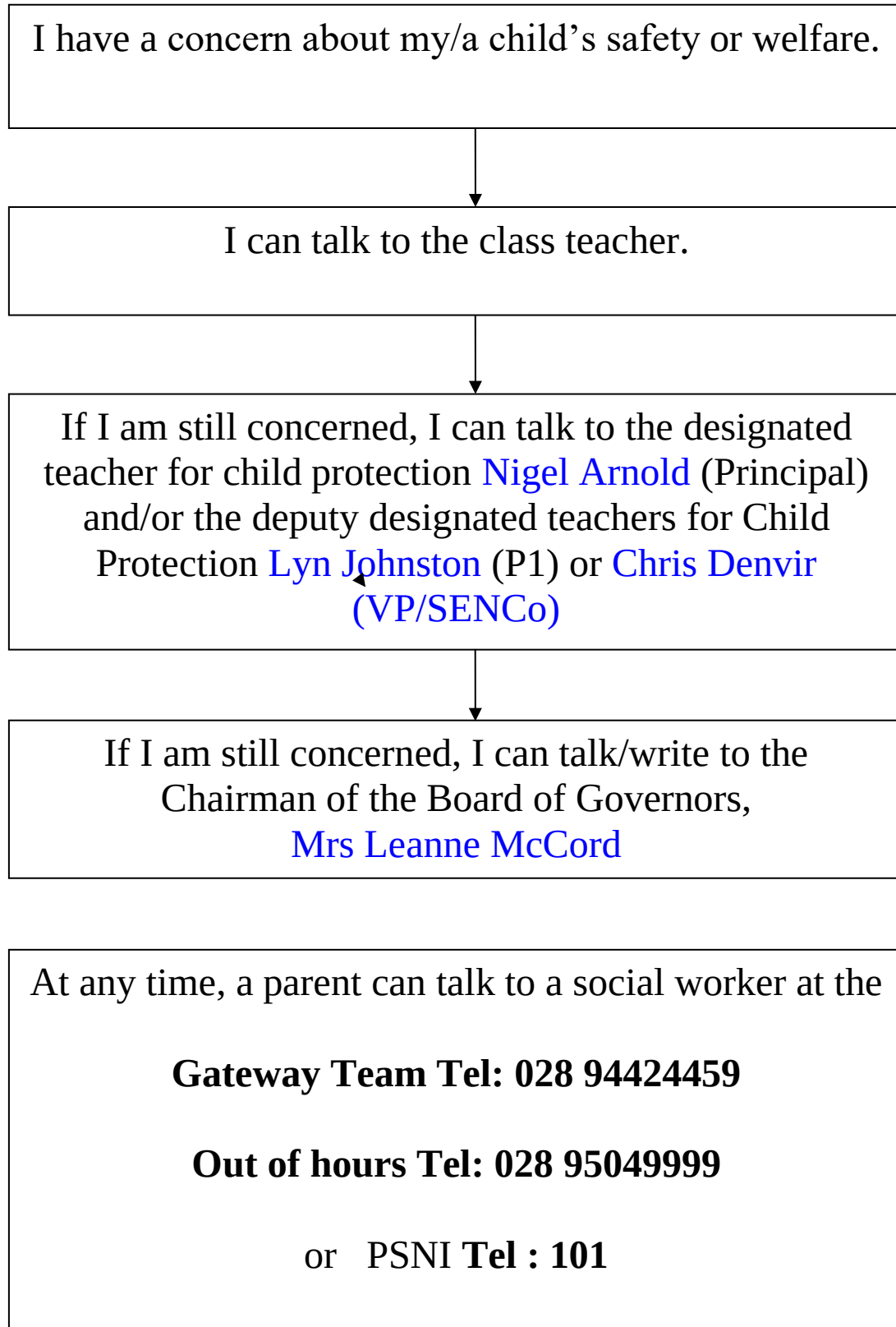
Antrim Board Centre

17 Lough Road
Antrim
BT41 4DU
Helpline: 028 9598 5590

Gateway Team (Referrals)

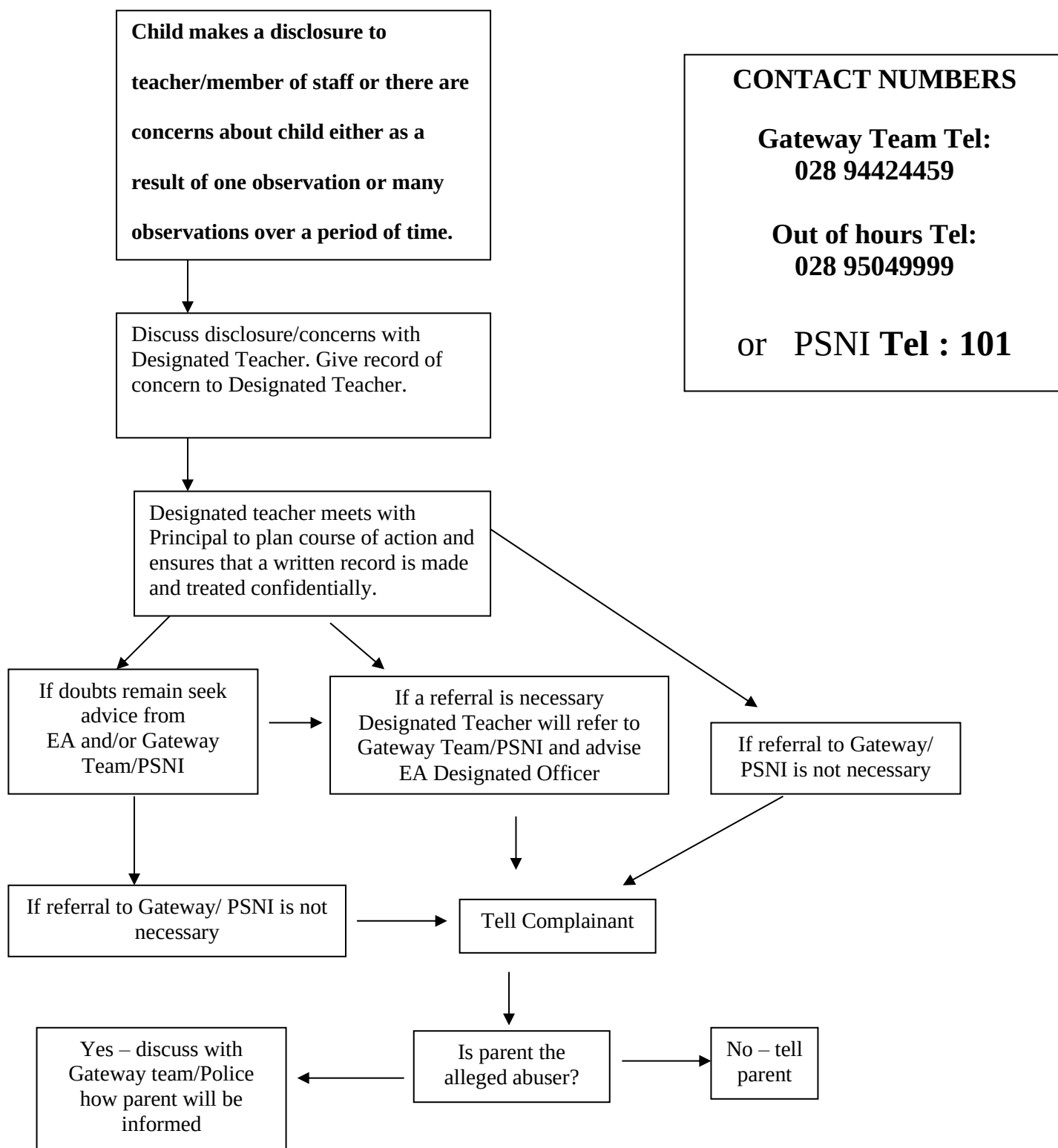
The Beeches
76 Avondale Drive
BT39 9DB

Safeguarding Concerns Parent Procedures



Appendix 2

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



Appendix 3

Procedure where a complaint has been made about possible abuse by a member of the school's staff

