



**Lismore**

COMPREHENSIVE SCHOOL

VERITAS VINCIT

*Making a good school better by providing  
a comprehensive range of opportunities.*

# **SAFEGUARDING AND CHILD PROTECTION POLICY**

**September 2018**

Lismore Comprehensive School  
Drumgask  
Craigavon  
BT65 5DU  
Tel: 028 38314950

Caring and Learning Together

## **1. Child Protection Ethos**

We, at Lismore Comprehensive School, through our Catholic ethos, promote Christian values, academic and vocational excellence, and the personal development of every pupil in a caring, happy and welcoming environment. We are sympathetic and responsive to individual needs, aspirations and talents, and respect all members of our school and parish communities and the world in which we live.

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 neglect of a child is suspected and outlines referral procedures within our school.

## **2. 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's (Northern Ireland) Order 1995 and the Department of Education (Northern Ireland) guidance 'Safeguarding and Child Protection in Schools' (DE Circular 2017/04).

The following principles form the basis of our Safeguarding and Child Protection Policy.

- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved
- In any incident the child's welfare must be paramount, this overrides all other considerations
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families, but where there is conflict the child's interest must always come first

## **3. Other Relevant Policies**

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:

- Behaviour for Learning
- Anti-Bullying
- Safe Handling
- Additional Needs
- Educational Visits
- Administration of Medication
- Health and Safety
- Relationships and Sexuality Education
- eSafety/Online Safety

**These policies are available to parents on our website. Any parent requiring a hard copy should contact the school.**

#### **4. School Safeguarding Team**

The following are members of the school's Safeguarding Team

- Designated Teacher - Mrs Elizabeth McNeice
- Deputy Designated Teacher - Mr Shane McCormac
- Deputy Designated Teacher – Mrs Jolene Toman
- Deputy Designated Teacher-Mrs Shauna Lennon
- Deputy Designated Teacher-Mr Barry Geraghty
- Principal – Mrs Fiona Kane
- Designated Governor for Child Protection - Fr. John Byrne
- Chair of the Board of Governors – Miss Patricia McConville

#### **5. Roles and Responsibilities**

##### **5.1 Designated Teacher for Child Protection**

The role involves:

- The induction and training of all school staff including support staff. Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs.
- Making referrals to Social Services or PSNI where appropriate. Liaison with the EA Designated Officers for Child Protection.
- Keeping the school Principal informed.
- Lead responsibility for the development of the school's child protection policy.
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the Board of Governors regarding child protection.

##### **5.2 Deputy Designated Teachers for Child Protection**

- The role of the Deputy Designated Teachers is to work co-operatively with the Designated Teacher in fulfilling his/her responsibilities.
- It is important that the Deputy Designated Teachers work in partnership with the Designated Teacher so that he/she develops sufficient knowledge and experience to undertake the duties of the Designated Teacher when required.

##### **5.3 School Principal**

- The Principal, as the Secretary to the Board of Governors, will assist the Board of Governors 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 the Department of Education is shared promptly, and timely inclusion of child protection activities on the BoG meeting agenda.
- The Principal takes the lead in managing child protection concerns relating to staff.

- The Principal has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of Designated and Deputy Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.
- The Principal must ensure that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

#### **5.4 Designated Governor for Child Protection**

The Board of Governors will delegate a specific member of the governing body to take the lead in safeguarding/child protection issues in order to be able to advise the governors on:

- The role of the designated teachers;
- The content of child protection policies;
- The content of a code of conduct for adults within the school;
- The content of the termly updates and full Annual Designated Teachers Report;
- Recruitment, selection, vetting and induction of staff.

#### **5.5 Chair of Board of Governors**

The Chairperson of the Board of Governors plays a pivotal role in creating and maintaining the safeguarding ethos within the school environment.

- In the event of a safeguarding and child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department, employing authorities, and the school's own policies and procedures.
- The Chairperson is responsible for ensuring child protection records are kept and for signing and dating the Record of Child Abuse Complaints annually, even if there have been no entries.

#### **5.6 The Board of Governors**

The Education and Libraries (Northern Ireland) Order 2003 places a statutory duty on Boards of Governors (BoG) to:

- Safeguard and promote the welfare of pupils.
- Have a written child protection policy.
- Specifically address the prevention of bullying in school behaviour management policies.
- The Addressing Bullying in Schools Act (NI) 2016, when enacted, will place a statutory duty on Boards of Governors to keep a record of all incidents of bullying or alleged bullying involving a registered pupil at the school.
- To fulfil their responsibilities BoGs are obligated to acknowledge and work within the relevant guidance and procedural documents that have been produced by the Department of Education (DE) and the Department of Health (DoH).

- All Governors should have initial Child Protection Support Service (CPSS) child protection training with the Chair and Designated Governor for Child Protection undertaking full CPSS training. All Governors should undertake refresher Child Protection training every term of office (four years).

## **Process**

Boards of Governors must ensure that:

- A Designated Governor for Child Protection is appointed.
- A Designated and Deputy Designated Teacher are appointed in their schools.
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers for Child Protection.
- Safeguarding and child protection training is given to all staff and governors including refresher training.
- The school has a Child Protection Policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and 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.
- The school ensures that other safeguarding policies, are reviewed at least every three years, or as specified in relevant guidance.
- 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 a full annual report on all child protection matters.
- The school maintains the following 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:
  - Safeguarding and child protection concerns.
  - Disclosures of abuse
  - Complaints against staff
  - Staff induction and training

## 5.7 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.

Remember the 5 Rs: Receive, Reassure, Respond, Record and Refer

### The member of staff must:

- Refer concerns to the Designated/Deputy Designated Teacher for Child Protection/Principal
- Listen to what is being said without displaying shock or disbelief and support the child
- Act promptly
- Make a concise written record of a child's disclosure using the actual words of the child (**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
- **Not** ask leading questions

### In addition, the Form Tutor should:

- Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.

## 5.8 Parents

Parents should play their part in Child Protection by:

- Familiarising themselves with the School's Pastoral Care, Anti-Bullying, Behaviour for Learning, eSafety and Safeguarding and Child Protection Policies
- Reporting to the office when they visit the school
- Inform the school if the child has a medical condition or educational need.
- Inform the school if there are any Court Orders relating to the safety or wellbeing of a parent or child.
- Inform the school 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.
- Parents should contact the school if their child is absent and send in a note on the child's return to school. This assures the school that the parent/carer knows about the absence.
- Ensure that the school has up to date contact details for the parent/carer.

## 6. What Is Child Abuse?

### 6.1 Definition of Abuse

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

### 6.2 Types of Abuse

Child abuse may take a number of forms, including:

- **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 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). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.
- **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 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.
- **Child Sexual Exploitation** is a form of abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection, or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with

the person who is exploiting them. CSE does not always involve physical contact and can happen online.

*\*All the above definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2016)*

**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.**

**Pupils who are the victims of abuse often display emotional or behavioural difficulties which may require a holistic assessment of need to determine appropriate level and types of intervention.**

### **6.3 Domestic Violence and abuse**

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
- Sexual
- Financial
- Emotional

If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person this must be passed to the Designated/Deputy Designated Teachers who have an obligation to share the information with Social Services.

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

### **6.4 Self-Harm**

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 Teachers will immediately follow the school's child protection procedures.

### **6.5 Other specific types of abuse**

- **Grooming**

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 in order to facilitate abuse before the abuse begins.



- **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 as “cutting”, female circumcision and initiation. This practice is medically unnecessary, extremely painful and has serious health consequences when the mutilation is carried out and in later life.

- **Forced Marriage**

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

- **Children Who Display Harmful Sexualised Behaviour**

It is important to distinguish between different sexual behaviours-these can be defined as ‘healthy’, ‘problematic’ or ‘sexually harmful’. More details on each type of behaviour can be found in DE circular 2016/05 ‘Children Who Display Harmful Sexualised Behaviour’.

Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, 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 EA CPSS may be required.

The CPSS will advise if additional advice from PSNI or Social Services is required.

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

Harmful sexualised behaviour will always require intervention and in all incidences we will seek the support of CPSS. We will take account of guidance outlined in DE Circular 2016/05 about harmful sexualised behaviour displayed by children and young people.

- **eSafety/Internet Abuse**

The associated risks around online safety fall 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.

- **Sexting**

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.

There are two aspects to Sexting - **Sexting between individuals in a relationship and sharing an inappropriate image with an intent to cause distress.**

## **7. Procedures for reporting concerns in relation to child abuse**

### **7.1 How a parent can report a concern**

At Lismore we aim to work closely with the parents/guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the Form Tutor or any member of the school's Safeguarding Team. If they are still concerned they may contact the Chair of the Board of Governors. At any time, a parent may talk to a social worker in the local Gateway Team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 2**.

### **7.2 Where the school has concerns or has been given information about possible abuse by someone other than a member of the school staff including volunteers**

Where staff become aware of concerns or are approached by a child they should not investigate – this is a matter for Social Services/PSNI – but should report these concerns immediately to the Designated Teacher and full notes should be made. 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 Teacher. The person who reports the incident must treat the matter in confidence.

The Designated Teacher will decide whether in the best interest of the child, the matter needs to be referred to 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 parent will be informed immediately.

The Designated Teacher may consult with members of the schools Safeguarding Team, the EA Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Designated Officer, the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime concern.

Where there are concerns about possible abuse and a referral needs to be made, the Designated Teacher will telephone Social Services Gateway Team. She will also notify the EA Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway Team with a copy sent to the EA Designated Officer for Child Protection.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

This procedure with names and contact numbers is shown in **Appendix 3**.

### **7.3 Where a complaint has been made about possible abuse by a member of the school's staff**

If a complaint about possible child abuse is made against a member of staff, the Principal or Designated Teacher (if she is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the Principal/Designated Teacher)

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

Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils (and may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities). The Chairperson of the Board of Governors will be informed immediately.

Child protection procedures as outlined in **Appendix 4** will be followed in keeping with current Department of Education guidance.

### **7.4 Extended Schools**

Our Policy and Procedures will apply to any extended school activity.

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

<b>Do:</b>	<b>Do not:</b>
<ul style="list-style-type: none"> <li>❖ Listen to what the child says</li> <li>❖ Assure the child they are not at fault</li> <li>❖ Explain to the child that you cannot keep it a secret</li> <li>❖ Document exactly what the child says using his/her exact words</li> <li>❖ Remember not to promise the child confidentiality</li> <li>❖ Stay calm</li> <li>❖ Listen</li> <li>❖ Accept</li> <li>❖ Reassure</li> <li>❖ Explain what you are going to do</li> <li>❖ Record accurately</li> <li>❖ Seek support for yourself</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ask leading questions</li> <li>❖ Put words into the child's mouth</li> <li>❖ Ignore the child's behaviour</li> <li>❖ Remove any clothing</li> <li>❖ Panic</li> <li>❖ Promise to keep secrets</li> <li>❖ Ask leading questions</li> <li>❖ Make the child repeat the story unnecessarily</li> <li>❖ Delay</li> <li>❖ Start to investigate</li> <li>❖ <b>Do Nothing</b></li> </ul>

### **8. Attendance at Child Protection Case Conferences and Core Group Meetings**

The Designated Teacher/Deputy Designated Teachers or Principal may be invited to attend initial and review Child Protection Case Conferences and/or core group meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Children whose names are on the Child Protection Register will be monitored and supported in accordance with the Child Protection Plan.

### **9. 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. Where abuse is suspected schools have a legal duty to refer to the

Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

### **10. Record Keeping**

All child protection records, information and confidential notes are kept in separate files in a locked filing cabinet. These records are kept separate from any other file that is held on the child or young person and are only accessible by members of the Safeguarding Team.

Should a child transfer to another school whilst there are current child protection concerns, we will share these concerns with the Designated Teacher in the receiving school.

### **11. Vetting Procedures**

All staff paid or unpaid who are appointed to positions in the School are vetted in accordance with relevant legislation and Departmental guidance.

### **12. Staff Code of Conduct**

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.

The school's Staff Code of Conduct is available on request.

### **13. Staff Training**

Lismore is committed to in-service training for its entire staff. Each member of staff will receive general training on policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal, Designated Teacher, Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support Service for Schools.

When new staff or volunteers start at the school they are briefed on the school's Safeguarding and Child Protection Policy and the Staff Code of Conduct and are given copies of these policies.

### **14. The Preventative Curriculum**

During Personal Development (PD) class, young people are encouraged to raise social and emotional concerns in a safe environment and to build self confidence, respect and sensitivity among their classmates. The statutory PD Programme for all year groups is reflective of current issues affecting young people and is regularly evaluated and updated. eSafety is embedded into the whole-school curriculum.

Throughout the school year safeguarding and child protection issues are addressed through forums such as: form class and year group assemblies, Induction Programmes,

Pupil Voice activities and our Parents' Forum. A specific assembly on Safeguarding is delivered by the School Safeguarding Team for all individual year groups.

There is a permanent **Pastoral Notice Board** in every classroom which contains relevant, up to date information signposting a range of support services for young people. A flow diagram of how a parent may report a concern is also on display. An enlarged flow diagram for a teacher allegation is in each staff room.

A range of external agencies support our work in school including: NSPCC; NEXUS; ADAPT; Women's Aid; CARA Friend; Rainbow Project, PSNI and the Love for Life Team.

## **15. Monitoring and Evaluation**

The Safeguarding Team in Lismore will update this Policy and Procedures in the light of any further guidance and legislation as necessary and review it annually. The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection Policy on a regular basis through the provision of reports from the Designated Teacher.

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

Date Policy Reviewed:     October 2018    

Signed:

Elizabeth McNeice (Designated Teacher)

Fiona Kane (Principal)

Kate Adams (Chair of Board of Governors)

**Appendix 1**

**LISMORE COMPREHENSIVE SCHOOL  
CONFIDENTIAL**

**NOTE OF CONCERN**

**CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER**

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:

Action taken at the time:

Details of any advice sought, from whom and when:

Any further action taken:

Written report passed to Designated Teacher:  
If 'No' state reason:

Yes:  No:

Date and time of report to the Designated Teacher:

Written note from staff member placed on pupil's Child Protection file  
If 'No' state reason:

Name of staff member making the report: \_\_\_\_\_

Signature of Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_

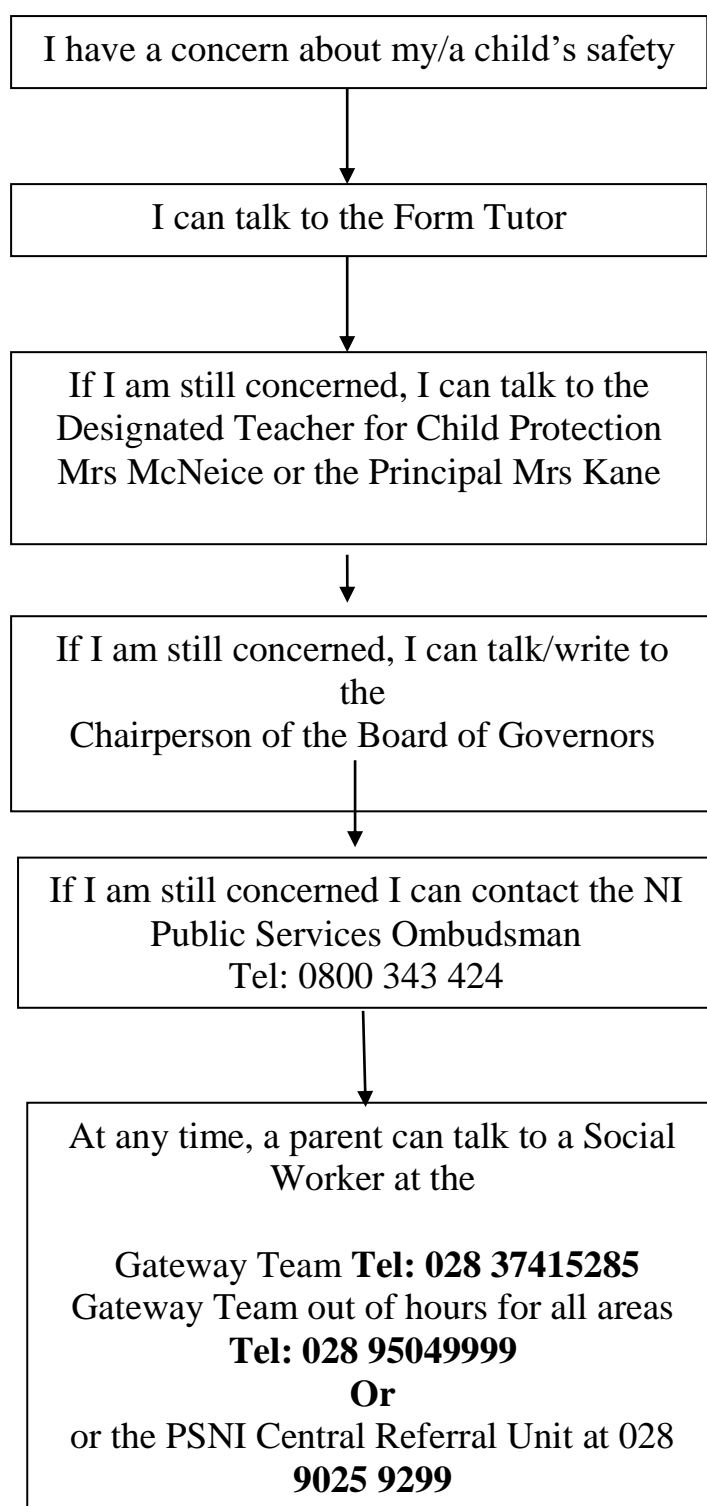
Signature of Designated Teacher: \_\_\_\_\_ Date: \_\_\_\_\_



## Appendix 2

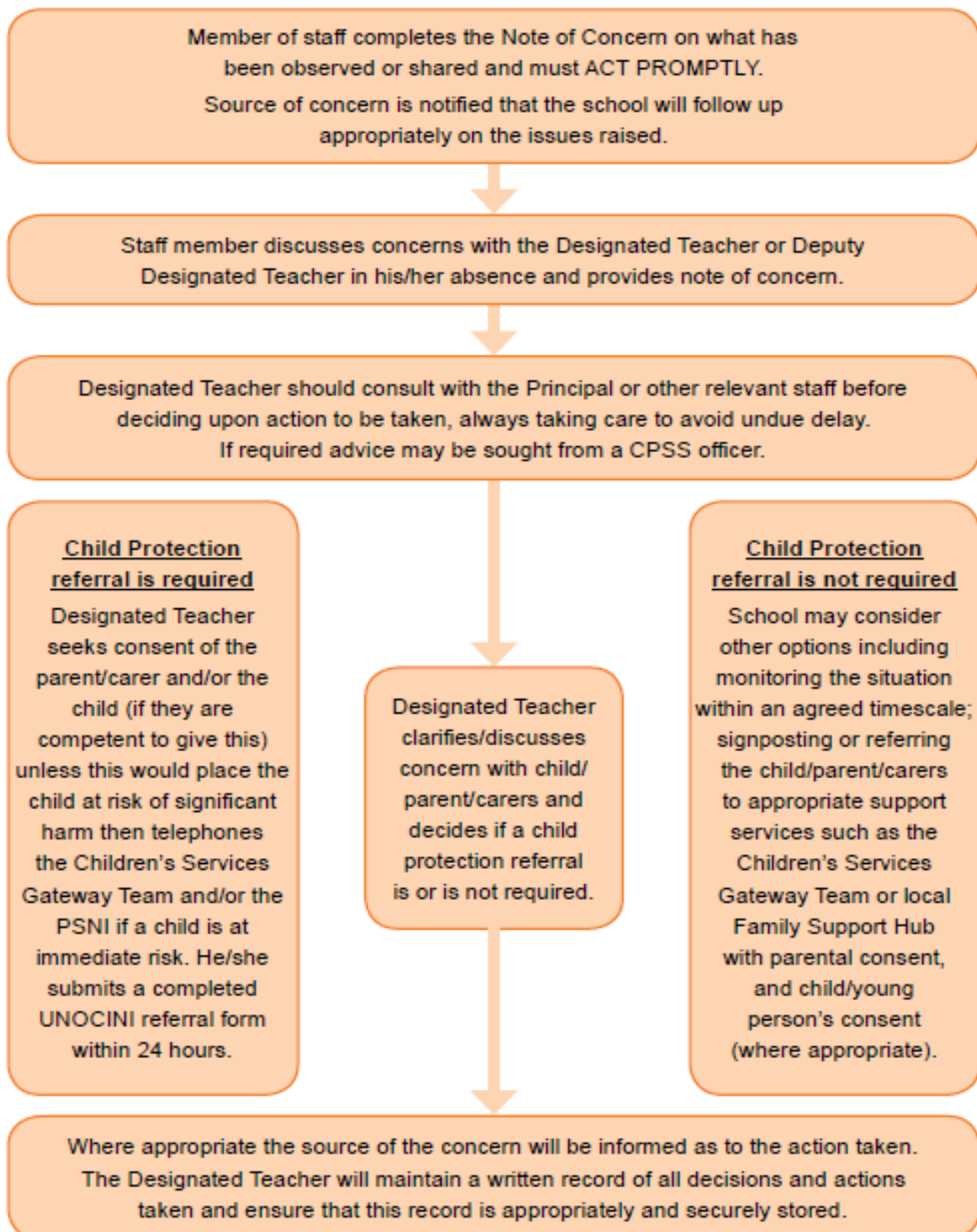
### PASTORAL CARE - LISMORE COMPREHENSIVE SCHOOL

#### How a Parent can report a concern



### Appendix 3

#### Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff.<sup>8</sup>



PASTORAL CARE - LISMORE COMPREHENSIVE SCHOOL

Dealing With Allegations of Abuse against a Member of Staff

