

Carrick Primary School



“The welfare of the child must be the paramount consideration”

Child Protection Order 1995

Safeguarding/Child Protection Policy

March 2016

Carrick Primary School

Vision Statement

Forward Together: “Ar agháidh le cheile”.

Mission Statement

In Carrick Primary School we aim to provide a safe, caring and stimulating environment, in order to realise and celebrate the academic and non-academic potential of all our pupils. We expect our pupils to work hard and for parents to assist us in helping children to learn and to become lifelong learners.

School Aims

We aim to:

- develop and strengthen each pupil’s understanding and love of Catholic values by promoting the Catholic ethos throughout the school;
- create a safe, enjoyable learning environment, in which effective learning is facilitated and quality teaching is provided;
- implement all aspects of the Northern Ireland Curriculum;
- help our pupils to develop a positive attitude towards life and a love of learning;
- value, respect and nurture every child in our care;
- encourage pupils to respect themselves and others and to support and care for one another;
- equip our children with the necessary life skills to enable them to participate in a fast changing society;
- Endorse the United Nations’ Convention on the Rights of the Child and work towards the implementation of policies and practices which reflect the Convention; and
- involve the parents, Board of Governors and wider community in the life of the school and in the holistic development of the children in our care.

Introduction

We, in Carrick Primary School, believe wholeheartedly that we have a responsibility for the Pastoral Care, general welfare and safety of the children in our care. We will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential.

We also aim to empower our pupils to help them deal with any situation in which their own welfare or safety, or the safety/welfare of any other child, may be compromised.

All staff, teaching and non-teaching and all volunteers 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. We are currently working towards becoming a Rights Respecting School and endorse the following articles:

Article 19 You have the right to be protected from being hurt or badly treated;

Article 34 You have the right to be protected from sexual abuse; and

Article 39 You have the right to help if you have been hurt, neglected or badly treated.

Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance “Pastoral Care in Schools- Child Protection”(DENI Circular 99/10) and the Area Child Protection Committees’ Regional Policy and Procedures(2005).

The following principles form the basis of our 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; and
- 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.

Other Relevant Policies and Documents

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:

- Positive Behaviour Policy;
- Anti-Bullying Policy;
- Safe Handling Policy;

- Special Educational Needs Policy;
- Educational Visits Policy;
- Health and Safety Policy;
- Administration of Medicines Policy;
- First Aid Policy;
- Relationships and Sexuality in Education Policy;
- E Safety Policy;
- Intimate Care Policy;
- Pastoral Care Policy;
- Code of Conduct; and
- Rights Respecting Schools Policy.

These policies are available to parents and any parent requiring a copy should contact the school Principal or visit the school website at www.carrickprimaryschool.com

School Safeguarding Team

The following are members of the schools Safeguarding Team

- Designated Teacher: Mrs Claire Kelly
- Deputy Designated Teacher: Mrs Patricia McPolin
- Principal: Mrs Anne Cassidy
- Designated Governors for Child Protection: Mrs Pauline Sheehan/Fr Charles Byrne/Mr Michael Keenan
- Chair of the Board of Governors: Mr Michael Keenan

Roles and Responsibilities

The Designated Teacher and Deputy Designated Teacher

The Designated Teacher and Deputy Designated Teacher must:

- Avail of training so that they are aware of their duties, responsibilities and role;
- Organise training for all staff (whole school training);
- Lead in the development of the school's Child Protection Policy and Procedures;
- Act as a point of contact for staff, parents and pupils;
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents and pupils;
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate;
- Liaise with the Education Authority's {EA} Designated Officers for Child Protection;
- Maintain records of all child protection concerns;
- Keep the school Principal informed; and
- Provide a written annual report to the Board of Governors regarding Safeguarding/Child Protection.

The Principal

The Principal must ensure that:

- DENI 1999 / 10 guidance is implemented within the school;
- He/she attends training on Managing Safeguarding and Child Protection;
- A Designated Teacher and Deputy Designated Teacher are appointed;
- All staff receive Safeguarding/Child Protection training;
- All necessary referrals are taken forward in the appropriate manner;
- The Chair of the Board of Governors is kept informed;
- Child Protection activities feature on the agenda of the Board of Governors meetings and termly updates and an annual report are provided;
- The school's Safeguarding/Child Protection policy is reviewed annually and that parents and pupils receive a copy/summary of this policy at least once every 2 years;
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis; and
- All unsupervised volunteers, coaches and tutors are vetted prior to beginning their work with the children.

The Designated Governor for Safeguarding/Child Protection

The Designated Governors should avail of Safeguarding/Child Protection awareness training delivered by CPSSS and will take the lead in Child Protection issues in order to advise the Governors on:

- The role of the Designated Teachers;
- The content of Safeguarding/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 Teacher's Report; and
- Recruitment, selection and vetting of staff.

The Chair of the Board of Governors

The Chair of the Board of Governors should:

- Ensure that he/ she has received appropriate Education Authority training;
- Ensure that a safeguarding ethos is maintained within the school environment;
- Ensure that the school has a Safeguarding/Child Protection Policy in place and that staff implement the policy;
- Ensure that Governors undertake appropriate child protection and recruitment and selection training provided by the Child Protection Support Service for Schools {CPSSS} and the Governor Support and Human Resource departments;
- Ensure that a Designated Governor for Child Protection is appointed;
- Assume lead responsibility for managing any complaint/allegation against the school Principal; and
- Ensure that the Board of Governors receives termly updates and a full written annual report in relation to Safeguarding/Child Protection activity.

Other Members of School Staff and Volunteers

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

They should remember the 5 Rs: *Receive, Reassure, Respond, Record* and *Refer*.

The member of staff and volunteers must:

- refer concerns to the Designated Teacher/Deputy Designated Teacher and the 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; and
- **Not** ask leading questions.

In addition the Class Teacher should:

- Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, 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.

We will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts.

The Designated/Deputy Designated Teacher will immediately follow the school's Safeguarding/Child Protection procedures.

At no time will the school be involved in investigating abuse. The role of the school is to inform the relevant outside agencies of its suspicions.

The purpose of these procedures is to protect vulnerable children by ensuring that all members of staff have guidance on the action to be taken and the inter-agency management of situations where abuse or neglect is evident or suspected.

These guidelines define child abuse and outline the action to be taken when it is known or suspected that a child is at risk, or has been subjected to abuse.



Often teachers or other members of staff may feel that reporting alleged abuse may be disloyal to the child. They may also be concerned that it may damage their relationship with the child's parents. There is also concern that should the referral turn out to be unfounded, this may lead to the child's parents or others seeking legal redress.

In spite of this, it must be remembered that a staff member's first and foremost obligation is to the child. Reporting facts in accordance with agreed procedures will not put any member of staff at risk.

REMEMBER: IF IN DOUBT – REPORT!



Parents

Parents should play their part in safeguarding by:

- telephoning the school on the morning of their child's absence, or sending in a note on the child's return to school, so that the school is kept well informed as to the child's situation;
- informing the school whenever anyone, other than themselves, intends to pick up the child after school;
- letting the school know in advance if their child is going home to an address other than their own home;
- familiarising themselves with the Carrick Primary School's Pastoral Care, Anti Bullying, Positive Behaviour, Internet and Child Protection Policies;

- reporting to the office when they visit the school; and
- raising any concerns they may have in relation to their child or any other child within the school.

The Board of Governors

The Board of Governors must ensure that the school fulfils its responsibilities in keeping with current legislation and DE guidance including:

- having a Safeguarding/Child Protection Policy which is reviewed annually;
- having a staff Code of Conduct for all adults working in the school;
- attendance at relevant training by Governors and that up-to-date training records are maintained; and
- the vetting of all staff and volunteers.

What Is Child Abuse?

The following definitions of child abuse are taken from the Area Child Protection Committees' Regional Policy and Procedures (2005).

Definition of Abuse

Child abuse is any form of physical, sexual or emotional mistreatment, neglect or lack of care that leads to injury or an abuse of power or breach of trust.

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.

Types of Abuse

Physical Abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

Sexual Abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child Sexual Exploitation is a form of sexual abuse in which a person(s) exploits, coerces and/or manipulates a child or young person into engaging in some form of sexual activity in return for something the child needs or desires and/or for the gain of the person(s) perpetrating or facilitating the abuse.

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;
- Sexual;
- Financial; and
- Emotional.
-

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

- Nervousness
- Low self-worth
- Disturbed sleep patterns
- Nightmares / flashbacks
- Physiological – stress / nerves
- Stomach pain
- Bed wetting
- Immature / needy behaviour
- Temper tantrums
- Aggression
- Internalising distress or withdrawal
- Truancy
- Alcohol and drugs
- Bullying

These symptoms can lead to a child/ young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive.

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

A child may suffer from 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.

Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

Physical Indicators	Behavioural Indicators
Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday	Self-destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories

Emotional Abuse

Physical Indicators	Behavioural Indicators
Well below average in height and weight; “failing to thrive”; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).	Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.

Neglect

Physical Indicators	Behavioural Indicators
Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.	Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.

Signs and symptoms of abuse ~ Possible Indicators

Sexual Abuse

Physical Indicators	Behavioural Indicators
Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identify of the father is vague; anorexia/gross over-eating.	What the child tells you; withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self-esteem; self-devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.

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

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

Procedures for making complaints in relation to child abuse

How a Parent can make a Complaint

We aim to work closely with parents/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or any member of the school's safeguarding team: the Principal, the Designated or Deputy Designated Teacher for Safeguarding/Child Protection. If they are still concerned they may talk to 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**.

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 as this is the responsibility of Social Services and/or PSNI. Staff should report these concerns immediately to the Designated/Deputy 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/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

The Designated/Deputy 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/Deputy Designated Teacher may consult with members of the school's safeguarding team, the Education Authority's Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Education Authority's 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 priority.

Where there are concerns about possible abuse and a referral needs to be made, the Designated/Deputy Designated Teacher will telephone Social Services Gateway Team. He/she will also notify the EA's 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 and a copy will be kept in the school's Safeguarding/Child Protection file.

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**.

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/Deputy Designated Teacher if the Principal is not available} **must be informed immediately**. The above procedures will apply (unless the complaint is about the Principal/Designated/Deputy Designated Teacher)

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

Where the matter is referred to Social Services, the member of staff may be removed from duties involving direct contact with pupils or may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities. The Chair 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.

This procedure with names and contact numbers is shown in **Appendix 4**

Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Teacher/Deputy Designated Teacher or Principal may be invited to attend an 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.

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.

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.

Record Keeping

All Safeguarding/Child Protection records, information and confidential notes are kept in separate files in a locked drawer. 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. (Mrs Kelly, Mrs McPolin & Mrs Cassidy).

Vetting Procedures

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

Code of Conduct for all Staff Paid or Unpaid

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 Code of Conduct is available on request.

Staff Training

Carrick Primary School is committed to in-service training for its entire staff. Each member of staff will receive general training on policies and procedures where some members of staff will receive more specialist training in line with their roles and responsibilities. All staff will receive basic Safeguarding/Child Protection awareness training and refresher training every two years. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governors 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 Child Protection Policy and Code of Conduct and given copies of these policies.

The Preventative Curriculum

Throughout the school year, Safeguarding/Child Protection issues are addressed through class activities, assemblies and meetings and there is a Child Protection area within the parents' notice boards in the resource areas. Flow diagrams are on display in relation to how a parent can make a complaint and in relation to others reporting Child Protection concerns.

Monitoring And Evaluation

The Safeguarding Team in Carrick Primary School 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: _____

Signed:

Mrs Claire Kelly (Designated Teacher)

Mrs Patricia McPolin (Deputy Designated Teacher)

Mr Michael Keenan, Mrs Pauline Sheehan, Fr Charles Byrne and Mrs Anne Cassidy (Designated Governors for Child Protection)

Mr Michael Keenan (Chair of Board of Governors)

Mrs Anne Cassidy (Principal)

Date: 7th March 2016

Appendix 1

Carrick Primary School

Child Protection Incident Report

Child's Name: _____ **DOB** _____ **Class** _____

Details of Incident/Disclosure:

(Please record the actual words used by the child/young person)

Name of Person completing the report: _____

Designation: _____

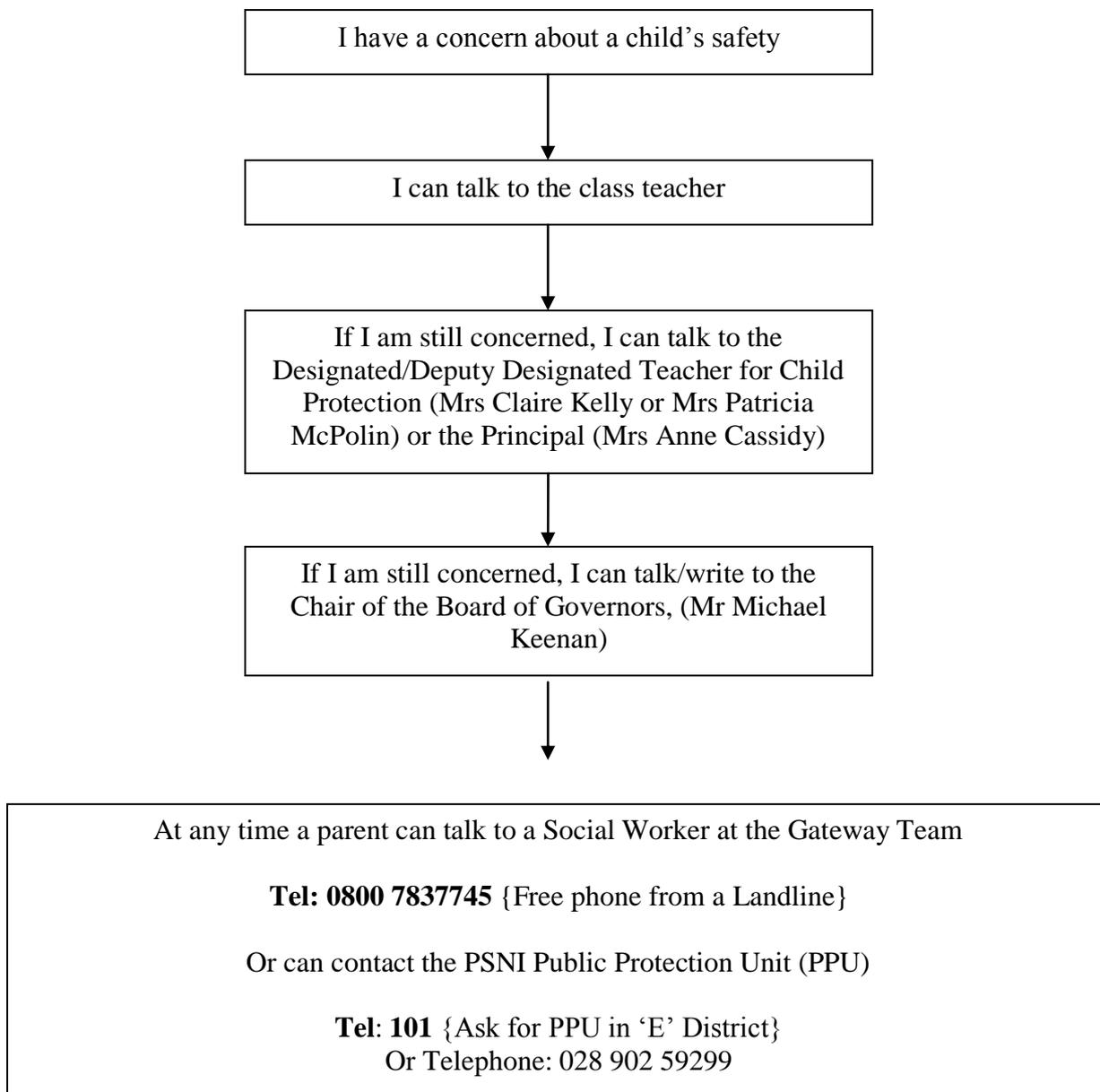
Signature: _____

Date: _____

Appendix 2

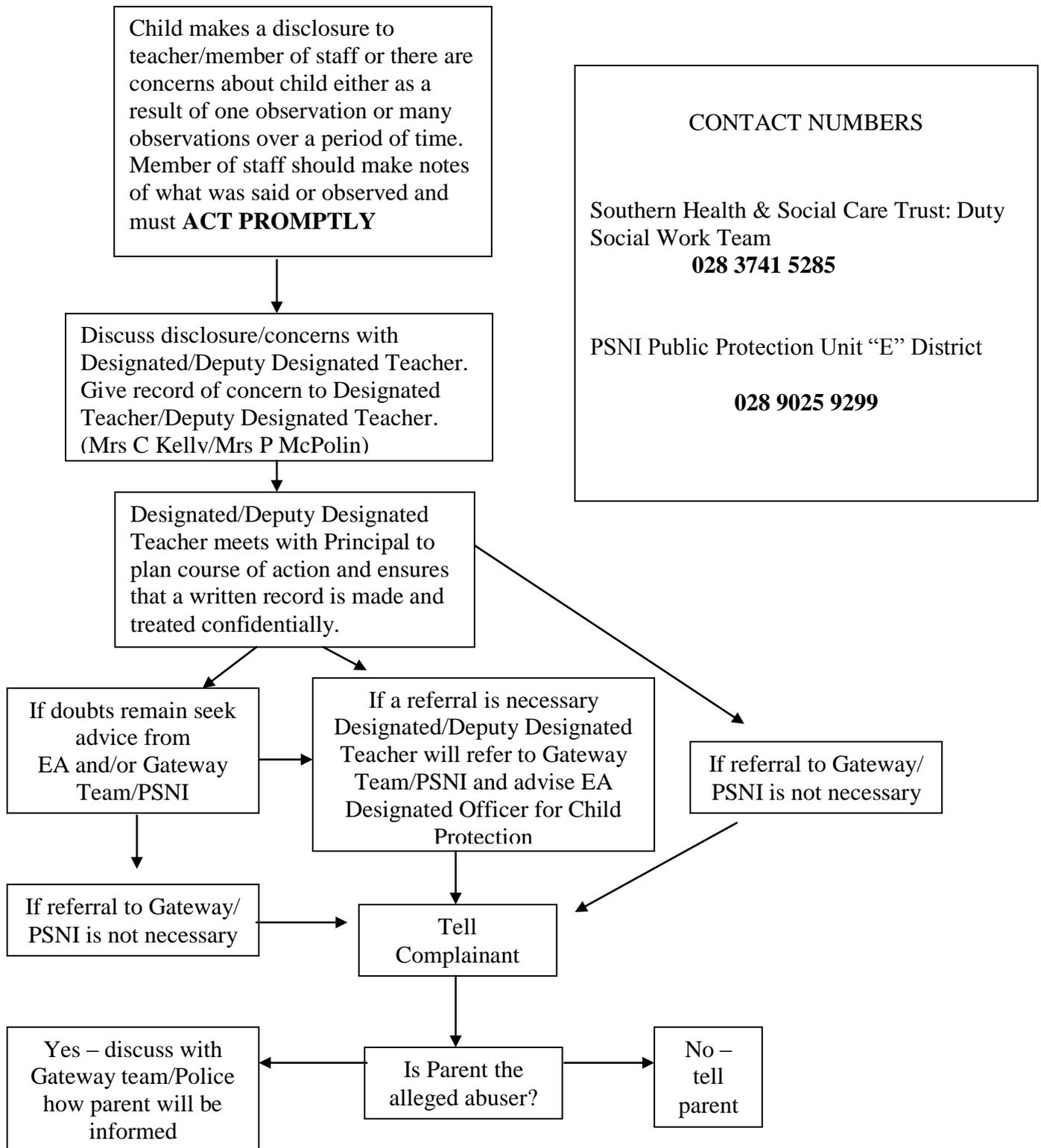
Carrick Primary School Safeguarding/Child Protection Producers

How a Parent can make a Complaint?



Appendix 3

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



Appendix 4

Dealing With Allegations of Abuse against a Member of Staff

Key Points

Lead Individual learns of an allegation against a member of staff and informs the Chair/Vice Chair of BOG as appropriate

Guidance on next steps

Lead Individual then:
Establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion

Possible Outcomes

Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and/or the BOG to agree way forward from the options below

Precautionary suspension is not appropriate and the matter is concluded

Allegation addressed through relevant Disciplinary Procedures

Precautionary suspension under Child Protection Procedures imposed

Alternatives to Precautionary Suspension imposed

Contact Numbers:

Southern Health & Social Care Trust: 028 3741 5285

RSNI Public Protection Unit 028 902 59299