



ST. ANNE'S PRIMARY SCHOOL & NURSERY UNIT

CHILD PROTECTION POLICY



' MIGHTY OAKS FROM LITTLE ACORNS GROW '

'MIGHTY OAKS FROM LITTLE ACORNS GROW.'

● Together, we nurture a love of learning, a love for ourselves and each other, and a love of the world we all share ●



ST. ANNE'S PRIMARY SCHOOL & NURSERY UNIT

MISSION | VALUES | VISION

Guiding Principles

- This policy is written in accordance with “Co-operating to Safeguard Children and Young People in Northern Ireland” (DHSSPSNI, 2017 and 2024), the Department of Education (Northern Ireland) guidance “Safeguarding and Child Protection in Schools” Circular 2017/04 (and subsequent amendments) and the SBNI Core Child Protection Policy and Procedures (2017).
- The welfare of the children is paramount.
- At all times there must be a multi-disciplinary and a multi-agency approach and commitment to the protection, support and safeguarding of children from harm. The right to confidentiality for parents, carers, teachers and children must be respected and information will only be shared in the interests of the child's welfare.

Policy Statement

We in St. Anne's Primary School & Nursery Unit have a primary responsibility for the care and safety of the pupils in our charge, and we will carry out this duty through our pastoral care policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, and in which our young people can learn and develop to their full potential.

The purpose of this Child Protection Policy is to ensure that everyone who works in the school - teachers, non-teaching staff, governors and volunteers - has clear guidance on the action required when abuse or neglect of a child is suspected. To this end, the school will ensure that all staff, whether full-time or part-time, permanent or temporary are aware of child protection issues, and their role with regard to these. The overriding concern of all the people who come to work in St. Anne's is the care, welfare and safety of each child and this is paramount.

The Safeguarding and Child Protection Team at St. Anne's Primary School & Nursery Unit:

Principal

Designated Teacher for Child Protection

Deputy Designated Teacher for Child Protection

Deputy Designated Teacher for Child Protection

Designated Governor for Child Protection

Safeguarding Team Members

Mr C Conway

Mrs S Hunter

Mrs L McGlone

Mrs D Hamill

Mrs B Niblock

Mrs A Stott & Miss A O'Neill

Definition of Child Abuse

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

Abusers

Those people who have been identified as abusers through the legal process suggest strongly that abusers tend to be known to the child (but not exclusively) and have regular access to children. Therefore, children may be abused by a parent, a sibling or other relative, a carer (i.e. a person who has actual custody of a child, such as a foster parent or member of staff in a residential home), people who work in the caring professions, an acquaintance or stranger, who may be an adult or young person. The abuse may be the result of a deliberate act or a failure on the part of the parent or carer to act or to provide care, or both.

ABUSE MAY TAKE A NUMBER OF FORMS

Physical Abuse

Physical Abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical Indicators

- Multiple bruising or bizarre markings on the skin.
- Multiple bruising at different stages of resolution.
- Bruising and or lacerations around the mouth.
- Finger and thumb marks on the face or body.
- Black eyes (particularly when both are affected).
- Burns, scalds or bites which appear to have been caused by adults.
- Untreated injuries.

Behavioural Indicators

- Self-destructive tendencies.
- Improbable excuses given to explain injuries.
- Chronic runaway.
- Aggressive or withdrawn.
- Fear of returning home.
- Reluctance to have physical contact.
- Clothing inappropriate to weather - worn to hide part of the body.

Neglect

Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

Physical Indicators

- Constant hunger.
- Poor state of clothing / personal hygiene.
- Untreated medical problems.
- Emaciation / distended stomach.
- Constant tiredness.

Behavioural Indicators

- Tiredness, listlessness.
- Lack of social relationships.
- Compulsive stealing, begging or scavenging.
- Frequently absent or late.
- Low self-esteem.

Sexual Abuse

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. This can be the involvement of children and adolescent in sexual activities they do not truly comprehend, to which they are unable to give informed consent or which violate the social taboos. Sexual abuse may involve physical contact or may include non-contact activities which encourage children to behave in sexually inappropriate ways or groom 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.

Physical Indicators

- Soreness or bleeding in the genital or anal areas or in the throat.
- Torn, stained or bloody underclothes.
- Chronic ailments such as stomach pains or headaches.
- Difficulty in walking or sitting.
- Frequent urinary or yeast infections.
- Venereal diseases.

Behavioural Indicators

- Chronically depressed/suicidal.
- Inappropriately seductive or precocious.
- Sexually explicit language.
- Low self-esteem, self-devaluation, lack of confidence.
- Recurring nightmares/fear of the dark.
- Outbursts of anger/hysteria.
- Overly protective of siblings.

Emotional Abuse

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate.

Physical Indicators

- Sudden speech disorder.
- Signs of self-mutilation.
- Signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness).
- Wetting and/or soiling.
- Attention-seeking behaviour.
- Poor peer relationships.

Behavioural Indicators

- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking).
- Reluctance for parent liaison.
- Fear of new situations.
- Chronic runaway.
- Inappropriate emotional responses to painful situations.

Exploitation ¹

This 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 Violence and Abuse

Threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicting 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.

Specific Types of Abuse

The categories below relate to safeguarding children and young people in specific circumstances recognising that the abuse of children and young people can manifest in a number of ways and can involve a combination of the forms of abuse defined already in this policy. For more detailed definitions of each of these types of abuse go to <https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland>

- **Grooming**
- **Child Sexual Exploitation**
- **Domestic and Sexual Violence and Abuse**
- **Female Genital Mutilation**
- **Forced Marriage**
- **Children who Display Harmful Sexualised Behaviours**
- **E-Safety / Internet Abuse**

¹ Although 'exploitation' is not included in the categories of registration for the Child Protection Register, professionals should recognise that the abuse resulting from or caused by the exploitation of children and young people can be categorised within the existing CPR categories as children who have been exploited will have suffered from physical abuse, neglect, emotional abuse, sexual abuse or a combination of these forms of abuse.

Harmful Sexualised Behaviour

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.

Any concerns should be notified to the Designated Teacher for Child Protection or a member of the Safeguarding Team.

Identification of Abuse

Because of our day-to-day contact with individual children, we as teachers - but also non-teaching staff, including lunch-time supervisors and ancillary staff - are particularly well placed to observe outward symptoms or changes in appearance, behaviour, learning pattern or development. Such symptoms may be due to a variety of other causes, including bereavement or other disruption in family circumstances. Sometimes, however, they may be due to child abuse.

Signs of abuse ²

The signs of abuse (not an exhaustive list) such as those described above can do no more than give rise to concern - they are not in themselves proof that abuse has occurred. But teachers and other school staff should be aware of the possible implications of, and be alert to, all such signs, particularly if they appear in combination or are regularly repeated. A child may make a comment which would indicate a child protection concern. A child may make a disclosure of abuse. Where a member of staff is concerned that abuse may have occurred, he or she must report this **immediately**, following the school's guidelines on the identification and reporting of suspected abuse.

² The definition of signs and symptoms of abuse are taken from Co-operating to Safeguard Children and Young People in NI (October 2024).

What should a worker at St. Anne's do when they suspect abuse?

Teaching and non-teaching staff are in daily contact with children and may be the first to notice changes in a child's behaviour or possible evidence of physical abuse. Children who have been abused may also confide in a staff member of St. Anne's whom they trust. Therefore, when abuse is suspected it should be reported **immediately** to the Designated Teacher - Mrs Hunter, and, if she is not available, to the Deputy Designated Teacher - Mrs McGlone or the Deputy Designated Teacher for the Nursery - Mrs Hamill. If none of these are available, contact the principal, Mr Conway.

A 'Child Protection and Record of Concern proforma' should also be completed and given to the Designated Teacher.

NB. Suspicion of abuse does not mean a disclosure (see Dealing with Disclosure of Abuse).

Confidentiality

Staff and volunteers may have access to confidential information about pupils including highly sensitive or private information. It should not be shared with any person other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff or volunteer may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals should pass information on without delay, but only to those with designated child protection responsibilities.

If a member of staff or volunteer is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.

Sensitive information about children and parents is confidential and should not be made the subject of general conversation outside of school, other than with statutory agencies.

Staff and volunteers need to be aware that although it is important to listen to and support pupils, they must not promise confidentiality or request pupils to do the same under any circumstances. Additionally, concerns and allegations about adults should be treated as confidential and passed to the Principal or a member of the safeguarding team without delay.

Dealing With Disclosures of Abuse - The 5 Rs

A child may quite innocently disclose details of abuse that occurs within the family or other situations. It is also the case that children with experience of abuse may unburden themselves to a member of staff as the one adult they can trust. It is vital that the member of staff in whom a child has chosen to confide is sympathetic and supportive. The member of staff should remain calm and reassuring. Children who have suffered abuse may have low self-esteem or may withdraw if they detect signs of doubt or revulsion.

1. RECEIVE

- Listen to the child, and do not to interrupt if he or she is freely recalling significant events.
- Never attempt to cross-examine the child or press for information.

2. REASSURE

- Reassure the child that they have done the right thing by talking to you.
- Do not promise to keep secret what the child has said. Explain that you may need to speak with one of the members of the Safeguarding Team who will know what to do next and how to help them.

3. RESPOND

- Care must be taken in asking questions and interpreting children's responses.
- Do not ask questions which encourage the child to change his or her version of events in any way, or which impose the adult's own assumptions. For example, staff should say, "Tell me what happened", rather than, "Did they do X to you?" (a leading question).

4. RECORD

- A note of the discussion should be made immediately after it has taken place which should record:
- The information revealed by the child, quoting his or her words, where possible. The date, time, place, to whom the suspicions were reported and any other persons present.
- Any signs of physical injury observed should be described in detail, or sketched in a diagram, but under no circumstances should a child's clothing be removed.
- Date, sign and time the record.

5. REPORT

- Immediately pass a copy to the Designated Teacher, Mrs Hunter or, in her absence to the Deputy Designated Teacher - Mrs McGlone, or the Deputy Designated Teacher for the Nursery - Mrs Hamill or in their absence to the Principal, Mr Conway. The Designated Teacher, Mrs Hunter or, in her absence, the Deputy Designated Teacher, Mrs McGlone, or the Deputy Designated Teacher for the Nursery - Mrs Hamill, or Mr Conway must always be informed even if the abuse is merely suspected.
- No attempt should be made to discuss concerns or fears with the parents or indeed with anyone who is not involved with the care of the child. If the child's allegations prove to be untrue, reporting them to someone who is not concerned with the care of the child may be deemed to be defamatory.
- Staff should also be aware that their note of the discussion may need to be used in any subsequent court proceedings.

Operation Emcompass

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 contact 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.



REFERRAL AND THE ROLE OF THE DESIGNATED TEACHER

In all cases where abuse is suspected, or where an allegation has been made by a pupil that abuse has taken place, or where serious concerns exist about the welfare of the child, members of staff should report verbally and in written format the information to the Designated Teacher. The Designated Teacher, Mrs S Hunter, then meets with the Principal to plan a course of action and ensure that a written record is made. The Designated Teacher should immediately refer these cases to, or consult with, the social services. She may also notify the Designated Officer of the Belfast Education Authority and the CCMS Senior Management Officer (Schools).

In any case where a school has concerns about possible child abuse it is important that a record is kept at all stages - this should include dates, events and action taken.

The following two figures illustrate procedures for action about a complaint or disclosure:

Figure 1: Dealing with Allegations of Abuse Against a Member of Staff

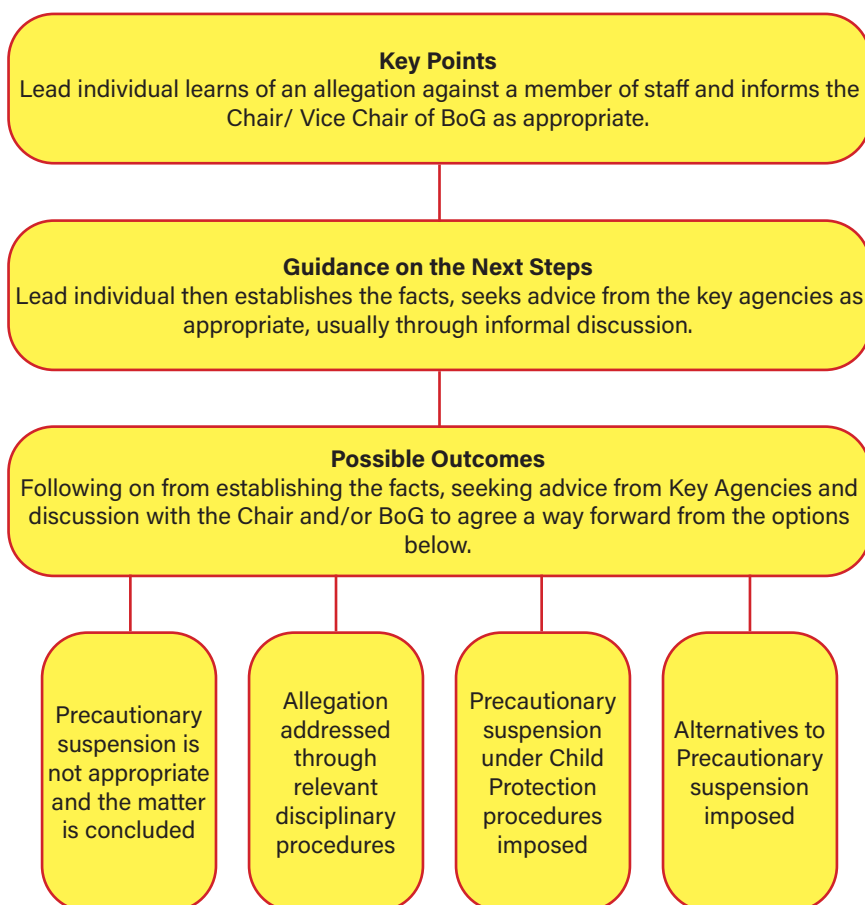
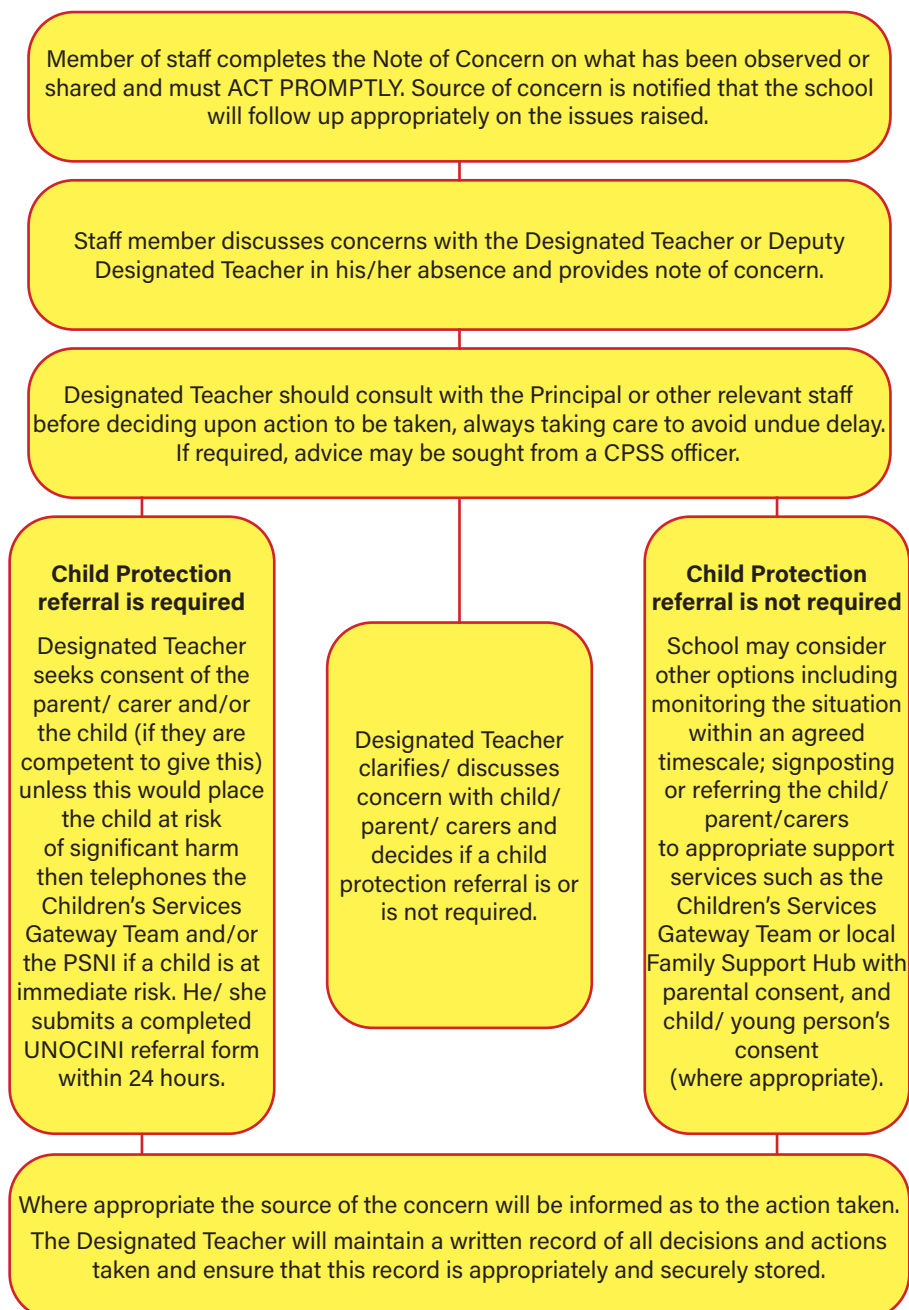


Figure 2: Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff



CODE OF CONDUCT FOR ALL THOSE WORKING IN ST. ANNE'S PRIMARY AND NURSERY SCHOOL

Setting an Example

Staff must always be mindful of the fact that they hold a position of trust, and their behaviour towards children in their charge must be above reproach.

School staff and volunteers are role models, in a unique position of influence and trust and their behaviour should set a good example to all the pupils within the school.

Staff and volunteers should therefore, for example, avoid using inappropriate or offensive language at all times, and demonstrate high standards of conduct in order to encourage our pupils to do the same.

The Code of Conduct is not intended to discourage positive interaction between staff and pupils but to assist staff in respect of the complex issue of Child Abuse, by drawing attention to the areas of risk for staff and by offering guidance on appropriate conduct.

Private meetings with pupils

When confidential interviews are taking place, staff should:

- Conduct such interviews in a room with a visual panel, or with the door open, and not use a sign prohibiting entry to an interview room
- Where possible have another pupil, or preferably another adult, nearby during the interview.

Physical contact with pupils

- It is important that everyone is aware of the risks they face if they use corporal punishment to discipline pupils, or if they touch children other than to comfort the youngest of them or to deal with injuries or accidents.
- As a general principle staff are advised not to make unnecessary physical contact with pupils. This is particularly the case with older primary school children, especially in Primary 6/7.

Physical contact with Pupils in St. Anne's Nursery

Physical contact will be necessary for the staff at St Anne's Nursery Unit if a child has an accident while, for example at the water tray or at the toilet. Parents are made aware of the possibility of this physical contact and must sign a consent form, allowing it to take place.

Please see St. Anne's Intimate Care Policy for further details.

In order not to place the staff in a suspect position with regard to changing children, they should:

- Tell another member of staff that they are changing the child.
- Change the child in a reasonably open space, if possible where the other member of staff can see them.
- Be gentle with the child, especially if the child needs cleaned following a toileting accident.
- Try not to make the child feel bad about what is happening.
- Respect the child's dignity at all times.

Intimate care and changes of clothing

Full details of procedures in such circumstances are contained in the St Anne's Intimate Care Policy.

Principles for staff conduct

Physical contact, which may be misunderstood by the pupils, parents or other casual observers should be avoided. Putting a hand on the shoulder or arm, which is repeated with an individual pupil, should be avoided. Other more obvious and more intimate contact should never occur.

There may be occasions when a distressed child needs comfort and reassurance, which may include physical comforting, such as a caring parent would give. Staff should use their discretion in such cases.

Following any incident where a member of staff feels that their actions may be misunderstood by a pupil, a written report of the incident should be submitted immediately to the Designated Teacher at the school. This would apply especially in a case where a child had to be restrained physically to prevent him/her from inflicting injury on others or themselves, from damaging property or committing a criminal offence.

- Where possible, staff should avoid one-to-one contact with children in the following areas: toilets, classrooms, cars/minibuses or after school.
- Staff should never invite pupils to their homes.
- Staff must not under any circumstances use corporal punishment, such as hitting. If there is a problem of serious misbehaviour and the member of staff cannot deal with the situation they should bring the pupil(s) to the Principal / Vice Principal.
- If, in an emergency, staff have to administer first aid, they should ensure where possible that other children or another adult are present, if staff have any doubts as to whether necessary physical contact in the circumstances could be misunderstood.
- No member of staff should hesitate to provide first aid in an emergency because another person is not present.
- Staff must never make sexually suggestive comments to or about a child, even in jest.
- Staff must never keep suspicions of abuse or inappropriate behaviour by a colleague to themselves. If there is an attempted cover-up, staff should be aware that they could be implicated.
- Any report of alleged bullying of a pupil must be passed to the Designated Teacher.

Choice and use of teaching materials

- Staff must take due care when using teaching materials of a sensitive nature, especially sex education programmes.
- If members of staff are in doubt, they should consult the Principal.
- Staff should not use unsuitable video/DVD films/programmes. Certificate 'U' and 'PG' do not necessarily mean they are suitable. 'Uc' is the only suitable classification.

Relationships and attitudes

- All staff and volunteers should treat pupils with respect and dignity and not in a manner which demeans or undermines them, their parents or carers, or colleagues.
- Staff and volunteers should ensure that their relationships with pupils are appropriate to the age and maturity of their pupils.
- They should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating pupils, discriminating against or favouring pupils. Staff and volunteers may have less formal contact with pupils outside of school; perhaps through mutual membership of social groups, sporting organisations, or family connections. Staff and volunteers should not assume that the school would be aware of any such relationship and should therefore consider whether the school should be made aware of the connection.
- From time to time, it is prudent for all staff to re-appraise their teaching style, relationships with children, and their manner and approach to individual children to ensure that they give no grounds for doubt about their intentions in the minds of colleagues, of pupils or of the parents/guardians.

Honesty and Integrity

All staff and volunteers are expected to maintain the highest standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

Conduct outside of school

Staff and volunteers should not engage in conduct outside work which could damage the reputation and standing of the school or the staff/volunteer's own reputation or the reputation of other members of the school community.

E-Safety and Internet Use

A staff member or volunteer's off duty hours are their personal concern but all staff and volunteers should exercise caution when using information technology and be fully aware of the risks to themselves and others.

Staff and volunteers should exercise particular caution in relation to making online associations/friendships with current pupils via social media and using texting/email facilities to communicate with them. It is preferable that any contact with pupils is made via the use of school email accounts or telephone equipment when necessary.

Preventative Curriculum

Within St Anne's we are committed to developing positive relationships and a caring ethos across the whole school. The personal development curriculum and wellbeing of pupils has a high priority and keeping safe messages are embedded throughout the school. We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Follow the curriculum for Personal and Development for Mutual Understanding which equips children with the skills they need to stay safe from harm and to whom they should turn for help if the need arises.

Short-Term Staff

Short-term staff includes temporary and substitute teachers, temporary ancillary staff, temporary classroom assistants and peripatetic staff. They should be made aware of the policy, understanding in particular the Procedures for Disclosure and the "Staff Code of Conduct."

Vetting Procedures

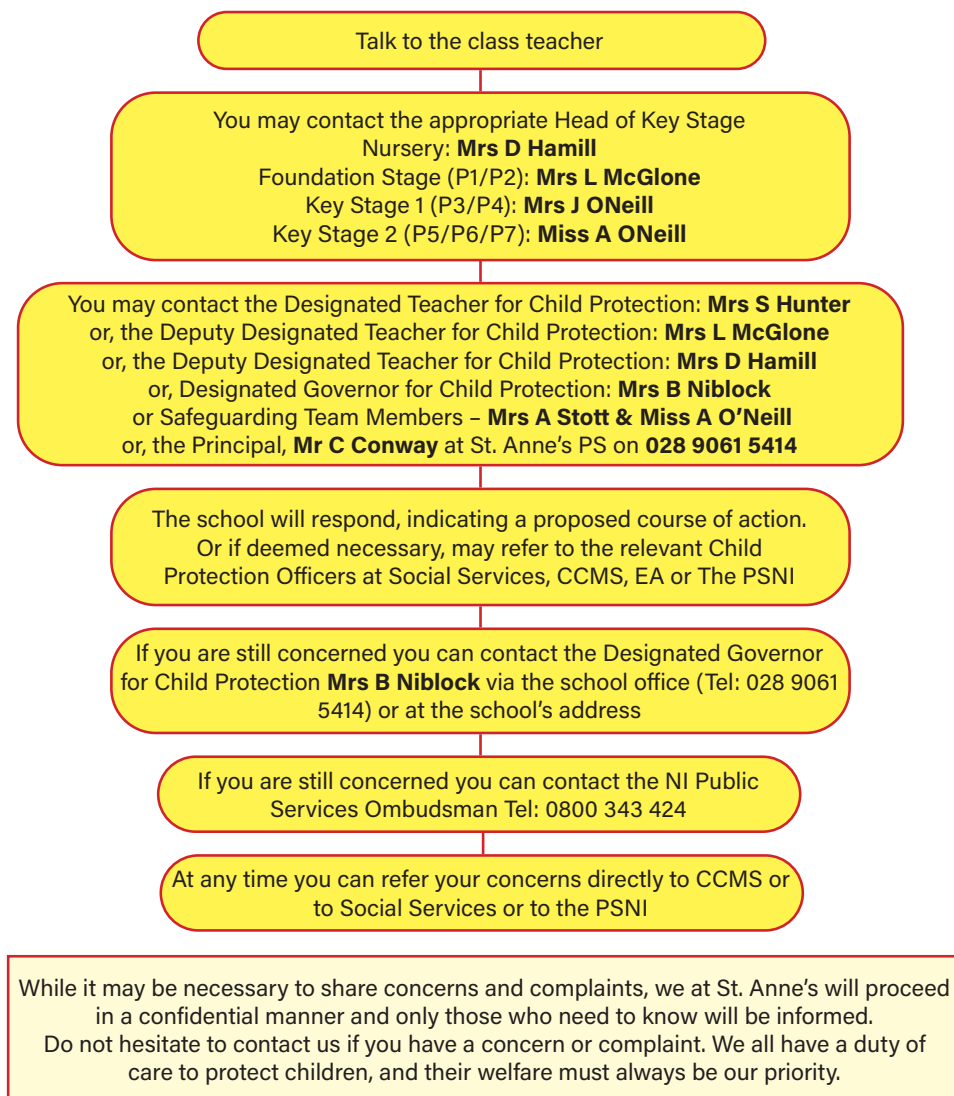
The school arranges vetting of all staff and volunteers. They are required to complete a police check form, which is passed to ACCESSNI, the vetting service of the PSNI. Official external educational support personnel are vetted by their institution. Students being hosted in St. Anne's Primary School and Nursery Unit are vetted by their third-level institutions. Visitors are not left unsupervised in the company of pupils. These procedures are to ensure that those people who work in, or become part of the school community at any time, do not represent a threat to the health and well-being of our pupils.

Reporting Arrangements

The following reports must be undertaken

1. An annual report regarding the status of pupils on the Child Protection Register must be presented at the Board of Governors.
2. The Chair of the Governors must see, on an annual basis, a record of complaints regarding the conduct of staff, even if there are none.

Parents/Carers, if you have a concern about the safety of your child or another child, you may:



Contacts

CCMS 028 9201 3014

DUTY SOCIAL WORKER GATEWAY LISBURN 0300 1000 300

DUTY SOCIAL WORKER GATEWAY BELFAST 028 9050 7000

OUT OF HOURS SERVICE 028 9504 9999

PSNI CENTRAL REFERRAL UNIT 028 9025 9299 or 101

NI PUBLIC SERVICES OMBUDSMAN 0800 343 424

LINKED POLICIES

Intimate Care Policy

St Anne's Intimate Care Policy and Guidelines have been developed to safeguard children and staff. They apply to everyone involved in the intimate care of children. Disabled children can be especially vulnerable. Staff involved with their intimate care need to be sensitive to their individual needs.

A copy of St Anne's Intimate Care Policy and Guidelines can be accessed on our school website **www.saintannesps.com**

St. Anne's Anti-Bullying Policy

Our aim at St. Anne's Primary School and Nursery Unit is to provide a happy, caring and safe environment in which children can learn in a secure and relaxed atmosphere and in which every individual feels valued and respected.

In the spirit of these statements and together with our Positive Behaviour Policy, which is in keeping with the Christian ethos of St. Anne's Primary School and Nursery Unit, bullying of any kind is unacceptable. Parents should be reassured that through the school's Anti-Bullying Policy, we will respond positively and effectively to any form or degree of bullying.

A copy of St Anne's Anti-Bullying Policy, which has been ratified by our Board of Governors, can be accessed on our school website **www.saintannesps.com**

Attendance

Regular school attendance is crucial in raising standards in education and ensuring that every child can have full access to the school curriculum and reach their potential.

St. Anne's Primary School and Nursery Unit will strive to promote an ethos and culture which encourages excellent attendance and where each pupil will feel valued and secure.

As a school we are committed to working with parents to encourage regular and punctual attendance.

Parents/carers are responsible in law for ensuring the regular and punctual attendance of their children at school. A copy of the Attendance Policy can also be accessed on St. Anne's Primary School and Nursery Unit website **www.saintannesps.com**







CHILD PROTECTION POLICY
REVISED SEPT 2025

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& Nursery Unit**

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