

## Appendix 4

### Hafez Persian Language Association

#### CHILD PROTECTION POLCY AND PROCDEURES

This policy has been adopted by Hafez Persian Language Association (HPLA) through the management committee who remain responsible for its review on the annual basis. Next date of review will be on October 2011.

Name: ...Bijan Vakilizadeh ..... (Chairman of Management Committee)

Signed: ..... Date: .....

Name: ...Nazanin Abolkheriyan..... (Designated Person for Child Protection)

Signed: ..... Date: .....

Name: Nahid Kocheck .....( Deputy Designated for Child Protection)

Signed: ..... Date: .....

## Appendix 5

### Hafez Persian Language Association

#### Declaration of Intent

I, the undersigned, have read Hafez Persian Language Association child protection policy and procedures and will oversee the implementation of the Child Protection Policy and take all necessary steps to ensure it is adhered to.

I understand the four types of abuse and agree to report concerns to designated child protection representative at school (Nazanin Abolkheriyan) or on her absence to the deputy (Nahid Zadeh Kocheck) and agree to abide by it all times.

Name: .....Bijan Vakilzadeh.....

Position: .....Chairman.....  
(eg Board of Trustee member, Staff, Volunteer)

Signature: .....

Date: .....

## Appendix 6

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Name: .....Nazanin Abolkheriyan.....

Position: .....Designated person....  
(eg Board of Trustee member, Staff, Volunteer)

Signature: .....

Date: .....

## Appendix 7

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Name: .....Nahid Kocheck.....

Position: .....Deputy designated person....  
(eg Board of Trustee member, Staff, Volunteer)

Signature: .....

Date: .....

## **HAFEZ PERSIAN LANGUAGE ASSOCIATION**

### **CHILD PROTECTION POLCY AND PROCDEURES**

At HPLA we believe that the safety and welfare of our children and young people is of the utmost important. It is the duty of all our staff and volunteers to protect each child from abuse and to be alert to the possibility of abuse.

The following policy and procedures has been adopted by the Management Committee of HPLA and has been set up in accordance with the Sutton and Merton Area Child Protection Committee (ACPC) Guidance and London Safeguarding Children Board.

#### **DEFINITION**

Child protection relates to any child (under 18) who has suffered from, or may be at risk of physical injury, neglect, and emotional or sexual abuse.

#### **What Is Child Abuse?**

"Child abuse" can be defined as causing or permitting any harmful or offensive contact on a child's body; and, any communication or transaction of any kind which humiliates, shames, or frightens the child. Some child development experts go a bit further, and define child abuse as any act or omission, which fails to nurture or in the upbringing of the children.

A child of any age, sex, race, religion, and socioeconomic background can fall victim to child abuse and neglect.

There are many factors that may contribute to the occurrence of child abuse and neglect. Parents may be more likely to maltreat their children if they abuse drugs or alcohol. Some parents may not be able to cope with the stress resulting from the changes and may experience difficulty in caring for their children.

#### **Child Abuse Facts**

There are four primary types of child abuse:

1. physical abuse
2. sexual abuse
3. emotional abuse
4. neglect

## **Child neglect: types and warning signs**

Neglect is a pattern of failing to provide for a child's basic needs, to the extent that the child's physical and/or psychological well-being are damaged or endangered. In child neglect, the parents or caregivers are simply choosing not to do their job. There are three basic types of neglect.

- Physical Neglect**
1. Failure to provide adequate food, clothing, or hygiene
  2. Reckless disregard for the child's safety, such as inattention to hazards in the home, drunk driving with kids in the car, leaving a baby unattended
  3. Refusal to provide or delay in providing necessary health care for the child
  4. Abandoning children without providing for their care or expelling children from the home without arranging for their care

- Educational Neglect**
1. Failure to enroll a child in school
  2. Permitting or causing a child to miss too many days of school
  3. Refusal to follow up on obtaining services for a child's special educational needs

- Emotional Neglect**
1. Inadequate nurturing or affection
  2. Exposure of the child to spousal abuse
  3. Permitting a child to drink alcohol or use recreational drugs
  4. Failure to intervene when the child demonstrates antisocial behavior
  5. Refusal of or delay in providing necessary psychological care

### **Some signs of child neglect:**

- Clothes that are dirty, ill-fitting, ragged, and/or not suitable for the weather
- Unwashed appearance; offensive body odor
- Indicators of hunger: asking for or stealing food, going through trash for food, eating too fast or too much when food is provided for a group
- Apparent lack of supervision: wandering alone, home alone, left in a car
- Colds, fevers, or rashes left untreated; infected cuts; chronic tiredness
- In schoolchildren, frequent absence or lateness; troublesome, disruptive behavior or its opposite, withdrawal
- In babies, failure to thrive; failure to relate to other people or to surroundings

A single occurrence of one of these indicators isn't necessarily a sign of child

neglect, but a pattern of behaviors may demonstrate a lack of care that constitutes abuse.

### **Physical child abuse: types and warning signs**

**Physical child abuse** is an adult's physical act of aggression directed at a child that causes injury, even if the adult didn't intend to injure the child. Such acts of aggression include striking a child with the hand, fist, or foot or with an object; burning the child with a hot object; shaking, pushing, or throwing a child; pinching or biting the child; pulling a child by the hair; cutting off a child's air. Such acts of physical aggression account for between 15 and 20 percent of documented child abuse cases each year.

Many physically abusive parents and caregivers insist that their actions are simply forms of discipline, ways to make children learn to behave. But there's a big difference between giving an unmanageable child a swat on the backside and twisting the child's arm until it breaks. Physically abusive parents have issues of anger, excessive need for control, or immaturity that make them unable or unwilling to see their level of aggression as inappropriate.

Sometimes the very youngest children, even babies not yet born, suffer physical abuse. Because many chemicals pass easily from a pregnant woman's system to that of fetes, a mother's use of drugs or alcohol during pregnancy can cause serious neurological and physiological damage to the unborn child, such as the effects of fatal alcohol syndrome; mothers can also pass on drugs or alcohol in breast milk. A woman who drinks or uses drugs when she knows she's pregnant can be charged with child abuse in many jurisdictions if her baby is born with problems because of the substance use.

Another form of child abuse involving babies is **shaken baby syndrome**, in which a frustrated caregiver shakes a baby roughly to make the baby stop crying. The baby's neck muscles can't support the baby's head yet, and the brain bounces around inside its skull, suffering damage that often leads to severe neurological problems and even death. While the person shaking the baby may not mean to hurt him, shaking a baby in a way that can cause injury is a form of child abuse.

An odd form of physical child abuse is Munchausen's syndrome by proxy, in which a parent causes a child to become ill and rushes the child to the hospital or convinces doctors that the child is sick. It's a way for the parent to gain attention and sympathy, and its dangers to the child constitute child abuse.

### **Is corporal punishment the same as physical abuse?**

Corporal **punishment**, the use of physical force with the intent of inflicting bodily pain, but not injury, for the purpose of correction or control, used to be a very common form of discipline: most of us know it as spanking or paddling. And many of us were spanked as children without damage to body or psyche.

The widespread use of physical punishment, however, doesn't make it a good idea.

Most child-care experts have come to agree that corporal punishment sends the message to children that physical force is an appropriate response to problems or opposition. The level of force used by an angry or frustrated parent can easily get out of hand and lead to injury.

Even if it doesn't, what a child learns from being hit as punishment is less about why conduct is right or wrong than about behaving well — or hiding bad behaviour — out of fear of being hit.

Signs of physical child abuse include visible marks of maltreatment, such as cuts, bruises, welts, or well-defined burns, and reluctance to go home. If you ask a child about how he or she got hurt and the child talks vaguely or evasively about falling off a fence or spilling a hot dish, think hard before you accept the child's story at face value.

### **Sexual abuse in children: types and warning signs**

Sexual abuse, which accounts for about 10 percent of child abuse, is any sexual act between an adult and a child. Such acts include:

- **Behavior involving penetration** – vaginal or anal intercourse and oral sex
- **Fondling** – Touching or kissing a child's genitals, making a child fondle an adult's genitals.
- **Violations of privacy** – Forcing a child to undress, spying on a child in the bathroom or bedroom.
- **Exposing children to adult sexuality** – Performing sexual acts in front of a child, exposing genitals, telling "dirty" stories, showing pornography to a child.
- **Exploitation – Selling a child's services as a prostitute or a performer in pornography.**

The adult who sexually abuses a child or adolescent is usually someone the child knows and is supposed to trust: a relative, childcare provider, family friend, neighbour, teacher, coach, or clergy member. More than 80 percent of sex offenders are people the child or adolescent victims know. It's important to understand that no matter what the adult says in defence of his or her actions, the child did not invite the sexual activity and the adult's behaviour is wrong. **Sexual abuse is never the child's fault.**

Children are psychologically unable to handle sexual stimulation. Even toddlers, who haven't formulated the idea that the sexual abuse is wrong, will develop problems resulting from the over stimulation. Older children who know and care for their abusers know that the sexual behaviour is wrong, but they may feel trapped by feelings of loyalty and affection. Abusers warn their victims not to tell, threatening children with violence or ostracism, and the shame associated with the sexual activity makes the child especially reluctant to tell. When sexual abuse occurs within the family, children may worry that other family members won't believe them and will be angry with them if they tell — as is often the case. The layer of shame that accompanies sexual abuse makes the behaviour doubly traumatizing.

## **Some signs of sexual child abuse**

Often children who have suffered sexual abuse show no physical signs, and the abuse goes undetected unless a physician spots evidence of forced sexual activity. However, there are behavioural clues to sexual abuse, including:

- Inappropriate interest in or knowledge of sexual acts
- Seductive behavior
- Reluctance or refusal to undress in front of others
- Extra aggression or, at the other end of the spectrum, extra compliance
- Fear of a particular person or family member

Children who use the Internet are also vulnerable to come-ons by adults online. Among the warning signs of online sexual child abuse are these:

- Your child spends large amounts of time online, especially at night.
- You find pornography on your child's computer.
- Your child receives phone calls from people you don't know, or makes calls, sometimes long distance, to numbers you don't recognize.
- Your child receives mail, gifts, or packages from someone you don't know.
- Your child turns the computer monitor off or quickly changes the screen on the monitor when you come into the room.
- Your child becomes withdrawn from the family.
- Your child is using an online account belonging to someone else.

## **Emotional child abuse: types and warning signs**

Emotional child abuse involves behaviour that interferes with a child's mental health or social development: one website calls it "the systematic tearing down of another human being." Such abuse can range from verbal insults to acts of terror, and it's almost always a factor in the other three categories of abuse. While emotional abuse by itself doesn't involve the infliction of physical pain or inappropriate physical contact, it can have more long-lasting negative psychological effects than either physical abuse or sexual abuse.

Examples of emotional child abuse include:

### **Verbal abuse**

- Belittling or shaming the child: name-calling, making negative comparisons to others, telling the child he or she is "no good," "worthless," "a mistake."
- Habitual blaming: telling the child that everything is his or her fault.

### **Withholding affection**

- Ignoring or disregarding the child
- Lack of affection and warmth: Failure to hug, praise, express love for the child

**Extreme punishment** These are actions that are meant to isolate and terrorize a child, such as tying the child to a fixture or piece of furniture or locking a child in a closet or dark room.

**Corruption** This involves causing a child to witness or participate in inappropriate behaviour, such as criminal activities, drug or alcohol abuse, or acts of violence.

Emotional abuse can come not only from adults but from other children: siblings, neighbourhood or schoolyard bullies, peers in schools that permit a culture of social ostracism (the “mean girl” syndrome). The signs of emotional child abuse include apathy, depression, and hostility. If it happens at school, the child may be reluctant to go to school and develop or fake a physical complaint.

### **DESIGNATED PERSON FOR CHILD PROTECTION**

Hafez Persian Language School (HPLA) has the designated responsibility for child protection, as appointed by the school Committee Members.

#### **Detail of Designated Person:**

Name: Nazanin Abolkheriyan (School Director)  
Address: 78 St James Road, Sutton, Surrey, SM1 2TT  
Tel No: 020 8661 1715 (Home), 020 8296 5611(Work)

Deputy of Designated Person (Staff)  
Name: Nahid Zadeh – Kocheck  
9 Cuddington Park Close, Banstead, SM7 1RF  
Tel No: 020 8296 0738

Anyone who has a concern about a child abuse should contact Nazanin Abolkheriyan on **020 8661 1715 / 07878362878** immediately. If that she is not available you should contact the deputy responsible for child protection Nahid Zadeh Kocheck on **020 8296 0738**

**Please see appendix 4**

#### **The Designated person will**

Liaise (communicate) with Child Protection Advisor and any other agencies on individual cases of suspected or identified child abuse;

Be responsible for co-ordering action within (HPLA) on child protection issues;

Ensure that all staff and volunteers are familiar with this policy and procedures;

Raise awareness about child protection and arrange training as appropriate.

### **Emergency Contact Details:**

LBS Child Protection Team	020 8770 4799
The Sutton Police Child Protection Team	020 8649 0875
Social Services (Emergency Duty Team)	020 8770 5000
Diocesan Protection Advisor (Tim Bryan)	020 8642 0576
Diocesan Protection Co-ordinator (Claire Turney)	020 8668 1775
NSPCC Child Protection Help Line	0808 800 5000
Childline	0800 1111.

### **THE ROLE OF INDIVIDUAL (STAFF, VOLUNTEERS)**

All staff & volunteers working for the HPLA must be aware that a child may be a victim of abuse. Concern about a child or young person must be discussed with the designated person immediately so that if necessary, a referral can be made without delay. In urgent situations, referral must not be delayed.

Individual staff or volunteers should not investigate concerns. This is the role of the statutory of agencies. However, if a child does not say something, it is vital to listen carefully so that it can be reported accurately.

### **CONFIDENTIALITY**

Our children & young people have the right to expect that all our staff and volunteers will deal sensitively and sympathetically with their situation. It is important that information remains confidential and that only those with a “need to know” should be privy to it.

### **WHAT TO DO**

Concern may arise from observations of the child (e.g. injury, behaviour, appearance and natures of play or work produced) or as a result of something said by the child, another child or an adult.

### **DO NOT DELAY**

Tell a **Designated Person** as soon as you can. See emergency contact numbers on page 7.

Early referral gives more time to help the child and family before the situation

becomes severe or serious. When necessary, early referral gives more time for others to protect the child.

### **MAKE WRITTEN NOTE**

As soon as you can write down your concerns and record the facts accurately on the child protection incident form. (See appendix 3) Be clear when you are expressing an opinion and what your opinion is based on.

These notes must be given to the designated person immediately and will help to ensure accuracy in recalling events.

### **CONCERN ABOUT THE CHILD OR SOMEONE ELSE SAYS**

Listen - Do not ask questions or interrogate

Remain calm - If you are shocked, upset or angry the child will sense this and this may prevent them from talking further.

Reassure - The child has done nothing wrong – tell her/him it is alright to talk.

Do not promise to keep it a secret - Tell the child that what they have said cannot be kept secret and that you will tell someone who can help.

### **REMEMBER**

If in doubt, consult with senior staff members or a designated person. Do not ignore concerns, even if these are vague. **Your first responsibility is to the child.**

### **CONTACT WITH THE FAMILY**

Before speaking to the child's family, you **must** talk to the **designated person**, who may consult outside the bounds of the HPLA.

In cases where a physical injury causes concern, it may be appropriate to discuss this with the parent or carer. If the explanation suggests the injury was non-accidental (or a failure to protect the child from harm), the parent or carer should be informed of the need to refer the matter to Social Services.

In cases of possible neglect or emotional abuse, the concern is likely to have built up over a period of time. They may have been discussion with the family about sources of help (e.g. social service, NSPCC), but if concerns persist, there must be an immediate referral to (statutory agency).

Where there are suspicions of sexual abuse, the designated person will seek immediate advice from the Social Services Department before discussing the matter with the family.

## **CONCERN ABOUT A MEMBER OF STAFF OR VOLUNTEER**

Allegations or concerns about a member of staff or volunteer must immediately be referred to a statutory agency.

## **REQUESTS OR ASSISTANCE BY OTHER AGENCIES**

HPLA should assist local authority social services or the police when they are making enquiries about the welfare of children. Information about a child must therefore be shared on a need to know basis.

When such requests are received by telephone, **always** maintain security by checking the telephone listing before calling back. Always advise the designated person of this contact.

## **GENERAL ISSUES**

All staff & volunteers must observe the policy and procedures at all times and adhere to the name (Name of Organisation) Child Protection Code of Conduct (Appendix 1).

Parental consent needs to be sought for all individual children & young people taking part in any on or off site activities/events, using registration and parental consent form.

As part of all overall good practice risk assessments should also be carried out for all on and off site activities within HPLA ( **See HPLA Again of Site and Risk Assessment Guidelines – Separate to this Document**).

This policy and procedures will be reviewed annually by the member of school committee. **Appendix 4**

All volunteers and staff must read the policy and understand and agree to abide by it all times. **Appendix 5**

## **SAFE RECRUITMENT PROCEDURES**

Hafez Persian Language School (HPLA) recruitment policy stipulates that all staff (paid or Voluntary) will have to complete an application form, detailing past work history and references. Individuals are then interviewed and references requested. Only on receipt of satisfactory references will a formal offer of employment or placement be made.

All staff and volunteers working directly with children (Under 18 yrs) and any vulnerable adults are required to have an enhanced check through the Disclosers Service – The Governments Criminal Records Bureau (CRB) before commencement of work or placement. HPLA is registered with the (SCILL Centre in Sutton as umbrella body carrying out CRB Checks).

Staff members (voluntary or paid) are thus required to fill out a CRB form and produce evidence as to their identity, in accordance with the Discloser Service Guidelines. This information is then witnessed by the Designated.

Person responsible for child protection and signed as an acknowledgement of information produced.

Copies of all returned CRB checks and documentation pertaining to any child protection issues will be kept confidentially and securely locked within the organisations administration office.

Staff can undergo training and induction whilst waiting for the checks to clear, but cannot undertake any unsupervised face-to-face work until satisfactory checks have been received. This training will include mandatory child protection awareness.

## **Appendix 1**

### **CHILD PROTECTION CODE OF CONDUCT**

All children and young people must be treated with equality, dignity and respect. It is expected that any staff member, volunteers or anyone working with children and young people must carry out the following practices as a matter of high importance, both in centre based & off site activities.

#### **Organisational Responsibilities:**

- All groups, volunteer helpers and paid staff are to be given a copy of these guidelines and where appropriate a copy of the Persian Hafez Language Association child protection policy. Staff (paid and unpaid) must also follow the Hafez Persian Language Association Recruitment Procedures and agree to have a disclosure CRB check carried out.
- There should always be at least two adults supervising activities, who have been CRB checked or undergoing checks, no matter how small the group. If a child or young person is to be interviewed alone there should be two adults present or door left open in view of another adult. Where possible the gender of adults, in a working supervisory position, should reflect that of the group worked with or interview to be carried out.
- No person under the age of 16 years of age should be left in charge of any children of any age and further more, no child our group of children or young people (under 18) should be left unattended at any time.
- A register & record of attendance of children or young people attending activities e.g. youth club, Sunday school or excursions etc. should be kept for each session. Also written consent should be sought for any on or off site activities.
- Confidentially about children's, young people and adult's personal information must be practiced. Children/ young people and parents must have the right to expect that helpers will deal sensitively and sympathetically with their situation. It is important that information is only available to those who 'need to know' it. All volunteers, paid staff and helpers must respect issues of confidentiality.
- It is important to keep a check on visitors & guests whether their visit is by invitation or unsolicited. This will ensure the welfare of children to be safeguarded at all times.

- **A First Aid Kit & staff trained in First Aid** should be available at all times, with clear information as to how to access it and where to get help in case of emergency. An **Accident Book** should be kept and any accidents should be recorded immediately in the book. Parents/Guardians are to be made aware of the accident by signing the book at the end of the session.
- All Health & safety issues should be considered in the room(s) used. This includes all the equipment and substances used and a separate risk assessment should be carried out for all activities and reviewed on a regular basis (see separate Off Site Activities & Risk Assessment Guidelines).
- Photography & videoing events or activities can only be carried out with the full consent of parents/guardians. If publishing images on a web site or newsletter, names must be kept anonymous.

### **Staff responsibilities:**

- Staff should promote activities that are fun, enjoyable and educational, ensuring fair play and challenging any bullying behavior.
- Any allegations or disclosure by a child must be treated seriously and dealt with in line with the Hafez Persian Language Association Child Protection Policy.
- An adult should escort all children under the age of 8 years to the toilet. The adult is to wait outside the toilet with the outer door held open. Members of staff should as part of their supervision of activity areas, check the toilet areas from time to time.
- At no time should any occasional volunteer or helper, who has not yet been CRB cleared, be left alone with or in charge of any children or young people. Furthermore all staff members (paid or unpaid) should avoid being left alone with any child for any significant period and under **no circumstances drive a child home alone.**
- All staff members (paid or unpaid) must not involve themselves in rough physical or sexually provocative games and are to avoid inappropriate intrusive touching of any kind, and are to control and discipline without physical punishment.
- All staff members (paid or unpaid) must not use any foul or abusive language and avoid making sexually suggestive comments to a child or young person, even in fun.

- The child/young person should always be told why his/her behaviour is not acceptable and the reasons for applying a particular sanction. You must ensure that parents are fully informed and support whatever sanction is applied.
- Parents/carers should always be immediately informed if staff or volunteers have had to do things of a personal nature for a child such as changing clothing.
- The leader in charge must be fully aware of fire safety and evacuation procedures in an event of an emergency and practice them at least once every six months. (Being aware of fire safety procedures in community centre & individual halls).
- Children with special needs should always be considered when running events and activities, this includes the adapting of equipment and activities appropriate to their individual needs.
- Under no circumstances should any child or young person with prior arrangements for being collected by a parent/guardian, be left alone at the end of any session.

## **Appendix 2**

### **Additional Code of Conduct for Off Site & Residential Activities:**

- Planning for any off site activities should follow guidelines set out in the Hafez Persian Language Association Off Site & Risk Assessment Policy.
- Where residential events are organized, males should never enter female rooms or vice versa.
- If children/young people are to be taken on excursions, written permission should be obtained from the parents/guardian with parental responsibility. This permission may be obtained for a given time e.g. a term.
- There should always be a copy of all consent forms with information about next of kin of all children/young people, voluntary helpers, leaders and paid staff; left with an identified emergency contact person from the organisation.
- An information sheet detailing what to do in the event of an emergency should be provided for parents & young people, for any significant off site activity.
- When an adult is on the excursion with his/her children and wishes another parent to look after his/her children, written permission must be given to that parent in charge of that child or children.

### Appendix 3

#### CHILD PROTECTION – INCIDENT RECORD FORM

Your Name:	
Your Position:	
Child's Name:	Child's Date of Birth:
Parents / Carers Name and Address:	
Date and Time of any incident:	
Your observations:	
Exactly what the child said and what you said(Remember ; do not lead the child – record actual details)	

<p>Action Taken so far:</p>
<p><b>External Agencies Contacted:</b></p> <p>POLICE</p> <p>Name of the station and offices:</p> <p>Details of Advice Received:</p>
<p>LBS/ LBM Child Protection Team</p> <p>Name:</p> <p>Contact No:</p> <p>Details of Advice Received:</p>
<p><b>Reporting Person</b></p> <p>Name:</p> <p>Signature:</p> <p>Date:</p>

**WHISTLEBLOWING POLICY**

The Hafez Persian Language Association is committed to deliver high quality services to its members. In order to maintain those high standards a culture of openness and accountability is vitally important. The aims of this policy are:

- to encourage you to raise concerns about malpractice within the organisation without fear of reprisal;
- to reassure you that your concerns will be taken seriously;
- to provide information about how to raise your concerns and explain how the association will respond

### **Scope of the Policy**

This policy applies to all members of the Hafez Persian Language Association, staff and volunteer.

### **What is Whistle blowing?**

In practical terms, whistle blowing occurs when a concern is raised about danger or illegality that affects others, eg. members, staff and volunteers. As the person blowing the whistle you would not usually be directly affected by the danger or illegality. Consequently you would rarely have a personal interest in the outcome of any investigation into your concerns. This is different from a complaint or grievance. If you make a complaint or lodge a grievance, you are saying that you personally have been poorly treated.

### **Blowing the Whistle on Malpractice**

Malpractice covers a wide range of concerns. The types of activity that should be disclosed include but are not limited to the following:-

- the physical, emotional, neglect or sexual abuse of the school members
- failure to comply with legal obligations
- endangering of an individual's health and safety
- a criminal offence
- failure to follow financial and contract procedure rules
- miscarriages of justice
- financial maladministration

You should raise your concerns with the director of the school as soon as you suspect malpractice. Remember that the earlier you raise concerns the easier it will be to take action. You (the whistleblower) are a witness to events, not a complainant and so you do not need to wait for proof of malpractice before raising concerns. When reporting a concern you should provide as much information and detail as possible. In particular you should provide the full names of the people involved or who know about what is happening, including all the names, dates of events and any relevant documentation. This will help the investigator to focus their investigation on the main issues quickly. The action will be taken as explained in the Child Protection Policy and Procedures.