



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Bachelor of Education Primary Year 1

Professional Studies and Placement 1

Module SPS1005

2018 – 2019

Adviser of Studies: **Dr Joanne Gardiner**

Module Co-ordinator: **Dr Richard Greenwood**

Module Team: **Dr R Greenwood, Dr Frances Burgess, Mrs G Beck,
Dr J Moore, Dr J McMullen**

Introduction

As part of your BEd programme, there will be a course in *Professional Studies and Placement*. This is one module in each year. These courses are at the core of your professional preparation for teaching and will give you the opportunity to explore a wide range of issues in the context of relevant theoretical frameworks. These will underpin your professional development.

Rationale

Professional Studies and Placement is interrelated with the other components of the BEd in its general aim of ensuring that students enter the teaching profession with the knowledge, skills, attitudes and values appropriate to professional teachers. In order to respond to the demands of being a teacher, the specific purpose of the course is to enable students to gain theoretical knowledge and practical experience of teaching and learning within the Primary School. This will provide an understanding and awareness of the many factors – cultural, sociological and psychological as well as methodological – which may promote or inhibit learning at Nursery, Foundation, Key Stage 1 and Key Stage 2 of the Primary School. While the chief objective of the course is to provide for the immediate personal and professional needs of newly qualified teachers, the course as a whole will form a sound foundation for their further professional development.

Module Content

In the context of developing competence in Teaching Strategies and Techniques and Classroom Management, this module will introduce students to the nursery and primary classroom. Students will begin to develop a repertoire of pedagogical skills. They will compile a portfolio of evidence reflecting their developing competence. Students will be placed in a nursery, a P1-4 class and a P5-7 class for day visits and short blocks of placement. They will be supported by a tutor in College and in school.

Learning Outcomes

Students should demonstrate:

- ✚ a basic awareness of the GTCNI competences;
- ✚ a basic ability to engage in short-term curriculum planning;
- ✚ a basic ability to select appropriate content from the Northern Ireland Curriculum: Primary;
- ✚ the capacity to take responsibility for managing one-group lessons/activities;
- ✚ the capacity to relate positively to children and to form good working relationships with significant others;
- ✚ the capacity to identify aspects of school life;
- ✚ the capacity to engage in reflection about their developing competence;
- ✚ a basic competence in compiling a portfolio of significant artifacts of evidence about their teaching.

Transferable Skills

Students should:

-  have a basic ability to organise and articulate opinions and arguments about learning and teaching
-  have an ability to use ICT in preparation for their teaching and to support their teaching
-  have a basic ability to collaborate and plan as part of a teaching team
-  have a basic ability to organise an effective work pattern for teaching

Teaching and Learning

During the study of this module students will experience a variety of teaching and learning methods and techniques. They will gain knowledge and understanding through lectures, seminars, workshops, peer group discussions and debates, presentations, independent study time and working with children in school.

Compulsory Elements

General Regulations for all University Courses

- ❖ Full-time students are required to be in attendance at the University during the *15 weeks of each semester* and whatever additional time is required by the programme of study for which they are registered.
 - ❖ Students may normally be absent from the University during these periods **only** where they have permission from their Adviser of Studies or supervisor or in cases of illness or emergency or where there are extenuating circumstances.
 - ❖ Students are expected to attend all scheduled sessions and other forms of instruction as defined by the programme of study and all scheduled examinations. Specific attendance requirements, including explicit attendance thresholds, will be stated by the School.
 - ❖ Failure to attend 75% of classes will normally result in failure of the module and you will be required to do additional coursework. **You** are responsible for ensuring personally that your attendance is noted.
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-  Assessment must be passed
 -  Students must pass the practical element of Placement

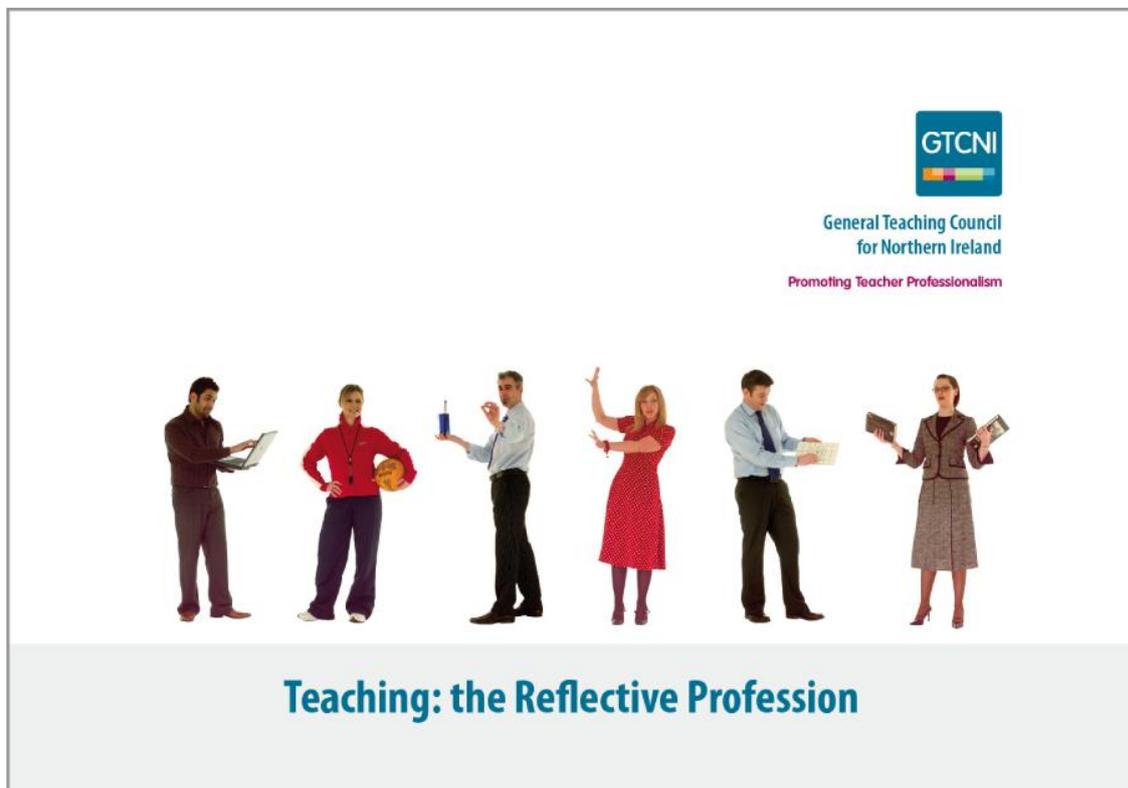
GTCNI Competences

GTCNI stands for the **General Teaching Council of Northern Ireland**. Central to students' professional preparation is the great emphasis placed on the acquisition of *professional competences*. Details of these professional competences are available on the Web at the URL below:

http://www.gtcni.org.uk/uploads/docs/GTCNI_Bookmarked%20Final%2013th%20June%2007.pdf

It is recognized that some competences can best be developed and extended during the school-based aspect of the course. Schools and college are in close partnership to ensure the maximum development of these competences.

The competences are set out in full in the document: 'Teaching: The Reflective Profession' produced by the GTCNI.



The following competences will be developed through this module:

Professional Competence 3:

- Teachers will have developed a knowledge and understanding of the learning area/subjects(s) they teach, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self study and collaboration with colleagues

Professional Competence 4:

- Teachers will have developed a knowledge and understanding of how the learning area/subject(s) they teach contribute to the Northern Ireland Curriculum and be aware of curriculum requirements in preceding and subsequent key stages

Professional Competence 10a:

- Teachers will have developed a knowledge and understanding of strategies for communicating effectively with pupils

Professional Competence 11b:

- Teachers will have developed a knowledge and understanding of how to use technology effectively to aid pupil learning

Professional Competence 14:

- Teachers will set appropriate learning objectives/outcomes/intentions, taking account of what pupils know, understand and can do, and the demands of the Northern Ireland Curriculum in terms of knowledge, skills acquisition and progression

Professional Competence 15:

- Teachers will plan and evaluate lessons that enable all pupils, including those with special educational needs, to meet learning objectives/outcomes/intentions, showing high expectations and an awareness of potential areas of difficulty

Professional Competence 19:

- Teachers will create and maintain a safe, interactive and challenging learning environment, with appropriate clarity of purpose for activities

Professional Competence 20:

- Teachers will use a range of teaching strategies and resources, including e-learning where appropriate, that enable learning to take place and which maintain pace within lessons and over time

Partnership with schools

The roles of the partners in Initial Teacher Education are clearly spelt out in the Teacher Education Partnership handbook with which you should become familiar. Copies of this are available for consultation in the library and on the www at the URL below

http://www.deni.gov.uk/teacher_education_partnership_handbook-3.pdf

Professional issues relating to School Based Work for BEd students

It is important that we establish and maintain proper professional practice in our partnerships with schools. Many students have been employed by schools in past years as a result of demonstrating good practice whilst out on School Based Work. In order to maintain and enhance this, the following procedures should be followed.

Students will be working 5 full days on SBW placements (i.e. not a half day on Wednesday).

Individual requests for leave of absence from SBW will be considered provided that reasonable advance notice has been given to Schools Desk. The Head of Professional Studies will consider such requests and notify students of the outcome.

Please note – permission needs to be sought from the University College for absence *at least a week or more in advance*. Students *should not* presume that they can take days off and notify schools accordingly.

All students should do the following in order to complete SBW

1. **SBW files** should have the required number of lessons. Information regarding requirements has been provided in module guides and will be provided in SBW briefing sessions.
2. Files should have all **evaluations** completed.
3. **Formative Profiles** should be completed to a good standard.
4. **Attendance sheets** should be completed and signed off by the placement schools. Students who miss more than **ONE day of SBW**, should arrange with their school to make up the time missed outside of the placement period.
 - a) the allowance of a day's absence should not be interpreted as an automatic right; rather it is only available for unavoidable absence.
 - b) students *will not* be expected to make up days of official school closure.
5. A final **signing off sheet** should be completed firstly by the student and then by the supervisor.

All of the above needs to be completed by **Friday 17th May 2019**.

Pattern of School Based Work

In Year 1 you will have **9 Day Visits** on the **Mondays** of Semester 1 between Week 6 and Week 15 (apart from Week 9 – Reading Week).

You will also have **2 Day Visits** in Semester 2 on **Fridays** – Weeks 22 and 23.

School Based Work Weeks 26-31

- Foundation Stage/Key Stage 1 25th February – 15th March (3 weeks)
- Key Stage 2 18th March – 5th April (3 weeks)

Additional and more detailed information for the placement will be given prior to this element of School Based Work.

Student Feedback

Below is a summary of feedback received in the module evaluations of students who completed this module in previous years:

1. The following positive feedback was received from 83 students:
 - ✓ Seminars – good chance to reflect/ compare/ discuss on day visits in small groups (45)
 - ✓ Well organised, clearly laid out module (20)
 - ✓ Observation tasks clear/useful (19)
 - ✓ Good support/ preparation/ guidance for SBW (15)
 - ✓ Lots of helpful advice/ information given (13)
 - ✓ Observation days very useful/ enjoyable (12)
 - ✓ Approachable, helpful, supportive lecturers/ tutors (11)
 - ✓ Reflection event useful/ enjoyable (8)
 - ✓ Lesson planning preparation useful (6)
 - ✓ Paired presentations – a good idea/ enjoyable (6)
 - ✓ Enjoyable module (4)
 - ✓ Felt very prepared for SBW (4)
 - ✓ Good for building confidence (3)
 - ✓ Good strategies suggested in lectures/ enjoyable (3)
 - ✓ Good mix of lectures and seminars (2)
 - ✓ Good (online) resources (2)
 - ✓ Very good info on child protection (2)
 - ✓ Behaviour Management lecture very helpful (2)

2. Staff will endeavour to implement the following changes for 18/19:
 - More input on behaviour management (4)
 - A seminar on lesson planning would have been good (3)
 - Would be good to hear from a Year 2 student beforehand about what to expect from SBW (1)

Week	Date	School & Phase	Activity in School - Mondays	College PSP Session – Wednesdays 9:00- 9:55
4	Wed 26 Sept			Wednesday 26th Sept 9:00-9:55am LT3 Lecture: Introduction to the PSP Module (RG) Seminar Groups: First meeting; set task for Day Visit 1
5	Mon 1 st Oct Wed 3 Oct		Monday 1st October. Visit from CCEA: <i>Introduction to the Northern Ireland Curriculum.</i> 11:00- 12:30 LT3	Wednesday 3rd October 9:00-9:55 LT3 Lecture: <i>The Learner – Characteristics and differences between learners</i> (G Beck)
6	Mon 8 Oct Wed 10 Oct	FS/KS1	Day Visit 1: Classroom observation 1: Observing Classroom Routines – complete set task	Seminar Groups: Reflection on Day Visit 1; Set tasks for Day Visits 2 and 3; Activities based around play (i)
7	Mon 15 Oct Wed 17 Oct	FS/KS1	Day Visit 2: Classroom observation 2: The Role of the Teacher – complete set task	Wednesday 17th Oct 9:00am LT5 Lecture: <i>Introduction to Child Protection</i> (Dr B McKee)
8	Mon 22 Oct Wed 24 Oct	FS/KS1	Day Visit 3: Act as support to teacher: a. Closely observe a Numeracy lesson and complete set task OR read a story (Literacy task) b. The Pupils – complete set task	Seminar Groups: Reflection on Day Visits 2 & 3; Set Reading Week task; Set tasks for Day Visit 4 Activities based around play (ii)
9	W/B 29 Oct		Reading Week	
10	Mon 5 Nov Wed 7 Nov	FS/KS1	Day Visit 4: Act as support to teacher: a. Closely observe a Numeracy lesson and complete set task OR read a story (Literacy task) b. Play activities – complete set task (P3/4 students will need to move class for a couple of hours)	Seminar Groups: Reflection on Day Visit 4. Set tasks for Nursery visit and for Day Visit 6; discuss lesson planning and teaching task for Day Visits 8 & 9
11	Mon 12 Nov Wed 14 Nov	Nursery	Day Visit 5: Visit to Nursery dept. in same school or in a Nursery school; act as a support to teacher	Lecture: <i>Behaviour Management</i> (Dr J McMullen) LT1
12	Mon 19 Nov Wed 21 Nov	KS2	Day Visit 6: Classroom observation: a. Behaviour Management – complete set task b. ICT - IWBs, iPads, PCs – complete set task	Lecture: <i>Lesson Planning and Writing Learning Intentions</i> (Dr R Greenwood) LT3 (plus briefing for paired presentations)
13	Mon 26 Nov Wed 28 Nov		Day Visit 7: Good Practice in Shared Education	Lecture: <i>Child Protection</i> (Dr B McKee) LT5
14	Mon 3 Dec Wed 5 Dec	KS2	Day Visit 8: Plan and teach a lesson – Literacy or Numeracy	Seminar Groups: Reflection on Nursery visit and Day Visits 6, 7 & 8
15	Mon 10 Dec Wed 12 Dec	KS2	Day Visit 9: Plan and teach a lesson – Literacy or Numeracy	No lecture or seminar

Week	Date	Friday Activities	School Phase		Date	College PSP Sessions Wednesdays 11:00 – 12:55
21	Fri 25 th Jan				Wed 23 rd Jan	Lecture: Final Briefing for SBW (RG) + The Classroom Environment (JM)
22	Fri 1 Feb	Day Visit 10: <i>Observe/ support teachers in both classes (am/pm) and plan for teaching lessons on Day Visit 11</i>	FS/KS1 or KS2		Wed 30 Jan	Seminar Groups: Discussion/ Questions about SBW and preparation for SBW
23	Fri 8 Feb	Day Visit 11: <i>Plan and teach a lesson – WAU/ RE PDMU / PE / Arts; prepare for SBW</i>	FS/KS1 or KS2		Wed 6 Feb	Paired Presentations
26-31 Mon 25 Feb – Fri 5 April	School Based Work – 6 Weeks 3 weeks with each class					
35 (Date TBA)	Reflection on School Based Work + module evaluation					

Attendance

The BEd is a full-time professional degree course and full attendance is therefore an important expectation in all modules. Module guides will indicate where compulsory attendance at specific modules/lectures is a requirement to pass the module. Where attendance becomes a matter of concern, cases will be reported to and adjudicated by the Board of Examiners.

In all normal circumstances where a student's attendance falls below 80% there will be a 5 mark reduction in the final module score. Should a student's attendance be less than 70%, this will result in a 10 mark reduction in the final module score. Should these reductions result in a student falling below the threshold to pass the module, sanctions will be applied, full details of which are contained in the document entitled *Attendance Penalties*, which can be found on the student intranet.

It is the student's responsibility to ensure he/she is signed in for every session. Any queries relating to signing-in must be raised by the student with the lecturer during the session as attendance registers will not be amended retrospectively.

All students should note that medical and permitted absences do not lower the attendance threshold. Students should inform themselves of procedures to report medical absences or absences due to special circumstances: such submissions will be considered by the Board of Examiners.

In this module attendance at **seminars** will be **formally recorded and assessed** by seminar tutors. Attendance at *lectures*, while *not formally assessed*, is essential as most of the module content will be delivered and explained in this setting. As part of our commitment to ensuring students feel supported in developing as professionals, and are experiencing the full benefits of the module, all lecture attendance will be informally monitored by the module team.

SBW Appeals

Students have the right to notify the Board of Examiners regarding any aspect of School Based Work (SBW) that they did not find satisfactory. **Please note the matters you report should be of a serious nature.** This would include information regarding adverse personal circumstances encountered during the period of SBW placement, which you believe affected your work and progress.

It is University College practice to allow students 10 working days after the period of School Based Work to make their case.

You should, however, note the following

1. Verbal complaints cannot be accepted – you must make your case in writing.
2. Please write in a professional manner – bear in mind that all documents are 'discoverable'. This is a legal term meaning that they can be seen by other professionals (this could possibly include members of staff of the host school –if they requested access)
3. The matters you raise must be *factually accurate* and of a *serious nature*.

4. The letter must be received by close of business *10 working days* after the last date of your placement. *Only in very exceptional circumstances will a letter be accepted after this date e.g. in the case of you being hospitalised.*

The final date is TBA

N.B. All letters should be received by close of business on the above dates

5. You should address the letter, marked *private and confidential*, to

Dr Patricia Eaton
Central Building
Stranmillis University College
BELFASTBT 9 5DY

Please note - This letter should be handed into the Central Admin. Office. You will be issued with a receipt to indicate that this has been lodged. It is important that you retain this receipt as proof of lodging your appeal

Assessment

Consists of a SBW grade and a presentation.

1. School Based Work - 80%

A grade/mark will be given based on your practice in school. (See SBW guide)

2. Professional Studies - College Element

In this part of the module, assessment consists of a **presentation** given during Week 23 on Wednesday 6th February as well as the submission of a **portfolio** of the tasks completed during the day visits. There will be no examination.

Paired Presentation - 20%

Students organise themselves into pairs. The pairs might be made up of two students in the same school, or it might not. Each pair of students is required to make a 10 minute presentation entitled '**Reflections on Teaching Young Children.**' This will be based on their insights and experiences gained during their time spent in their Foundation Stage or Key Stage 1 class and in the Nursery school/unit and also should reflect information gained in classes and lectures.

Students should create a PowerPoint (or Prezi) to support their presentation. Photographs taken while on day visits may be used to illustrate points being made, but only with the school's permission.

In the presentation the students will:

-  Demonstrate an understanding of the learning needs of young children
-  Highlight the role of play in Early Years Education
-  Provide a theoretical perspective to support their reflections on Nursery/Foundation/KS1 classrooms

The marks given will be an aggregate of 70% tutor mark and 30% peer mark.

Criteria for presentations

-  Well prepared
-  Relevant and suitable material
-  Logical structure
-  Confident and fluent delivery
-  Original approach
-  Time management
-  Interesting, lively and stimulating presentation

Coursework Assessment Criteria – Level 1 See BEd guide

6.2 Mark Scheme for Presentations

Class	%	Criteria
1 st	90 80 75	<p><i>An excellent overall presentation showing:</i></p> <ul style="list-style-type: none"> ▪ in-depth knowledge and understanding with evidence of criticality, creativity and originality ▪ very high levels of communication, engagement and timing ▪ a very high level of coherence and logical structure ▪ a very high level of appropriate technological ability supporting key aspects of the subject matter
2:1	68 65 62	<p><i>A very good overall presentation showing:</i></p> <ul style="list-style-type: none"> ▪ comprehensive knowledge and understanding with some evidence of criticality and creativity ▪ high levels of communication, engagement and timing ▪ a high level of coherence and logical structure ▪ a high level of appropriate technological ability supporting key aspects of the subject matter
2:2	58 55 52	<p><i>A good overall presentation showing:</i></p> <ul style="list-style-type: none"> ▪ knowledge and awareness of the main issues ▪ generally good levels of communication, engagement and timing ▪ a generally good level of coherence and logical structure ▪ a good level of appropriate technological ability supporting key aspects of the subject matter
3 rd	48 45 42	<p><i>An adequate overall presentation showing:</i></p> <ul style="list-style-type: none"> ▪ fair knowledge and awareness of some of the main issues ▪ generally adequate levels of communication, engagement and timing ▪ a barely satisfactory level of coherence and logical structure ▪ an adequate level of appropriate technological ability supporting key aspects of the subject matter
Fail	35 25 15 0	<p><i>An unsatisfactory overall presentation showing:</i></p> <ul style="list-style-type: none"> ▪ little/no evidence of understanding of the major issues ▪ poor communication, engagement and timing ▪ little/no structure or coherence ▪ little/no evidence of technological ability in relation to supporting the subject matter

Recommended Reading (should all be available in the Library, some as ebooks)

Arthur, J, Grainger, T and Wray, D (2006) *Learning to Teach in the Primary School*. Oxford: Routledge.

Cohen, L, Manion, L & Morrison, K (2010) *A Guide to Teaching Practice*. Abingdon: Routledge.

Dean, J (2009) *Organizing Learning in the Primary School*. London: Routledge.

Glazzard, J (2016) *Learning to be a Primary Teacher*. Northwich: Critical Publishing.

Hansen, A (Ed) (2015) *Primary Professional Studies*. London: Learning Matters.

Hayes, D (2006) *Inspiring Primary Teaching*. Exeter: Learning Matters.

Hayes, D (2007) *Joyful Teaching and Learning in the Primary School*. Exeter: Learning Matters.

Hayes, D (2012) *Foundations of Primary Teaching*. Abingdon: Routledge.

Hughes, P (2008) *Principles of Primary Education*. London: Routledge.

Matheson, D (Ed.) (2015) *An Introduction to the Study of Education*. Oxford: David Fulton.

Moyles, J (2015) *The Excellence of Play*. Berkshire: Open University Press.

O'Hara, M (2000) *Teaching 3-8*. London: Continuum.

Pritchard, A (2014) *Ways of Learning*. Oxford: David Fulton.

Whitebread, D & Coltman, P (2008) *Teaching and Learning in the Early Years*. London: Routledge.

Wilson, A (Ed) (2015) *Creativity in Primary Education*. London: Sage.

Wright, T. (2008) *How to be a Brilliant Trainee Teacher*. London: Routledge.

The Northern Ireland Curriculum Primary can be accessed at http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/northern_ireland_curriculum_primary.pdf

The **Pre-school** Curricular Guidance can be accessed at www.deni.gov.uk/index/pre-school-education-pg.htm -

Child Protection

Dr Bronagh E. McKee
Child Protection Co-ordinator
Stranmillis University College, Belfast
b.mckee@stran.ac.uk Tel: 028 90 384 405

Children and young people have a fundamental right to be protected from harm.

Everyone in school plays a key part in protecting children and keeping them safe. There are three vital aspects to this role:

- Creating a safe and supportive environment for children
- Recognising pupils who are at risk or suffering from harm
- Taking appropriate action.

You can contribute to creating a safe and supportive environment for children through your work ethos and professionalism and in the way you communicate with and respond to children directly. By re-familiarising yourself with key indicators of adversity, you will increase the likelihood of recognising when a child is at risk or suffering from harm. Most importantly, if you are concerned about a child you can take appropriate action by reporting your concern immediately.

This information leaflet tells you what to do if you are concerned about a pupil during your school-based work and where you can get information or help. It is important that you become familiar with your school's legal child protection and safeguarding duty. We strongly suggest that you use the check list contained in this information leaflet prior to and during your first day of school-based work (see below).

The school's role in child protection:

- Your school will have a designated person/teacher for pastoral care or child protection. This person is responsible for all child protection matters affecting pupils at the school
- Your school must have a child protection policy. This may be contained within a safeguarding policy or as a separate document. You can ask for a copy of this if you would like to see it
- All schools in Northern Ireland must follow the legislation and guidance from the Department of Education and Education and Library Boards
- If a school is worried about a pupil's welfare, they must refer this to the appropriate services, usually the Gateway Team to Children's Social Work Service (see contacts below)
- Schools may wish to inform parents that they have made a referral but they should NOT contact parents if they think that this could put a child at risk of harm

Your role in child protection:

- In general, students must be observant of children's learning, classroom behaviour and social relationships
- If you are concerned about the welfare of a pupil, you must report this to the designated person/teacher in your school immediately
- If the designated person/teacher is unavailable, you must report your concern to the school deputy designated teacher
- If a report about a pupil's welfare is made during school-based work, you must inform a member of the College Child Protection and Safeguarding Team that you have done so.
- If you are unhappy with decisions made in school about your concern, you must report this to any member of the College Child Protection and Safeguarding Team immediately
- If you are concerned about a child, you should NOT approach the parent/guardian or discuss your concern with anyone else unless designated i.e. designated teacher.

School-based work checklist

- Read the NSPCC child protection document (attached)
- Read the College Child Protection and Safeguarding Policy (internal website)
- Revisit your child protection class notes and presentations
- Read your school Child Protection Policy
- Find out who the school Designated Teacher is
- Ensure you keep a copy of this information leaflet at all times
- Keep a note of contacts handy at all times
- Relax, take a deep breath and good luck with your visits!

Child Protection & Safeguarding Team 2018 – 2019

Bronagh McKee Child Protection & Safeguarding Co-ordinator		Central Building First Floor Tel: 028 90 384 405 Email: b.mckee@stran.ac.uk
Noel Purdy Deputy Child Protection & Safeguarding Co-ordinator		Stranmillis House, Second Floor Tel: 028 90 384 305 Email: n.purdy@stran.ac.uk
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Rachel Campbell (Primary & HPAS)		Orchard Building Top Floor Tel: 028 90 384 443 Email: r.campbell@stran.ac.uk
Andy Brown (International)		Central Building Ground Floor Tel: 028 90 384 259 Email: a.brown@stran.ac.uk
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Other Internal Contacts:

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Dr Noel Purdy, Head of Education Studies
[N. Purdy@stran.ac.uk](mailto:N.Purdy@stran.ac.uk) Tel: 028 90 384 326

Mr Andy Brown, TEd Primary Chair
a.brown@stran.ac.uk Tel: 028 90 384 259

External Contacts:

PSNI Inquiry Tel: 0845 600 8000

PSNI Crimestoppers Tel: 0800 555 111, Text: 180000.

Gateway to Children's Social Work Service Tel: 028 9050 7000.

Northern Ireland Social Services Departments (see attached).

Insert school details for easy access:

Name of Designated Teacher:

Designated Teacher contact: