Good Shepherd Nursery School

Safeguarding and Child Protection Policy

 Ratified by board of Governors

september 2020

Review date-October 2021

Chairperson ------------------

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Good Shepherd Nursery School.

**Policy statement on child protection.**

We in Good Shepherd Nursery school have a responsibility for the Pastoral Care, safeguarding, child protection, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or neglect or harm of a child is suspected and outlines referral procedures within our school.

Safeguarding is more than child protection alone it begins with the promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and well being is not adversely affected. It includes support to families and early intervention to meet the needs of the children and continues to encompass the overarching theme of safeguarding. Child **protection** refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer significant harm.

**A child in need of protection** is a child who is at risk of, or likely to suffer, significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm as defined in Article 50 of the Children Order.

\*Definitions taken from

*Co-operating To Safeguard Children and Young People in Northern Ireland*, March 2016

**Principles**

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, “Co-operating to Safeguard Children and young people in Northern Ireland (DOH, 2017) the Dept of Education (NI) guidance “safeguarding and Child Protection in schools “ (DENI circular 2017/04 ) and the safeguarding Board for NI Core Child Protection and procedures.(2017).”pastoral Care in Schools-Child Protection(DENI Circular 99/10) and the Area Child Protection Committees Regional Policy and Procedures 2005.

 **Nursery Safeguarding Ethos.**

The following principles form the basis of our Child Protection and safeguarding policy , Good Shepherd Nursery school staff are committed to

* Embedding a culture which recognises the child’s fundamental right to be safe,to be heard, listened to and promote their general welfare;
* Creating a pastoral responsibility towards the children in our care and take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
* Ensuring the child’s welfare is paramount and this overrides all other considerations.
* Promoting a child centred approach, obtaining views of children and having an understanding of their needs and rights
* Creating and establishing a safe environment for our children to strive and develop, through a preventative curriculum
* Promoting early identification of needs and/or risk to children who may require assistance;
* Promoting early intervention to ensure families, children can access and receive help and support at an early point to prevent their situations deteriorating;
* Providing a proper balance between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child’s welfare must always come first.
* Establishing clear defined processes of reporting risk of harm toward children which are well- understood and put in place by all staff.
* Regularly updating guidance and reflective use of guidelines from relevant agencies.
* Ensuring responses to risks of harm are proportionate, timely, professional, legal and ethical;
* Ensuring effective and co-ordinated multi-agency responses are provided to the threat and/or occurrence of harm from abuse, exploitation or neglect of children
* Promoting continuous learning and improvement by identifying and applying learning and assessing the effectiveness of its application.
* Following correct procedures for the safe recruitment of suitable staff and volunteers
* Confidentiality of child protection issues and have a strict process in place with recording and sharing such information.
* Supporting pupils who have been abused in accordance with his/her agreed child protection plan.

**It is our recognition and response to suspected child abuse that is pinnacle to the welfare of the children in our care** .

 We have both a pastoral responsibility and a moral duty to provide our Nursery children with the highest obligation imposed on us through the requirements of the Children Order 1995**.**

The Children (Northern Ireland) Order 1995 came into effect on 4 November 1996, and it states that ***the welfare of the child or young person must be the paramount consideration***, and it is with this essential principle which underpins the thrust and drive of our policy. We accept that we may be held legally responsible for any failure to provide adequate care.

 All Nursery School Staff will be kept fully informed of our Child Protection aims and procedures and are given clear up to date guidance which is required where abuse or neglect of a child is suspected.

The issue of child abuse must NOT be ignored by anyone in our Nursery school.

The safeguarding team will ensure the policy is monitored, reviewed and updated annually to take any changes in legislation into account and ensure there is on-going evaluation to ensure the effectiveness of the Policy.

A summary of our child protection, safeguarding document and contact numbers are circulated to parents annually and full copy is available on request and accessible in parents file.

 **Umbrella Safeguarding Policies**

The nursery has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other school policies including:

* + - Child Protection and Safeguarding Policy
		- Positive Behaviour Policy
		- Anti-Bullying policy
		- Nursery School Policy
		- Attendance Policy
		- Pastoral Policy Statement
		- Educational Visit policy
		- Risk assessment Policy –Yearly Topical Risk assessments.
		- Emergency evacuation Policy
		- Fire risk assessment
		- First Aid and the Administration of Medicines policy
		- Intimate Care policy
		- Confidentiality policy
		- Complaints Procedure
		- Equal Opportunity Policy
		- Telephone Policy
		- Sun Smart Policy
		- Courtesy Policy
		- Special Education and Inclusion policy.
		- Domestic Violence Policy
		- Substitute Teacher policy
		- Children’s Illness/sickness and Infectious diseases policy
		- Healthy Eating Policy
		- Exceptional Closure policy.
		- Smoking policy
		- Data Protection policy /GDPR policy/privacy policy
		- Mobile Phone policy
		- Health and safety policy
		- Whistle blower policy
		- Recruitment and selection of staff policy
		- Environmental policy
		- Critical incident policy
		- Asthma policy
		- E- Safety policy
		- Transition Policy
		- Defibrillator policy
		- First Aid Procedures
		- Reduced day Policy
		- Reasonable force and safe handing policy
		- Tackling Violence against staff
		- Social media policy
		- Animals in school.
		- Female genital mutilation.
		- Records management policy (to create)
		- Equality inclusion,valuing and diversity policy
		- Drugs Policy

All these policies are reviewed on a rotational basis and made available for parents on request. These policies are integral and convey Good Shepherd’s general approach to the safeguarding ethos and procedures adhered to.



Good Shepherd Nursery School Safeguarding Team

Designated child protection teacher and Principal:

**Mrs Claire Le Mahieu**

Deputy Designated Child Protection Teacher:

**Mrs Denise Murney**

Designated Child Protection Member of the Board of Governors and Chairperson

**Mrs Ellen Farren**

Designated child protection governor

 **Mrs Lucia Boyle**

**Factors influencing quality of care in Good Shepherd Nursery School**

The main factors which influence the quality of care include the

* nature of adult and child interaction
* nature of the interaction between children and peers
* size of group and numbers of staff
* continuity, training and experience of staff
* recognition of children’s developmental needs
* Type of contract/involvement between and parent and Good Shepherd Nursery
* Ability to structure and support children’s learning
* Elements in programme of activities
* Equality of opportunity policy in employment and service delivery
* Children’s involvement in planning and choosing activities and projects
* Elements of imagination, challenge and adventure in activities
* Organization, display and accessibility of equipment, toys and materials
* Attention to health, safety and type of physical environment

 **Fundamental Needs of Children**

* The need to be loved and accepted unconditionally.
* The need for security-to be safe and relatively free from threat.
* The need to belong to a part of the group and to feel identification and acceptance.
* The need to be recognized, to gain approval, to feel significant and accepted for the way in which he/she functions.
* The need to be independent, to take responsibility and to make choices.

**What Is Child Abuse?**

Definition of Abuse

A child is a person under the age of 18 years as defined in the children order

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger.(ACPC,2005)

There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other person with a duty of care towards a child.

**Definition of Harm**

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and ongoing information sharing is key between professionals.

**Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm**.

**Harm can be caused by:**

Sexual abuse

Emotional abuse

Physical abuse

Neglect

Exploitation

The following definitions of child abuse are taken from ‘Co-operating to Safeguard Children and Young People in Northern Ireland 2017’.

**Types of Abuse**

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

**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. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones .

**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.

**Sexual Abuse** occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

**Exploitation** is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

**Specific Types of Abuse**

In addition to the types of abuse described in this policy there are also specific types of abuse that Good Shepherd Nursery School are aware of.

**Grooming**

Grooming of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case. Grooming is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

 If the staff in Good Shepherd Nursery become aware of signs that may indicate grooming they will take early action and follow the school’s child protection policies and procedures.

**Sexual Exploitation of Children and Young People**

Child sexual exploitationis a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring will follow the school’s child protection policy and procedures, including reporting to the appropriate agencies.

**Female Genital Mutilation**

(FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as ‘cutting’, ‘female circumcision’ and ‘initiation’. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed established procedures set out in our school policy.

**Children who display harmful sexualised behaviour**

Teachers are in a good position to consider if behaviour is within the normal continuum or otherwise.

It is important to distinguish between different sexual behaviours - these can be defined as ‘healthy’, ‘problematic’ or ‘sexually harmful’. Healthy sexual behaviour will normally have no need for intervention, however consideration may be required as to appropriateness within a school setting. Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the EA CPSS may be required. The nursery will also take guidance from DE Circular 2016/05 to address concerns about harmful sexualised behaviour displayed by children and young people.

**Domestic Violence and Abuse**

Domestic violence and abuse is:

‘Threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted 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.’DHSSPS/DOJ “Stopping domestic and sexual violence and abuse in NI”, March 2016Symptoms which young people may display and which are indicators only include:

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

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

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

**A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.**

**Signs and symptoms of abuse. Possible Indicators: Physical Abuse**

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

 **Emotional Abuse**

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

###

###  Neglect

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

###  Sexual Abuse

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

**Roles and responsibilities within the Nursery School.**

**The designated teacher/principal-as is case in Good Shepherd Nursery School**

* Avails of training so that they are aware of duties, responsibilities and roles
* Attends training on Managing Safeguarding and Child Protection
* Ensuring a designated teacher and deputy designated teacher are appointed
* Organise training for all staff (whole school training)
* Lead in the development of the school’s Child Protection and safeguarding Policy
* DENI Pastoral Care in Schools; Child Protection guidance (1999/10) is implemented within the school
* Act as a point of contact for staff and parents in Child Protection matters
* Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents and advise of these procedures
* Make referrals to Social Services Gateway team or PSNI Central Referral unit where appropriate
* Liaising with the Education Authority’s {EA} Designated Officers for Child Protection as appropriate
* Maintaining and storing securely records of all child protection concerns on site
* Ensuring that teachers are informed of looked after children and or children on the child protection register.
* Ensuring that all staff are fully informed of all issues pertaining to Domestic Violence.
* Providing guidelines to volunteers and other peripatetic staff on expectations and boundaries of behaviour for the nursery school.
* Selection and supervision procedures for all staff and volunteers are known
* Ensuring that all parents receive a copy of safeguarding and Child Protection summary policy and sign to agree to the procedures within.
* Discussion of child protection concerns with teaching and support staff.
* Reporting and recording procedures regarding suspected inappropriate behaviour by staff, volunteers and others.
* All necessary referrals are taken forward in the appropriate manner
* Duty to address bullying through the Behaviour management policy.
* To manage allegations/complaints against staff.
* Responsibility for completing a UNOCINI when referring to social services regarding child protection issues or a child in need.
* Child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided and gov’s are kept fully informed of all safeguarding developments including changes to legislation, policy, procedures, DE circulars.
* Providing a written annual report to the Board of Governors regarding child protection
* Ensuring the school’s child protection and Safeguarding policy is reviewed annually and that parents and pupils receive a copy/summary of this policy at least once every 2 years
* Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.
* The Chair of the Board of Governors is kept informed.

**The Deputy Designated Teacher**

To support and undertake the duties of the Designated Teacher for Child Protection as required or in their absence.

**Attendance at Child protection Case Conferences and Group Meetings**

The Designated Teacher or Deputy Designated teacher may be invited to attend an initial and review child protection Case Conferences or core group meeting convened by the South eastern Health & Social Care Trust, the Nursery will endeavour to provide a written report when applicable for these meetings and these reports will be compiled by the relevant staff. Feedback will be given to staff under the ‘need to know ’principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored in line with what has been agreed in each child’s protection plan.

**The Designated Governor for Child Protection/safeguarding Team**

* The Designated Governor should avail of child protection awareness training delivered by CPSSS and will take the lead in child protection issues in order to advise the Governors on:
* The role of the Designated Teachers
* The content of child protection policies
* The content of a code of conduct for adults within the school
* The content of the termly updates and full Annual Designated Teachers Report
* Recruitment, selection and vetting and induction of staff

**The Board of Governors**

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

* Having a Safeguarding and Child Protection Policy which is reviewed annually
* Having a staff code of conduct for all adults working in the school
* Attendance at relevant training by governors and that up-to-date training records are maintained
* The vetting of all staff and volunteers
* A designated governor for child protection is appointed and they have a full understanding of their role.
* That all school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19.
* That they receive a termly report on all child protection matters including details of our preventative curriculum and any initiatives or awareness raising undertaken with the nursery.
* Ensure the nursery maintains the following child protection records in line with DE circulars 2015/13 Dealing with Allegations of Abuse against a Member of Staff and 2016/20 Child Protection: Record Keeping in schools.

**The Role of the Chair of the Board of Governors**

The Chair of the Board of Governors should:

* Have a pivotal role in creating and maintaining a safe guarding ethos.
* Ensure that he/she has received appropriate Education Authority training
* Ensure that a safeguarding ethos is maintained within the school environment
* Ensure that the school has a Child Protection Policy in place and that staff implement the policy
* Ensure that a Designated/deputy Governor for Child Protection is appointed
* Ensure that parents are given a copy of the child protection policy and are aware of how to make a complaint
* Ensure that the designated and deputy designated teachers are in place and have received training
* Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the Child Protection Support Service for Schools {CPSSS} and the Governor Support and Human Resource departments.
* Ensure that all appropriate vetting procedures and arrangements are in place for the selection, recruitment and vetting of all volunteers
* Give consideration to child protection when recruiting, selecting and interviewing staff
* Have a duty to address the issue of bullying through the behaviour management policy
* Duty to consult with pupils and parents
* Assume lead responsibility for managing any complaint/allegation against the School Principal
* Ensure that the Board of Governors receive termly updates and a full written annual report in relation to child protection activity
* The vetting of all staff and volunteers
* Ensures compliance with legislation, child protection record keeping and policies.

**Other Members of School Staff**

Staff in school see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse. They should remember the 5 R s: *Receive, Reassure, Respond, Record* and *Refer*

**The member of staff must:**

* refer concerns to the Designated/Deputy Teacher for Child Protection/Principal
* Complete notes of concern and meet regularly to view the whole picture
* listen to what is being saidwithout displaying shock or disbelief and support the child
* act promptly
* make a concise written record of a child’s disclosure using the actual words of the child (**Appendix 1**)
* Avail of whole school training and relevant other training regarding safeguarding children
* **Not** give children a guarantee of total confidentiality regarding their disclosures
* **Not** investigate nor ask leading questions.
* Refer to guidelines

**In addition the Class Teacher**

* Keep the Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour including self-harm and suicidal thoughts, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.
* will take seriously any concerns which are raised about a pupil in our school who has self-harmed and/or has expressed suicidal thoughts.The Designated/Deputy Designated teacher will immediately follow the school’s child protection procedures.

**Parents**

The primary responsibly for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child.

Parents should play their part in safeguarding by:

* Telephoning the school on the morning of their child’s absence, or sending a message via the see-saw app, so as the school is reassured as to the child’s situation;
* Informing the school whenever anyone, other than themselves, intends to pick up the child after school
* Letting the school know in advance if their child is going home to an address other than their own home;
* Familiarising themselves with the School’s Pastoral Care, Anti Bullying, Positive Behaviour, Internet/E-safety and Child Protection Policies;
* Reporting to the office when they visit the school
* Raising concerns they have in relation to their child with the school.
* Keeping school informed of any changes in the child’s circumstances including the issuing of relevant court orders, relating to the safety or well-being of a parent or child.
* Informing school if their child has a medical condition or educational need.
* Informing the nursery on “up to Date” contact details and in those emergency numbers given (having previously gained consent.)

# Parental Understanding of Child Protection Procedures

Parents are informed of the Child Protection, Safegarding Policy, Intimate care policy, Social Use Of Images Policy Complaints Procedure during the initial Parents’ Open Evening where parents receive a condensed copy of the Child Protection/complaints Policy in their pack and are advised that they can access full policy in the parents file or request a hard copy from the office. Parents sign to confirm that they will follow procedures laid down in these policy’s.

**Supporting Vulnerable Children**

A significant aspect of safeguarding relates to the recognition of the needs of vulnerable children. It is our responsibilities to identify and meet the needs of vulnerable children.

**Categories of Need**

***Children who:***

* Are considered to be failing at school
* Are experiencing behavioural difficulties
* Are experiencing ill health either physical or psychological
* Are having difficulty accessing services
* Are homeless
* Are suffering family breakdown
* Are exposed to domestic violence
* Are misusing substances
* Are disabled
* Are exposed to bullying

**Children with a disability**

Children and young people with disabilities (i.e. any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse and those working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues.

Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult. Staff and volunteers working with children with disabilities will receive training to enable them to identify and refer concerns early in order to allow preventative action to be taken.

**Children with limited fluency in English**

Children whose first language is not English/Newcomer pupils should be given the opportunity to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred.

Designated Teachers and other relevant school staff should seek advice and support from the EA’s Intercultural Education Service if necessary. All schools should create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

**Looked After Children**

In consultation with other agencies and professionals, a Health and Social Care Trust may determine that a child or young person’s welfare cannot be safeguarded if they remain at home. In these circumstances, a child may be accommodated through a voluntary arrangement with the persons with parental responsibility for the child or the HSCT may make an application to the Court for a Care Order to place the child or young person in an alternative placement provided by the Trust. The HSCT will then make arrangements for the child to be looked after, either permanently or temporarily. It is important that the views of children, and their parents and/or others with parental responsibility for the looked child are taken into account when decisions are made.

A member of school staff will attend LAC meetings and will provide a written report. Where necessary, school support will be put in place for the child. Information will be shared with relevant staff on a need to know basis.

**Children of parents with additional support needs**

Children can be affected by the disability of those caring for them. Parents, carers or siblings with disabilities may have additional support needs which impact on the safety and wellbeing of children and young people in the family, possibly affecting their education or physical and emotional development. It is important that any action school staff take to safeguard children and young people at risk of harm in these circumstances encompasses joint working between specialist disability and children’s social workers and other professionals and agencies involved in providing services to adult family members. This will assist us in ensuring the welfare of the children and young people in the family is promoted and they are safeguarded as effectively as possible.

Where it is known or suspected that parents or carers have impaired ability to care for a child, the safeguarding team will give consideration to the need for a child protection response in addition to the provision of family support and intervention.

**Gender identity issues and sexual orientation**

Young people from the LGBTQ community may face particular difficulties which could make them more vulnerable to harm. These difficulties could range from intolerance from parents, community and peers

As a staff working with young people from the LGBT community we will support them to appropriately access information and support on healthy relationships and to report any concerns or risks of abuse or exploitation.

**Meeting the Needs of Vulnerable Children**

In order to meet a child’s needs it may be necessary to use the UNOCINI process.

UNOCINI provides an assessment and planning framework to assist professionals in identifying children and their family’s needs.

The system offers a framework within which children and their family’s circumstances can be considered, analysed and understood in order to develop plans that aim to improve outcomes for the child.

The UNOCINI framework can also be used to make referrals to Social Services and access children’s services.

Making a UNOCINI referral for children in need

* consult with parents
* discuss the issues
* complete the form
* parent/s in agreement with the completed form
* parent/s to sign the form

In the event of parents not giving their consent consult the EA’s Child Protection Officer.

Consideration must be given to override the parents’ decision.

When making the referral inform Social Services that the parents are not in agreement with the referral.

**Procedures for Reporting an Incident of Suspected/Disclosed Child Abuse**

* Refer the matter to the designated teacher taking consideration of:
* The nature of the information;
* Who gave it;
* The day(s), dates, times of observations or circumstances; and
* A record of the clarification chat.
* Plan course of action and ensure that a written record is made.

If unsure about whether a case should be formally referred – the designated teacher/principal may seek clarification or advice and consult with the ELB’s designated officers for Child Protection

**Child Protection procedures.**

Preliminary clarification:

It is important if staff see any signs which cause them concern or are responding to a disclosure then they should seek clarification from the child.

Where a nursery assistant sees such signs or disclosure she should bring them to the attention of the class teacher. Care must be taken asking and interpreting children’s responses to questions about abuse. Staff must be aware that the way in which a child is talked to can have an effect on the evidence which is put forward, if there are subsequent criminal proceedings

Procedures to follow when recording-see do’s and don’ts during possible disclosure

* Take brief notes at the time and write up later
* The record should include time, date, place of conversation, people present, behaviour and words of the child, signs of physical injury observed should be described in detail or sketched
* Any comment by the child, or subsequently by a parent or carer or other adult about how and when the injury occurred should be written down as soon as possible, preferably quoting words actually used
* While discreet preliminary clarification from the child or his parents will often help to confirm or allay concerns, it is not the responsibility of the teacher to investigate

**Clarification Chat with Significant Adult-procedures to follow**

* Access a suitable place to talk
* Explain your role and the School’s Child Protection Policy and Procedures
* Explain that in line with the Child Protection Policy the welfare of the child is the school’s paramount concern
* Do not make any direct allegations or accusations
* Listen to and observe both verbal and non verbal communications
* Aim to find an agreed way forward
* Advise of your procedures
* Take notes throughout the process

It must be recognised that in order to protect children from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate action by involving others in the child’s best interest. In some cases a direct referral is essential.

No promise of confidentiality can or should ever be given where abuse is alleged.

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

|  |  |
| --- | --- |
| **Do:** | **Do not:** |
| * Find a suitable place to deal with the disclosure so neither child or adult feels vulnerable
* Ensure another member of staff is aware that chat is taking place
* Invite another adult to be present if the child is comfortable with this
* Listen to what the child says
* Assure the child they are not at fault
* Explain to the child that you cannot keep it a secret
* Document exactly what the child says using his/her exact words
* Remember not to promise the child confidentiality
* Stay calm
* Listen
* Accept
* Reassure
* Explain what you are going to do
* Keep the child informed as appropriate
* Record accurately
* Seek support for yourself
 | * Ask leading questions. rather ask questions such as “tell me what happened”
* Interrogate
* Criticise the perpetrator
* Ask the child to report the disclosure to another member of staff
* Put words into the child’s mouth.
* Interrupt if he/she is recalling significant events
* Ignore the child’s behaviour.
* Remove any clothing.
* Photograph alleged injuries
* Panic
* Promise to keep secrets
* Ask leading questions
* Make the child repeat the story unnecessarily
* Delay
* Start to investigate
* **Do Nothing**
 |

**Procedures for making complaints in relation to child abuse**

**How a Parent can make a Complaint/ Raise a concern**

We aim to work closely with parents/guardians in supporting all aspects of their child’s development and well- being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner.

If a parent has a concern they can talk to the class teacher or any member of the school’s safeguarding team: the Principal, the Designated or Deputy Designated Teacher for child protection.

If they are still concerned they may talk to the Chair of the Board of Governors.

At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Central Referral Unit.

Details of who to contact are shown in the flowchart in **Appendix 2**.

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

Where staff become aware of concerns or are approached by a child they should not investigate as this is the responsibility of Social Services and/or PSNI.

Staff should report these concerns immediately to the Designated/Deputy Teacher and a note of concern should be completed.

These notes of concern should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

The Designated/Deputy Designated Teacher (or other in their absence) will meet immediately to decide whether in the best interest of the child the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

The Designated/Deputy Designated Teacher may consult with members of the school’s safeguarding team, the Education Authority’s Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Education Authority’s Designated Officer the child’s details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our priority.

The EA Designated Officers Anne Mallaghan 90 566216

 Sean Monaghan 90 566216

 Colum Boal 90 566216

 Alison Casey 90 566216

Social Services Gateway Team 0300 1000 300

 (South Eastern)

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

**Consent:** Any concerns about the safety/welfare of a child, should where practical be discussed with the parent and consent sought for a referral to social services in local HSC Trust, unless this would place child at significant risk. The nursery will ensure that the communication needs, translators, interpreters are provided if appropriate, where staff will decide not to seek parental consent before making a referral to social services the reason must be clearly noted in the UNOCINI referral

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

If a child protection referral is not required the nursery will support from monitoring, signposting or referring to other support agencies eg: Family support Hub with parental consent.

**Where a complaint has been made about possible abuse by a member of the school’s staff or a volunteer**

Teachers and other associated staff have a positive role in child protection as they are in daily contact with children. There are in a good position to observe signs of abuse, changes in behaviour or failure to develop. Where people have such interaction, the opportunity to abuse children exists and there have been cases recently where this has happened.

Because of this daily contact with children, in a variety of situations, staff are vulnerable to allegations of abuse, these allegations may be false, malicious or misplaced and may be either deliberate or innocent of such intent. It is essential that an open and enquiring mind is maintained when dealing with allegations of abuse. There is an obvious need to act with speed and decisiveness.

 An over hasty or ill judged decision to suspend a staff member when an allegation of abuse is made against him or her, can have a substantial detrimental effect upon that person’s career. A teacher or other member of staff facing an allegation of abuse needs to have confidence that agencies will act in a careful measured way when an allegation is brought to their attention.

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

If a complaint is made against the Principal then the Designated/Deputy Designated Teacher will inform the Chairperson of the Board of Governors who will consider what action is required in consultation with the employing authority.

The member of staff/volunteer may be removed from duties involving direct contact with pupils or may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities. The Chair of the Board of Governors will be informed immediately. In Good Shepherd Nursery school all members of staff are assured that if an allegation of child abuse is made against them, it will be dealt with quickly in as sensitive and fair manner as possible for all concerned.

THE PARAMOUNT PRINCIPLE regarding the WELFARE of the CHILD will always be with held.

All complaints of abuse against a member of staff will be appropriately recorded in the Record of Child Abuse Complaints Against Staff book which is held by the Principal.

Child protection procedures will be followed in keeping with current Department of Education guidance. Refer to Circular 2015/13 Dealing with allegations of abuse against a member of staff

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

**Confidentiality and Information Sharing**

Information given to members of staff about possible child abuse cannot be held “in confidence”. In the interests of the child, staff have a responsibility to share relevant information about the protection of children with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a ‘need to know’ basis.

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

Where it is necessary to safeguard children information will be shared with other statutory agencies in accordance with the requirements of this policy, the nursery Data Protection Policy and GDPR.

**Role of Designated Teacher/principal in Record Keeping Process and managing child protection records:**Good Shepherd Nursery School keeps comprehensive records on children which may be called upon in the future. These records must be objective and factual. These reports may include sensitive information and, as such, must be confidential. All meetings and phone calls must be documented and dated regarding a child and involved agencies. The report should focus on the child’s educational progress and achievements, attendance, behaviour, participation, relationships with other children and adults in the school and where appropriate, the child’s appearance.

The record will include:

* details of any advice from other agencies;
* the decisions reached as to referral;
* how, when and by whom this was done;
* if appropriate state reasons for not referring;
* sign and date record, and
* make a referral using a UNOCINI form to Social Services,
* copy of UNOCINI to the Designated Officer in the Education and Library Board; and
* a child protection file is opened for the named child.

IMPORTANT. When making a call to social services regarding a referral, it is good practice to ask for the Duty Social Worker to repeat what has been said to avoid any misunderstandings.

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

**Child Protection Records include those relating to:**

* suspected/admitted/known abuse of children (all records in chronological order)
* referrals to social services
* child protection register list
* looked after children
* child protection case conferences
* child protection training records for all school, staff and governors
* school’s record of child abuse
* termly/annual reports to governors
* school’s child protection policy
* DE guidance and circulars
* the child protection policy and procedures
* reference materials
* school’s record of child abuse complaints

A record of abuse will be kept by the principal. It will be signed by the Chairperson every year at the Annual general Meeting. This is a confidential document which will not be made available to E.T.I on inspection.

When a child whose name is on the Child Protection Register changes school, the school which the child is leaving should inform the receiving school immediately that his/her name is on the register, and destroy all the child protection records on the child supplied by social services, including records of case conferences and should inform the child’s case co-ordinator in social services.

 In the event of a child’s name being removed from the register, the school should destroy any child protection records on the child supplied by social services, including records of case conferences.

In accordance with DE guidance on the disposal of child protection records these records will be stored from child’s date of birth plus 30 years, if information is held electronically all must be encrypted and appropriate password protected

**Reports for Child Protection Conferences**

Reports will be made available to the child’s parents at the Child Protection Conference and may be used in court.

All reports should be checked and signed by the designated teacher or the deputy designated teacher who has assumed those responsibilities in her absence.

**Responding to Safeguarding and Child Protection Concerns**

Safeguarding is more than child protection. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection. Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or are likely to suffer significant harm.

**Preventative curriculum**

Throughout the school year child protection and safeguarding issues are addressed through story-time and nurture time. There is a permanent child protection notice board in the main hall and relevant information on parent’s information area, which provides advice and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display and procedures to follow if an allegation is made against a member of staff. Shepherd Nursery School offers a supportive environment to children who **are** being abused, **have been** abused and **may** be abused in the future. We offer protection by creating a positive ethos through appropriate curriculum provision by providing a listening environment that encourages children and young people to share their concerns. In the classroom, regular Circle Time sessions are used as a means of encouraging children to raise social and emotional concerns in a safe environment and help to build self confidence, respect and sensitivity among classmates.

Good Shepherd staff delivers a rules, rewards and consequence system, a classroom based programme that teaches the children to be respectful, safe through the use of puppets and other appropriate visual resources.

Good Shepherd Nursery also offers other initiatives that support child protection such as visits from the police, fire service, dental hygienist and early years initiatives/ transformation programmes, working alongside a named health visitor.

**Effective and accessible Universal Services.**

We signpost our parents to essential services that include health, education and a range of community based services. These services are an essential and integral part of everyday life in supporting families to ensure their children are safeguarded effectively. By advocating these services we are striving for “better outcomes” for those children who are or maybe “at risk”. We see the signposting to these services as an early recognition of families in need. The staff in Good Shepherd Nursery school will act promptly to ensure we get parents the appropriate support in place before situations escalate to a point of harm.

**Relationships and attitudes**

Staff in Good Shepherd Nursery School should always be aware that their relationships with pupils are appropriate to their age and should be in tune with a child’s emotional well being. Staff are fully aware of their position of trust and will have opportunities to reappraise their teaching styles, 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 children or of their parents/guardians.

In all circumstances, employees’ professional judgement will be exercised and for the vast majority of employees this Code of Conduct that Good Shepherd Nursery school adheres to will confirm what has always been their “Good” practice.

**Anti-Bullying**

In keeping with our child protection, pastoral care behaviour management policies, the staff of Good Shepherd Nursery are pro-active in protecting our children from forms of abuse, including bullying.

We aim to create an environment within the nursery in which the opportunities for a child to be bullied are minimal. We foster a caring ethos within the nursery, with adults as role models, showing respect to each other and to the children in our care.

Our staff are committed to supporting a culture of anti-bullying.

**Teaching Materials**

All staff will choose only suitable teaching materials appropriate for our children. Only videos and DVD’s with a U rating will be used when using teaching material of a sensitive nature, eg,anti-bullying, Stranger Danger. Only materials that have been agreed by the Board of Governors and parents will be used. If staff are unsure of selecting suitable material they will look for advice from the principal or Education Authority.

**Educational Trips/Visits**

Our School Outing Policy and Guidance for Parents on Trips Policy are set out in a separate document and reflect the consideration we give to the protection of our children when away from the school environment. we follow DE guidance on educational visits to ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place.

**Vetting Procedures**

All staff and volunteers are vetted/supervised in accordance with relevant legislation and Departmental guidance, circulars include 2006/06,2006/07,2006/08,2006/09,2008/03,2012/19 and 2013/01 Copies of these are made available on the Department of Education website www.deni.gov.uk.

**Recruitment and selection of volunteers.**

Our Nursery may canvas for volunteers each year and quite often suitable volunteers may already be known to the nursery, for example parents who have had children at the nursery in previous years. Volunteers are owed a duty of care under the requirements of Health and safety legislation and therefore Good Shepherd Nursery school ensures that volunteers are treated no less favourably than any paid employees in terms of Good Shepherd Nursery Schools’ obligation under the Legislation. all staff paid or unpaid are expected to comply with Code of conduct which has been approved by the board of govenors.. All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach.

# Procedures for engaging volunteers.

1. Agreement of the Board of Governors to engage volunteers
2. Completion of an application form for voluntary helpers
3. Criminal Record check –an access NI form through EA
4. Information and Training re:
	* tasks they are to undertake
	* pastoral care: behaviour management and child protection procedures
	* health and safety policy

Volunteers will only work under the supervision and guidance of paid staff and are never required to have sole responsibility for the security of children, premises or equipment within/outside the nursery environment.

NO volunteer, in any capacity, will have access to the children or work unsupervised at any time in Good Shepherd Nursery School**.**

**Accepting Volunteers**

Where the previous procedures have been followed as appropriate and the school is satisfied that:

* the volunteer is a suitable person to have contact with the children and has the character, skills and experience to support the work of the school in a voluntary capacity;
* well defined and worthwhile activities have been identified for the volunteer to undertake and he/she is competent to undertake them;  the school will notify the individual that he/she has been accepted for voluntary duties in the school.

**Students**

We accommodate a range of student placements at the school; students are vetted by their place of study and their placement begins when vetting is in place. Students are assigned a permanent member of staff as their mentor and time is given each week to ensure students are fully integrated and aware of all the Nursery’s policy’s and procedures. All students have an initial meeting with their designated mentor and here they are given copies of relevant policies code of conduct and procedures that they must follow when engaged in the nursery School.

**Intimate Care Procedures**

Physical contact will be necessary for the staff at Good Shepherd Nursery School if a child has an accident while at the water tray or at the toilet. All parents must be made aware of the possibility this physical contact and must sign a consent form allowing it to take place. Good Shepherd Nursery is committed to ensuring that all staff undertake their responsibilities in such a way that the rights, dignity and welfare of the children is protected. The Nursery is committed to ensuring that staff undertaking these responsibilities are supported by policy and training.

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

* Remember all the guidance with reference to Child protection
* Encourage a child to change him/herself where possible
* 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 from a toileting accident.
* Be talked through procedure and encouraged to be as independent as possible
* Respect the child’s dignity at all times
* Try not to make the child feel bad about what is happening.
* Record intimate personal care sheet in bathroom
* Be diplomatic when informing parents, stress that it was an issue of no consequence to us and that it is best referred to only fleetingly in order that it does not gain momentum in the child’s mind.
* contact parents or carer if he/she is unwilling to change him/herself
* All parents receive a copy of the parents intimate care policy and are requested to sign to give Nursery permission to change their child if necessary.

(See intimate care policy)

**Physical Contact**

As a general rule principal and staff are advised not to make unnecessary physical contact with other pupils. It is essential to have an understanding of the acceptable boundaries of physical contact with pupils. With nursery children touching them is inevitable and can give welcome reassurance to the child. It is important however for adults to be sensitive to a child’s reaction to physical contact and to act appropriately.

Any physical contact that would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided. The welfare of a child is the paramount consideration under the children’s Order and therefore the child’s Educational needs must be considered as they are integral to his/her welfare. All Nursery staff must act in what they consider to be the best welfare interests of the child even if it means having to make a difficult judgement. Schools acquire a new accountability before the Law and Good Shepherd Nursery School is now a significant partner with other agencies in determining the welfare interest of children and are now required to supply spokespersons and reports for case conferences and courts.

**Physical Restraint.**

Our policy on physical restraint by staff is set out in a separate policy, “Reasonable Force and Safe Handling”, in accordance with guidelines from EANI. It acknowledges that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury.

**Comforting an Injured or Sick Child**

There will be occasions when a child is hurt or sick and may need nursed. This is inevitable and can give welcome reassurance to the child. However under no circumstances should you be alone in a classroom nursing a child. In the event of the class being outdoors go into the other classroom.

**Accident Procedure.**

In all cases, however trivial, an Accident Form will be completed for CHILDREN, STAFF, PARENTS and VISITORS.

* Cuts and grazes will be cleaned with warm water and white tissue
* On no account will antiseptic or creams to be applied or supplied.
* Sticking plasters will be used to cover small cuts and grazes
* Bumps will be treated with a cold compress
* Bleeding noses will involve the child being kept upright and gentle pressing an application to the bridge of the nose
* With the exception of minor cuts and grazes, parents will be asked to come to the school to collect their child.
* All accidents however trivial, will be reported to the parent/carer when they collect the child
* Parents entering the Nursery with obvious injuries will be asked about the circumstances
* Injuries on any visible skin surface which became apparent during the play session will be reported to other staff members for recording in the class diary, noting the exact time when injury was apparent.

**Fire safety**

Good Shepherd Nursery School has set procedures in case of an emergency in school, such as a fire or bomb alert when the building needs to be evacuated. These drills are carried out at least once a term. All staff and children are familiar with these procedures, and know their own exit route, place of assembly and roll call procedure.

There is a full Health and Safety Policy, fire policy, Emergency policy that may be requested at any time.

**Code Of Conduct for Visitors and contractors**

On many occasions there are visitors and contractors to the Nursery School. With this in mind we want to highlight some essential points that should be remembered when working in the Nursery School.

* All visitors must sign in on entry and exit into the school
* Do not approach the children inside or outside the school building
* Do not use the children’s toilet. There is a toilet in the front hall area.
* Do not use foul or inappropriate language in front of our children
* It is important that you always conduct yourself in such a way that your intentions or motives could not be questioned.
* Visitors, including workmen will always be accompanied by a staff member if the children are present.

**E-Policy**

Good Shepherd Nursery School has a commitment to keeping children safe and have a duty of care to our children. Our E-safety policy gives guidelines to follow to ensure this ethos is followed.

**Use of Personal Mobile Phones**

Personal mobile phones are not to be kept in the classroom unless agreed in advance with the principal because of waiting for an important phone-call.

If a member of staff or student is expecting an emergency or important call then their mobile phone may be switched on but must not be kept on the person. Permission must be sought from the principal who will agree and determine a suitable area or place where the telephone is accessible should the need arise.

Staff are given a copy of the nursery school’s mobile phone policy and have signed a code of conduct to follow agreed procedures.

**Social Networking**

 It is strongly recommended that no member of staff communicate with parents of children attending the nursery via social networking sites. Teachers from each class can correspond with parents through the see-saw app, consent from parents for this is gained at the beginning of every year. This app is only accessed from Ipads or main office computer

**Use of Images and Social Media**

At the beginning of the academic year permission is obtained to take and display children’s photographs and to use photographs for other educational purposes. Photographs are taken and displayed in order to demonstrate the children’s progress, recognise achievements and share experiences. In addition photographs may be used for other educational purposes throughout the year. Parents give consent in line with General Data Protection Regulations to allow our nursery to use their child’s photograph in a number of ways throughout the year. It is made clear to parents that they have the right to withdraw this consent at any time.

**Child protection Arrangements**

Good Shepherd Child protection arrangements should seek to maintain the necessary balance between protecting children and respecting the rights of families, carers and members of staff.

Any teacher other than a member of staff who follows the procedures set down in Good Shepherd Nursery school Child Protection Policy and those of C.C.M.S. in making a report of suspected child abuse by any person (whether or not connected with the school), is acting within the course of his/her employment and in such circumstances, where he/she has acted in good faith, will receive the full support of his/her employing authorities and will not be legally or financially liable should any consequential action be brought against him/her.

**Staff Training**

Good Shepherd Nursery school is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support Service for Schools. When new staff or volunteers start at the school they are briefed on the school’s Child Protection Policy and Code of Conduct and given copies of these policies.

**Code of Conduct for all Staff**

The code of conduct is known to all staff – permanent, non-permanent and volunteers. It reflects the safeguarding ethos of the school. All staff and volunteers receive a copy of our code of conduct and sign to agree to adhere to procedures within it.

**Monitoring And Evaluation**

The Safeguarding/Child Protection Team at Good Shepherd Nursery School will update this Policy and Procedures in the light of any further guidance and legislation as necessary and review it annually. The safeguarding team will ensure the policy is monitored, reviewed and updated annually to take any changes in legislation into account and ensure there is on-going evaluation to ensure the effectiveness of the Policy. The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the Designated Teacher during regular Board of Governor meetings.

A summary child protection document and contact numbers is circulated to parents annually and full copy is available on request and accessible in parents file.

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

**Appendix 2**

**If a parent has a concern about his or her child or another child’s safety, they may take the following action:**

I have a concern about my child oranother child’s safety



I can talk to the CLASS TEACHER



If I am still concerned, I can talk to  the designated teacher for Child Protection, Mrs Le Mahieu

or

the deputy designated teacher Mrs Murney



If I am still concerned, I can talk/write to the, Chairperson of the Board of Governors, Mrs Ellen Farren at either the school or 90592848



At any time, I can talk to the to Susan Sullivan, CCMS Tel: 02890327975 or the gateway team SE EA region or the Duty Social Worker Down and Lisburn Trust (028902665181) or the PSNI at Woodburn Station, Child Protection and sexual offences Unit (02890650222) Social Services Trust

Please do not hesitate to contact the Nursery if you have a concern or complaint. We all have a duty of care to protect children **and their welfare must always be paramount**

 Appendix 8

 Good Shepherd Nursery School.

Child Protection – Code of Conduct for Staff

It is UNADVISABLE to:

* Spend excess use amounts of time alone with children away from others.
* Take children alone in a car journey, however short.
* Take children to their homes.

Staff should NEVER:

* Engage in rough physical games including horse play, apart from structured sports activities.
* Engage in sexually provocative games.
* Allow or engage in inappropriate language unchallenged.
* Make sexually suggestive comments about or to a child even in fun.
* Let allegations a child makes go unchallenged or un-recorded.
* Do things of a personal nature for children that they can do for themselves.
* Take photographs of pupils on their own mobile phone.
* Bring video footage of pupils home.
* Bring home a school mobile phone with images of pupils on it.+

Staff must ALWAYS:

* Seek the consent of parents to change a wet or soiled child.
* Be sensitive to the child and undertake personal care tasks with the utmost discretion.
* Report any suspicion of abuse of any nature to the designate child protection teacher.
* Report any suspicion of abuse against the designated child protection teacher to the deputy designated child protection teacher.

I understand and agree to Good Shepherd Nursery School Code of Conduct for staff relating to Child Protection.

Signed: Date:

**Safeguarding and Child Protection: DE Circulars**

* **Circular 99/10**

Guidance for schools on child protection policy and procedures

* **Circular 03/13**

Guidance for schools on Welfare and Protection of Pupils Education and Libraries

* **Circular 06/06**

Guidance on safer recruitment practices for education authorities

* **Circular 06/07**

Guidance for schools on the requirement for child protection training in relation to interviewing and selection panels

* **Circular 06/09**

Guidance on the vetting of paid and unpaid staff

* **Circular 06/25**

Guidance on the requirement for vetting of school governors

* **Circular 07/01**

Acceptable use of the internet and digital technologies in schools

* **Circular 08/03**

Pre-employment checking of persons to work in schools- new arrangements

* **Circular 08/10**

From 1st August 2008 substitute teachers must be booked on line via NISTR

* **Circular 2010/01**

Guidance on Relationships and Sexuality Education

**circular 2013/01**

Guidance on the vetting of supervisors/volunteers

**circular 2020/07**

Record Keeping in Schools

**circular 2016/20**

**Child protection**