



Learning to be a wonderful me

Policy for Safeguarding and Child Protection



Date Ratified by the Board of Governors –

Date of Review – September 2020



In Dunclug Nursery School we are committed to providing a happy, safe and stimulating environment to support young children’s learning and development.

We recognise that the children in our care have individual interests, characteristics and needs and aim to enable each child to develop positive attitudes about themselves and towards their learning by –

- providing experiences that extend learning and challenge thinking
- maintaining positive relationships as a staff team, with our children, their parents, the community, the Board of Governors and other relevant agencies
- promoting the health and wellbeing of our staff, children and their families
- inspiring and developing all members of our school community

Key Principles of Safeguarding and Child Protection

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 Department of Education (Northern Ireland) guidance “Safeguarding and Child Protection in Schools” (DENI Circular 2017/04) and the Safeguarding Board for NI Core Child Protection Policy and Procedures (2017).

The following Principles form the basis of our Child Protection Policy:

- the child or young person’s welfare is paramount;
- the voice of the child or young person should be heard;
- parents are supported to exercise parental responsibility and families helped stay together;
- partnership;
- prevention;
- responses should be proportionate to the circumstances;
- protection; and
- evidence based and informed decision making.

Other Related Policies :

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

- Positive Behaviour Policy
- Code of Conduct
- Complaints policy
- Data protection Policy
- E-Safety Policy
- Health and Safety Policy
- Intimate Care
- Privacy Notice
- Anti-Bullying Policy
- Special Educational Needs
- Whistleblowing policy

These policies are available to parents and any parent wishing to have a copy should contact the Nursery School office or visit the school website at www.dunclugnursery.co.uk.



Safeguarding Team

Designated Teacher for Child Protection :

Mrs. Pamela Muir

Deputy Designated Teacher for Child Protection :

Mrs. Dionne Bishop

Designated Governor for Child Protection :

Mr. Dominic McLernon

Roles and Responsibilities

Designated Teacher/ Deputy Designated Teacher

Every school is required to appoint a Designated Teacher with responsibility for Child Protection. They must also appoint a Deputy Designated Teacher who as a member of the Safeguarding team will actively support the Designated Teacher in carrying out the following duties:

- the induction and training of all school staff including support staff;
- being available to discuss safeguarding or child protection concerns of any member of staff;
- responsibility for record keeping of all child protection concerns;
- maintaining a current awareness of early intervention supports and other local services e.g. Family Support Hubs;
- making referrals to Social Services or PSNI where appropriate;
- liaison with the EA Designated Officers for Child Protection;
- keeping the school Principal informed;
- lead responsibility for the development of the school's child protection policy;
- promotion of a safeguarding and child protection ethos in the school; and
- compiling written reports to the Board of Governors regarding child protection.

Principal

- as secretary to the Board of Governors, assist in fulfilling its safeguarding and child protection duties;
- ensure the Board of Governors are kept fully informed of all developments relating to safeguarding including changes to legislation, policy, procedures, DE circulars, inclusion of child protection on the termly meeting agenda;
- to manage allegations / complaints against school staff;
- to establish and manage the operational systems for safeguarding and child protection;
- to appoint and manage designated teacher/deputy designated teachers who are enabled to fulfil their safeguarding responsibilities;

- to ensure safe and effective recruitment and selection including awareness of safeguarding and child protection for new staff and volunteers;
- ensure that parents and pupils receive a copy or summary of the child protection policy at intake and at a minimum every 2 years; and
- to maintain the schools record of child abuse complaints.

Board of Governors

- a designated governor for child protection is appointed;
- a designated and deputy designated teacher are appointed in their schools;
- they have a full understanding of the roles of the designated and deputy designated teachers for child protection;
- safeguarding and child protection training is given to all staff and governors including refresher training;
- the school has a child protection policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- the school has an anti-bullying policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying. See the Addressing Bullying in Schools Act (NI) 2016;
- there is a code of conduct for all adults working in the school;
- all school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19;
- they receive a full annual report on all child protection matters (It is best practice that they receive a termly report of child protection activities). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff; and
- the school 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.

Chair of Board of Governors

The chair of the board of governors:

- has a pivotal role in creating and maintaining a safeguarding ethos;
- receives training from CPSS and HR;
- assumes lead responsibility in the event of a CP complaint or concern about the principal; and
- ensures compliance with legislation, Child Protection record keeping and policies.

Designated Governor for Child Protection

Advises the board of 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; and
- recruitment, selection, vetting and induction of staff.

Other members of school staff

- members of staff **must** refer concerns or disclosures initially to the designated teacher for child protection or to the deputy designated teacher if she is not available;
- class teachers and nursery assistants should complete the note of concern if there are safeguarding concerns such as: poor attendance and punctuality, poor presentation, changed or unusual behaviour, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying and concerns about home circumstances including disclosures of domestic abuse;
- **staff should not** give children a guarantee of total confidentiality regarding their disclosures, should not investigate nor should they ask leading questions.

Support Staff

- if any member of the support staff has concerns about a child or staff member they should report these concerns to the designated teacher or deputy designated teacher if she is not available. A detailed written record of the concerns will be made and any further necessary action will be taken.

Parents

The primary responsibility 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 can play their part in safeguarding by informing the school:

- if the child has a medical condition or educational need;
- if there are any Court Orders relating to the safety or wellbeing of a parent or child;
- if there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility;
- if there are any changes to arrangements about who brings their child to and from school;
- if their child is absent they should let the Nursery School know about the reason for their absence. This assures the school that the parent/carer knows about the absence. More information on parental responsibility can be found on the EA website at: www.eani.org.uk/schools/safeguarding-and-child-protection

It is essential that the school has up to date contact details for the parent/carer.



Child Protection Definitions

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

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.

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 – by a child's peers.

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.

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.

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

Signs and symptoms of abuse

We have included some potential signs and symbols of abuse in our 'Abuse Categories and Indicators' section of this policy, which can be found in **Appendix 1**.

Specific types of Abuse

In addition to the types of abuse described above there are also some specific types of abuse that we in Dunclug Nursery School are aware of and have therefore included them in our policy. Please see these in **Appendix 2**.

Children with Increased Vulnerabilities

Some children have increased risk of abuse due to specific vulnerabilities such as disability, lack of fluency in English and sexual orientation. We have included information about children with increased vulnerabilities in our policy. Please see these in **Appendix 3**.



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 harm¹.

How a Parent can Raise a Concern

In Dunclug Nursery School 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, the designated or deputy designated teacher for child protection, or the principal.

If they are still concerned they may talk to the chair of the board of governors. If after this a parent still has concerns they can contact the NI Public Services Ombudsman.

¹ Co-Operating to Safeguard Children and Young People in Northern Ireland (August 2017)
<https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland>

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 4**.

Where School has concerns or has been given information about possible abuse by someone other than a member of staff

In Dunclug Nursery School if a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff will complete a Note of Concern (see **Appendix 7**) and act promptly. **They will not investigate** - this is a matter for Social Services - but will discuss these concerns with the designated teacher or with the deputy designated teacher if he/she is not available.

The designated teacher will consult with the principal or other relevant staff always taking care to avoid due delay. If required, advice may be sought from an Education Authority Child Protection Officer. The designated teacher may also seek clarification from the child or young person, or their parent/carer.

If a child protection referral is not required the school may consider other options including monitoring, signposting or referring to other support agencies e.g. Family Support Hub with parental consent and, where appropriate, with the child/young person's consent.

If a child protection referral is required the designated teacher will seek consent from the parent/carer and/or the child {if they are competent to give this} unless this would place the child at risk of significant harm.

The designated teacher will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI referral form. Where appropriate the source of the concern will be informed of the action taken.

For further detail please see **Appendix 5**.

Where a complaint has been made about possible abuse by a member of the school's staff or a Volunteer

When a complaint about possible child abuse is made against a member of staff the Principal (or the designated teacher if the principal is not available) must be informed immediately. If the complaint is against the principal then the designated teacher should be informed and he/she will inform the Chairperson of the board of governors who will consider what action is required in consultation with the employing authority. The procedure as outlined in **Appendix 6** will be followed.

Consent

Concerns about the safety or welfare of a child/young person, should, where practicable, be discussed with the parent and consent sought for a referral to children's social services in the local HSC Trust, unless seeking agreement is likely to place the child/young person at further risk through delay or undermine any criminal investigative process (for example in circumstances where there are concerns or suspicions that a crime has taken place); or there is concern raised about the parent's actions or reactions. The communication/language needs of the parents/carers should be established, for example in relation to disability/ethnicity and the parent's/carer's capacity to understand should be ascertained. These should be addressed through the provision of appropriate communication methods, including, where necessary, translators, signers, intermediaries or advocacy services.

Effective protection for children/young people may, on occasions, require the sharing of information without prior parental/carer consent in advance of that information being shared.

Where staff decide not to seek parental consent before making a referral to children's social services in the local Health and Social Care Trust or the police, the reason for this decision must be clearly noted in the child/young person's records and included within the verbal and written/UNOCINI referral.

When a referral is deemed to be necessary in the interests of the child/young person, and the parents/carers have been consulted and do not consent, the following action should be taken:

- the reason for proceeding without parental consent must be recorded;
- the withholding of permission by the parent/carer must be included in the verbal and written referral to children's social services;
- the parent/carer should be contacted to inform them that, after considering their wishes, a referral has been made.

Staff making a referral may ask for their anonymity to be protected as far as possible because of a genuine threat to self/family. In such instances this anonymity should be protected with an explanation to the staff member that absolute confidentiality cannot be guaranteed as information may become the subject of court processes.

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. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

Where there have been, or are current, child protection concerns about a pupil who transfers to another school we will consider what information should be shared 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 school data protection policy and the General Data Protection Regulations (GDPR).

Record Keeping

In accordance with DE guidance we must consider and develop clear guidelines for the recording, storage, retention and destruction of both manual and electronic records where they relate to child protection concerns.

In order to meet these requirements all child protection records, information and confidential notes concerning pupils in Dunclug Nursery School are stored securely and only the Designated Teacher/Deputy Designated Teacher and Principal have access to them. 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, whether on a laptop or on a portable memory device, all must be encrypted and appropriately password protected.

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

Safe Recruitment Procedures

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate. All staff paid or unpaid who are appointed to positions in Dunclug Nursery School are vetted / supervised in accordance with relevant legislation and Departmental guidance.

Code of Conduct For all Staff - Paid or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach. All members of staff are expected to comply with the school's Code of Conduct for Employees and Volunteers which has been approved by the Board of Governors

(See Appendix 8 or the school's Code of Conduct is available on request)

The Preventative Curriculum

The statutory personal development curriculum requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours. (2017/04)

- ✿ Our school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's personal development programme. Through the preventative curriculum we aim to build the confidence, self-esteem and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations.
- ✿ Throughout the school year child protection issues are addressed through play including role-play, stories, circle time and class discussions. Child protection and safety issues are also explored through themes, such as our 'Helping Hands' theme, which includes visitors to school, such as fire fighters, police etc. We also work closely with our assigned health visitor as part of the 'Getting Ready to Learn' initiative.

Monitoring and Evaluation

This policy will be reviewed annually by the safeguarding team and approved every 2 years by the Board of Governors for dissemination to parents, pupils and staff. It will be implemented through the school's staff induction and training programme and as part of day to day practice. Compliance with the policy will be monitored on an on-going basis by the designated teacher for child protection and periodically by the School's Safeguarding Team. 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.

Date Policy Reviewed: 7th October 2019

Signed:

Pamela Muir

(Designated Teacher)

Pamela Muir

(Principal)

Domíníc McLernon

(Chair of Board of Governors)



ABUSE CATEGORIES AND INDICATORS

Child Abuse means ill treatment or neglect, leading to physical, sexual or emotional injury or harm. The following illustrations outline common indicators of abuse and neglect. These signs and symptoms are not in themselves proof that abuse has occurred and may be explained by alternative medical/psychological conditions or social difficulties.

PHYSICAL ABUSE

If a child is being deliberately hurt causing them physical harm such as cuts, bruises, broken bones or other injuries.

Physical Indicators –

- Unexplained bruises or burns, particularly if recurrent
- Human bite marks, welts or bald spots
- Unexplained lacerations, fractures or abrasions
- Untreated injuries
- Bruising on cheeks, ears, palms, arms, backs, tummy, hips, and backs of legs
- A history of bruising
- Multiple bruising in clusters, usually on the upper arms or outer thighs
- Bruises that look like they have been caused by a finger, hand or object
- Burns or scalds
- Burns that have a clear shape, like a cigarette burn
- Fractures
- Scarring
- Poisoning
- Drowning
- Suffocating
- Head injuries caused by a blow or shaking

Mental Health or Behavioural Indicators –

- Self-destructive tendencies
- Improbable excuses given to explain injuries
- Running away from home
- Aggressive or withdrawn
- Fear of returning home
- Reluctant to have physical contact
- Clothing inappropriate for the weather – to hide a part of the body
- Depression
- Anxiety
- Problems with relationships and socialising
- Trying to hide injuries under clothing

<ul style="list-style-type: none"> ● Fabricated or induced illnesses 	
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NEGLECT

The persistent failure to meet a child’s basic physical and / or psychological needs, resulting in serious impairment of health and / or development.

<p>Physical Indicators –</p> <ul style="list-style-type: none"> ● Constant hunger ● Poor state of clothing / personal hygiene ● Untreated medical problems ● Emaciation / distended stomach ● Constant tiredness ● Inappropriate dress for the weather ● Dirty or unbathed ● Inadequately supervised or left alone for unacceptable periods of time ● Malnourished ● Lack of hygiene 	<p>Mental Health or Behavioural Indicators –</p> <ul style="list-style-type: none"> ● Tiredness, listlessness ● Lack of social relationships ● Lack of attachment to adults ● Compulsive stealing, begging or scavenging ● Frequently absent or late ● Low self-esteem ● Poor attendance / poor school performance ● Poor social skills ● Demanding of affection and attention ● Little understanding of basic hygiene
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EMOTIONAL ABUSE

Emotional abuse is severe and persistent ill-treatment of a child. It can have long lasting and devastating effects on a child’s emotional health and development. It can be an element of other child abuse and neglect.

<p>Physical Indicators –</p> <ul style="list-style-type: none"> ● Sudden speech disorder ● Signs of mutilation ● Signs of solvent abuse ● Wetting and / or soiling ● Attention seeking behaviours ● Poor peer relationships ● Tense meal times 	<p>Mental Health or Behavioural Indicators –</p> <ul style="list-style-type: none"> ● Neurotic Behaviour (rocking, hair twisting, thumb sucking) ● Reluctance about parent liaison ● Fear of new situations ● Running away from home ● Inappropriate emotional responses to painful situations ● Eating disorders
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	<ul style="list-style-type: none"> ● Self-isolating / anti-social behaviour ● Difficulty expressing / controlling emotions / interactions and relationships ● Negative Impulse Behaviour
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SEXUAL ABUSE

Involves forcing or persuading a child to take part in sexual activities or encouraging a child to behave in a sexually inappropriate way. It can be very difficult to identify.

<p>Physical Indicators –</p> <ul style="list-style-type: none"> ● Soreness or bleeding in the genital or anal areas, or in the throat ● Torn, stained or bloody underclothes ● Chronic ailments such as stomach pains or headaches ● Difficulty in walking or sitting ● Frequent urinary or yeast infections ● Unexplained pregnancies 	<p>Mental Health or Behavioural Indicators –</p> <ul style="list-style-type: none"> ● Chronic depression / suicidal ● Inappropriately seductive or precocious ● Sexually explicit language ● Low self-esteem, self-devaluation, lack of confidence ● Recurring nightmares / fear of the dark ● Outburst of anger / hysteria ● Overly protective towards siblings ● Aggressive behaviour ● Problems sleeping ● Bed wetting / soiling ● Risk taking behaviours ● Negative thoughts ● Problems with school / poor attendance ● Fear of adults and reluctance to socialise with adults ● Becoming sexually active at a young age ● Use of sexual language / information (beyond age-appropriate knowledge)
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Adults working in school are encouraged to discuss any concerns they may have relating to potential indicators of abuse with the Designated / Deputy Designated Teacher promptly.

Appendix 2

Specific Types of Abuse

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. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming. 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 Dunclug Nursery School become aware of signs that may indicate grooming they will take early action and follow the school's child protection policies and procedures.

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Co-operating to Safeguard Children and Young People in NI. DHSSPS version 2.0 2017)

The key factor that distinguishes cases of CSE from other forms of child sexual abuse is the concept of exchange – the fact that someone coerces or manipulates a child into engaging in sexual activity **in return for something** they need or desire and/or for the gain of those perpetrating or facilitating the abuse. The something received by the child or young person can include both tangible items and/or more intangible 'rewards' OR 'benefits' such as perceived affection, protection or a sense of value or belonging.

Any child under the age of eighteen, male or female, can be a victim of CSE, including those who can legally consent to have sex. The abuse most frequently impacts upon those of a post-primary age and can be perpetrated by adults or peers, on an individual or group basis.

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.

Domestic and Sexual violence and abuse can have a profoundly negative effect on a child's emotional, psychological and social well-being. A child does not have to witness domestic violence to be adversely affected by it. Living in a violent or abusive domestic environment is harmful to children.

Domestic violence and abuse is defined as 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.' Sexual Violence and Abuse is defined as 'any behaviour (physical, psychological, verbal, virtual /online perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).' (Stopping Domestic and Sexual Violence and Abuse in Northern Ireland A Seven Year Strategy: March 2016).

If it comes to the attention of school staff that Domestic Abuse, is or may be, affecting a child this will be passed on to the Designated/Deputy Designated Teacher who has an obligation to share the information with the Social Services Gateway Team.

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

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. As a school we support children and young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Teachers are often therefore 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. We will also take guidance from DE Circular 2016/05 to address concerns about harmful sexualised behaviour displayed by children and young people.

What is Harmful Sexualised Behaviour?

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when:

- There is no informed consent by the victim; and/or
- the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim
- Harmful sexualised behaviour can include: Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.
- However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled.

Sexually harmful behaviour is primarily a child protection concern. There may remain issues to be addressed through the schools positive behaviour policy but it is important to always apply principles that remain child centred.

Harmful sexualised behaviour will always require intervention and in our school we will refer to our child protection policy and, seek the support that is available from the CPSS.

E safety/Internet abuse

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern.

We in Dunclug Nursery School have a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and as such, have adopted appropriate practices to ensure children cannot access material that may be harmful to them.

The school's actions and governance of online safety are reflected clearly in our safeguarding arrangements. Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

Appendix 3

Children with Increased Vulnerabilities

- **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**

As with children with a special educational need, children who are not fluent in English should be given the chance 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 should work with their SEN co-ordinators along with school staff with responsibility for newcomer pupils, seeking advice from the EA's Inclusion and Diversity Service to identify and respond to any particular communication needs that a child may have. All schools should try to 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.

- **Pre-school provision**

Many of the issues in the preceding paragraphs will be relevant to our young children who may have limited communication skills. In addition to the above, staff will follow our Intimate Care policy and procedures in consultation with the child's parent[s]/carer[s]

- **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, young people 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/young person. Information will be shared with relevant staff on a need to know basis.

- **Young people in supported accommodation**

Staff will work in partnership with those agencies involved with young people leaving care and those living in supported accommodation and will provide pastoral support as necessary.

- **Children of parents with additional support needs**

Children and young people 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.

- **School trips and educational visits**

Our duty to safeguard and promote the welfare of children and young people also includes periods when they are in our care outside of the school setting. We will follow DE guidance on educational visits, school trips and work experience to ensure our current safeguarding policies are adhered to and that appropriate staffing levels are in place.

Children/young people's behaviours

- **Peer Abuse**

Children and young people may be at risk of physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. Where a child or young person has been harmed by another, all school staff should be aware of their responsibilities in relation to both children and young people who

perpetrate the abuse as well as those who are victims of it and, where necessary, should contribute to an inter-disciplinary and multi-agency response.

- **Self-Harm**

Self-harm encompasses a wide range of behaviours and things that people do to themselves in a deliberate and usually hidden way, which are damaging. It may indicate a temporary period of emotional pain or distress, or deeper mental health issues which may result in the development of a progressive pattern of worsening self-harm.

Self-harming behaviours may indicate that a child or young person has suffered abuse; however this is not always the case. School staff should share concerns about a child or young person who is self-harming with a member of the safeguarding team who will seek advice from appropriately qualified and experienced professionals including those in the non-statutory sector to make informed assessments of risk in relation to self-harming behaviours.

- **Suicidal Ideation**

Staff must act without delay if they have concerns about a child or young person who presents as being suicidal as it is important that children and young people who communicate thoughts of suicide or engage in para-suicidal behaviours are seen urgently by an appropriately qualified and experienced professional, including those in the non-statutory sector, to ensure they are taken seriously, treated with empathy, kindness and understanding and informed assessments of risk and needs can be completed as a matter of priority.

Appendix 4

How a Parent can make a Complaint

If a parent has a potential child protection concern:

I have a concern about my/a child's safety



I can talk to the class/form teacher



If I am still concerned, I can talk to the Designated/ Deputy Designated Teacher for Child Protection or the Principal



If I am still concerned, I can talk/write to the Chair of Board of Governors



If I am still concerned I can contact the NI Public Services Ombudsman

Tel: 0800 343 424



At any time I can talk to the local Children's Services Gateway Team at 0300 1234333, or the PSNI Central Referral Unit at 028 9025 9299

Appendix 5

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

Member of staff completes the Note of Concern on what has been observed or shared and must ACT PROMPTLY.

Source of concern is notified that the school will follow up appropriately on the issues raised.



Staff member discusses concerns with the Designated Teacher or Deputy Designated Teacher in his/her absence and provides note of concern.



Designated Teacher should consult with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required, advice may be sought from a CPSS officer.

Child Protection referral is required

Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephones the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk.

He/she submits a completed UNOCINI referral form within 24

Child Protection referral is not required

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).

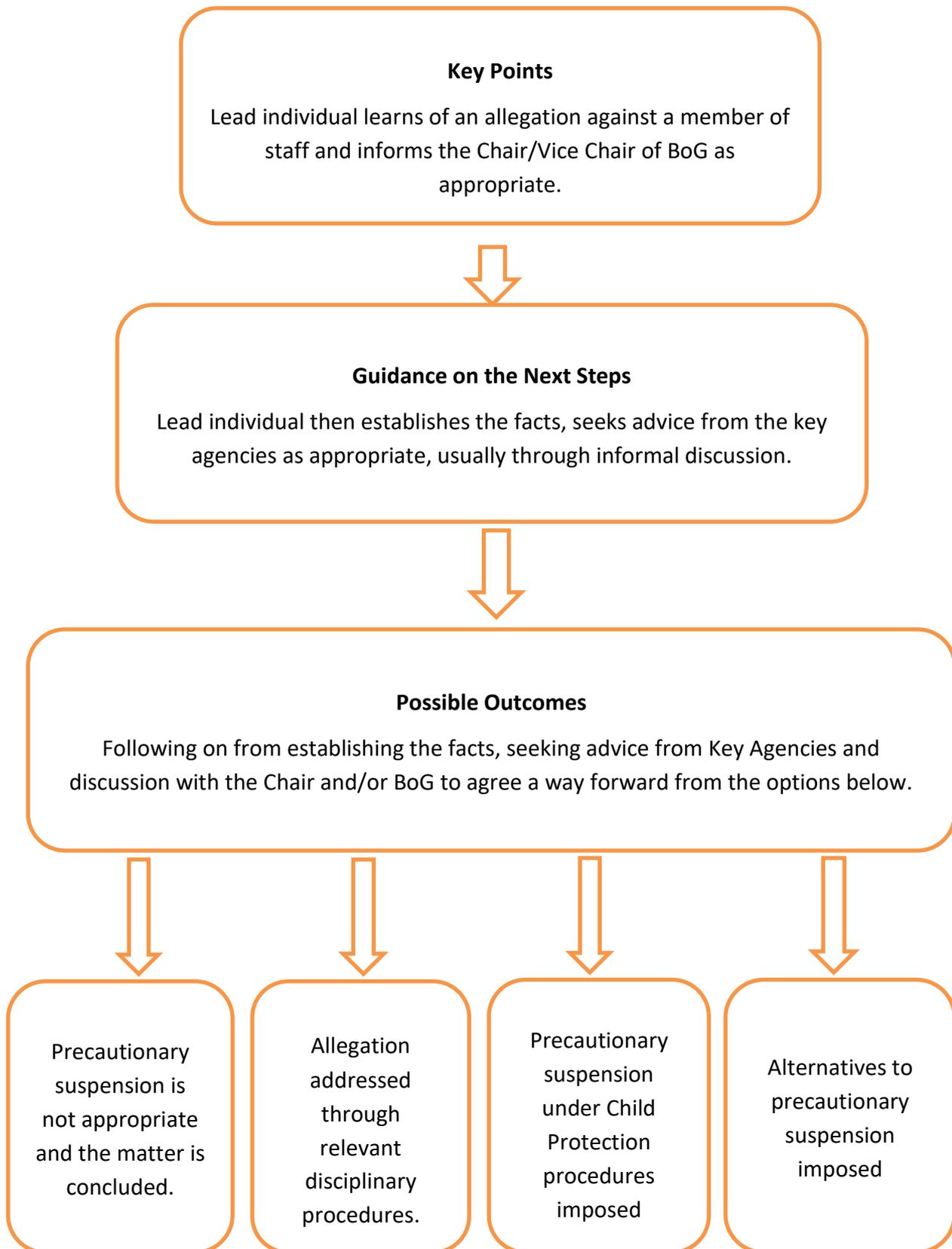
Designated Teacher clarifies/discusses concern with child/ parent/carers and decides if a child protection referral is or is not required.



Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

Appendix 6

Dealing with Allegations of Abuse Against a Member of Staff



Appendix 6

CONFIDENTIAL

NOTE OF CONCERN

CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:
Action taken at the time:

Details of any advice sought, from whom and when:		
Any further action taken:		
Written report passed to Designated Teacher:	Yes:	No:
If 'No' state reason:		
Date and time of report to the Designated Teacher:		
Written note from staff member placed on pupil's Child Protection file		
Yes	No	
If 'No' state reason:		

Name of staff member making the report: _____

Signature of Staff Member: _____

Date: _____

Signature of Designated Teacher: _____

Date: _____



SAFEGUARDING Code of Contact

Date Ratified by BOG – 7th October 2019

Review Date – September 2021

Guidelines for Staff, Governors and all adults who interact with children in Dunclug Nursery School

The Code of Conduct, which applies to all staff and volunteers, is designed to give guidance on the standards which should be observed in Dunclug Nursery School to enable us to provide a happy, safe and stimulating environment to support young children's learning and development.

This Code of Contact is not intended to detract from the enriching experiences the children in our care gain from positive interaction with caring adults. It is intended to assist adults interacting with children in Dunclug Nursery School by drawing attention to the areas of risk, by offering guidance on prudent contact.

It does not form part of any employee's contract of employment. It is merely for guidance and specific breaches of the Code must not be viewed as a disciplinary offence.

The Code includes sections on –

- ✿ Setting an example
- ✿ Relationships and attitudes
- ✿ Private meetings with pupils
- ✿ Physical contact with pupils
- ✿ Honesty and Integrity
- ✿ Contact outside of work
- ✿ E-Safety and Internet Use
- ✿ Confidentiality

SETTING AN EXAMPLE

All Staff and volunteers in schools set examples of behaviour and conduct which can be copied by pupils. Staff and volunteers should therefore, for example, avoid using inappropriate or offensive language at all times, and demonstrate high standards of conduct in order to encourage our pupils to do the same. All staff and volunteers should be familiar with all school policies and procedures and comply with these so as to set a good example to pupils.

Staff and volunteers must always comply with statutory requirements in relation to issues such as discrimination, health and safety and data protection.

RELATIONSHIPS AND ATTITUDES

All Staff and volunteers should treat pupils with respect and dignity and not in a manner which demeans or undermines them, their parents or carers, or colleagues. Staff and Volunteers should ensure that their relationships with pupils are appropriate to the age and maturity of their pupils. They should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating pupils, discriminating against or favouring pupils.

Attitude, demeanour and language all require thought to ensure that conduct does not give rise to comment or speculation. Relationships with pupils must be professional at all times.

Staff and volunteers may have less formal contact with pupils outside of school through membership of social groups, sporting organisations or family connections. Staff and volunteers should not assume that school would be aware of such relationships and should therefore consider whether the school should be made aware of the connection.

Staff and volunteers should always behave in a professional manner, which within the context of this Code of Conduct includes such aspects as :

- ✿ acting in a fair, courteous and mature manner to pupils, colleagues and other stakeholders;
- ✿ cooperating and liaising with colleagues, as appropriate, to ensure pupils receive a coherent and comprehensive educational service;
- ✿ respect for school property;
- ✿ taking responsibility for the behaviour and conduct of pupils in the classroom and sharing such responsibility elsewhere on the premises;
- ✿ being familiar with communication channels and school procedures applicable to both pupils and staff and volunteers;
- ✿ respect for the rights and opinions of others.

PRIVATE AND 'ONE TO ONE' CONTACT WITH CHILDREN

- Staff should be aware of the dangers that may arise from private and 'one to one' contact with children. It is recognised that there are times when contact of this nature is required and wholly appropriate, however this should, as far as possible, be conducted in a room with visual access or with the door open. Where such conditions cannot apply, staff are advised to ensure that another adult is nearby and knows that the 'one to one' contact is taking place.

PHYSICAL CONTACT WITH CHILDREN

- As a general principle, staff and adults working with children in our Nursery School are advised not to make unnecessary physical contact with them.
- There are times in the Nursery School setting when children may need some physical comforting as a reassurance, in the absence of a caring parent. Staff employed by Dunclug Nursery School may provide this, however they should ensure that such contact could not be misconstrued by the child, parent, or other casual observers as being unnatural or unjustified.

- Natural affection, as offered by many young children, will be received sensitively. Staff should avoid prolonged contact with the child without rebuking them.
- First Aid will be only administered by Staff who are employed by Dunclug School, unless in exceptional circumstances. Staff should ensure, where possible, that another adult is in close proximity while they tend to the injured child.
- Children who require assistance with their Intimate Care will be assisted by Staff employed by Dunclug Nursery School, with their parent's permission. Staff should inform another adult when they are assisting a child in this manner and ask that the other adult stay close by. If a child requires help with changing clothes or cleaning themselves after the toilet, they will be encouraged to be as independent as possible and will be dealt with in a way that ensures their privacy is respected at all times.

MOBILE PHONE USAGE IN SCHOOL

- Adults working in our Nursery School are advised to protect their personal mobile phone numbers from children and their parents.
- Mobile Phones should NOT be used to take photographs of any children who attend Dunclug Nursery School.
- Mobile phones should be kept out of reach of children in the Nursery School and should not be accessed during session times, unless in cases of emergency.

HONESTY AND INTEGRITY

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

CONDUCT OUTSIDE OF WORK

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

Staff and volunteers may undertake work outside school, either paid or voluntary and should ensure it does not affect their work performance in the school. Advice should be sought from the principal when considering undertaking work outside of school.

E-SAFETY AND INTERNET USE

- Staff and adults working with children in our Nursery School should exercise caution when using information technology and be fully aware of the risks to themselves and others.
- Staff and adults working with children in our Nursery School are advised to be mindful of the type of personal information they share on Social Networking sites, or

the types of photos they are sharing or tagged in. Staff should therefore ensure that they use appropriate privacy settings to protect such information.

- Individuals who work with children should not, under any circumstances, make, view or access illegal or inappropriate images of children.
- Any postings on Social Networking should not mention Dunclug Nursery School.
- Staff and adults working in our Nursery School should not post comments on any posts on Dunclug Nursery School's Facebook or Website pages.

CONFIDENTIALITY

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

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

If a member of staff or a volunteer is in doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff.

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

The Safeguarding Code of Conduct is not, and could not be, intended to lay down hard and fast rules to cover all the circumstances in which staff and other adults working in our Nursery interrelate with children, or where opportunities for their conduct to be misconstrued might occur.

It is important, however, as reflective practitioners, that we continuously reappraise our teaching styles, relationships with children and the manner in which we approach individuals, to ensure that we give no grounds for doubting our intentions, in the minds of children, their parents/carers, or our colleagues.

