

Harrison Nursery School



Child Protection Pastoral Care Policy

SCHOOL ETHOS

The ethos, or distinctive character and atmosphere of Harrison Nursery School will promote the all round development of the children within a caring environment, ensuring equal opportunities for all.

It is the policy of the Board of Governors of Harrison Nursery School that all pupils are offered a curriculum which:-

- meets their physical, social, emotional and cognitive needs at their particular stage of development.
- motivates, challenges and stimulates them.
- is broad and balanced and helps children prepare for the opportunities, responsibilities and experiences of adult life.

We aim to safeguard and promote our children's safety and well being.

VISION OF HARRISON NURSERY SCHOOL

We, the staff of Harrison Nursery School believe in promoting the personal, social & emotional, and academic goals desirable for all our pupils.

We aim to provide a working, caring and happy atmosphere in which every child reaches his or her full potential.

We believe in the dignity and worth of each child in our school.

We wish to promote in all our pupils a caring, responsible attitude towards each other and to the environment. Hopefully, these values will be carried on into their adult life.

We aim to promote individual empowerment and values such as self-esteem, openness, honesty, tolerance, respect and caring for self and others.

SCHOOL'S POLICY AND PROCEDURES ON CHILD PROTECTION

We in Harrison Nursery School have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our pastoral care policy. This aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our pupils can learn and develop to their full potential.

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, updated September 2019) and the Safeguarding Board for NI Core Child Protection Policy & 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 -

- Anti-bullying policy
- Promoting Positive behaviour
- Behaviour management
- Code of Conduct
- Complaints policy
- Data protection policy
- E-safety
- ICT
- First aid and administration of medicines
- Health and safety policy
- Health and well-being
- Child observation
- Photography
- Intimate care
- Settling in
- Special Education Needs
- Reasonable force/safe handling
- Restraint

HARRISON NURSERY SCHOOL SAFEGUARDING TEAM

Designated Teacher for Child Protection: Jill Hunter
Deputy Designated Teacher: Brenda Edwards

Safe Guarding Team:

Jill Hunter (Designated teacher & Principal)
Brenda Edwards
Eleanor Ferris (Chair of BOG, Governor Representative)
Caroline Ferguson (Governor Representative)

ROLES & RESPONSIBILITIES

The Designated Teacher and 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 designated teacher and deputy designated teacher must:

- Avail of training so that they are aware of duties, responsibilities and roles
- Maintain a current awareness of early intervention support and other local services e.g. family support hubs etc.
- Organise training for all staff (whole school training)
- Lead in the development of the school's Child Protection Policy
- Promotion of a safeguarding and child protection ethos in the school
- Act as a point of contact for staff and parents
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate
- Liaise with the EA Designated Officers for Child Protection
- Maintain records of all child protection concerns
- Keep the School Principal informed
- Provide written reports to the Board of Governors regarding child protection

The Principal

The Principal must ensure that:

- As secretary to BOG, assist in fulfilling its safeguarding and child protection duties
- DENI 2017/04 is implemented within the school
- That a designated teacher and deputy are appointed and are supported to fulfil their safeguarding responsibilities
- Principal Safeguarding training is availed of
- That all staff receive child protection training
- That all necessary referrals are taken forward in the appropriate manner
- That the chairperson of the Board of Governors (and, when appropriate, the Board of Governors) is kept informed of all developments relating to safeguarding including changes to legislation, policy, procedures, DE circulars
- Manage allegations/complaints against school staff, maintain school record of child abuse complaints
- That child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
- That the school child protection policy is reviewed annually and that parents and pupils receive a copy of this policy
- That confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis
- To establish and manage the operational systems for safeguarding and child protection
- Ensure that parents receive a copy or summary of the child protection policy at intake
- Ensure safe and effective recruitment and selection including awareness of safeguarding and child protection for new staff & volunteers

Board of Governors

- A designated governor for child protection is appointed
- A designated & deputy teacher are appointed in the school
- 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
- 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 each year
- School has an anti-bullying policy which is reviewed at intervals of no more than four years and maintains records of all incidents of bullying or alleged bullying (ref. 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

- Receive a full annual report on all child protection matters (best practice is termly report of child protection activities, this is the procedure that we operate). This report should include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff etc.
- 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

The Designated Governor for Child Protection

The Designated Governor will provide the child protection lead 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 of staff

The Designated Governor for Child Protection to avail of child protection awareness training delivered by CPSSS.

The Chair of the Board of Governors

The Chair of the Board of Governors must:

- 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 Governors undertake appropriate child protection and recruitment & selection training provided by the EA Child Protection Support Service for Schools, the EA Governor Support and Human Resource departments
- Ensure that a Designated Governor for Child Protection is appointed
- 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

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.

Remember the 5Rs: Receive, Reassure, Respond, Record and Refer

The member of staff must:

- Refer/report concerns to the Designated/Deputy Teacher for Child Protection/Principal
- Listen to what is being said without 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
- 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
- **Not** ask leading questions

In addition, the Class Teacher should:

- Keep the Designated Teacher informed (complete note of concern) about 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, concerns about home conditions including disclosures of domestic violence

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 should play their part in safeguarding by informing the school:

- if the child has a medical condition or educational needs;
- if there are any Court Orders relating to the safety or wellbeing of a parent or child;
- if there are any changes in a child's circumstances e.g. 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 and should send in a note on the child's return to school. 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
- contacting the school on the morning of their child's absence, so the school is reassured as to the child's situation
- familiarising themselves with the school's Pastoral Care, Anti-Bullying, Promoting Positive Behaviour, Internet and Child Protection Policies etc.
- raising concerns promptly they have in relation to their child with the school

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

Harrison Nursery School recognises their five main responsibilities in the area of Safeguarding and Child Protection. These are in the areas of prevention, recognition, response, referral and confidentiality/record keeping. Parents will be made aware of the school's responsibilities and procedures by being provided with copies of our Child Protection and Promoting Positive Behaviour Policies. As well as this all school policies are available for parents to view and request a copy of if they wish.

1. PREVENTION

The nursery school offers protection on two levels:

1. **immediate protection** - All children are vulnerable. We offer a supportive, caring and listening environment that makes it easier for children to talk and share their concerns.
2. **long term protection** - enhancing self-esteem and encouraging pro-social skills. We offer children an alternative role model to violent and abusive behaviour and alternative methods of responding e.g. rewarding positive behaviour.

We seek to protect our pupils by helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe. We do this through the use of wall charts/picture, stories, conversation time, PSNI visiting. Parents are involved through Parenting Courses.

All teaching and non-teaching staff have been vetted by EA/PSNI. Students only commence their placement when vetting has been completed. Visitors to school (e.g. dental nurse, firemen etc.) are always in the presence of the class teacher where children are involved. When a member of staff answers the door to a visitor the visitor is asked to identify himself/herself and then asked to wait in the porch or entrance hall for the Principal or her deputy. It is the policy of the school that no workmen complete work when the children are in school. Appointments can be made with the Principal for after 1.30pm. Exceptions to this include work in areas that the children do not have access to and in emergencies. Parents/grandparents/voluntary helpers who visit school or assist on a school trip are never in an unsupervised capacity with the children. We have an advice sheet which all voluntary helpers on outings are asked to read so that they are familiar with procedures. All voluntary helpers will never be responsible for taking children to the toilet.

Our school is committed to in-service training for all staff - teaching and non-teaching. Each member of staff has received general training on Policy and Procedures with other members of staff receiving more specialist training in line with their roles and responsibilities.

The nursery is bright, well-equipped and opens on to an outdoor play area, this area is surrounded by high railings. A security intercom system is fitted at the main entrance door.

This secures all children and staff within the building and ensures no unauthorised access to the nursery.

Parents provide the school with a list of authorised people to collect their child.

We the staff of Harrison Nursery School have adopted a Code of Conduct for our behaviour towards pupils.

CODE OF CONDUCT (see policy)

Staff are aware of the dangers which may arise from one to one situations. It is recognised that there may be occasions when individual attention is required e.g. sickness, first-aid etc. As far as possible, staff will deal with these situations in a room with the door open.

Where such conditions cannot apply, staff will ensure that another adult is aware of the situation. Where possible another pupil or (preferably) another adult will be present or nearby.

PHYSICAL CONTACT WITH PUPILS

As a general principle, staff are not to make unnecessary physical contact with the children.

It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.

Teachers and nursery assistants may come into physical contact with young children while helping them with toileting, and on occasions it may be necessary to change their clothing as a result of sickness or mishap. IF PARENTS DO NOT WISH STAFF TO ASSIST THEIR CHILD, THE SCHOOL MUST BE INFORMED IN WRITING. Students will never be involved in changing children.

Staff will never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact unless it is necessary to protect the child, others or property from harm.

Physical punishment is illegal as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.

Staff who have to administer first-aid to a pupil will ensure whenever possible that this is done in the presence of other children or another adult. If the class teacher feels that a pupil's physical welfare is causing great concern, the designated member of staff for first-

aid - Mrs J Hunter or Mrs B Edwards - will be consulted. In the event of an emergency parents will be contacted and medical help sought.

Following any incident where a member of staff feels that his/her actions have been, or may be misconstrued, a written report of the incident will be submitted to the principal or designated teacher.

It is impossible and inappropriate to lay down hard and fast rules to cover ALL the circumstances in which our staff interrelate with our pupils or where opportunities for their conduct to be misconstrued might occur.

This Code of Conduct will be kept constantly under review.

2. RECOGNITION

What is Child Abuse?

Child abuse may take a number of forms, including:

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

Physical 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.

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.

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.

**All the above definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2016)*

These types of abuse apply equally to children with disabilities but the abuse may take slightly different forms, for example, lack of supervision, or the use of physical restraints such as being confined to a wheelchair or bed.

Definition of Abuse

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. 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 with a duty of care towards a child.

Link to signs & symptoms from SBNI Regional Core Policies & Procedures guidance
<https://proceduresonline.com/trixcms/media/1248/sign-and-symptoms-of-child-abuse-and-neglect.pdf>

Types of Abuse

Physical Abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Physical Indicators of Physical Abuse	Behavioural Indicators of Physical Abuse
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; 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 is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

Physical Indicators of Emotional Abuse	Behavioural Indicators of Emotional Abuse
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; 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 family; indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention-seeking/needing behaviour; poor peer relationships.

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

Physical Indicators of Neglect	Behavioural Indicators of Neglect
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 involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Physical Indicators of Sexual Abuse	Behavioural Indicators of Sexual Abuse
Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; anorexia/gross over-eating.	What the child tells you; withdrawal; 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; 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.

Domestic Violence

It is now recognised that children who live in an atmosphere of domestic violence may be at risk. Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners of family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Symptoms which young people may display and which are indicators include:

- Nervousness
- Low self-worth
- Disturbed sleep patterns
- Nightmare / flashbacks
- Physiological - stress / nerves

- Stomach pain
- Bed wetting
- Immature / needy behaviour
- Temper tantrums
- Aggression
- Internalising distress or withdrawal
- Truancy
- 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 Teacher who has an obligation to share the information to Social Services.

Bullying

Bullying - is a highly distressing and damaging form of abuse and is not tolerated in our school (ref. Harrison Nursery School Anti-Bullying policy).

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. 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) (see Section 6.2), 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.

Adults may misuse online settings eg chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children and young people or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared.

Practitioners should be aware that those involved in grooming may themselves be children or young people, and be acting under the coercion or influence of adults. Such young people must be considered victims of those holding power over them. Careful consideration should always

be given to any punitive approach or 'criminalising' young people who may, themselves, still be victims and/or acting under duress, control, threat, the fear of, or actual violence. In consultation with the PSNI and where necessary the PPS, HSC professionals must consider whether children used to groom others should be considered a child in need or requiring protection from significant harm.

Those working or volunteering with children or young people should be alert to signs that may indicate grooming, and take early action in line with their child protection and safeguarding policies and procedures to enable preventative action to be taken, if possible, before harm occurs.

Child Sexual Exploitation

CSE is 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. CSE does not 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.

Any child under the age of 18 can be a victim of CSE. Although younger children can experience CSE, the average age at which concerns are first identified is 12-15 years of age. Sixteen and seventeen year olds, although legally able to consent to sexual activity can also be sexually exploited. Young males can also be victims of CSE.

CSE can be perpetrated by adults or by young people's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males.

While children in care are known to experience disproportionate risk of CSE, **the majority of CSE victims are living at home.**

Statutory Responsibilities

While CSE is not a specific criminal offence, it does encompass a range of sexual offences and other forms of serious criminal misconduct.

The Sexual Offences (NI) Order 2008 provides for a number of offences that between them could enable prosecution of all cases of CSE.

The Children (NI) Order 1995 and the Child Abduction (NI) Order 1985 can also be used in cases where children are going missing as part of the exploitation.

Identifying CSE

CSE can be very difficult to identify and a young person may not see themselves as a victim. However, it is our statutory responsibility to protect all children and young people from abuse, irrespective of whether or not they view themselves as a victim of abuse. **Professionals need to be able to identify vulnerability in the midst of challenging behaviour and frequent resistance to, or even apparent disregard for, professional support.**

Research repeatedly shows that young people rarely report abuse through CSE. Most concerns are identified by professionals, friends or family or by proactive investigation by authorities. In recognition of this, good practice guidelines state that all areas should assume that CSE is occurring within their area unless they have evidence to indicate otherwise. As such, **schools should be alert to the likelihood of CSE and plan to protect children and young people accordingly.**

Potential indicators of CSE:

- Acquisition of money, clothes, mobile phones etc without plausible explanation
- Truancy/leaving school without permission.
- Persistently going missing or returning late.
- Receiving lots of texts/ phone calls prior to leaving.
- Change in mood - agitated/stressed.
- Appearing distraught/dishevelled or under the influence of substances.
- Inappropriate sexualised behaviour for age.
- Physical symptoms eg bruising; bite marks.
- Collected from school by unknown adults or taxis.
- New peer groups.
- Significantly older boyfriend or girlfriend.
- Increasing secretiveness around behaviours.
- Low self-esteem.
- Change in personal hygiene (greater attention or less).

- Self harm and other expressions of despair.
- Evidence or suspicion of substance abuse.

While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring. More importantly, nor does their absence mean it is not.

What to Do

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

The HSCT and PSNI should be involved as early as possible to ensure any evidence that may assist prosecution is not lost and to enable a disruption plan to reduce the victim's contact with the perpetrator(s) and reduce the perpetrator(s) control over the victim to be put in place without delay. More details on the process can be found in DoH Co-operating to Safeguard Children and Young People in Northern Ireland (2016), Section 7.2.7.

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.

Information is also available in relation to -

- Forced Marriage
- Female Genital Mutilation (FGM)
- Children who display harmful sexualised behaviour
- E safety/ internet abuse
- Sexting

Please refer to Safeguard Children and Young People in Northern Ireland (2016), Section 6.

3. RESPONSE

In the event of an allegation of child abuse the member of staff will:

- (a) Listen to the child and accept what is said.
- (b) Record statements.
- (c) Explain what they have to do next and to whom they have to talk.
- (d) Reassure the child they have done the right thing to talk about it.
- (e) Refer information to the Designated member of staff

GUIDELINES OF WHAT TO DO IF A CHILD MAKES A DISCLOSURE

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

Do:	Do not:
<ul style="list-style-type: none">• 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• Stay calm• Listen• Accept• Reassure• Explain what you are going to do• Record accurately• Seek support for yourself	<ul style="list-style-type: none">• Ask leading questions• Put words into the child's mouth• Ignore the child's behaviour• Remove any clothing• Panic• Promise the child confidentiality• Delay• Start to investigate• Do Nothing

4. REFERRAL

PROCEDURE FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE

The designated teacher for child protection is Mrs J Hunter.

In her absence, Mrs B Edwards, will assume responsibility for child protection matters.

If a child makes a disclosure to a teacher or other members 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 act promptly.

She will not investigate - this is a matter for the Social Services - but should report these concerns immediately to the designated teacher, discuss the matter with her, and make full notes.

The designated teachers will discuss the matter with the Principal as a matter of urgency to plan a course of action, and ensure that a written record is made. If the Principal is not available the designated Governor for Child Protection will be contacted, if unavailable contact will be made with the Chairperson of the Board of Governors.

The Principal, in consultation with the designated teacher & CPSS, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. If there are

concerns that the child may be at risk, our school will make a referral. (UNOCINI). Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

The Principal may seek clarification or advice and consult with the CPSS or the Senior Social Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. Where appropriate the source of the concern will be informed of the action taken.

The safety of the child is our first priority.

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.

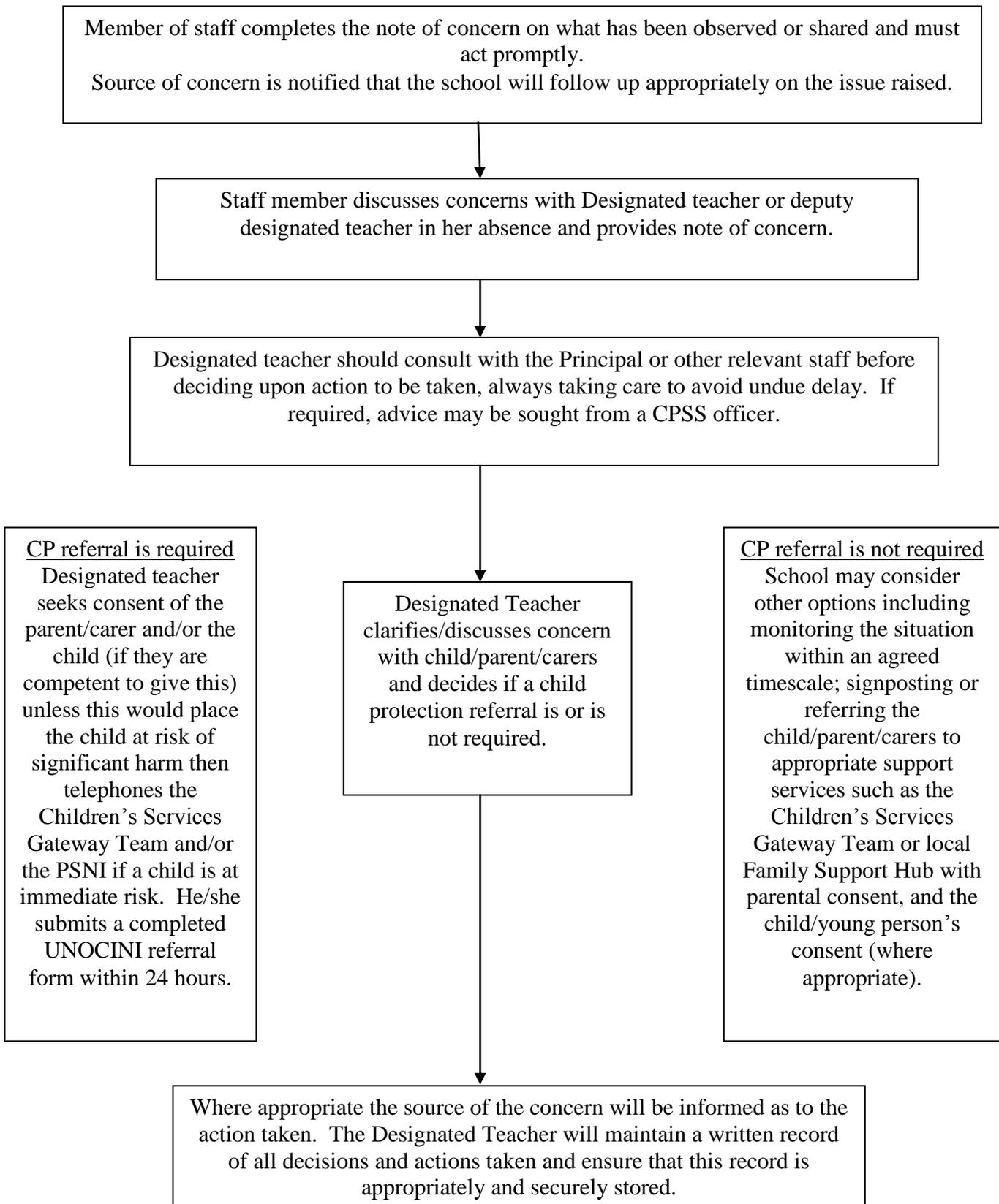
If a child protection referral is required the designated teacher will seek consent from the parent/carer and/or child (if they are competent to give this) unless this would place the child at risk of significant harm.

Where there are concerns about possible abuse, the Principal will inform:

- ❖ Social Services
- ❖ CPSS

The following figure shows the procedure for possible abuse by non-staff.

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



PROCEDURE FOR DEALING WITH COMPLAINTS AGAINST STAFF OR A VOLUNTEER

If a complaint about possible child abuse is made against a member of staff, the Principal (or the designated teacher, if she is not available) must be informed immediately. The following procedures will apply (unless the complaint is about the designated teacher). Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairperson of the Board of Governors will be informed immediately.

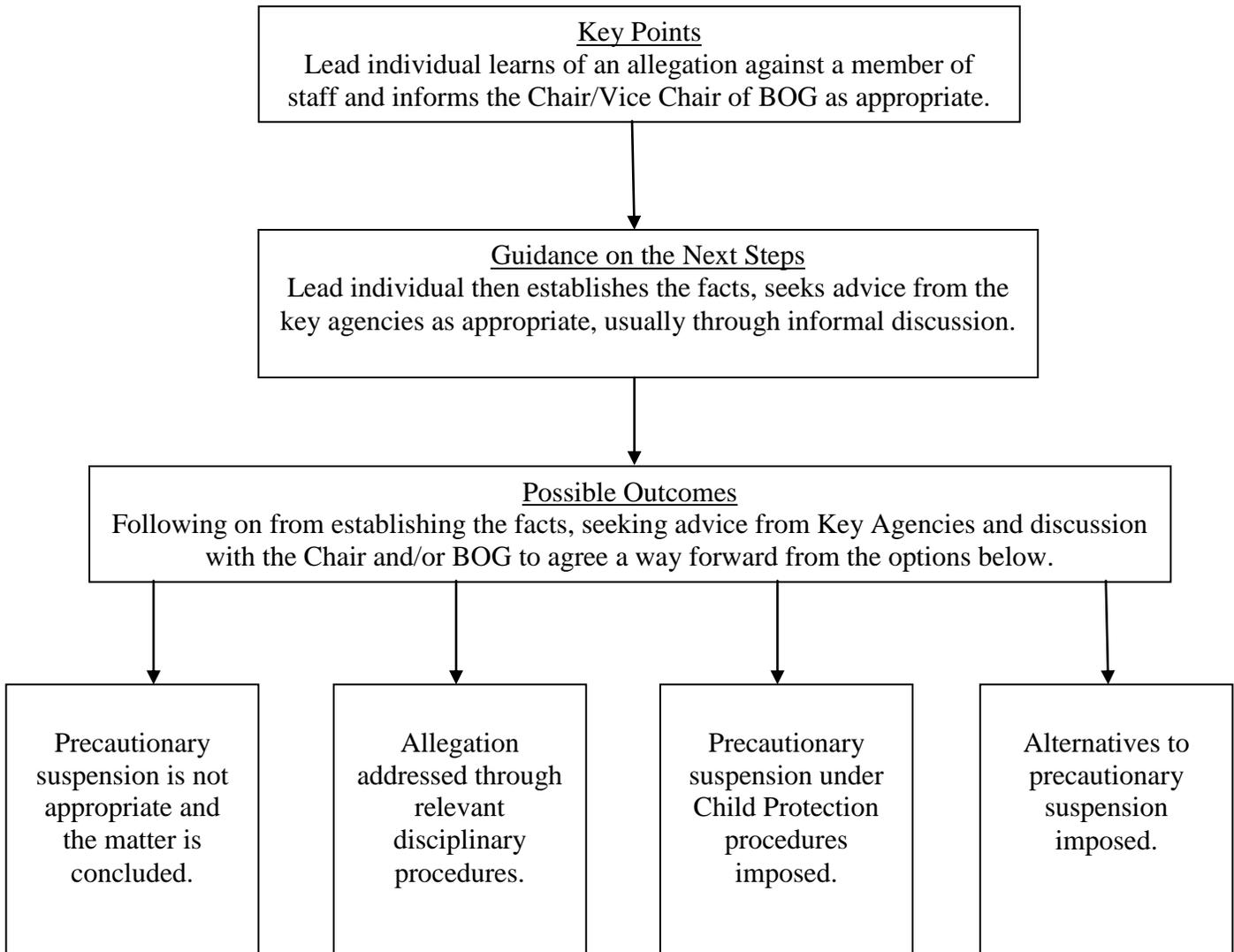
If a complaint is made against the Principal, the designated teacher (or her deputy, if she is not available) will be informed immediately. She will inform the Chairperson of the Board of Governors and together they will ensure that the necessary action is taken.

If any member of staff feels unsure about what to do if she has concerns about a child, or unsure about being able to recognise the signs or symptoms of possible abuse, he/she should speak to the designated teacher (Mrs J Hunter).

It should be noted that information given to members of staff about possible child abuse cannot be held in confidence. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told.

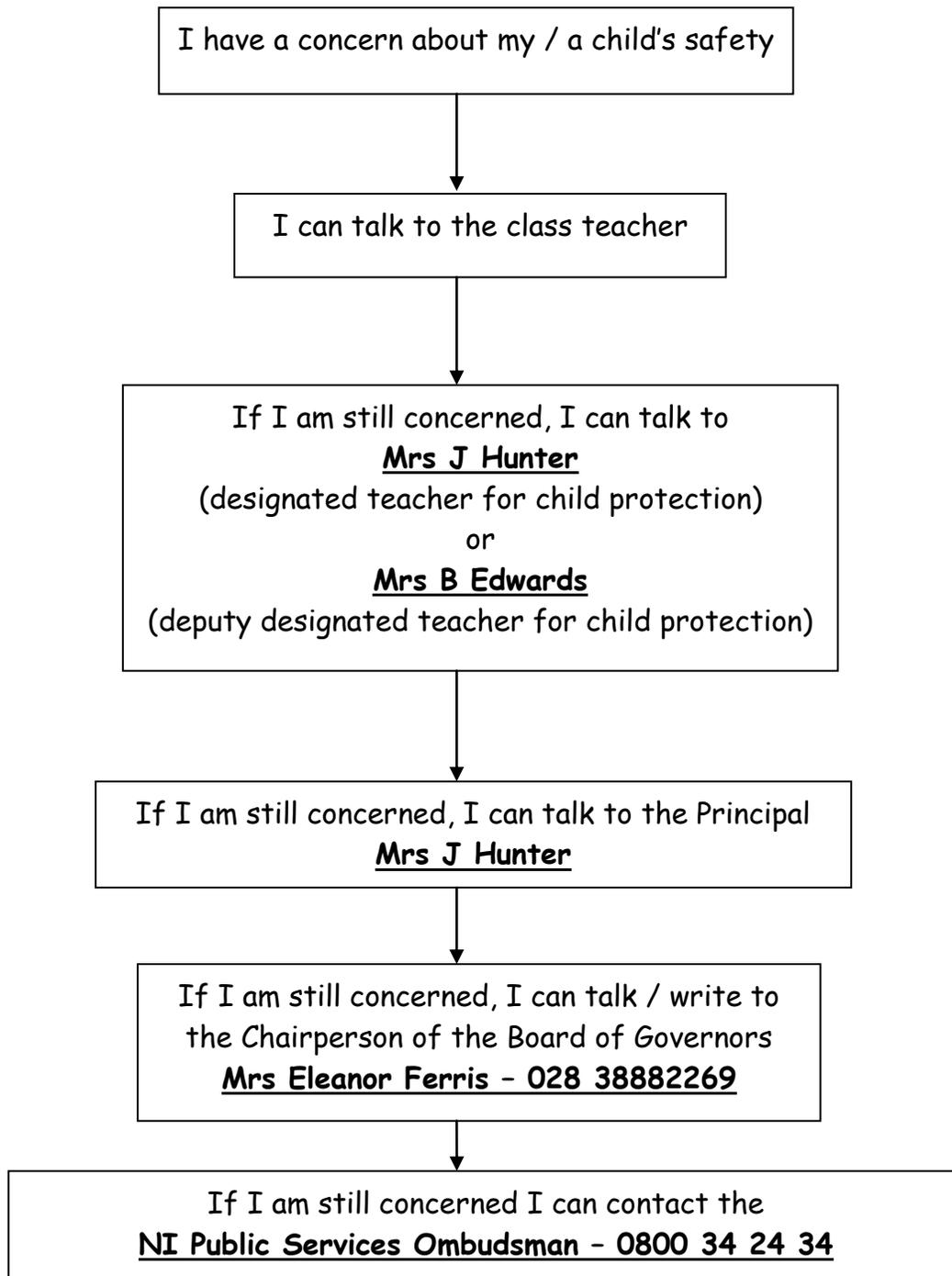
The following figure shows the procedure where a complaint has been made about possible abuse by a member of the school's staff.

Procedure where a complaint has been made about possible abuse by a member of the school's staff



The figure below shows the procedure for a parent to make a complaint/concern about their own or any other children.

How can a parent make a complaint/raise a concern about safeguarding/child protection



*At any time, I can talk to the social worker
(Tel: 08007837745)
OR the Police (Tel: 028 3831 5274 Number of the local CARE unit) OR 101 (non-
emergency number) OR PSNI Central Referral Unit 028 90 259299*

THE SELECTION AND USE OF PARENTS, VISITORS AND STUDENTS TO SUPPORT SCHOOL ACTIVITIES

Parents, visitors and students have an important and beneficial role in supporting the work of teachers in school and in contributing, by their efforts and initiative, to the life of the school.

Students only commence their placement when vetting has been completed. Students will never be responsible for assisting children at the toilet.

Visitors to school (e.g. dental nurse, firemen etc.) are always in the presence of the class teacher where children are involved.

When a member of staff answers the door to a visitor the visitor is asked to identify himself/herself and then asked to wait in the porch or entrance hall for the Principal or her deputy.

It is the policy of the school that no workmen complete work when the children are in school. Appointments can be made with the Principal for after 1.30pm. Exceptions to this include work in areas that the children do not have access to and in emergencies.

Parents/grandparents/voluntary helpers who visit school or assist on a school trip are never left in an unsupervised capacity. We have an advice sheet which all voluntary helpers on outings are asked to read so that they are familiar with procedures. All voluntary helpers will never be responsible for taking children to the toilet.

5. CONFIDENTIALITY AND RECORD KEEPING

For reasons of confidentiality the only people who need to know are the Principal and the designated member of staff in the event of an allegation made against a child.

If a complaint is made against the Principal/the designated member of staff, the Chairperson of the Board of Governors will be informed.

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 Harrison Nursery School are stored securely and only the Designated Teacher and Deputy Designated Teacher/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, all must be encrypted and appropriately password protected. All records, information and confidential notes will be kept in separate files in a locked filing cabinet. We will only identify the child by their initials and date of birth. These records will be kept separate from the register, class observations and progress reports.

The Principal will ensure that proper records, dated and signed, are kept of all complaints or information received, and all concerns about possible abuse noted by staff. As soon as possible he/she should obtain a written record from the member of staff who received the information, or otherwise has concerns about possible abuse, setting out:

- ❖ the nature of the information;
- ❖ who gave it;
- ❖ the time, date and circumstances;
- ❖ where the concern relates to signs or symptoms or possible abuse, a description of these.

The Principal or designated teacher should supplement the record with:

- ❖ details of any advice sought, from whom and when;
- ❖ the decision reached as to whether the case should be referred to Social Services; and, if so,

- ❖ how, when and by whom this was done;
- ❖ otherwise, reasons for not referring to Social Services.

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.

CONSENT

Concerns about the safety or welfare of a child/young person, should, where practical, 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 parent/carer 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 occasion, 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.

**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 & 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 & time of report to Designated Teacher
Written note from staff member placed on pupil's CP file - Yes/No If 'No' state reason -

Name of staff member making the report - _____

Signature of staff member _____ Date _____

Signature of Designated Teacher _____ Date _____

CONFIDENTIALITY & INFORMATION SHARING

Information given to a member 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).

SAFE RECRUITMENT PROCEDURES

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults. All staff are vetted in accordance with relevant legislation and Departmental guidance. Students, visitors to school and volunteers (e.g. on trips) are never in an unsupervised capacity with the children

CODE OF CONDUCT

All actions concerning children and young people must uphold the best interest 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 BOG).

THE PREVENTATIVE CURRICULUM

Harrison Nursery School seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to Child Protection through the delivery of our curriculum. Through the delivery of a preventative curriculum we aim to build confidence, self-esteem and personal resilience in the children so that they can develop coping strategies and can make more positive choices in a range of situations.

Throughout the school year safeguarding and child protection issues are addressed through class group time, using stories and discussion. Relevant safeguarding and child protection information is clearly displayed in the entrance hall. Other initiatives which address child protection and safety issues include visitors to school such as the community police officer and our local health visitors.

ADDITIONAL PASTORAL ARRANGEMENTS

It is our policy to do our best to ensure that children enrolled in Harrison Nursery School and their families receive the care and consideration to which they are entitled. We recognise the importance of maintaining a good standard of well-being for children, staff and parents. We aim to support families and children by being readily available for parents, listening and giving extra assistance in emergencies. We try to see things from a parent's point of view so that we are best able to support parents' and children's needs. It is our policy to treat children, staff and parents with respect and consideration at all times:

The following support our pastoral care policy:

- We encourage parents of unsettled children to ring at any time to reassure themselves that their child is happy. (see Settling in policy for more information)
- We encourage parents with queries or worries to call or ring any afternoon so that we can give them some time.
- All parents are invited to progress interviews with their child's teacher in late autumn and early spring. A meeting is also offered in June if they wish to discuss their child's transition report.
- We have positive daily contact with parents and other carers on arrival and at home time
- We organise an appropriate parenting programme / information events for parents which is a useful social and educational experience for parents.
- It is our policy to treat all parents as equal irrespective of social background, religion, occupational standing or gender.
- Staff are encouraged to physically get down to child level when talking to children so that each child may feel that he/she is receiving individual attention and is important. Our organisation is such that maximum amount of staff time is spent with children thus ensuring that they receive a high standard of care and attention.
- The time staff have with children allows them to build good relationships with them and get to know their personalities, fears and problems.
- The needs of all the children are discussed daily and targets/plans put in place to support each child.

MONITORING & EVALUATION

This policy will be reviewed annually by the safeguarding team and approved by the BOG. It will be implemented each August/September with all staff and on an ongoing basis with placement students etc. being they commence. Compliance with the policy will be monitored on an on-going basis by the Designated Teacher for child protection and periodically by the Schools Safeguarding Team. The BOG will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy through the provision of reports from the designated teacher.