Cookstown Nursery School



# Safeguarding and Child Protection Policy

(Updated September 2019)

Date ratified by Board Of Governors :

**1. Child Protection Ethos**- Our school vision is to provide a safe, happy environment where children can develop to their full potential and where we will encourage them to have respect for themselves and others and aim to become independent learners and thinkers.

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

# 2. Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance

Safeguarding and Child Protection in Schools – A guide for schools |DENI Circular 17/04) and the SBNI Regional Policy and Procedures(2017).

The following principles form the basis of our Child Protection Policy.

* It is a child’s right to feel safe at all times, to be heard, listened to and taken seriously.
* We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
* In any incident the child’s welfare must be paramount, this overrides all other considerations.
* A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child’s interest must always come first.

**3. Other Relevant Policies**

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

* Promoting and Sustaining Good Behaviour
* Anti-Bullying
* Use of Reasonable Force/Safe Handling
* Special Educational Needs and Disability Order
* Educational Visits
* First Aid and the Administration of Medicines
* Health and Safety Policy
* Use of Mobile Phones/Cameras
* Acceptable Use of the internet
* Intimate Care
* Staff Code of Conduct
* Pastoral Care
* Health and Well Being

# These policies are available to parents and any parent requiring a copy should contact the School Principal.

# 4. School Safeguarding Team

The following are members of the schools Safeguarding Team

* Designated Teacher (Mrs Julianne Fleming)
* Deputy Designated Teacher (Mrs Louise Mallon)
* Principal (Mrs Julianne Fleming)
* Designated Governor for Child Protection (Mrs Olivia Sherman)
* Chair of the Board of Governors ( Mr Paul Mitchell)

**5. Roles and Responsibilities**

**5.1 The Designated Teacher and Deputy Designated Teacher**

The designated teacher and deputy designated person must:

* Avail of training so that they are aware of duties, responsibilities and role
* Organise training for all staff (whole school training)
* Lead in the development of the school’s Child Protection Policy
* 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 Education Authority’s Designated Officers for Child Protection
* Maintain records of all child protection concerns
* Provide written annual report to the Board of Governors regarding child protection.

**5.2 The Principal**

The Principal must ensure that:-

* DENI 2017/04 is implemented within the school.
* A designated teacher and deputy are appointed.
* All staff receive child protection training.
* All necessary referrals are taken forward in the appropriate manner.
* The Chairperson of the Board of Governors (and, when appropriate, the Board of Governors) is kept informed.
* Child Protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided
* The school child protection policy is reviewed annually and that parents receive a copy of this policy every year.
* Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

**5.3 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.

**5.4 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.
* To adhere to Department of Education circular 2006/08 :ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the EA Child Protection Support Service, 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 a member of school staff
* Ensure that the Board of Governors receive termly updates and a full written annual report in relation to general child protection activity.

**5.5 Other Members of School Staff**

Staff in school will see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse. In response of this, staff must be aware on how to act should a concern arise.

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

**The member of staff must:**

* refer concerns to the Designated/Deputy Teacher for Child Protection;
* listen to what is being saidwithout displaying shock or disbelief and support the child
* act promptly
* make a concise written record of a child’s disclosure using the actual words of the child (**Appendix 1**)
* Avail of whole school training and relevant other training regarding safeguarding children
* **Not** give children a guarantee of total confidentiality regarding their disclosures
* **Not** investigate
* **Not** ask leading questions

**In addition the Class Teacher should:**

* Keep the Designated Teacher informed 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.

**5.6 Parents**

Parents should play their part in school by:

* telephoning the school on the morning of their child’s absence, or sending in a note on the child’s return to school, so as the school is reassured as to the child’s situation;
* informing the school whenever anyone, other than themselves, intends to pick up the child after school;
* letting the school know in advance if their child is going home to an address other than their own home;
* familiarising themselves with the School’s Pastoral Care, Anti Bullying, Positive Behaviour and Child Protection Policies;
* raising concerns they have in relation to their child with the school.

**5.7 The Board of Governors**

Board of Governors must ensure that:

* the school has a Child Protection Policy in place and that staff implement the policy
* relevant Child Protection training is kept up-to-date by at least one governor and a record kept of the same

# 6. What Is Child Abuse?

The following definitions of child abuse are taken from the Area Child Protection Committees’ Regional Policy and Procedures (2005).

**6.1 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.

**6.2 Types of Abuse**

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

**Emotional Abuse** is the persistent emotional ill-treatment of a child. It is also sometimes called psychological abuse and it can have severe & persistent adverse effects on a child’s emotional development. Emotional development may involve deliberately telling a child 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.

**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).

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

**Exploitation** is the intentional ill treatment, manipulation or abuse of power and/or control over a young child/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.

\*Above abuse definitions are taken from Co-operating to Safeguard Children and Young People in Northern Ireland (2017)

**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.**

**6.3 Signs and symptoms of abuse ~ Possible Indicators**

### Physical Abuse

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

Emotional Abuse

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

### Neglect

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

**6.3 Signs and symptoms of abuse ~ Possible Indicators**

### Sexual Abuse

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

**Domestic Abuse.**

It is now recognised that children who live in an atmosphere of domestic abuse may be at risk. Domestic Abuse includes psychological, physical, verbal, sexual, financial and isolation abuse. Symptoms which young people may display and which are indicators only include:

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

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

Where school staff become aware of a child living in a home where Domestic Abuse is evident this must be passed to the Designated Teacher who has an obligation to pass this information to Social Services.

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

**7.1 How a Parent can make a Complaint**

At Cookstown Nursery School we aim to work closely with the parents/guardians in supporting all aspects of the child’s development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or the Principal/Designated teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI Public Protection Unit. Details of who to contact are shown in the flowchart in **Appendix 2**.

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

Where staff become aware of concerns or are approached by a child they should not investigate – this is a matter for Social Services – but should report these concerns immediately to the designated teacher and full notes should be made. 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 teacher. The person who reports the incident must treat the matter in confidence.

The designated teacher will decide whether in the best interest of the child the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parent will be informed immediately.

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

Where there are concerns about possible abuse and a referral needs to be made the designated teacher will telephone Social Services Gateway Team. She will also notify the EA Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team.

If the Principal has concerns that a child may be at immediate risk from a volunteer, the services of the volunteer will be terminated immediately.

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

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

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

If a complaint is made against the Principal, the Deputy Designated Teacher will inform the Chairperson of The Board of Governors who will ensure that necessary action is taken.

Where the matter is referred to Social Services the member of staff may be removed from duties involving direct contact with pupils (and may be suspended from duty as a precautionary measure pending investigation by the appropriate authorities). The Chairman of the Board of Governors will be informed immediately.

Child protection procedures as outlined in Appendix 4 will be followed in keeping with current Department of Education guidance.

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

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

|  |  |
| --- | --- |
| **Do:** | **Do not:** |
| * Listen to what the child says * Assure the child they are not at fault * Explain to the child that you cannot keep it a secret * Document exactly what the child says using his/her exact words * Remember not to promise the child confidentiality * Stay calm * Listen * Accept * Reassure * Explain what you are going to do * Record accurately * Seek support for yourself | * Ask leading questions. * Put words into the child’s mouth. * Ignore the child’s behaviour. * Remove any clothing. * Panic * Promise to keep secrets * Ask leading questions * Make the child repeat the story unnecessarily * Delay * Start to investigate * **Do Nothing** |

**8. Attendance at Child Protection Case Conferences and Core Group Meetings**

The Designated Teacher/Deputy Designated Teacher may be invited to attend an initial and review Child Protection Case Conferences and/or core group meetings convened by the Health & Social Care Trust. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the ‘need to know’ principle on a case-by-case basis. Children whose names are on the Child Protection register will be monitored and supported in accordance with the child protection plan.

**9. Confidentiality And Information Sharing**

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

**10. Record Keeping**

All child protection records are created stored and retained in accordance with DE Circular 2016/20. These records are kept separate from any other file that is held on the child or young person and are only accessible by the Designated Teacher and Deputy Designated Teacher.

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

**11. Vetting Procedures**

All staff paid or unpaid who are appointed to positions within the School are vetted in accordance with relevant legislation and Departmental guidance. (DENI Circular 2012/19)

**12. 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 children in their charge must be above reproach.

The school’s code of conduct for staff is available on request.

**13. Staff Training**

Cookstown Nursery School is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher/Deputy Designated Teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support service.

###### When new staff or volunteers start at the school they are briefed on the school’s Child Protection Policy and Code of Conduct and given copies of these policies.

**14. The Preventative Curriculum**

We offer a supportive environment to children who are being abused, have been abused and may be abused in the future. All children are vulnerable.

Cookstown Nursery School has developed and provides a ‘child protection ethos’ and a preventative curriculum. We offer children an alternate model to violent or abusive behaviour and alternative methods of responding. We aim to involve the whole school in creating a ‘listening educational establishment’.

We offer protection on two levels:

* Immediate protection – creating a listening environment that makes it easier for children to share their concerns
* Long term protection, enhancing self-esteem and encouraging social skills, breaking the cycle of abusive behaviour.

In the classroom, regular Circle Time sessions are used as a means of encouraging children to raise social and emotional concerns in a safe environment and to build self confidence, respect and sensitivity among classmates. We also use puppets to deal with sensitive issues.

At story time our “Box of Feelings” is used with the children to help them recognise different emotions and feel confident to talk about these.

One of our topics covered over the year is Media Initiative or Respecting Difference and this encourages our pupils to respect everyone and to not be afraid to speak out about yours concerns.

The Board of Governors are also aware of their responsibilities under the Department of Education Circular 2003/13 to safeguard and promote the welfare of pupils , either on the school premises or elsewhere, while in the lawful control or charge of a member of staff of the school. Pupil welfare embraces all aspects of pastoral care, child protection, pupil behaviour, health and well being, safety and security.

A flow diagram of how a parent may make a complaint is on display on the Parents notice board in the hall. An enlarged flow diagram for a teacher allegation is in the utility room.

**15. Monitoring And Evaluation**

The Safeguarding Team in Cookstown Nursery School will update this Policy and procedures in the light of any further guidance and legislation as necessary and review it annually. The Board of Governors will also monitor child protection activity and the implementation of the child protection policy on a regular basis through the provision of reports from the Designated Teacher.

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

Date Policy Reviewed:

Signed:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Designated Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Principal)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chair of Board of Governors)

Addendum to Cookstown Nursery School Child Protection Policy

**Covid-19 Arrangements for Safeguarding and Child Protection**

1. **CONTEXT**

From 20 March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of key workers and children who are vulnerable.

The current national health concerns relating to Covid-19 creates uncertainty in the lives of children and young people. Daily routines, family life, friendship groups and the safe space that schools provide have been disrupted. For many children, the need to spend most of their day at home will bring an additional challenge, and for some this will be an additional safeguarding risk factor. It is important that the adults responsible for safeguarding children are sensitive to their physical, social and emotional needs in these most unusual circumstances. It is critically important that children who are or may be at risk are identified so that that a proportionate, compassionate and sensitive response can be taken.

1. **PROCEDURES**

Staff will continue to follow the procedures outlined in our school’s Child Protection Policy which is available on our school website.

In addition the following arrangements have been put in place to support families and monitor pupil safety:

* The school email address, teachers’ email addresses, main school phone number and an emergency mobile number have been made available to all parents. Parents have been informed that the DT is available at all times on this number.
* Teachers provide online learning via the school website/ C2k platform with strict procedures in place to minimise risk.
* The website provides parents with a range of resources and links to additional online learning, support and guidance.
* We would remind everyone to stay safe when using online resources and to report any concerns to a member of the safeguarding team.
* In line with the information previously provided to schools by the EA CPSS, teachers may make phone calls to parents. These will be pastoral in nature and a record will be kept of any issues reported by parents. Any concerns around pupil well-being will be shared without delay with a member of the Safeguarding team.
* If a member of staff is using their personal telephone their number will be withheld to ensure the protection of private information of staff

1. **ONLINE SAFETY**

In order to ensure the safety of all involved the following guidance should be followed if staff and pupils are engaging in online teaching/communication using video conferencing or platforms recommended by and available via C2K.

* Teachers and pupils need to be fully dressed and should not wear pyjamas/sleep wear during the session.
* Students cannot participate from a bedroom.
* The teacher arranges the session and password and shares this only with pupils.
* Pupils must agree not to share the password with anyone else.
* Parental consent will be sought before their child attends online sessions.

* A disclosure or concern over any online forum will be followed up as it would be in school.
* Online sessions should be time limited for the benefit of both children and teachers.

**If there is a breach to any of these procedures e.g. pupil gives the password to someone else who joins the group the teacher should immediately terminate the session and advise the Principal.**

1. **HOW A PARENT CAN RAISE AN ISSUE OR EXPRESS A CONCERN**

We would welcome parents asking for advice and help if they have concerns about their child’s well-being or safety. Asking for help is a protective factor and parental concerns and requests for help will always be taken seriously.

Any member of staff will listen carefully to parental concerns and ensure that the request for help, if necessary, is brought to the attention of a member of the safeguarding team. In this case a decision can be made as to how best to provide help.

1. **IF SCHOOL IS OPEN DURING COVID-19 CLOSURES**

If school is open for vulnerable pupils and key workers children the school should adhere to the EA guidance (link to guidance for school clusters to be added).

If our school is part of a cluster of schools which are open we will share relevant safeguarding information with the Designated Teacher and/or Principal. In accordance with our Child Protection procedures this information will be shared on a need to know basis.

In any event, we will follow current Department of Education and Department of Health guidelines regarding social distancing, hygiene and personal protective equipment to ensure the safety of both pupils and staff.

1. **HOW A CHILD CAN RAISE A CONCERN (PRIMARY/ POST PRIMARY)**

We know that while many children will be enjoying their time at home and remain almost unaffected by this unusual situation, there will be others who feel scared, lonely and even those who miss school. Our safeguarding responsibility to all our children continues and we will seek to maintain contact with our children and young people as well as signpost them to other agencies.

We will use the following means to connect with our children and young people.

* Respond to emails via the c2k email addresses only.
* Respond to any concerning comments our young people post on social media.
* When contacting parents via phone we will always ask to speak to their child or young person.
* All our children will be given an email address as one way to connect with school.
* Other Agencies
* NSPCC Childline
* CEOP
* Safer Schools App

1. **SOME USEFUL LINKS AND CONTACT TELEPHONE NUMBERS:** –

**Mrs Julianne Fleming (Designated Teacher for Child Protection)**

**Contact No: 028 867 64451 or 07961682704 Out of hours**

**Email:** [**jfleming060@c2kni.net**](mailto:jfleming060@c2kni.net)

**Mrs Louise Mallon (Deputy Designated Teacher for Child Protection)**

**Email:** [**lmallon958@c2kni.net**](mailto:lmallon958@c2kni.net)

**At anytime I can write or talk to a social worker on**

**Gateway Team Tel: 0800 7837745 (Freephone from landline)**

**Tel: 028 37415285 (Southern Region)**

**Or the Police (PSNI) Tel: 101 (Ext 30299)**

**Out of Hours Duty Social Worker (028 950 49999)**

* + - <https://learning.nspcc.org.uk/safeguarding-child-protection/coronavirus>
    - <https://www.camhs-resources.co.uk/>
    - <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/>
    - <https://www.saferinternet.org.uk/helpline/report-harmful-content>
    - <https://www.ceop.police.uk/Safety-Centre/>

1. **MONITORING AND REVIEW**

The Safeguarding team will review and amend these arrangements regularly during the period of Covid-19 school closure in line with Departmental guidance and advice.

|  |  |
| --- | --- |
| **SIGNED: Mrs J Fleming** | **Designated Teacher** |
| **SIGNED: Mrs J Fleming** | **Principal** |
| **SIGNED: Mr P Mitchell** | **Chair of Board of Governors** |
| **DATE: 25 Aug 2020** | |

**Appendix 1**

CONFIDENTIAL

COOKSTOWN NURSERY SCHOOL

**NOTE OF CONCERN**

**CHILD PROTECTION RECORD-REPORTS TO DESIGNATED TEACHER**

|  |
| --- |
| Name of Pupil: |
| Class: |
| Date & time of incident/disclosure: |
| Circumstances of incident/disclosure: |
| Nature and description of concern: |
| Parties involved, including any witness 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 not, state reason. |
| Date and time of report to the Designated Teacher: |
| Written note from staff member placed in pupil’s child protection file.  If not, state reason. |

Name of staff member making the report: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of staff member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Designated Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\* Record actual words used by the child/young person**

**Appendix 2**

**HOW A PARENT CAN RAISE A CHILD PROTECTION CONCERN**

If a parent has a child protection concern, they can follow the guide below.

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



If I am concerned, I can talk to

Mrs Julianne Fleming

(Principal/Designated Child Protection Teacher)

or to

Mrs Louise Mallon

(Deputy Designated Teacher Child Protection)

A person posing for the camera

Description automatically generated

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

or

Governor for Child Protection

Mrs O Sherman

If I am dissatisfied with the schools response to my complaint I can contact the Public Services Ombudsman on 0800 343 424

At anytime, I can write or talk to a Social Worker on

Gateway Team Tel: 08007837745 (Free phone from landline)

Tel: 028 374 15285 (Southern Region)

or the Police Tel: 101 (Ext 30299)

Out of Hours duty social worker (028 950 49999)

**Appendix 3**

**Procedure where school has concern’s or has been given information about possible abuse by someone other than a member of staff**.

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

Designated Teacher should consult with 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 CPSS officer.

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

Member of staff completes 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.

**Child Protection Referral is required**

Designated teacher teacher seeks consent from parent/carer and/or child (if they are competent to give this) unless this would place child at risk of significant harm then telephones the Children’s Services Gateway Team and/or PSNI if a child is at immediate risk. He/she submits completed UNOCINI referral form

**Child Protection Referral is NOT required**

School may consider other options including monitoring the situation within an agreed timescale, sign-posting 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)

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 4**

**Dealing with Allegations of Abuse Against a Member of Staff.**

**Key Points**

Lead individual learns of an allegation against a member of staff and informs the chair/vice chair of BOG where appropriate.

**Guidance on the Next Steps**

Lead individual then establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion.

Alternatives to precautionary suspension imposed.

Precautionary suspension under Child Protection procedures imposed.

Allegation addressed through relevant disciplinary procedures.

Precautionary suspension is not appropriate and the matter is concluded.

**Possible Outcomes**

Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and/or BOG to agree a way forward from the options below