

St. Luke's Nursery School



CHILD PROTECTION POLICY

(Updated September 2020)

St. Luke's Nursery School

Policy Statement on Child Protection and Safeguarding

It is the policy of the staff of St. Luke's Nursery to safeguard the welfare of all our pupils by protecting them from physical, sexual and emotional harm. All members of staff, both permanent and temporary, will show respect and understanding for the rights, safety and welfare of all the children at all times. We have both a pastoral responsibility and a moral duty to provide our Nursery children with the highest possible standard of care. We also have a serious legal obligation imposed on us through the requirements of the Children (N.I.) Order 1995 and we accept that we may be held legally responsible for any failure to provide adequate care. All Nursery School staff will be kept fully informed of our Child Protection aims and procedures and the policy will be updated annually to take into account any changes.

Background

The Children's Order (N.I.) 1995 imposes a serious legal obligation on all staff and it has five principles which must be reflected in our policy.

DESIGNATED TEACHER FOR CHILD PROTECTION

In St. Luke's Nursery School the designated teacher for Child Protection is the Principal, Mrs. C. Cassidy. In the absence of the Principal, the deputy designated teacher is Mrs. A. McCotter. The designated teacher is responsible for the following:

- Ensuring that all staff members are aware of the Child Protection procedures in St. Luke's Nursery School and updating the policy annually in the light of new information from the Department of Education, CCMS and Education Authority (South Eastern Region).
- Co-ordinating action by staff in cases of suspected child abuse and reporting to the appropriate agencies and authorities.

Introduction:

Definition: ACPC Regional Policy and Procedure, Chapter 2:

“Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, ... 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 OVERRIDING CONCERN OF EVERY CARING ADULT MUST BE THE SAFETY OF THE CHILD. THE PROBLEM OF CHILD ABUSE BELONGS TO EVERYBODY AND IS NEVER ‘NOT THE CONCERN’ OF THE PROFESSIONAL”.

“CHILD ABUSE MAY BE A CRIMINAL OFFENCE, THEREFORE WE ARE NOT FREE OF OUR OBLIGATIONS”.

Children should be safe and protected by intervention if they are in danger. Such intervention must be open to challenge. The Social Services have a duty to investigate when there is a reason to think a child is suffering, or is likely to suffer significant harm. Significant harm is defined as – ‘the ill-treatment or the impairment of health or development’.

Golden Rule for our children:

“If someone hurts you in any way tell your Teacher.”

St. Luke's Nursery Staff

We are in a unique position to assist in the process of identifying, responding to and reporting cases of child abuse for two important reasons:

1. We see the same child on a regular basis and can therefore often assess changes which have taken place, i.e., in behaviour, attitude, self-esteem, appearance.
2. We build up a good relationship with the child. This is crucial for children in disclosing abuse.

CHILD ABUSE CAN BE:

- Neglect
- Physical Injury
- Sexual Abuse
- Emotional Abuse
- Child Sexual Exploitation.

N.B. Domestic Violence may also feature across several of these areas (increased recorded evidence due to lockdown COVID-19).

COMMON SIGNS AND SYMPTOMS WHICH MIGHT INDICATE ABUSE OR NEGLECT:

(Please note that this is not a checklist and some of the signs and symptoms may have other explanations).

Physical abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering.

- Hand slap or belt marks
- Two black eyes or black ear
- Gripping bruises
- Burn or bite marks
- Unwillingness to undress in front of others
- Failure to reach potential
- Fear of parents being contacted
- Flinching at sudden movements
- Inappropriate giving of drugs to control behaviour
- Deliberate separation from other family members.

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to cause significant harm.

- Low weight for height
- Listlessness, tiredness
- Chronically dirty, cold or hungry
- Under achievement at school
- Lack of supervision at home
- Frequent lateness or non-attendance at school
- Lack of stimulation
- Non-organic failure to thrive.

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.

- Disclosure
- Sexually explicit behaviour
- Loss of self-esteem
- Running away from home
- Unusual sexual themes in pictures
- Genital injuries/soreness
- Looking at, watching pornographic material or activities.

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development.

- Stunted growth
- Over passivity or hyperactivity
- Loss of self-esteem
- Fearful and unhappy
- Over reaction to mistakes
- Sudden speech disorders
- Fear of new situations.

Child Sexual Exploitation:

Child Sexual Exploitation is a form of sexual abuse in which a person(s) exploits, coerces and/or manipulates a child into engaging in some form of sexual activity for something the child needs or desires and/or for the gain of the person(s) perpetrating or facilitating the abuse.

- Concept of exchange
- Rewards/benefits for such as perceived affection, protection, or a sense of value or belonging.
- Physical contact including penetrative or non-penetrative acts.
- Fear of what might happen if child does not comply.
- Range of sexual offences including rape, prostitution, pornography, grooming

N.B. Usually 12-15 years but not exclusive.

N.N.B. Domestic Violence in the home may involve several of these categories and staff should be aware of the damage it does.

WHEN TO MAKE A REPORT OF CHILD ABUSE

All members of the Nursery School staff should immediately refer any obvious or suspected cases of abuse, or any disclosure made to them concerning a pupil, to the designated member of staff in charge of child abuse, i.e., the Principal, Mrs. Cathy Cassidy.

It is the Designated Teacher's job to make a referral – not to prove that the abuse actually happened.

The designated teacher will contact the Social Services or the Gateway Team at Stewartstown Health Centre –

Telephone Number 0300 1000 300 or

P.S.N.I. 028 90 650 222 – child Abuse Investigation Unit

It is the role of the Child Protection Duty Social Worker to support the child if he/she continues at the Nursery.

If for some reason the Designated Teacher is not available, the Deputy Designated Teacher, Mrs. Aedeen McCotter, will make the referral.

N.B. New referrals to Social Services should be filled in on the UNOCINI form. UNOCINI (Understanding the Needs of Children in Northern Ireland). Copies of this form are available in the office.

UNOCINI is a multi-agency common assessment tool to assess vulnerable children and children in needs in Northern Ireland. (See copy in Appendix).

IF THE DESIGNATED TEACHER DOES NOT REFER THE CHILD TO SOCIAL SERVICES YOU CAN ALWAYS CONTACT N.S.P.C.C. AS AN INDEPENDENT PERSON AND CAN REMAIN ANONYMOUS IF YOU WISH.

Code of Conduct for Staff Team:

Staff should be aware of the dangers which may arise if they are on their own with a child, e.g., if a parent is late, if a child has to be changed out of soiled clothing. Staff hold a position of trust and their behaviour towards the children in their charge must be above reproach.

N.B. All parents are given a full copy of Intimate Care Policy and must sign their agreement to permit staff to change their children. This permission is kept in the Settling-In file.

Whenever possible, make sure that another adult is present or nearby, informed and when changing a child. The door should always be left open and the adult and child should always be visible to the other members of staff.

N.B. Staff must also complete an Intimate Care Sheet after they have assisted a child who has been sick or has had a toileting accident. Full PPE must be worn.

Staff are advised not to make unnecessary physical contact with a child. This may be misconstrued by the child, parent or other casual observer. There may be occasions when a child needs comfort and reassurance. Staff members should use discretion to ensure that this physical contact is normal and natural and does not become unnecessary and unjustified. Our young children may need reassurance involving physical comforting, as a caring parent would provide. No students will have permission to change a child.

If a child needs first aid for any reason, make sure that another adult is present.

Ms. Paula Hunter and Mrs. Monica Foster updated their training in April 2018 – Certificates in Foyer of School.

The welfare of the child is the paramount consideration under the Children's Order and therefore the child's educational needs must be considered, as they are integral to his welfare. All Nursery staff must act in what they consider to be the best welfare interests of the child even if it means having to make a difficult judgement. Schools acquire a new accountability before the law. They are now significant partners with other agencies in determining the welfare interest of children and are now required to supply spokespersons and reports for case conferences and courts.

Staff training completed august 2020. Certificates displayed.

Teaching Materials:

All staff should choose suitable teaching materials appropriate to the age of our Nursery children. Only videos and DVD's with a "U" rating will be used when using teaching material of a sensitive nature, e.g., anti-bullying, stranger danger. Only materials that have been agreed by the Board of Governors and parents will be used.

Code of Conduct for Visitors to the School:

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

- All visitors must sign in on entry to the school
- Do not approach the children inside or outside the school building
- Do not use the children's toilet. There is a visitor's toilet in the front hall.

- Do not use foul or inappropriate language in front of our children.
- It is important that you always conduct yourself in such a way that your intentions or motives could not be questioned.

VISITORS

Visitors to the Nursery will be only when absolutely necessary in the academic year 2020/2021 (COVID-19 restrictions).

Please Note: Any parent who uses bad language in front of the children in the grounds of the Nursery will be spoken to by the Principal. If this reoccurs it will become an issue for External Agencies.

RECORDS AND REPORTS

We need to keep comprehensive records on children which may be called upon in the future. These records must be objective and factual. These reports may include sensitive information and, as such, must be confidential. All meetings and phone calls must be documented and dated regarding a child and involved agencies. The report should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and adults in the school and, where appropriate, the child's appearance.

N.B. New Record and Recording Incident Sheet.

N.B. When making a phone call to Social Services regarding a referral, it is good practice to ask for the Duty Social Worker **to repeat** what has been said to avoid any misunderstandings.

N.N.B. A Record of Abuse will be kept by the Principal. It will be signed by the Chairperson every year at the Annual General Meeting. This is a confidential document which will not be made available to E.T.I. on inspection.

REMEMBER!

If you suspect child abuse, it is important that you follow the correct procedures:

1. Suspect child abuse (if any of the categories)
2. Report to designated teacher, i.e., the Principal, Mrs. Cathy Cassidy or the Deputy Designated Teacher, Mrs. Aedeon McCotter.
3. Principal/Deputy Designated Teacher reports to Social Services / Gateway Team - Child Protection Duty Social Worker
4. Make notes of time, place, date, behaviour of child. Remember, all notes can be made available to the parents if they request them.

PLEASE REMEMBER – DO NOT MAKE A PROMISE OF CONFIDENTIALITY TO A CHILD OR PARENT. ALWAYS TELL THEM THAT YOU HAVE TO DISCLOSE ALL INFORMATION TO THE DESIGNATED TEACHER.

ALLEGATIONS OF CHILD ABUSE AGAINST STAFF MEMBERS

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

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

There is an obvious need to act with speed and decisiveness where there is reasonable cause for suspicion that a child is in acute physical danger. Nevertheless, the potential for damage to the long-term future of the child by precipitate action must always be considered. Similarly, an over hasty or ill judged decision to suspend a staff member when an allegation of abuse is made against him or her, can have a substantial detrimental effect upon that person's career. A teacher or other member of staff facing an allegation of abuse needs to have confidence that agencies will act in a **Careful measured way** when an allegation is brought to their attention.

In St. Luke's Nursery School all members of staff are assured that if an allegation of child abuse is made against them, it will be dealt with quickly in as sensitive and fair a manner as possible for all concerned.

The paramount principle regarding the welfare of the child will always be upheld.

Where an allegation is made against a member of staff, the Principal will refer the case immediately to the Social Services or to the Police. The designated officer of the Education Authority and the CCMS Local Diocesan Administrator will also be informed. The Principal will also inform the Chairperson of the Board of Governors immediately. The member of staff in question will be removed from direct contact with children or be suspended as a precautionary measure pending further investigation.

Where a complaint is made against the Principal (who is the designated teacher for Child Protection) the deputy designated teacher should follow the recording and reporting procedures. The deputy designated teacher should inform the Chairperson of the Board of Governors immediately and should consult with the employing authority.

Please Note:

- All staff (paid or unpaid) will be vetted before taking up employment in St. Luke's Nursery School. This is in keeping with guidance from Department of Education Circular 2006/07.
- N.B. Substitute Teachers: St. Luke's Nursery School will only employ substitute teachers who are on the N.I. Substitute Teachers Register.
- 2006/07: from September 2006 at least one school Governor involved in interviews must be trained in Child Protection specifically in relation to recruitment and selection of staff.

- The Governor trained in Child Protection is Mrs. Elizabeth Wilson – contact telephone number 90620368.

What to do if a disclosure is made:

If a child discloses that he/she is being abused, it is important to talk to and comfort the child as well as telling them you may need to speak to someone else. It is important to say:

- ❖ I believe you
- ❖ I am glad that you have told me this
- ❖ I am sorry that this has happened to you
- ❖ It is not your fault
- ❖ We are going to do something about this together.

N.B. When recording disclosure do not take photographs of bruises or injuries.

Record time report started, ended and outcome. Keep all original notes.

Five things to do:

- Stay calm and listen (say you will take a few notes). This is a safeguard for you.
- Do not interrogate. Do not ask how, when, where or why?
- Record your notes later (again, exactly what you were told)
- Follow guidelines immediately.
- Disclosure can leave you traumatised – remember you may need support.

You can ask to see any injuries but no leading questions are to be asked.

A written report should contain actual words used. After reporting to Social Services the Designated Teacher should record advice given and by whom. Record outcome at later time. Reports are to be kept in locked cupboard only to be seen by Designated Teacher, Deputy Designated Teacher and Chairperson.

CHILD PROTECTION ON EDUCATIONAL TRIPS FROM ST. LUKE'S NURSERY

During the nursery year the children will go on a number of trips outside the Nursery School. Signed parental consent will be sought before any child is taken out of the Nursery.

For safety reasons a high adult/child ratio is needed for some of our educational visits, i.e., preferably one adult for every four children. Volunteers will be sought from the parents, if they are required.

It is no longer required that volunteer parents need vetted for one-off outings.

When on the trip, volunteers are not allowed to be left on their own with a child(ren) at any time. Only **permanent** staff may deal with a child who requires attention relating to toileting or illness.

When going on a trip, volunteers will be given a sheet of guidelines explaining their role and any Do's or Don't's.

At times, in the Nursery, some parents offer to come and talk to the children about their jobs or do some baking or storytelling. In these circumstances a staff member must always be present. Classroom doors must be left open and windows must not be covered or blocked out.

There will be no Education trips during the school year 2020/2021 due to the COVID-19 pandemic.

DRUGS / MEDICINES

It is the policy of this school that medicines, such as antibiotics, cough bottles, etc., will not be administered to any child in the Nursery School. The staff feel very strongly that if a child needs to be taking antibiotics, etc., then he/she should not be at school.

However, it is the policy of this school to administer drugs to children in certain circumstances, e.g., in cases of asthma. This will only be done under the following conditions:

- a) With written authorisation from the parents and/or doctors.
- b) Two members of staff are present when the drug is administered, i.e., one member of staff administers the drug, the other member of staff checks the dosage.
- c) A record is kept of the time the drug is administered and the dosage, and is signed by both members of staff involved.

N.B New guidance regarding the administering of inhalers was received on 24th June 2015.

Our Child Protection Policy includes our Anti-Bullying Policy.

Our Child Protection Policy will be updated annually. An Audit will be taken with the staff every year (short questionnaire).

All Staff will be trained in Child Protection and all given a copy of the School Policy.

St. Luke's Nursery School is a Child Protective School.

APPENDIX

Unsafe Areas:

One member of staff must check that Kitchen Door and Front Door are secure when the children are playing in the Front Hall. This is to be done at 9.30 a.m. when all children have arrived in the Nursery School.

When setting up outdoor equipment one member of staff must check that both side gates are firmly locked.

Parents will be given an abbreviated copy of the Child Protection Policy in the Prospectus. The full Policy will be provided in the Front Hall along with procedures for action.

Short Child Protection guidelines will be available for visitors to the school.

UPDATED INFORMATION FOR DESIGNATED TEACHER FOR CHILD PROTECTION TRAINING

- | | |
|----------------|--|
| 2006 | From September 2006 at least one school Governor involved in interviews should be trained in Child Protection specifically in relation to recruitment and selection of staff. |
| 2006/07 | From September 2006 St. Luke's Nursery School will only employ substitute teachers who are on the Northern Ireland Substitute Register (NISTR) |
| 2006/09 | All staff, paid or unpaid, in a school need to be vetted. |
| 2007 | All newly appointed Governors have to be vetted from January 2007. |
| 2007/10 | Guidance will be issued to all staff and parents on the safe use of technology in the Nursery School, e.g., photographs, video recordings. Permission slips re photos will be retained from entry to Nursery School. |
| 2012 | Addition of Risk Assessment Policy |
| 2013 | Addition of Intimate Care Sheet
New Governor in Charge of Safeguarding – Elizabeth Wilson (trained November 2015)

Updated Training ~ Cathy Cassidy – March 2019 |
| 2019 | All Staff of St. Luke's Nursery School will have annual updating of information of Child Protection measures (September). |
| 2020 | All staff obtained a certificate in child protection. |

Please Note: A new Permission Slip will be given to parents regarding the use of e-mails, iPads, Pic-Collage, iMovies (see copy)

GUIDANCE FOR STAFF CARING FOR A CHILD WHO HAS HAD A TOILETING ACCIDENT

- Remember all the guidance you have been given re Child Protection, i.e., one member of staff changes and another made aware and standing nearby and doors kept ajar (while ensuring the child has adequate privacy).
- Total reassurance for the child involved, i.e., “this happens to lots of people/it’s just a little accident. We can make it all better very quickly.”
- Collect everything you will need before taking the child aside – tissues, change of clothing, baby wipes, etc.
- Full PPE must be worn (staff trained in donning and doffing – August 2020)
- If the child has diarrhoea, ask another member of staff to contact his/her parent and assure them that we are doing everything to make the child comfortable in the meantime.
- In all other cases, encourage the child towards self help as much as possible. Be liberal with wipes and tissues in order that the child’s privacy is maintained as far as possible and they can do most of the wiping-up themselves.
- Remember to chat to the child about lots of other things that will take his/her mind off what has happened, i.e., “I think it’s very cold today”, etc.
- Double wrap the soiled or wet clothing to ensure there is no tell-tale smell and leave them aside.
- As unobtrusively as possible, involve the child again in the normal school activities.
- Fill in the Intimate Personal Care sheet in the toilets naming staff involved.
- Be extremely diplomatic when informing the parent (at home time). Stress that it was an issue of no consequence to us and that it is best referred to only fleetingly in order that it does not gain momentum in the child’s mind.
- If a child is unwell and is displaying symptoms of COVID-19 remove him/her to an area away from others. Front Hall, bathroom window opened for ventilation. (for more information refer to Policy COVID-19).

N.B. Parents will be asked for written consent to change their child at the start of the school year.

ACCIDENT PROCEDURE

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

- ❖ Cuts and grazes will be cleaned with warm water and white tissue.
- On no account will antiseptic or creams be applied or supplied.**
- ❖ Sticking plasters will be used to cover small cuts and grazes.
- ❖ Bumps will be treated with a cold compress, i.e., ice cubes wrapped in a clean J-cloth.
- ❖ Bleeding noses will involve the child being **kept upright** and gently pressing an application to the bridge of the nose.
- ❖ With the exception of minor cuts and grazes, parents will be asked to come to the school to collect their child.
- ❖ All accidents, however trivial, will be reported to the Parent/Guardian when they collect the child.
- ❖ Parents of children entering the school with obvious injuries will be asked about the circumstances.
- ❖ Injuries on any visible skin surface which become apparent during the play session will be reported to other staff members for recording in the Class Diary.

N.B. This will include noting the EXACT time the injury was noticed.

N.N.B. Please note – new guidance regarding Concussion was given to the parents at their meeting on June 2017.

Annex to Child Protection Policy COVID-19 changes to our Child Protection Policy

Response to COVID-19

There have been significant changes within our setting in response to the outbreak and the uncertainty of Education Restart.

Despite the changes, the school's Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DT in line with our established safeguarding procedure.**

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following advice from government and local agencies.

Reporting arrangements remain unchanged

The school arrangements continue in line with our Child Protection Policy.

- The Designated Teacher (DT) is: Cathy Cassidy
- The Deputy Designated Teacher (DDT) is Aedeen McCotter.

The school's approach ensure the DT or a Deputy is always on site while the school is open. In the unusual circumstance this is not possible, the DT or Deputy DSL will be contactable.

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards. Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority.

Should a child, in the school's view, be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children partnership escalation procedure.

Identifying vulnerability

<https://www.education-ni.gov.uk/news/new-vulnerable-children-guidance-published-schools-and-parents>

During Lockdown many families were assisted by the school or local community and this will continue for as long as required.

Staff will be aware of increased risk

The pressure on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty and financial or health anxiety. Staff will be aware of the mental health of both children and their parents and carers, informing the Designated Teacher about any concerns.

Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that it could happen here and to immediately report any concern, no matter how small, to the Designated Teacher.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

New staff or volunteers

New starters must have an induction before starting or on their first morning with the Designated Teacher or a Deputy. They must read the school's Child Protection Policy, the Behaviour Policy, the Staff Welfare Policy and the Code of Conduct. The DT or DDT will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the Child Protection procedure.

This Policy has been remotely approved by Mrs. Elizabeth Wilson, Chair of Board of Governors – September 2020.

ANTI-BULLYING POLICY

INTRODUCTION:

In keeping with our child protection, pastoral care and behaviour management policies, the staff of St. Luke's Nursery are proactive in protecting our children from any forms of abuse, including bullying.

Definition: Bullying is an act of aggression causing embarrassment, pain or discomfort to someone. It can take a number of forms: physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils.

We aim to create an environment within the nursery in which the opportunities for a child to be bullied are minimal. This entails:

- Fostering a caring ethos within the nursery,
- Looking at the layout of the nursery and endeavouring to ensure that all play areas can be observed by staff,
- Providing a varied, stimulating and wide selection of play activities,
- Addressing issues such as feelings, sharing/ turn-taking through the curriculum e.g. stories, drama and role-play/ puppets
- Use of circle time to help raise self-esteem,
- Encourage children to tell adults when someone hurts them or makes them sad.

All adults within the nursery play a vital role, as role models, showing respect to each other and to the children in our care. Staff:

- show respect for every child and value their individualism,
- are aware of vulnerable children,
- criticise behaviour, rather than the child,
- avoid showing favouritism,
- are seen to be fair,
- avoid labelling,
- have high expectations of pupils,
- avoid reference to other members of the family,
- never give pupils ammunition to use against each other.

Bullying takes many forms, the main types being:

- **Physical** – hitting, kicking etc.
- **Verbal** – name calling.
- **Indirect**- spreading rumours.

Forms of Bullying:

- Physical violence, such as hitting, pushing or spitting at another pupil;
- Interfering with another pupil's property, by stealing, hiding or damaging it;
- Using offensive names when addressing another pupil;
- Teasing or spreading rumours about another pupil or his/her family;
- Belittling another pupil's abilities and achievements;
- Excluding another pupil from a group activity;
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms.

The "bully" can come in all shapes and sizes, and boys and girls are equally capable of bullying behaviour.

We hope to avoid any instances of distress to our children, however if a parent raises a concern or when an incident is reported by a child, no matter how trivial it may first appear, we will investigate the matter immediately and parents will be kept informed. We will also provide help to both victim and bully and use a "no blame" approach.

Elliott (1996) makes the point that bullying has to be taken seriously from the earliest age, since such behaviour has "the potential not only to cause short-tem misery but lay the foundation for adult aggression". {Beating The Bullies – Nursery World 14/3/96}.

St. Luke's Nursery School Policy

This school is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles that we work and live by. All members of the School Community have the right to work in a secure and caring environment. They also have a responsibility to contribute in whatever way they can to the protection and maintenance of such an environment.

The Responsibility of Staff

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others.
- Demonstrate, by example, the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with both classes so that every pupil learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to Mrs. Cathy Cassidy, our Designated Teacher for Child Protection/Head of Pastoral Care.
- Follow up any complaint by a parent about bullying and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.

- Advising their children to report any bullying to their class teacher or any members of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any form of bullying.
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken.
- Keeping a written record of any reported instances of bullying.
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school if their children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

The Responsibilities of All

Everyone should:

- Work together to combat and, hopefully in time, to eradicate bullying.

PASTORAL CARE POLICY STATEMENT

John Paul II said:

“Catholic schools are called to recognise and respect the uniqueness of all individuals to enable them to realise their full potential and help create the world as God intends it to be.”

In St. Luke’s Nursery School we strive to embrace, in every respect, the concept that nursery education should be an extension of the child’s family. Our aim is to ensure that this is a centre of high quality provision, which offers support to children and their families. We continually work to evaluate the quality of our curriculum, provide better information and offer every opportunity for the involvement of parents. Where appropriate, we implement our strategy of involving a range of professionals and appropriate agencies to support our efforts to meet specific individual needs. Our vision for the future of children who pass through St. Luke’s is that, whether they remember us or not, the time spent with us has provided a firm foundation for their future intellectual and emotional development. An essential component of our success is the quality of relationships we foster between parents and ourselves.

Throughout the year we spend quality time liaising directly with our parents, offering a wide range of courses chosen by them, presenting talks on topics of interest and providing home-based work packs for individual children who require them, or whose parents request them. We also provide a weekly DVD Library which is run by a parent volunteer to provide extra materials for all family members.

In line with Department of Education for Northern Ireland Guidelines, all staff in St. Luke’s Nursery have been made fully aware of the requirements of legislation pertaining to Child Protection/Safeguarding and the school’s required Policies and Practice. We are confident that our Pastoral Care and Child Protection Procedures are in place, working effectively and that parents are fully aware of them.

Our respect for each individual child and their family forms the basis of all we hope to achieve and the visible practice of our daily interaction and efforts is the true reality of our written ethos. Recognising the position of the child within the school and the school within the wider parish community creates the opportunity for everyone to make a distinct, quality contribution and actively participate in the education and development of each child.

We recognise that the ethos of our school, the quality of learning and teaching we strive to achieve and the management arrangements are fundamental to the interest of the children in St. Luke’s Nursery School. Pastoral care has always been given priority and the child protection dimension is looked at and reported on carefully to ensure that the school’s practice and policies are in line with the Department of Education guidance.

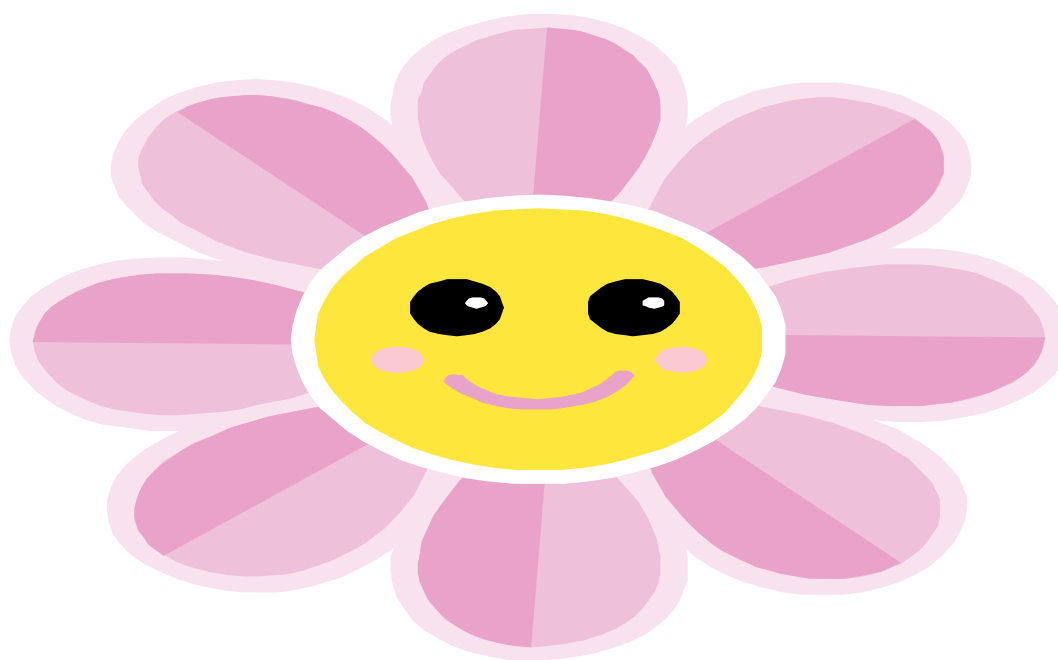
We aim to ensure that our pastoral care policy:

- Enables the children and their families to feel confident they will receive understanding, help and support from St. Luke's Nursery.
- Encourages the whole staff to adopt a co-ordinated approach to supporting children within our school.
- Facilitates effective liaison between outside support agencies such as the education welfare department and social and medical services to ensure appropriate support.
- Ensure individual circumstances are handled with sensitivity and confidentiality in order to preserve the dignity and privacy of children and their families.
- Is implemented via the maintenance of well-informed and up-to-date records of each individual child.
- Will help promote effective home/school links.
- Can help staff avail of appropriate training to deal effectively with the needs of our pupils.

We have given quality time to consider Pastoral Care/Child Protection issues fully. We feel that consciously applying the principles of our Policy in our day-to-day practice means we have:

- Developed good relationships between staff, children and parents.
- Fostered sound links between our school, the child's family and the wider community of St. Luke's parish.
- Make a positive contribution to the self-esteem, health and well-being of both children and staff.
- Maintained effective links between local primary schools, post-primary schools and post school organisations such as Dairy Farm (work placement). This ensures continuity of involvement and care and gives the school a quality status within the wider community.
- Been given support from the local community and health services in promoting the personal development, health and well being of our pupils.

St. Luke's Nursery School



BEHAVIOUR MANAGEMENT POLICY

(updated September 2017)

St. Luke's Nursery School Behaviour Management Policy

The Golden Rules

It is our intention to work in partnership with the parents to promote a safe and secure environment in the Nursery where children can play and learn, free from harm. Parents and staff (including temporary staff and students) will be given a copy of the school's Behaviour Management Policy (pages 14 and 15).

It is the policy of St. Luke's Nursery to ensure that pupils are given a secure, well-ordered school environment, which will allow for the spiritual, social, emotional and intellectual growth of the children. We follow this through with our "Golden Rules" from the very start of Nursery.

The school promotes good relationships between teachers, pupils and the whole community. Mutual respect between these parties is essential for the smooth running and efficiency of the school.

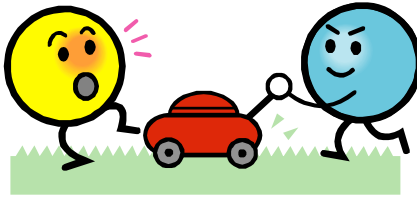
Staff are entrusted with the education and care of the children in the school and are entitled to the support and respect of parents, school management and society. The influence of the home and society and the values placed on the school by these, have a major effect on the building of sound relationships.

It is essential that all parties realise and agree that good behaviour management creates the conditions for effective learning and helps to develop in children responsible attitudes and values for life.

Rules, regulations and the Golden Rules in the school are necessary for the safety, well-being and enjoyment of others.



1. In the event of poor behaviour, a child will be spoken to by a staff member and a reason given as to why that behaviour is not acceptable.
2. For serious misbehaviour or causing danger to him/herself or others, the child will be withdrawn from the situation, spoken to quietly and clearly, and redirected to another activity.
3. For a very serious incident of poor behaviour (see list) we will contact the parents immediately and inform them of the serious nature of the incident. It is hoped that the parents would support and reinforce the teacher's actions at home.

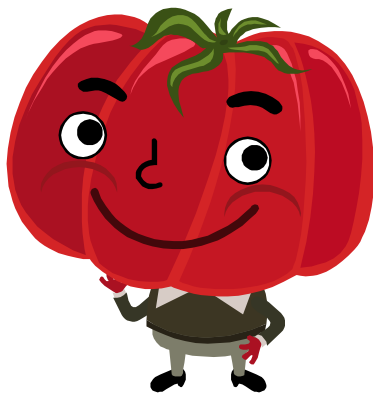


Where a child is continually disruptive or destructive in the Nursery and our procedures have proved ineffective, the Principal may decide to shorten the child's school day and seek advice from the South Eastern Education and Library Board. The Principal will act on advice given by the EA advisers.

Causes of Indiscipline which will not be permitted in the Nursery:

- Biting / Hitting
- Jumping off tables and chairs
- Noisy disruptive play
- Pulling
- Pushing
- Rough handling of other children and their property
- Rough handling of school toys, books and equipment
- Rude behaviour
- Scrabbing
- Use of bad language
- Any other situation which puts the child and other children in danger.

At all times the children will be encouraged to show consideration and respect towards others, their needs and their property. Allowances will be made for a child with Special Needs who may not comprehend basic discipline requirements. Good manners will also be encouraged. Staff will praise or reward children who comply with our simple yet 'golden' rules:



GOLDEN RULES

- ❖ Do be gentle - don't hurt each other
- ❖ Do be kind - don't hurt feelings
- ❖ Do be honest
- ❖ Do listen carefully to the teachers and each other
- ❖ Do look after our Nursery - don't damage things
- ❖ Do work hard
- ❖ Inside voice
- ❖ Walking feet (indoors)

“Parents have the legal duty to ensure that their children do not cause injury or damage to others or to any property.

They, therefore, have the obligation to promote to as great extent as is reasonably possible and secure the adherence on their children's part to the general policy and rules of discipline as laid down from time to time by the school".
(Towards a School Discipline Policy, CCMS, page 5)

POINTS OF CONSIDERATION FOR STAFF RE SCHOOL DISCIPLINE POLICY

In order to help resolve specific problems, particularly when unacceptable behaviour is observed, staff will:

- Regularly praise and encourage children
- Only use appropriate sanctions
- Think – then act
- Avoid conflict and leave the child an opportunity to redeem him/herself
- Avoid over reaction to minor incidents
- Don't forget humour!
- Remember, there is no place whatsoever for criticism or sarcasm.
- Check is reorganisation of class appropriate
- Involve children in teacher-led activities more often, which avoid opportunities for bad behaviour.
- Try setting a specific task, which almost guarantees success.
- Look at good management of children's activities particularly tidy-up time.
- Give clear guidance that is firm but fair in language the children can follow.
- Give positive rather than negative feedback.
- Encourage pupils to talk about why we have particular rules.

STAFF

Equally, we must look to ourselves as staff and the provision we made to ensure that the following are not contributing factors:

- ❖ Staff stress
- ❖ Inconsistent application of standards/rules
- ❖ Inappropriateness of curriculum or teaching methods regarding child's age, ability, etc.
- ❖ Ineffective teaching.
- ❖ Erratic, irrational or unnecessary rigid restrictions.
- ❖ Inappropriate changes.

INTIMATE CARE / INCIDENT RECORD

To be completed by the classroom assistant or Teacher each time a child requires changing of nappies, continence pads and/or clothing due to an incident such as vomiting, wetting and/or soiling.

Day and Date	Time	Child's Name	Incident – what, where, etc.	Action Taken	Staff Member

Notes: It is suggested that a coding system be devised to ensure confidentiality of information, e.g.,

- Use only the initial of the child/ren rather than their full name
- Use a code for any concerning comments from or physical marks on the child that must be reported to the Principal/Designated Teacher.

CHILD PROTECTION POLICY **INFORMATION FOR PARENTS**

The fundamental principle in our Child Protection Policy is that the welfare, care and safety of the child must always be our paramount consideration, adhering to the provisions of The Children (NI) Order 1995.

All our staff and volunteers have been subject to appropriate background checks. Our policy and procedures on child protection are designed to protect our pupils by ensuring that everyone who works in our school – teachers, non-teaching staff, volunteers – has clear guidance on the action which is required where abuse or neglect of a child is suspected.

Definitions of abuse:

Neglect: The actual or likely persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold and starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Physical abuse: Actual or likely deliberate physical injury to a child or wilful or neglectful failure to prevent physical injury or suffering to a child.

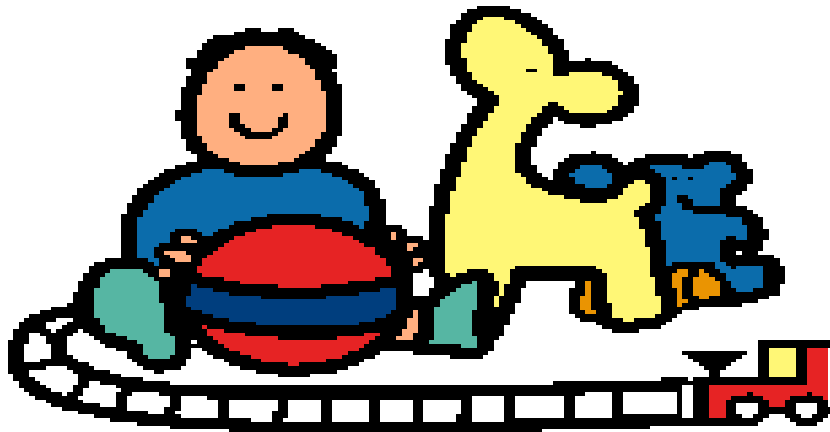
Sexual abuse: Actual or likely sexual exploitation of a child. The involvement of children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate social taboos of family roles.

Emotional abuse: Actual or likely persistent or significant emotional ill treatment or rejection resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child. All abuse involves some emotional ill treatment. This is where it is the main or only form of abuse.

The Designated Person for Child Protection is: **Mrs. C. Cassidy (Principal)**
The Deputy Designated Person is: **Mrs. N. Taylor (Teacher)**
Chairperson of the Board of Governors: **Mrs. E. Wilson**
Governor in charge of Child Protection: **Mrs. E. Wilson**

St. Luke's Nursery School 2019

Intimate Care Policy and Guidelines Regarding Children



INTRODUCTION

The Intimate Care Policy and Guidelines Regarding Children have been developed to safeguard the children and staff of St. Luke's Nursery School. They apply to everyone involved in the intimate care of children.

Disabled children can be especially vulnerable. Staff involved with their intimate care need to be sensitive to their individual needs.

The Intimate care Policy and Guidelines should be read in conjunction with the Area Child Protection Committee's Regional Policy and Procedures April 2005.

DEFINITION

Intimate care may be defined as any activity required to meet the personal care needs of each individual child. Parents have a responsibility to advise staff of the intimate care needs of their child, and staff have a responsibility to work in partnership with children and parents.

Intimate care can include:

- Feeding
- Oral care
- Washing
- Dressing/undressing
- Toileting
- Photographs
- Catheter and stoma care
- Supervision of a child involved in intimate self-care.

The main areas of Intimate Care in the Nursery School are toileting and changing of wet or soiled clothes.

PRINCIPLES OF INTIMATE CARE

The following are the fundamental principles upon which the Policy and Guidelines are based:

- Every child has the right to be safe.
- Every child has the right to personal privacy.
- Every child has the right to be valued as an individual.

- Every child has the right to be treated with dignity and respect.
- Every child has the right to be involved and consulted in their own intimate care to the best of their abilities.
- Every child has the right to express their views on their own intimate care and to have such views taken into account.
- Every child has the right to have levels of intimate care that are as consistent as possible.

N.B. All permanent staff are trained in dealing with toileting and changing incidents in the most sensitive way possible.

SCHOOL RESPONSIBILITIES

- All staff working with children must be vetted by Access N.I. This includes students on work placement and volunteers. Vetting includes:
 - Access NI checks
 - Pre-employment checks
 - Two independent references
- **Only** named staff identified by St. Luke's Nursery School should undertake the intimate care of children (i.e., permanent staff)
- The Principal must ensure that all staff undertaking the intimate care of children are familiar with, and understand the Intimate Care Policy and Guidelines together with associated Policy and Procedures, e.g., ACPC Regional Policy and Procedures 2005, Safeguarding Vulnerable Groups (Northern Ireland) Order 2007.
- All staff must be trained in the specific types of intimate care that they carry out and fully understand the Intimate Care Policy and Guidelines within the context of their work.
- Intimate care arrangements must be agreed by the school, parents, carers and child (if appropriate).

N.B. Please read, agree and sign page at the back of this booklet.

- Intimate care arrangements must be recorded in the child's personal file and consent forms signed by the parents/carers and child (if appropriate) before beginning Nursery School.
- Staff should not undertake any aspect of intimate care that has not been agreed between the school, parents, carers and child (if appropriate).

- The school needs to make provisions for emergencies, i.e., a designated staff member on sick leave. Additional trained staff should be available to undertake specific intimate care tasks. Do not assume someone else can do the task. [Two staff members are fully trained in catheterisation].
- Intimate care arrangements should be reviewed at least six-monthly. The views of all relevant parties, including the child (if appropriate). Should be sought and considered to inform future arrangements.
- If a staff member has concerns about a colleague's intimate care practice they must report this to their designated manager/teacher i.e., Principal as Designated Child Protection Officer or Deputy Designated Child Protection Officer.

GUIDELINES FOR GOOD PRACTICE

All children have the right to be safe and to be treated with dignity and respect. These guidelines are designed to safeguard children and staff.

They apply to every member of staff involved with the intimate care of children.

Disabled children can be especially vulnerable. Staff involved with their intimate care need to be sensitive to their individual needs.

Staff also need to be aware that some adults may use intimate care as an opportunity to abuse children. It is important to bear in mind that some care tasks/treatments can be open to misinterpretation. Adhering to these guidelines of good practice should safeguard children and staff.

(a) Involve the children in their intimate care:

Try to encourage a child's independence as far as possible in his/her intimate care. Where the child is fully dependent talk with them about what is going to be done and give them choice, where possible.

Check your practice by asking the child/parent any likes/dislikes while carrying out intimate care and obtain consent.

(b) Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation

A lot of care is carried out by one staff member/carer alone with one child. The practice of providing one-to-one intimate care of a child alone is supported, unless the activity requires two persons for the greater comfort/safety of the child or the child prefers two persons.

(c) Make sure practice in intimate care is consistent

As a child can have multiple carers a consistent approach to care is essential. Effective communication between parents/carers/agencies ensures practice is consistent.

(d) Be aware of own limitations

Only carry out care activities you understand and feel competent and confident to carry out. If in doubt ASK. Some procedures must only be carried out by staff who have been formally trained and assessed, e.g., enteral feeding, rectal diazepam, catheterisation.

(e) Promote positive self-esteem and body image.

Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey lots of messages to a child about their body worth. Your attitude to a child's intimate care is important. Keeping in mind the child's age, routine care can be relaxed, enjoyable and fun.

(f) If you have any concerns you must report them

If you observe any unusual markings, discolorations or swelling, including the genital area, report immediately to your designated manager/teacher.

If during the intimate care of a child you accidentally hurt them, or the child appears to be sexually aroused by your actions, or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately to your designated manager/teacher.

Report and record any unusual emotional or behavioural response by the child.

A written record of concerns must be made and kept in the child's nursing/medical notes/personal file.

It is important to follow your school's reporting and recording procedures.

Parents/carers must be informed about concerns.

Please refer to:

- Regional Area Child Protection Committee Child Protection Procedures – April 2005.
- DENI Child Protection and Pastoral Care Guidance 1999.
- Safeguarding Vulnerable Groups (Northern Ireland) Order 2007.

WORKING WITH CHILDREN OF THE OPPOSITE SEX

(a) Principles

- There is a positive value in both male and female staff being involved with children.
- Ideally, every child should have the choice of carer for all their intimate care.
- The individual child's safety, dignity and privacy are of paramount importance.

The practical guidelines set out below, are written in the knowledge that the current ratio of female to male staff means we are far less likely to be able to offer the choice of same sex carer to male children.

(b) General Care

Male and female staff can be involved with children of either sex in:

- 1) Keyworking and liaising with families
- 2) Co-ordinating of and contribution to a child's review.
- 3) Meeting the developmental, emotional and recreational needs of the children.
- 4) Escorting the children between sites, on outings and to clinics unless intimate care is needed.

(c) Intimate Care

Wherever possible, boys and girls should be offered the choice of carer and second carer. Where there is any doubt that a child is able to make an informed choice on these issues, the child's parents are usually in the best position to act as advocates.

It may be possible to determine a child's wishes by observation of their reactions to the intimate care they receive. Do not assume that a child cannot make a choice.

The intimate care of boys/girls can be carried out by a member of staff of the opposite sex with the following provisions:

- (a) The delivery of intimate care by professionally qualified staff will be governed by their professional code of conduct in conjunction with agency policy and procedures.
- (b) Staff who are not covered by a professional code of conduct must follow policy and procedures in operation within their agency and direction and agreement must be provided by the Designated Manager/Principal.

(c) When intimate care is being carried out, all children have the right to dignity and privacy, i.e., they should be appropriately covered, the door closed or screens/curtains put in place.

(d) If the child appears distressed or uncomfortable when personal care tasks are being carried out, the care should stop immediately. Try to ascertain why the child is distressed and provide reassurance.

(e) Report concerns to your Designated Manager/Teacher and make a written record.

(f) Parents/carers must be informed about concerns.

COMMUNICATION WITH CHILDREN

It is the responsibility of all staff caring for a child to ensure that they are aware of the child's method and level of communication.

Children communicate using different methods, e.g., words, signs, symbols, body movements, eye pointing.

To ensure effective communication:

- Ascertain how the child communicates, e.g., consult with child, parent/carer and, if appropriate, communication needs must be recorded (please refer to Appendix 1, Communication Proforma for Intimate Care: How I Communicate). If further information is required please consult with the child's Speech and Language Therapist.
- Make eye contact at the child's level.
- Use simple language and repeat if necessary.
- Wait for response.
- Continue to explain to the child what is happening even if there is no response.
- Treat the child as an individual with dignity and respect.

APPENDIX 1

Communication Proforma for Intimate Care How I Communicate

Name:

Date:

I communicate using words/signs/communication book/communication aid/body movements.

I indicate my likes/preferences by:

I indicate my dislikes by:

I show I am happy by.....and

unhappy by.....

If appropriate please complete the following:

When I need to go to the toilet I

When I need changed I.....

Additional information

Speech and Language Therapist:

Occupational Therapist:

Key worker(s):

Contact Number(s):

Parent/carer signature

St. Luke's Nursery School

Intimate Care Policy

Dear Parents

There are occasions in the Nursery when a child may require a change of clothes. For your child's comfort, we would like your permission to change his/her clothing, should the occasion arise. Please complete the Consent Form below.

I agree to a member of St. Luke's Nursery School Staff changing my child's clothing or wiping after a toileting accident.

I understand that on his/her admission day I must leave a complete set of spare clothing in their 'school bag'.

I also understand that on the first day of each new term children are required to bring a box of tissues/baby wipes to school.

I have read and agreed the full Intimate Care Policy received in September.

SIGNED :

DATE :

[Please return this page to the school Secretary]

St. Luke's Nursery School

Dear Parent,

Due to the new legislation, i.e., Data Protection, Human Rights, Child Protection, we require your permission to take photographs or video imagery of your child. We use these photographs for various purposes throughout the year, e.g., display, talk about booklets, curriculum development, record of events, etc.

We cannot be responsible for photographs or video imagery taken by others at concerts or special events during the year.

Please sign the Reply Slip below and return to the class teacher as soon as possible.

CATHY CASSIDY (Mrs.)
Principal.

.....

REPLY SLIP

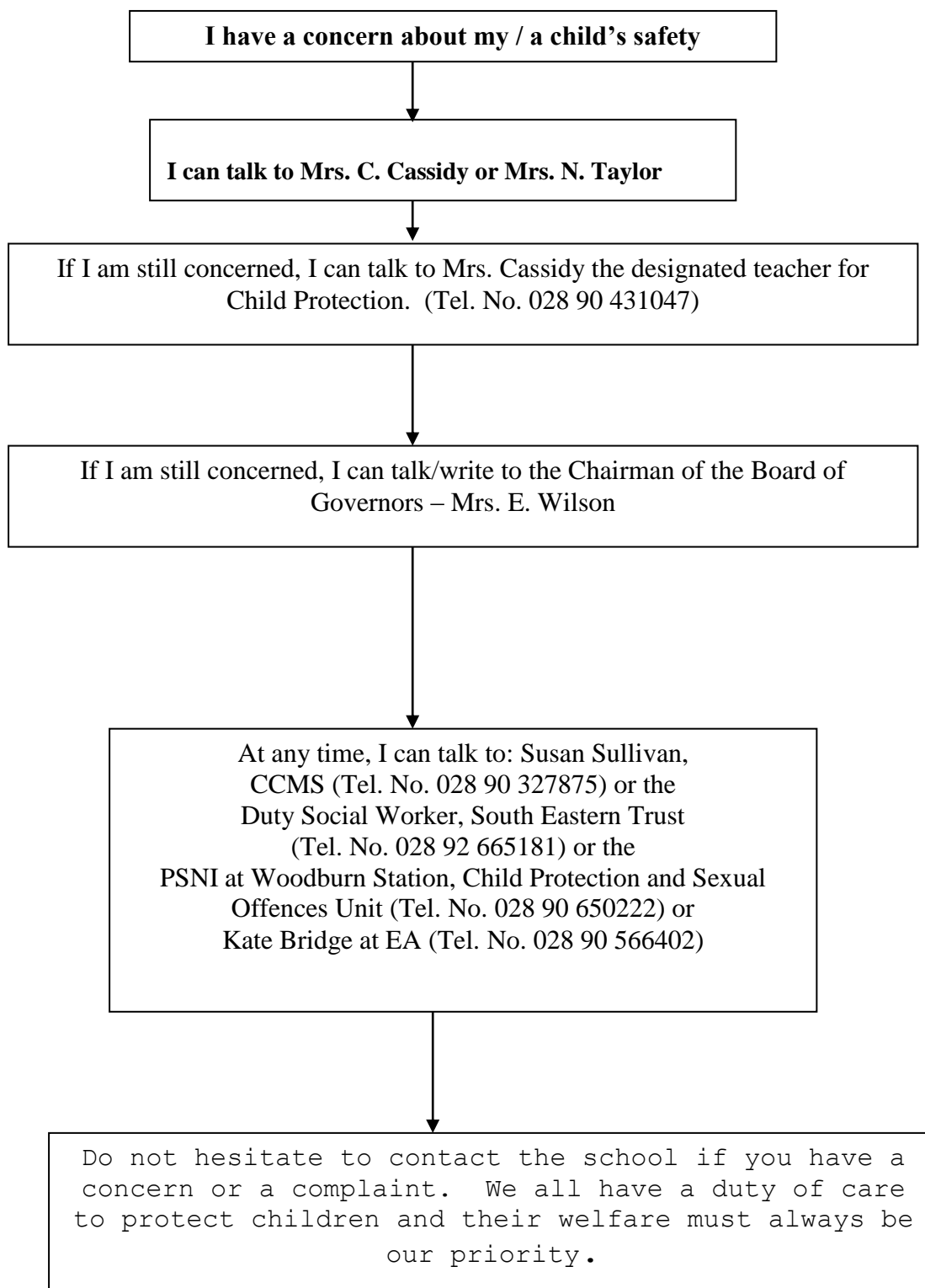
I do / do not give permission for photographs to be taken of my child(ren).

Child's Name :

Parent's/Guardian's Signature :

CHILD PROTECTION
RECORD OF CONCERN PROCEDURE PARENTS

How a parent can record a concern:



RISK ASSESSMENT POLICY

Educational Visits

Statement:

We in St. Luke's Nursery School feel that it is important to plan and manage all our activities in such a way as to minimise opportunities for our children to suffer harm of any kind while in our care.

Good management and efficient administration practices for all staff will help to ensure the smooth and responsible running of our Nursery School.

When leaving St. Luke's Nursery School to go on educational visits we will ensure the following:

- a) There is a suitable adult/child ratio taking into account any special needs our children may have.
- b) All volunteer helpers will be thoroughly briefed as to their responsibilities when on educational visits.
- c) All venues will have been risk assessed **in advance** of our visit to ensure that there will be no unforeseen difficulties.
- d) The parents will have signed Consent Forms in advance to allow their children to leave St. Luke's Nursery School premises with staff. The staff will have first aid box/tissues/several changes of clothes/emergency phone numbers with them in case of an accident. There will always be someone fully qualified in First Aid on every trip.
- e) When on bus staff will ensure children are wearing seatbelts and will double check number of children before leaving school, on arrival at venue and before return to school.
- f) If any child behaves in such a manner as to be a danger to him/herself or any of the other children, that child will not be allowed to go on subsequent educational visits.
- g) On return to school the staff will evaluate how the trip went and decide on any changes that may be needed for a return visit (if necessary).

**A detailed Policy on Educational Visits is available in the school
for any parent who wishes to have a copy.**

CHILD PROTECTION INFORMATION FOR PARENTS

Our Child Protection policy includes:

- All staff and students with substantial access to children are vetted.
- St. Luke's has a written policy and procedures on Child Protection, which are available if parents wish to read them. A copy is always on display in the Front Hall.
- The identified person responsible for reporting abuse is Mrs. Cassidy (Principal).
- We are obliged to maintain an appropriate record-keeping system for all reported abuse or suspicions or allegations of abuse.
- We have a complaints procedure for parents (see Parents Notice Board).
- We have procedures for monitoring any child on the Child Protection Register.

St. Luke's Nursery has policies which include

- ❖ A Code of Conduct for Staff
- ❖ An Anti-Bullying Policy
- ❖ Training for all Staff is ongoing and updated every September.

Staff are:

- Able to identify signs and symptoms of abuse.
- Know the procedures for reporting disclosures, suspicions or allegations of abuse, whether about abuse outside St. Luke's Nursery or abuse by a member of staff.
- Know the procedures for reporting if the suspicions or allegations concern the responsible person, i.e., Chair of Board of Governors, Mrs. Monica Culbert.

The Principal's role, as responsible person, is to know:

- The proper procedures for dealing with a disclosure from a child, suspicions raised by a member of staff or an allegation of abuse made by a parent or other person outside St. Luke's.
- The proper procedures for handling a suspicion or allegation against a member of staff or the Board of Governors.
- Who to contact for advice and guidance.
- The correct reporting procedures.
- How to talk to children following a disclosure or to ascertain if a suspicion is well-founded.