



St Martin's Nursery School

Child Protection and Safeguarding Policy

Introduction

The central thrust of the Children's Order 1995 is that "***the welfare of the child must be of paramount consideration***". A child in need of protection is a child who is at risk of, or likely to suffer, significant harm which can be attributed to a person, persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm

As well as our statutory responsibilities in relation to pupil's learning we have a pastoral responsibility towards the children in our care. All reasonable steps must be taken therefore to ensure that their welfare is safeguarded.

The fundamental principle in children care law and practice is that the welfare of the child (0-18 years) must always be the paramount consideration in decisions taken about him or her.

Duty to Protect

St Martin's Nursery School has a responsibility for the well being and protection of the children in our care.

Our aim is to ensure that our children will learn and develop in a safe, secure, caring and stimulating environment.

The following Child Protection and Safeguarding Policy reflects both our legal duties and pastoral responsibilities.

Definitions

Safeguarding

Effective Safeguarding in the Nursery will:

- Promote the welfare for the children,
- Prevent harm occurring through early identification of risk and appropriate, timely intervention: and
- Protect children from harm when this is required.

The welfare of the child must be promoted and they must be given every opportunity to develop to their full potential, free from harm through abuse, exploitation and neglect.

(Co-operating to Safeguard Children and Young People in NI, 2016:5-6)

Child Protection

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken, to protect specific children who are likely to suffer, significant harm.

Designated Teacher

The designated teacher with specific responsibility for Child Protection and Safeguarding is Miss Marie-Louise Boyle.

The Assistant Teacher will assume the responsibility of the designated teacher in the case of absence.

Deputy Designated Teacher

The Assistant Teacher Maura Keown is the Deputy Designated Teacher.

Role of the Designated Teacher

- Promoting a child protection and safeguarding ethos within the school.
- Co-ordinating action by staff in cases of suspected abuse and reporting to Social Service Office, CCMS and EA Designated officer.
- Regular staff training regarding child protection and safeguarding procedures for teaching and non teaching staff.
- Maintaining a record of all training
- Responsible for discussing child protection and safeguarding concerns of staff and keeping all records.
- Responsible for making referrals to Social Services or PSNI.
- Ensuring that all teaching, ancillary, staff and students whether full, part time or temporary are aware of the procedures in respect to child protection and safeguarding issues.
- Ensuring that teachers are kept aware of children "Looked After" or on the Child Protection Register
- Maintaining a confidential reporting and recording system on site
- Advising parents of procedures
- Selection and supervision procedures for all staff and volunteers
- Agreement, training in and appreciation of a staff code of conduct

- Provision of guidelines to volunteers and other peripatetic staff on expectations and boundaries of behaviour whilst working for the school (copy of which is signed and dated)
- A reporting and recording procedure applied for referrals regarding suspected inappropriate behaviour by staff, volunteers and others
- Application of a complaints procedure for use by parents
- Leading the development of the Nursery's Child Protection and Safeguarding Policy
- Furnishing a written report to the governors re Child Protection issues each term
- Providing Child Protection and Safeguarding training for the Board of Governors.

Role of the School Governor

It is a duty of the Board of Governors to safeguard and promote the welfare of all children in the care of the school.

Role of the Governors

- Responsibility to ensure policies, procedures and structures are in place in the Nursery.
- Duty to ensure that the Child Protection and Safeguarding policy is implemented and reviewed.
- Duty to ensure that parents are given a copy of the policy and informed how to make a complaint.
- Ensuring that the Designated and Deputy designated teachers are in place and have received the relevant training.
- Ensuring that appropriate vetting procedures are in place for the selection, recruitment and vetting of all volunteers.
- Giving consideration to Child Protection when recruiting, selecting and interviewing staff.

A 'Safeguarding Team' is established including the Designated and Deputy Designated Teachers, the Chair of Governors and the Designated Governor for Child Protection. This team will ensure that appropriate child protection and safeguarding procedures are in place

Categories of Abuse

Types of Abuse

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

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

(DHSSPS March 2016)

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm or significant harm. Harm can be caused by:

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect; and
- Exploitation.

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

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

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.

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

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, 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.

(See Appendix b for the Indicators of Abuse)

Procedures for Reporting an Incident of Suspected/Disclosed Child Abuse

Refer the matter to the designated teacher taking consideration of:

- The nature of the information;
- who gave it;
- The day(s), dates, times of observations or circumstance; and
- a record of the clarification of the chat.

Plan course of action and ensure that a written record is made.

Please Note:

If unsure about whether a case should be formally referred- the designated teacher may seek clarification or advice or consult with :

- Social Services
- School Health Visitor
- The Education Authority's, designated officer for Child Protection and/or
- The Diocesan Officer/The Clinical Medical Officer.

Recording Information and Referral

- Any member of staff who has a concern about the welfare or safety of a child should complete a Note of Concern (Appendix 1). Notes should be made as soon as possible after the incident to ensure a expedient response to maintain the accuracy and content of the report. (The content may be a series of incidents or an accumulation of a number of small incidents)
- Any concerns should be reported to the Designated Teacher or in her absence the Deputy Designated Teacher
- The Note of Concern should be discussed or action taken and then placed in the Child Protection File. (Signed and dated by the members of staff)

Making a Referral

When the evidence has been considered and advice sought from relevant bodies the following procedures must followed when making a referral to Social Services.

Urgent	Non-urgent
<p>If your are concerned the child may be suffering, or at risk of suffering, significant harm, then an urgent referral to children's Social Services must through a telephone call to the Gateway Service. A written report will be made on a UNOCINI within 24hours</p> <p>9am-5pm 028 9050 7000</p> <p>Emergency Hours 028 9504 99</p>	<p>Child in need/family support referral should be made in writing using the UNOCINI Referral Form (appendix d)</p> <p>Permission must be given by Parent/caregiver to make Referral</p>

Role of the Designated Teacher in Record Keeping process

To supplement the record with

- Details of any advice from other agencies
- The decisions reached as to referral
- How, when and by whom this was done
- If appropriate state reasons for referring;
- Make a referral on CP1 form to: Social Services and care Unit
- Copy of referral to the Designated Officer in the Education Authority and
Copy to CCMS

Record Keeping

- A Child Protection file is opened on the child
- All Child Protection files will be kept in a locked cabinet which is only accessible to the Designated and Deputy Designated Teachers
- Records will be retained indefinitely (Child's D.O.B. +30years)
- Records will be retained of all communications relating to individual child protection issues.

Please note

When a child whose name is on the Child Protection Register changes school, the school which the child is leaving should inform the receiving school immediately that his/her name is on the register, and destroy all the Child protection records on the

child supplied by Social Services, including records of case conferences and should inform the child's case co-ordinator in Social Services.

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

See Appendix C for clarification on keeping Children's Record

Reports for Child Protection Conferences

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

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

(See Appendix e)

Clarification

Where teachers either see signs which cause them concern or are responding to a disclosure, they should, as a first step seek some clarification from the child with tact and understanding.

Where a classroom assistant sees such signs or disclosure she should bring them to the attention of the class teacher.

Care must be taken asking and interpreting children's responses to questions about abuse. Be aware that the way a child is talked to can have an effect on the evidence which is put forward, if there are subsequent criminal proceedings.

Please Note:

- We are talking to 3 and 4 year olds who may have limited language
- Find a suitable place to deal with the disclosure so neither the child or adult feels vulnerable
- Ensure someone else is aware that the clarification chat is taking place
- Have visual access to the room
- Invite another adult to be present if the child is comfortable with this
- **DO NOT:**
 1. Ask leading questions, as this can be interpreted as putting ideas into children's minds
 2. Ask questions which encourage the child to change his/her version of events in any way, or impose the adult's own assumptions. For example the adult should say "Tell me what happened", rather than "Did they do ... to you?"
 3. Interrogate
 4. Criticise the perpetrator
 5. Ask the child to report the disclosure to another member of staff

- The main task at this stage is to listen to the child. Do not interrupt if he/she is freely recalling significant vents.

Under no circumstance should the child's clothing be removed.

Record

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

In some instances having a chat with significant adults may address any concerns. If unsure of which step should be taken advice should be sought from the EA Child Protection Services

Clarification Chat with Significant Adult

- Access a suitable place to talk
- Explain you role and the School's Child Protection Policy and Procedures
- Explain that in line with the Child Protection Policy the welfare of the child is the school's paramount concern
- Do not make any direct allegations or accusations
- Listen to and observe both verbal and non verbal communication

- Aim to find an agreed way forward
- Advise of your procedures
- Take notes throughout the process.

It must be recognised that in order to protect children from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate action, by involving others in the child's best interest.

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

A Code of Conduct for Staff

Staff

The overriding concern of every caring adult must be the safety of the child. It is our intention to provide a safe, secure and caring environment for our children. At all times we must safeguard and promote their welfare. This duty rests with all members of staff, teaching and non-teaching and implicit in it is the assumption that the code of conduct of school staff towards the pupils must be above reproach.

Code of Conduct for staff

Nursery children will be less likely to recognise and respond appropriately to abuse by a member of staff. Any abuse of that position of trust by any member of staff is regarded with the utmost gravity.

The adults should have a warm, caring manner showing respect for children. It is important to be encouraging, reassuring and to exhibit empathy and understanding. All adults will be attentive to the children's needs and display a willingness to listen.

Members of staff need to be alert to the risk of emotional abuse, such as bullying, labelling, threats and withdrawal of approval, isolating or severe and persistent negative comments or actions. There is also the more obvious forms of physical and sexual abuse.

Physical contact with pupils

It is essential to understand the acceptable boundaries of physical contact with pupils. With nursery children a degree of physical contact is inevitable and can give welcome reassurance to the child. It is important however for adults to be sensitive to a child's reaction to physical contact and to act appropriately.

It is important not to touch pupils however casually, in ways, or on parts of the body (especially breasts and genitalia) or in circumstances that might be considered indecent.

In the nursery situation there are occasions when a child may require a change of clothes.

The following guidelines should be adhered to:

- Parental permission has been given to change
- Another adult is present when changing a child's clothing
- The Intimate Care Change book is updated recording the child's name, date, time and which items of clothing were changed.
- The person changing the child and the witness must sign this record.
- Only members of staff employed by the Nursery or by the EA to work with specific children should undertake intimate care duties.
- Any incidents should be reported to the parents and a note detailing change sent home with the items of clothing
- At no time should any member of staff go into the toilet cubicle with a child on their own- the toilet door should always be left open if carrying out any changes of clothing.

Comforting an Injured or Sick Child

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

If you have to administer first aid to a child ensure that this is done in the presence of other children or adults.

Touching

Many children are naturally affectionate and may want to hug or kiss an adult in the nursery. Under no circumstances should a child be allowed to kiss an adult or other child in the nursery. In the event of a child touching or talking to you or another child in a sexually inappropriate way, record what has happened and report it to the designated teacher.

Please Note:

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

Please also see the Intimate Care Policy for guidelines.

Complaint About Possible Abuse by a Member of Staff

If the complaint has not been made directly to the Principal and she is not the subject of the complaint, it should be referred directly to her by the person to whom it was made.

Procedures followed by the Principal

- As designated teacher initiate the record of complaint
- Consult in confidence with the designated officer from the Education Authority or CCMS; to form an initial assessment as to whether or not there is sufficient substances in the allegation to warrant further action; and
- Consult with the Chairperson of the Board of Governors.

In light of any advice taken, the Principal in consultation with the Chairperson of the Board of Governors will decide that:

- (a) Any allegations is without substance and no further action is necessary;
- (b) The immediate referral to Social Services or to the PSNI is warranted; or
- (c) The allegation concerns inappropriate behaviour needs to be considered under the Disciplinary Procedures.

Record Keeping

In the event of an incident relating to a member of staff, records will be kept in:

- Staff member's file
- The child protection records; and
- An entry into the record of child abuse complaints book if there is a discipline against the staff member.

If the following subsequent investigation a member of staff is totally exonerated, the record on file must be expunged, and the entry into the school's record of abuse complaints deleted or stricken through.

Record of Child Abuse

The school's Record of Child Abuse Complaints will be made to the Board of Governors annually

Complaint Against the Principal

Where a member of staff receives a complaint concerning possible child abuse by the Principal, all aspects of the above procedures for complaints against a member of staff should be followed. The role of the Principal should be exercised by the Chairperson of the Board of Governors. The employing authority should be consulted immediately.

Appointment of Staff

The recruitment and appointment process is the starting point for ensuring that only those who are suitable are engaged to work in close proximity with children.

Criminal record checks will be requested for all staff prior to appointment. (Appendix g Whistleblowing Policy)

Parents and Voluntary Help

Procedures:

- (a) Agreement of the Board of Governors to engage volunteers
- (b) Completion of an application form for voluntary helpers
- (c) Secure references from two referees
- (d) Criminal record checks
- (e) Information and training regarding tasks they are to undertake pastoral care (Behaviour Mgt. and Child Protection procedures) and Health and Safety Policy; all must be signed off and dated)

Please Note:

Volunteers will only work under the supervision of permanent member of staff and will not be placed in any position of responsibility for children premises or equipment.

Parental Understanding of Child Protection Procedures

Parents will be informed of the Child Protection Policy Complaints Procedures and Code of Practice for staff through:

- (a) The Initial Parent's Open Evening
- (b) Open Day-Information Session
- (c) School Induction Booklet
- (d) School's Reporting Procedures displayed in Parent's Area in School Hall (see Appendix f for Complaints Procedures)
- (e) Annual Report.

In line with Child Protection Procedures permission from parents is secured to:

- (a) Change a child's clothing in the event of an accident
- (b) Take children on school trips/outings
- (c) Take and display children's photographs.

School Trips

Pastoral Responsibilities

- All volunteers will have been vetted
- Information sheets with respect to child protection and health and safety issues will be given to all staff- Risk Assessment
- All children, staff and volunteers will wear school coats, badges.
- Teachers will be responsible for contact information
- Should a child protection issue arise a written record will be made within twenty four hours.



Note of Concern

Name	
Class	
Date and time of Incident/ Disclosure	
Circumstance of Incident/ Disclosure	
Nature and description of concern	
Parties involved including any witnesses (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	
Date and time reported to the Designated teacher	
Written note placed in Child Protection File <small>(if 'No' state reason why)</small>	Yes <input type="checkbox"/> No <input type="checkbox"/>

Name of staff member making report: _____

Signature of staff member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

Appendix b

Identifying Abuse

Due to our daily contact with children we are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or

development. Such symptoms may be due to a variety of other causes including disruptions in family circumstance. They may however be due to child abuse.

Indicators of Abuse

Neglect- Physical Indicators

- Constant hunger
- Constant tiredness
- Poor personal hygiene
- Inadequate/inappropriate clothing
- Untreated illness/medical problems
- Emaciation
- Lack of supervision/exposure to danger

Neglect- Behaviour Indicators

- Falling asleep, listlessness, lack of concentration
- Poor peer relationships
- Destructive tendencies- property, peers
- Compulsive stealing/begging
- Frequent lateness/ non attendance at school
- Chronic running away
- Scavenging for food or clothes

Physical Injury- Physical Indicators

- Scratches
- Bite marks
- Welts
- Bruises in places difficult to see
- Burns, especially cigarette burns
- Untreated injuries
- Poisoning

Physical Injury- Behaviour Indicators

- Self mutilation tendencies
- Improbable excuses or refusal to explain injuries
- Frozen watchfulness
- Undue fear of adults
- Flinching at sudden movements/withdrawals from physical contact
- Fear of returning home/of parents being contacted

Sexual Abuse- Physical Indicators

- Soreness, bleeding in genital area, anal or throat area
- Itching in genital area
- Stained underwear
- Wetting or soiling- day and/or night
- Stomach pains or headaches
- Pain on urination
- Difficulty in walking or sitting
- Bruises or inner thighs or buttocks
- Sudden loss of appetite or compulsive eating

Emotional Abuse- Physical Indicators

- Sudden speech disorders
- Poor hair, alopecia
- Poor skin
- Recurrent diarrhoea

- Self mutilation

Sexual Abuse- Behaviour Indicators

- Afraid of the dark
- Wariness of being approached by certain individuals or gender
- Withdrawn
- Nightmares
- Conscious of removing clothing for sports activities etc.

Emotional Abuse- Physical Indicators

- Neurotic behaviour (rocking, thumb sucking, hair twisting)
- Over reaction to mistakes
- Extreme fear of new situations
- Poor peer relationships
- Extremes of passivity or aggression

Responding to Indicators of Abuse

- Look for cluster of indicators
- Record and date all observations of worrying marks and/or behaviour
- Seek clarification and/or parent to help explain injuries, behaviours etc.

- Remember you do not have an investigative role
- Seek advice

Impact of Any Form of Abuse on a Child

- Insecurity
- Low self esteem/self worth
- Poor sense of self- his/her place in the world
- Fear/the world is an ever-changing unsafe place
- Confusion
- Mistrusting of adults
- Attachment difficulties
- Development delay

Some resulting behaviours

- High levels of alertness/anxiety
- Non compliance to authority
- Challenging behaviours
- Attention seeking
- Withdrawn/quiet/close/secretive
- Inappropriate acting out- Aggressiveness, Immature Behaviour, Inappropriate language
- Inability to cope with a change of routine
- Inappropriate reactions for example to a raised voice

Impact on Practice

- Understanding the child as more than presenting with problematic behaviours
- Obtain relevant information in relation to the child
- Understand presenting behaviours

- Establishing a trusting relationship with the child
- Being aware of triggers for behaviours (change in routine/voice)
- Using strategies as outlined in the Behaviour Management Policy to effectively manage behaviours
- To promote the well being of the child

Exploitation

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

The indicators of abuse will then be those listed above.

Appendix c

Retention Periods for Child Protection Records

It is recommended that, in general, child protection records should be retained by the school for the following periods:

Record	Retention Period
Record Retention Period Pupil Child Protection Case Files	DOB + 30 years
The school's confidential Record of Child Abuse Complaints	Indefinitely*
If Social Services inform the school that a child's name has been placed on the Child Protection Register	Maintain a record of this fact and associated documentation from Social Services on the child's file while he/she continues to attend. On transfer, the school should inform the new school and destroy all social services records. The record on the Child Protection File will remain until D.O.B + 30 years.
If Social Services inform the school that a child's name is removed from the Child Protection Register	On transfer to a new school, the school should destroy any child protection records on the child supplied by Social Services, including records of case conferences. The record on the Child Protection File will remain until D.O.B + 30 years.
Complaint against a member of staff Staff members file Child's Child Protection File Record of Child Abuse Complaints	 Indefinitely* unless totally exonerated (see para. 3.16) D.O.B + 30 years Indefinitely*
Complaint to be pursued under the school's disciplinary procedures Staff members file Child's Child Protection File Record of Child Abuse Complaints	 5 years D.O.B + 30 years Indefinitely*

* as a general guide 'indefinitely' should be a minimum of 40 years.

Appendix d

UNOCINI Referral Form

Section 1: Child or Young Person's Details

Surname:		ID No.	
Forename:			
Known As:		HCN:	
Address:		Previous Address:	
Postcode:		Previous Postcode:	
Telephone No:		Locality:	
Mobile No:			
Date of Birth:		Gender	
GP Name:		GP Tel No:	
GP Address:		GP Email Address:	
GP Postcode:			
School Name:		School Tel No:	
School Address:		School Postcode:	
Does the Child have a Disability?	If Yes, What Disability: (& source of diagnosis)	Other Special Needs:	
Yes <input type="checkbox"/> No <input type="checkbox"/>			
Nationality:		Ethnic Origin:	
Religion:		Country of Origin:	
Language Spoken:		Communication Support: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Interpreter <input type="checkbox"/>	Signer <input type="checkbox"/>	Document Translator <input type="checkbox"/>	

Section 2a: Referrer's Details

Name of Referrer:	Designation:
--------------------------	---------------------

Address:	Date of Referral: Click here to enter a date.
-----------------	--

Postcode:	Contact Details:
------------------	-------------------------

Section 2b: Reason for Referral

--

Section 2c: Immediate Actions

Are Immediate /Actions necessary to safeguard the child(ren) or young person(s)? Yes No

Section 3a: Primary Carers & Other Household Members (Incl. non-family members)

	Member 1	Member 2	Member 3	Member 4
Last Name:				
Alternative Last Name:				
First Name:				
Telephone No:				
Mobile No:				
Date of Birth:				
Relationship to Child/ YP:				
Language Spoken:				
Nationality:				
	<input type="checkbox"/> Interpreter	<input type="checkbox"/> Interpreter	<input type="checkbox"/> Interpreter	<input type="checkbox"/> Interpreter

Communication Support:	Signer Doc. Trans etails D	Signer Doc. Trans etails D	Signer Doc. Trans etails D	Signer Doc. Trans etails D
Section 3b: Significant Others (Incl. family members who are not members of the child(ren) or young person(s) household)				
	Other 1	Other 2	Other 3	Other 4
Last Name:				
Alternative Last Name:				
First Name:				
Address:				
Postcode:				
Mobile No:				
Date of Birth:				
Relationship to Child/ YP:				
Language Spoken:				
Nationality:				
Communication Support:	<input type="checkbox"/> Interpreter Signer Doc. Trans Details	<input type="checkbox"/> Interpreter Signer Doc. Trans Details	<input type="checkbox"/> Interpreter Signer Doc. Trans Details	<input type="checkbox"/> Interpreter Signer Doc. Trans Details

Section 4a: Summary of Referrer's Previous Involvement

--

Section 4b: Referral Consent

Child(ren) / Young Person(s)

Is the Child(ren) / Young Person(s) subject to this referral aware the referral is being made? Yes No

Does the Child(ren) / Young Person(s) consent to the Referral? Yes No

If NO, please explain

Parent/ Carer

Is the Parents/ Carers aware that Referral has been made? Yes No

Do they consent to the Referral? Yes No

If NO, please explain

Section 5: Additional Information: Agencies Currently Working with Child or Young Person

Agency and Contact Details

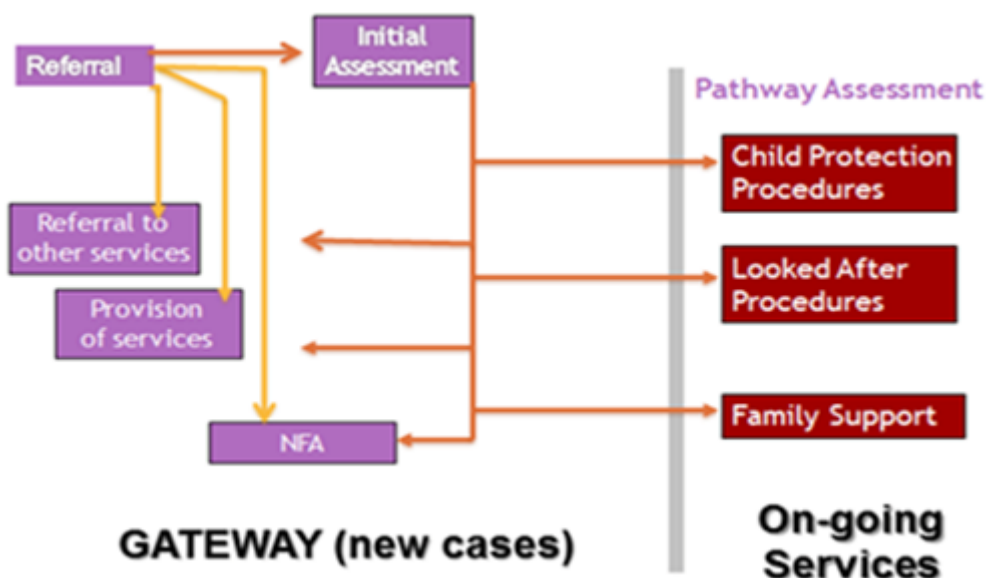
Name:

Role:

Tel No:

Email:

Name: Role: Tel No: Email:
Name: Role: Tel No: Email:
Name: Role: Tel No: Email:



Appendix e

St Martin's Nursery School



Name	D.O.B.
Attendance	Punctuality
Appearance	Relationships

How child has settled	
Behaviour in the setting	
Language Development	Others areas of the curriculum
Interest in the setting (what like to play with)	Signed: Date:

Appendix f

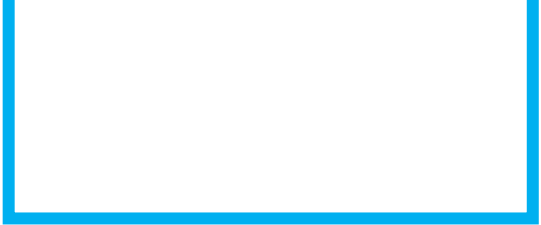
PROCEDURE FOR REPORTING AN INCIDENT OF CHILD ABUSE IN A CATHOLIC MAINTAINED SCHOOLS

Child makes a disclosure to member of staff or teacher has a concern about a child either as a result of an incident an observation. The adult does not investigate but action is taken
MUST ACT PROMPTLY



If there is any doubt about whether to take further action, advice is available from:

- ❖ C.C.M.S Senior Management Officer
- ❖ E.A. Designated Officer
- ❖ Social Services
- ❖ Gateway Team



Teacher or assistant refers matter to designated teacher, namely Miss Boyle or in her absence the deputy designated teacher. Details are discussed and full notes made.



Miss Boyle plans a course of action and ensures that a written record is made and kept in a locked cupboard.



Miss Boyle makes referral to: Gateway Team
Copies of Pro-forma sent to- C.C.M.S.

E.A. Child Protection Office
(Indicate that it is a Child safeguarding issue in an envelope marked 'CONFIDENTIAL')



- Other action**
- ❖ Record advice given
 - ❖ UNOCINI form completed if necessary
 - ❖ Monitor and review
 - ❖ Liaise with outside agencies

The designated teacher is Miss Boyle and deputy designated teacher is the Assistant Teacher. In the event of allegations against members of staff or in the absence of the above teachers please contact

Mrs Catherine Matthews (Chair of Governors).

Parents will be informed at the appropriate stage in the process in consultation with other agencies.

Appendix g

Belfast Education & Library Board



Whistleblowing Disclosures

TABLE OF CONTENTS

1.0	Introduction	1
2.0	The Public Interest Disclosure (NI) Order 1998	2
3.0	Protection of staff	3 – 4
4.0	Confidentiality	4
5.0	Anonymous reports	4
6.0	The procedure for expressing concerns	5
7.0	Independent advice	6
8.0	External contacts	7 - 8
9.0	Vexatious claims	8

1 Introduction

- 1.1 The Belfast Education and Library Board is committed to adopting high standards in public administration and will treat malpractice as a serious matter.
- 1.2 The policy applies to all staff employed by the board, full and part-time, temporary and casual. References to 'employees' within the policy covers all of these categories.
- 1.3 The policy aims to provide an avenue for employees to raise concerns and receive feedback on any action taken. Employees may take matters further if they are dissatisfied with responses received.
- 1.4 This policy is intended to cover concerns which fall outside the scope of other procedures which already are included in or covered by other policies e.g. harassment, discrimination, violence etc.
- 1.5 Employees are often the first to suspect or realise that there may be something wrong in their place of work but may not express concerns because of feelings of disloyalty to colleagues or fears of harassment and victimisation.
- 1.6 In line with the board's commitment to openness, probity and accountability employees and others with serious concerns about any aspect of the Board's work are encouraged to report them and, if necessary in certain instances, on a confidential basis.

3 Protection of Staff

- 3.1 The board is committed to this policy. If an employee raises a concern in good faith the board will protect them against harassment or victimisation and will if necessary apply the relevant board procedures.
- 3.2 In accordance with the Public Interest Disclosure (Northern Ireland) Order 1998 an employee cannot be dismissed or selected for redundancy as a result of making a disclosure in good faith.
- 3.3 Employees who already are the subject of disciplinary, grievance or redundancy procedures will not have those procedures stopped or suspended as a result of their whistleblowing.
- 3.4 An employee must have a reasonable belief that a crime or risk as described in paragraph 2.1 has occurred or may occur in the future.
- 3.5 In deciding whether or not an employee has acted reasonably, all circumstances will be taken into consideration but in particular;
- 3.5.1 the identity of the person to whom the disclosure is made;
 - 3.5.2 the seriousness of the relevant 'offence';
 - 3.5.3 whether the 'offence' is continuing or is likely to occur in the future;
 - 3.5.4 whether the disclosure is made in breach of a duty of confidentiality owed by the employer to any other person;
 - 3.5.5 any action the employer or prescribed person might reasonably be expected to take as a result of a previous disclosure; and
 - 3.5.6 whether in making the disclosure to the employer the employee complied with procedures approved by the employer.

- 3.6 Protection applies where 'external' disclosures are made to such bodies as the police. In such instances the board would expect to be satisfied that internal sources had been advised first or that the employees believed they would have been victimised or evidence would have been concealed or destroyed. External disclosures must be made in good faith, in the belief that allegations are substantially true and there should be no motive for personal gain.

4 Confidentiality

- 4.1 The board recognises that employees may want to raise concerns in confidence under this policy.
- 4.2 If employees request that their identities be protected the board will, where possible, endeavour to honour that request.
- 4.3 If a situation arises where a concern cannot be resolved without revealing the employees identity then the board will discuss with the employee whether and how progress can be made. It may be that evidence, either written or verbal, is required in court proceedings.

5 Anonymous Reports

- 5.1 The board encourages employees to put their names to allegations because concerns expressed anonymously are much less powerful. Although the board will consider anonymous reports this policy is not appropriate for concerns raised anonymously.

6 The Procedure for Expressing Concerns

- 6.1 As a first step employees should raise concerns with their line manager. This may be done either orally or in writing.
- 6.2 If an employee feels unable to raise a concern with the line manager then the matter should be reported to the appropriate head of department, the board's chief finance officer or head of human resources who will investigate the matter or have the matter investigated.
- 6.3 The employee will have the opportunity to decide whether or not he/she wishes to remain anonymous.
- 6.4 If an employee still has concerns then the matter should be reported to the chief executive on the following number.

Tel Number: 028 9056 4041

or to the Chairperson of the Board.

- 6.5 All correspondence should be marked 'Private and Confidential' and addressed to the appropriate individual at:

**The Belfast Education and Library Board
40 Academy Street
BELFAST
BT1 2NQ**

7 Independent Advice

- 7.1 If you are unsure which procedure to use or if you want independent advice at any stage you may wish to contact:

Your Trade Union/Professional organisation;

or

The independent charity 'Public Concern at Work'

www.pcaw.co.uk

Telephone 0171 404 6609.

8 External Contacts

8.1 This policy is intended to provide you with an avenue to raise concerns within the board. If you are not satisfied, and if you feel it is right to take the matter outside the board, the list below shows possible contact points:

- Any Member of the Board
- Relevant Trade Unions
- Department of Education
- Department of Culture, Arts and Leisure
- Department of Employment and Learning
- Your Solicitor
- The Police Service of Northern Ireland
- Northern Ireland Ombudsman
- Northern Ireland Audit Office (NIAO)

8.2 The Comptroller and Auditor General of the NIAO has been prescribed as a person to whom protected disclosures can be made under the Order. He is prescribed as having a role in relation to the proper conduct of public business, value for money, fraud and corruption in relation to the provision of centrally funded public services.

8.3 Prescribed persons are responsible for investigating allegations that fall under their prescribed role and for protecting the whistleblower and their interests whilst conducting an investigation.

8.4 The NIAO Whistleblower's telephone number is 028 9025 1023 or you can write to:

The Comptroller and Auditor General
Northern Ireland Audit Office
106 University Street
Belfast
BT1 1EU

www.niauditoffice.gov.uk

9.0 Vexatious claims

In certain circumstances the board will take appropriate action if, it is found through investigation, that an employee has made a claim which is vexatious.

Specific Types of Abuse

Grooming: Where the perpetrator gains the trust of a young person or their family, through be-friending or making an emotional connection, in order to exploit and abuse them. It may be sexual or other forms of abuse in nature or be a pre-cursor to this. Staff at St Martin's Nursery School will ensure that contact with the pupils in the school is limited only to those who have undergone the appropriate vetting procedures.

Domestic and Sexual Abuse/Violence: Exposure to domestic violence can have a significant impact on children and their emotional development and wellbeing. The DT and DDT of St Martin's Nursery School will have training in Domestic Violence. Any suspected or disclosed incidents of domestic violence will be reported to the appropriate authorities, in line with the school safeguarding policy and procedures.

Female Genital Mutilation: Staff of St Martin's Nursery School are familiar with the contents of the 2003 Female Genital Mutilation Act. Female Genital Mutilation (FGM) includes procedures which intentionally alter or injure the female genital organs for non-medical reasons. FGM is carried out in a number of countries worldwide. In the UK, FGM is illegal. Children may be subjected to FGM from around the age of five years onwards. It is possible that children of Nursery age could be at risk of FGM, as could other siblings within a family group.

Risk factors associated with FGM include:

- Coming from a community known to practise FGM
- An extended family member has undergone an FGM procedure

Warning signs that the child may be about to undergo the procedure include:

- Family plans an extended trip to country of origin
- Female relative comes to visit
- Child talks about a 'special event' which is about to take place

FGM is a safeguarding issue. Should a member of staff or indeed a parent of Ravenscroft Nursery School be concerned that a child is at risk of FGM then they have a duty to inform the DT or DDT who will follow safeguarding procedures.

Forced marriage: Whilst this is unlikely to be an issue for our pupils directly, staff will be aware of the potential for this to occur with older siblings within families. Should staff of St Martin's Nursery School become aware that a pupil's family member (child or young

person) is at risk from this, this is treated as a safeguarding/child protection matter and reported in line with our Safeguarding policy.

Children who display harmful sexualised behaviours: Learning about sex and sexual behaviour is a normal part of a child's development, however there are some sexualised behaviours which would not be acceptable for a child to display in the school environment and indeed would give cause for concern should an adult observe behaviour which is not age appropriate.

DENI circular 2016/05 highlights problematic sexual behaviour as including some of the following characteristics:

- Not age appropriate
- One off incident of low key touching over clothes
- Result of peer pressure
- Spontaneous rather than planned
- Lacking in other balancing factors e.g. no intent to cause harm, level of understanding, acceptance of responsibility
- Targeting other children, to irritate and make feel uncomfortable. Often the children are not scared and can feel free to tell someone
- Concerning to parents / carers
- Sometimes involving substances which disinhibit behaviours

Problematic sexualised behaviours will require some level of intervention, as appropriate, generally at school level. More serious incidents may be considered to be classed as Harmful Sexualised Behaviour and could include:

- Lacks the consent of the victim
- When the perpetrator uses threats or violence (verbal, physical or emotional) to coerce or intimidate the victim
- Uses age inappropriate sexually explicit words and phrases
- Involves inappropriate touching
- Involves sexual behaviour between children - it is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not
- Involves a younger child abusing an older child, particularly if they have power over them - for example, if the older child is disabled

Harmful sexualised behaviour will always require intervention. Should a member of staff of St Martin's Nursery School suspect, observe or receive a disclosure of Harmful Sexualised Behaviour then they will immediately follow the schools procedures on reporting a safeguarding concern.

Where the Designated Teacher or Deputy Designated Teacher are made aware of any concerns relating to sexualised behaviour, then they will deal with this as a Child Protection concern and follow the school safeguarding procedures, including advice contained in DENI circular 2016/05. The Principal would be kept informed of any such concerns and be involved in deciding on the best course of action to take.

The CPSSS will be contacted, if necessary, for additional clarification and support on specific issues and scenarios.

Internet abuse, cyber bullying and online safety: St Martin's Nursery School shall ensure that pupils are not permitted to access any inappropriate material online and at all times promote online safety. Use of Ipads in school by children is restricted using parental controls to 'lock in' to an app chosen by staff members. Occasionally, you tube/google may be used when researching something or accessing music. This is only permitted by a staff member working with a child/group and who controls the access to suitable content.

Allegations of cyber bullying of a pupil or staff shall be dealt with in accordance with our anti-bullying and safeguarding policies and procedures.