



Railway Street Nursery School

SAFEGUARDING AND CHILD PROTECTION POLICY

MISSION STATEMENT & ETHOS

“Railway Street Nursery school aims to provide its pupils with the Pre-School curriculum in a safe, caring and stimulating, happy, family environment which will meet the needs of each child, help them prepare for life and school and make their year in Railway Street Nursery memorable!”

The ethos of Railway Street Nursery School evolves from its mission statement. The governors and all staff strive to promote an ethos in which fairness, tolerance, compassion and forgiveness will permeate all relationships within the school community. High standards of respect, self-discipline, commitment and sensitivity are sought and everyone is encouraged to set / achieve their highest personal, physical, spiritual, social and academic goals.

“Children have the right to be protected from all forms of violence; they must be kept safe from harm, and they must be given proper care by those looking after them”. Article 19, The United Nations Convention on the Rights of the Child (1991).

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

PRINCIPLES

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance “Safeguarding & Child Protection in Schools” (DENI September 2019) and the Area Child Protection Committees’ Regional Policy and Procedures(2005).

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

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

OTHER RELEVANT POLICIES

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

- Pastoral Care
- Behaviour Management Policy
- Safe Handling
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety Policy
- Use of Mobile Phones/Cameras (staff and parents)
- ICT and E Safety
- Intimate Care
- Staff Code of Conduct
- Relationship and Sexuality Policy

These policies are available to parents and any parent requiring a copy should contact the school principal or visit the school website at www.railwaystreetnurseryschool.com .

SCHOOL SAFEGUARDING TEAM

The following are members of the schools Safeguarding Team

- | | |
|--|---------------------|
| • Principal/Designated Teacher | Mrs. K Morrow |
| • Deputy Designated Teacher Assistant | Mrs. L Williamson |
| • Designated Governor for Child Protection | Mrs. L O'Hagan |
| • Chair of the Board of Governors | Mrs. K Gilpin-Brown |

ROLES AND RESPONSIBILITIES

The Designated Teacher and Deputy Designated Nursery Assistant

The designated teacher and deputy designated nursery assistant must:

- Avail of training so that they are aware of duties, responsibilities and roles.
- Organise training for all staff (whole school training).
- Lead in the development of the school's Child Protection Policy.
- Act as a point of contact for staff and parents.
- Assist in the drafting and issuing of the summary of our Child Protection arrangements for parents.
- Make referrals to Social Services Gateway team or PSNI Public Protection Unit where appropriate.
- Liaise with the Education Authority – Southern Region Designated Officers for Child Protection.
- Maintain records of all child protection concerns.
- Keep the School Principal informed.
- Provide written annual report to the Board of Governors regarding child protection.

THE PRINCIPAL

The Principal must ensure that:

- DENI Safeguarding & Child Protection in Schools' (Sept 2019) guidance is implemented within the school.
- He/she attends training on Managing Safeguarding and Child Protection.
- A designated teacher and deputy designated teaching assistant are appointed.
- All staff receive child protection training.
- All necessary referrals are taken forward in the appropriate manner.
- The Chair of the Board of Governors is kept informed.
- Child protection activities feature on the agenda of the Board of Governors meetings and termly updates & annual report are provided.
- The school's Child Protection and Safeguarding policy is reviewed annually. Parents receive a copy of this.
- Confidentiality is paramount. Information should only be passed to the entire Board of Governors on a need to know basis.

THE DESIGNATED GOVERNOR FOR CHILD PROTECTION

The designated governor will take the lead in child protection issues in order to advise the governors on:

- The role of the designated teachers.
- The content of child protection policies.
- The content of a code of conduct for adults within the school.
- The content of the termly updates and full Annual Designated Teacher's Report.
- Recruitment, selection and vetting of staff.

The designated governor for Child Protection should avail of child protection awareness training delivered by Child Protection Support Service for Schools.

THE CHAIR OF THE BOARD OF GOVERNORS

The Chair of the Board of Governors should:

- Ensure that he/ she has received appropriate ELB training.
- Ensure that a safeguarding ethos is maintained within the school environment.
- Ensure that the school has a Child Protection and Safeguarding Policy in place and that staff implement the policy.
- Ensure that Governors undertake appropriate child protection and recruitment & selection training provided by the Education Authority Child Protection Support Service for Schools, the Education Authority Governor Support and Human Resource departments.
- Ensure that a Designated Governor for Child Protection is appointed.
- Assume lead responsibility for managing any complaint/allegation against the School Principal.
- Ensure that the Board of Governors receive termly updates and a full written annual report in relation to child protection activity.

OTHER MEMBERS OF SCHOOL STAFF

Staff in school, see children over long periods and can notice physical, behavioural and emotional indicators and hear allegations of abuse.

They should remember the **5 Rs**: **RECEIVE, REASSURE, RESPOND. RECORD & REFER**

The member of staff must:

- Refer concerns to the Principal - Designated/Deputy Teacher for Child Protection.
- Listen to what is being said without displaying shock or disbelief and support the child.
- Act promptly.
- Make a concise written record of a child's disclosure using the actual words of the child (**Appendix 1**).
- Avail of whole school training and relevant other training regarding safeguarding children.
- **Not** give children a guarantee of total confidentiality regarding their disclosures.
- **Not** investigate.
- **Not** ask leading questions.

In addition, the member of staff should:

- Keep the Principal/ Designated Teacher informed about poor attendance and punctuality, poor presentation, changed or unusual behaviour including, deterioration in educational progress, discussions with parents about concerns relating to their child, concerns about pupil abuse or serious bullying, concerns about home conditions including disclosures of domestic violence.

Parents

Parents should play their part in safeguarding by:

- Telephoning, messaging or emailing the school on the morning of their child's absence, and sending in a note on the child's return to school, so as the school is reassured as to the child's situation.
- Informing the school whenever anyone, other than themselves, intends to pick up the child after school.
- Letting the school know in advance if their child is going home to an address other than their own home.
- Familiarising themselves with the School's Pastoral Care, Positive Behaviour and Child Protection Policies.
- Raising concerns they have in relation to their child with the school.

The Board of Governors

The Board of Governors must ensure that the school fulfils its responsibilities in keeping with current legislation and DE guidance including:

- Having a Safeguarding and Child Protection Policy which is reviewed annually.
- Having a staff code of conduct for all adults working in the school.
- Attendance at relevant training by governors and that up-to-date training records are maintained.
- The vetting of all staff and volunteers as required by relevant legislation.

Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day to share this information with a member of the school safeguarding team. This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information. It will be processed as per DE Circular 2020/07 'Child Protection Record Keeping in Schools' and a note will be made in the child's child protection file. The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information see [The Domestic Abuse Information Sharing with Schools etc. Regulations \(Northern Ireland\) 2022](#).

WHAT IS CHILD ABUSE?

The following definitions of child abuse are taken from 'Co-operating to Safeguard Children and Young People in Northern Ireland 2016'.

Definition of Abuse

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them. The procedures outlined in this document are intended to safeguard children who are at risk of significant harm because of abuse or neglect by a parent, carer or other with a duty of care towards a child.

Types of Abuse

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

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 persistent 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 suffer from other types of abuse.

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.

Female Genital Mutilation involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time the mutilation is carried out and in later life. It is a form of child abuse and a specific criminal offence. The school has a statutory duty to report cases, including suspicion, to the appropriate authorities, through agreed and established procedures as described in this policy.

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.

Sexual Exploitation of Children and Young People

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Domestic Violence

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

- Psychological
- Physical

- Sexual
- Financial
- Emotional

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

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

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

If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person this must be passed to the Designated Teacher/Deputy Designated Nursery Assistant who has an obligation to share the information to Social Services.

If the Police attend a domestic abuse call out where children are present, they contact the child's school before 9am the next morning to share this information with their safeguarding team so the right support can be put in place.

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Unexplained bruises – in various stages of healing – grip marks on arms; • Slap marks; human bite marks; welts; bald spots; • Unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; • Untreated injuries; • Bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday 	<ul style="list-style-type: none"> • Self-destructive tendencies; • Aggressive to other children; • Behavioural extremes (withdrawn or aggressive); • Appears frightened or cowed in presence of adults; • Improbable excuses to explain injuries; chronic runaway; • Uncomfortable with physical contact; • Come to school early or stays last as if afraid to be at home; • Clothing inappropriate to weather – to hide part of body; violent themes in art work or stories.

Emotional Abuse

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Well below average in height and weight; “failing to thrive”; • Poor hair and skin; alopecia; • Swollen extremities i.e. icy cold and swollen hands and feet; • Recurrent diarrhea, wetting and soiling; sudden speech disorders; • Signs of self-mutilation; • Signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); • Extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping). 	<ul style="list-style-type: none"> • Apathy and dejection; • Inappropriate emotional responses to painful situations; • Rocking/head banging; • Inability to play; • Indifference to separation from family • Indiscriminate attachment; • Reluctance for parental liaison; • Fear of new situation; • Chronic runaway; • Attention seeking/needing behaviour; • Poor peer relationships.

Neglect

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Looks very thin, poorly and sad; • Constant hunger; lack of energy; • Untreated medical problems; • Special needs of child not being met; • Constant tiredness; inappropriate dress; • Poor hygiene; • Repeatedly unwashed; smelly; • Repeated accidents, especially burns. 	<ul style="list-style-type: none"> • Tired or listless (falls asleep in class); • Steals food; compulsive eating; • Begging from class friends; • Withdrawn; lacks concentration; • Misses school medicals; • Reports that no carer is at home; • Low self-esteem; • Persistent non-attendance at school; • Exposure to violence including unsuitable videos.

Sexual Abuse

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; • Bruises or bleeding in genital or anal areas; • Torn, stained or bloody underclothes; • Chronic ailments such as recurrent abdominal pains or headaches; • Difficulty in walking or sitting; • Frequent urinary infections; • Avoidance of lessons especially PE, games, showers; • Unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating. 	<ul style="list-style-type: none"> • What the child tells you; • Withdrawn; chronic depression; • Excessive sexual precociousness; seductiveness; • Children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; • Over concerned for siblings; • Poor self-esteem; self-devaluation; • Lack of confidence; peer problems; • Lack of involvement; • Massive weight change; • Suicide attempts (especially adolescents); hysterical/angry outbursts; • Lack of emotional control; • Sudden school difficulties e.g. deterioration in school work or behaviour; • Inappropriate sex play; • Repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; • Vulnerability to sexual and emotional exploitation; promiscuity; • Exposure to pornographic material.

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

Do:	Do not:
<ul style="list-style-type: none">❖ Listen to what the child says❖ Assure the child they are not at fault❖ Explain to the child that you cannot keep it a secret❖ Document exactly what the child says using his/her exact words❖ Remember not to promise the child confidentiality❖ Stay calm❖ Listen❖ Accept❖ Reassure❖ Explain what you are going to do❖ Record accurately❖ Seek support for yourself	<ul style="list-style-type: none">❖ Ask leading questions.❖ Put words into the child's mouth.❖ Ignore the child's behaviour.❖ Remove any clothing.❖ Panic❖ Promise to keep secrets❖ Make the child repeat the story unnecessarily❖ Delay❖ Start to investigate❖ Do Nothing

Procedures for making complaints in relation to child abuse

How a Parent can make a Complaint

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

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

Where staff become aware of concerns or are approached by a child they should not investigate as this is the responsibility of Social Services and/or PSNI. Staff should report these concerns immediately to the Principal - Designated/Deputy Teacher and full notes should be made. These notes or records should be factual, objective and include what was seen, said, heard or reported. They should include details of the place and time and who was present and should be given to the Principal - Designated/Deputy Designated Teacher. The person who reports the incident must treat the matter in confidence.

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

The Principal – Designated Teacher/Deputy Designated Nursery Assistant may consult with the Education Authority – Southern Region Designated Officer for Child Protection or Social Services Gateway Team before a referral is made. During consultation with the Education Authority, Designated Officer the child's details will be shared. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. The safety of the child is our prime priority.

Where there are concerns about possible abuse and a referral needs to be made the Principal –Designated Teacher/Deputy Designated Nursery Assistant will telephone Social Services Gateway Team. She will also notify the Education Authority Designated Officer for Child Protection. A UNOCINI (Understanding the Needs of Children in Northern Ireland) referral form will also be completed and forwarded to the Gateway team with a copy sent to the Education Authority Designated Officer for Child Protection and a copy will be kept in the school's child protection file.

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

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

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

If a complaint about possible child abuse is made against a member of staff, the Principal (or the Designated Child Governor for Child Protection, if the Principal is not available) **must be informed immediately**. The above procedures will apply (unless the complaint is about the Principal/Designated Teacher/Deputy Designated Nursery Assistant)

If a complaint is made against the Principal- the Chairperson of the Board of Governors should be informed and that person will ensure that necessary action is taken.

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

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

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

Attendance at Child Protection Case Conferences and Core Group Meetings

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

Confidentiality and Information Sharing

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

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

Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person and are only accessible by members of the Safeguarding Team.

For further information please see the school's Record Retention and Destruction Policy and Disposal of Records Schedule.

Vetting Procedures

All staff paid or unpaid who are appointed to positions in the School are vetted / supervised in accordance with relevant legislation and Departmental guidance.

Code of Conduct for all Staff Paid or Unpaid

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust and that their behaviour towards the child and young people in their charge must be above reproach.

The school's code of conduct is available on request.

Staff Training

Railway Street Nursery School is committed to in-service training for its entire staff. Each member of staff will receive general training on Policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/Designated Teacher/Deputy Designated Nursery Assistant, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses provided by the Child Protection Support service for Schools. All teaching and non-teaching staff will also receive training in order for them to be aware of, recognize and respond to online safety risks.

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

THE PREVENTATIVE CURRICULUM

Throughout the school year child protection issues are addressed through class discussions, stories, songs and role play. There is a permanent child protection notice board in the main corridor and relevant information in each resource area, which provides advice and displays child helpline numbers. A flow diagram of how a parent may make a complaint is also on display. A flow diagram for how staff deal with a concern is in staff room.

Other initiatives which address child protection and safety issues:

- Adherence to our Nursery's Golden Rules
- Use of the Conflict Resolution model
- Circle Time Sessions
- Puppet Time Topical sessions
- Visits to and from Emergency Services (Police, Fire Station, Nurse, etc)
- Road Safety Awareness/Walking tours of our environment
- Wearing protective clothing/equipment at various activities (water, sand, gardening, dough, cooking, woodwork to safeguard our bodies)
- Stranger/Danger rule
- Safer Internet Day Activities
- Online safety messages for parents

MONITORING and EVALUATION

The Safeguarding Team in Railway Street Nursery School will update this Policy and Procedures in the light of any further guidance and legislation as necessary and review it annually.

The Board of Governors will also monitor child protection activity and the implementation of the Safeguarding and Child Protection policy on a regular basis through the provision of reports from the Designated Teacher.

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

Ratified by Board of Governors

Chairperson:

Date:

Railway Street Nursery School

CONFIDENTIAL

NOTE OF CONCERN

CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

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

Details of any advice sought, from whom and when:

Any further action taken:

Written report passed to Designated Teacher:
If 'No' state reason:

Yes: No:

Date and time of report to the Designated Teacher:

Written note from staff member placed on pupil's Child Protection file
If 'No' state reason:

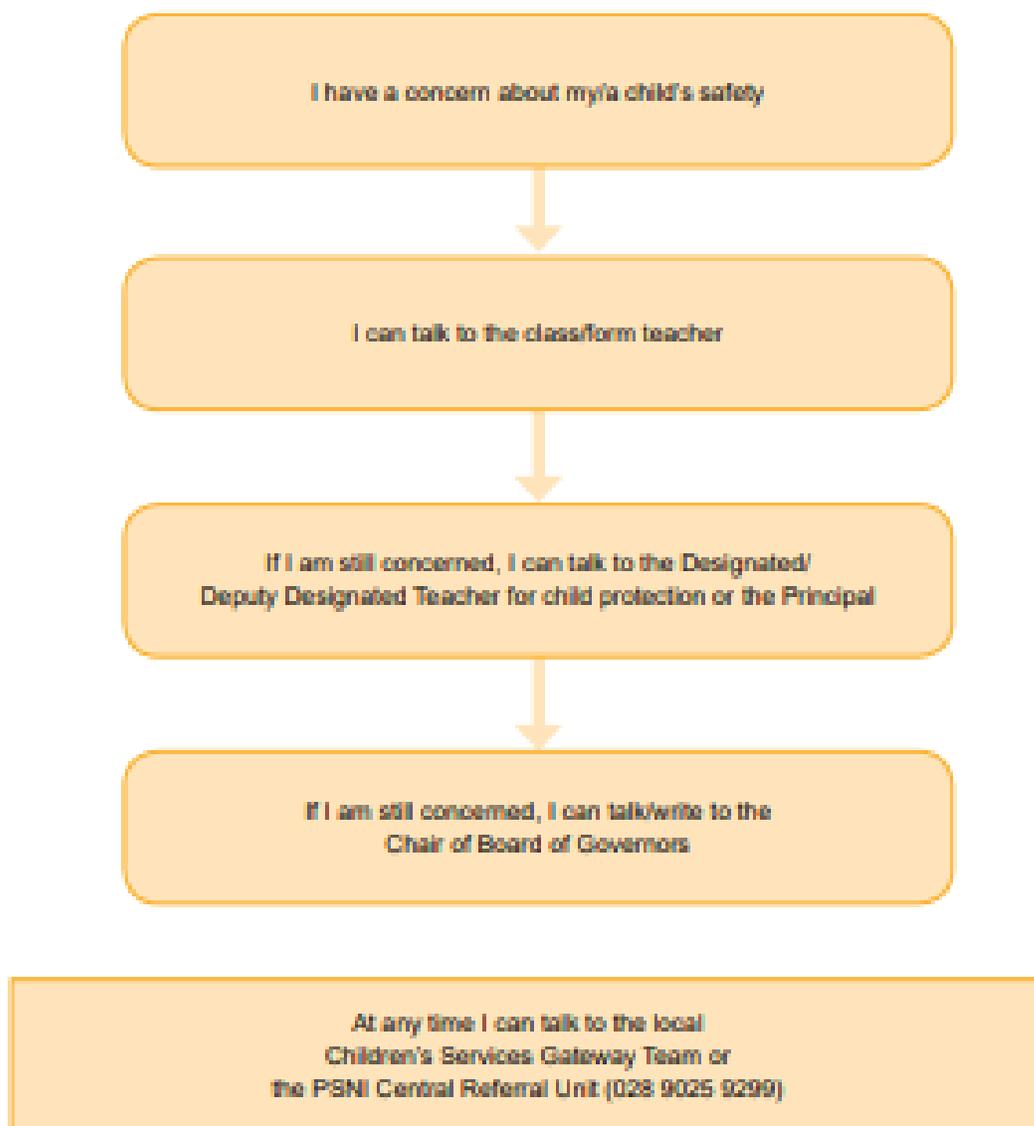
Name of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

Appendix 2

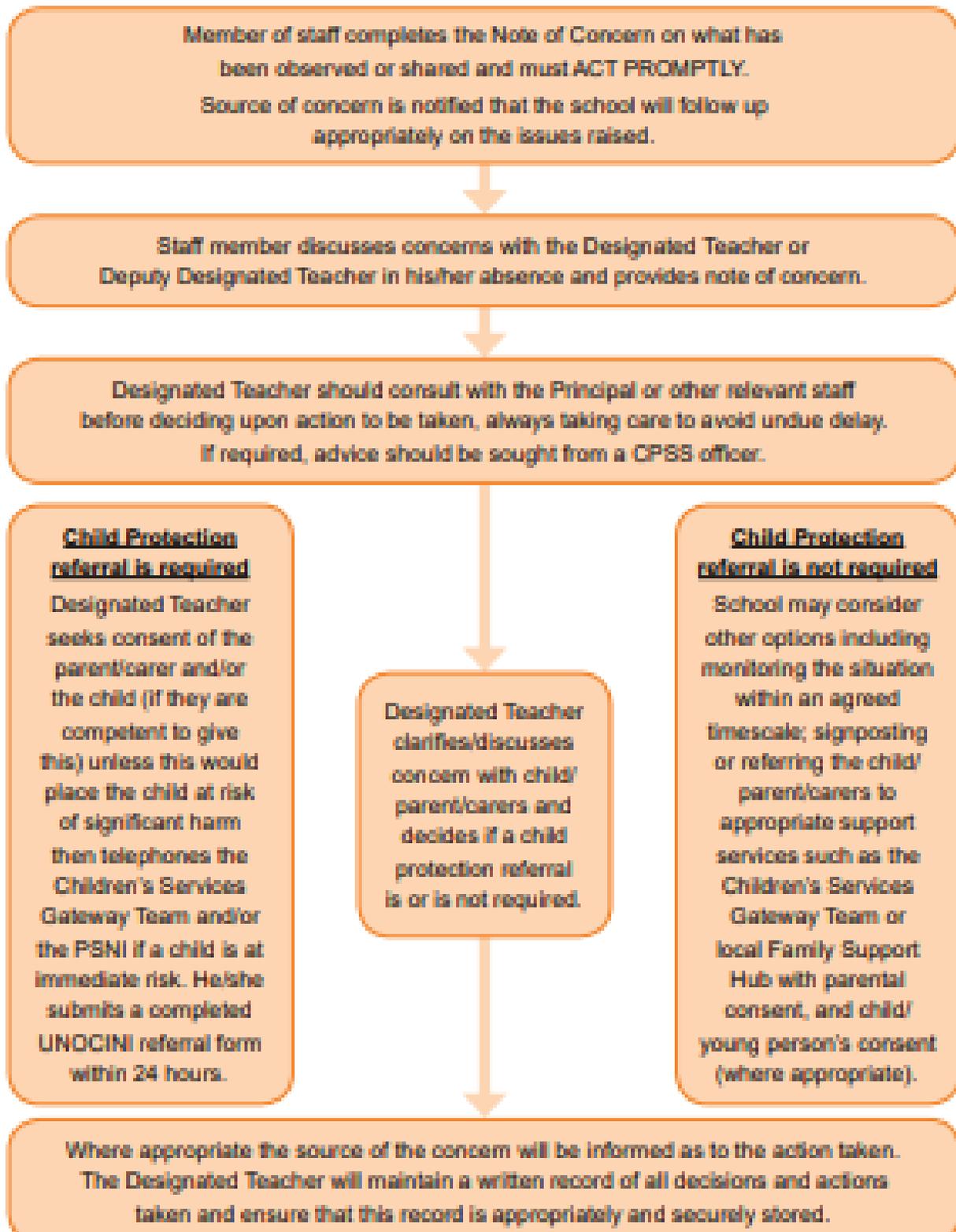
If a parent has a potential child protection concern within the school:



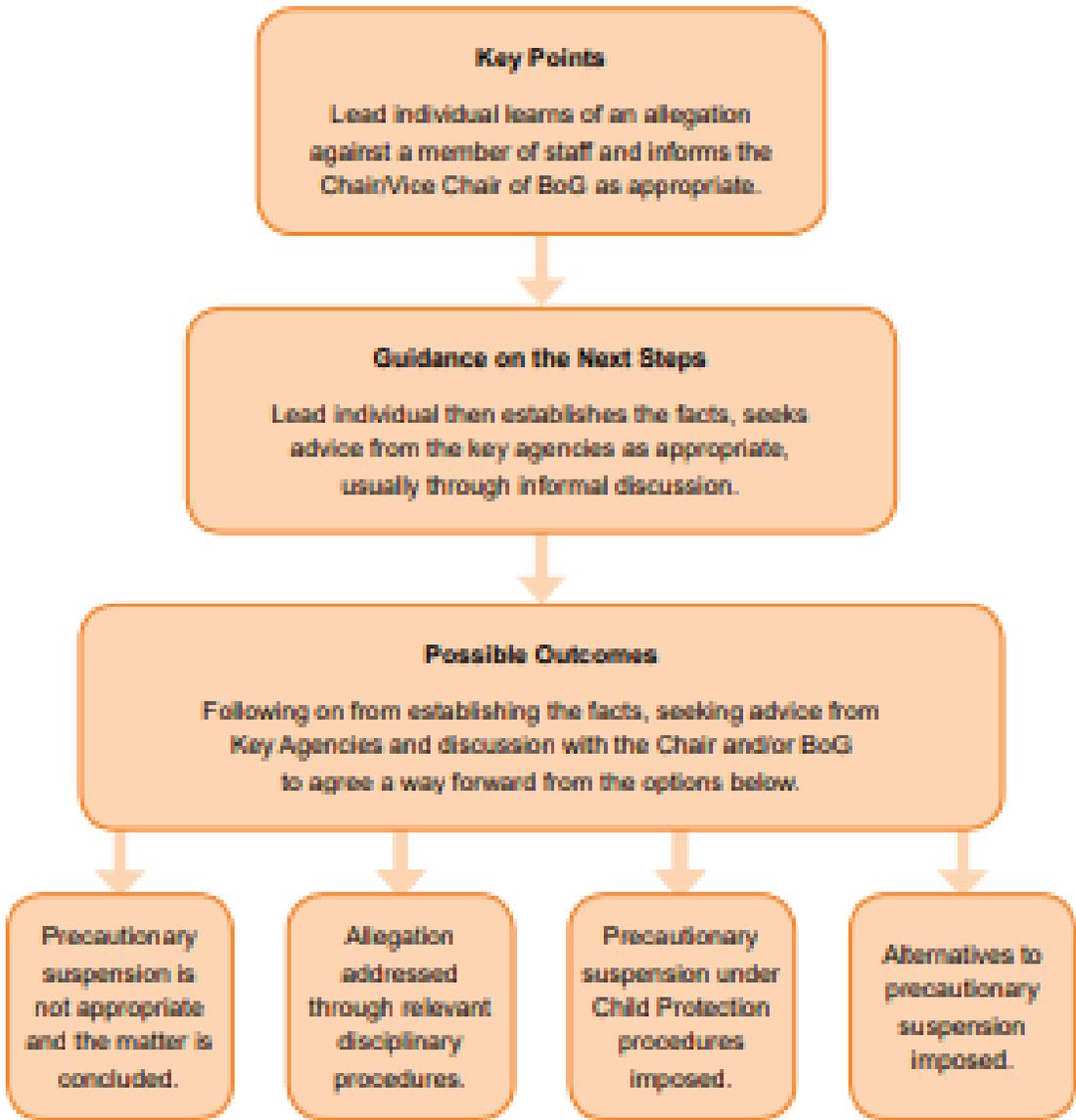
If you have escalated your concern as set out in the above flowchart, and are of the view that it has not been addressed satisfactorily, you may revert to the school's complaints policy. This policy should culminate in the option for you to contact the NI Public Services Ombudsman (NIPSO) who has the legislative power to investigate your complaint. For further information regarding this process please refer to Annex B.

If a parent has a concern about a child's safety or suspect child abuse within the local community, it should be brought directly to the attention of the Children's Services Gateway Team.

Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff¹⁸



Dealing with Allegations of Abuse Against a Member of Staff¹⁰⁰



Addendum to Safeguarding and Child Protection Policy

COVID-19 school reopening arrangements for Safeguarding and Child Protection at Railway Street Nursery School

August 2020

1. Context

Safeguarding principles:

As children return, a number of important safeguarding principles remain the same:

- the best interests of children must always continue to come first
- if anyone in school has a safeguarding concern about any child they should continue to act immediately as set out in the policy
- a DT or deputy should be available
- it is essential that unsuitable people are not allowed to enter the building and/or gain access to children when outside
- children should continue to be protected when they are online

This addendum of the Railway Street Nursery School Safeguarding & Child Protection policy contains details of our individual safeguarding arrangements in the following areas listed below:

The addendum will be reviewed by our designated teacher (DT) or deputy as circumstances continue to evolve or following updated Department of Education advice or guidance. It has been approved by our Board of Governors and staff have read and considered its implications.

Vulnerable children

Railway Street Nursery School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority for looked-after and previously looked-after children.

In circumstances where a parent does not want to bring their child to school, and their child is considered vulnerable, the social worker and Railway Street Nursery will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Railway Street Nursery or the social worker will talk through these anxieties with the parent/carer following the advice set out by the Public Health Agency.

Attendance monitoring

Railway Street Nursery and social workers will agree with parents/carers whether Children in Need should be attending school and will follow up on any pupil that they were expecting to attend, who does not.

To support the above, Railway Street will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school or discontinues, their social worker will be notified.

- Children and young people are strongly encouraged to attend (where there are no shielding concerns for the child or their household), so that they can gain the educational and wellbeing benefits of attending
- children, young people and staff who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect people in this category to be attending school or college, and they should continue to be supported to learn or work at home as much as possible.
- a child/young person or a member of staff who lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting

- if a child/young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the guidance on shielding, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home
- staff and children or young people should not attend if they have symptoms or are self-isolating due to symptoms in their household

For those pupils eligible to attend, schools should address absence by sensitively exploring parents' and pupils' concerns and what is preventing attendance and work with them to re-engage pupils where appropriate. Families should notify the school as normal if their child is unable to attend. Schools should also continue to follow up with any parent or carer whose child has been expected to attend and doesn't.

Reporting a concern

Staff must be mindful that new concerns may be identified as children start to return to school following closures. Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection Policy, this includes making a report to the DT.

Staff are reminded of the need to report any concern immediately and without delay.

Mental Health

Railway Street Nursery recognises that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of our children and their parents. With children returning to school, staff will ensure appropriate support is in place for them. The school understand that mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess.

Support for pupils and students in the current circumstances will include existing provision in the school through the PSE curriculum, although this may be delivered in different ways, (for example over the phone for those children still not attending provision) or from specialist staff or support services.

Railway Street Nursery will ensure that teachers are aware of the impact the current circumstances can have on the mental health of those pupils (and their parents) who are continuing to work from home, including when setting expectations of children's' work/ activities.

Online safety in schools and colleges

Railway Street Nursery will continue to provide a safe environment, including online activity, as outlined in our ICT policy.

Children and online safety away from school

Online teaching should follow the same principles as set out in the school E-Safety policy.

Railway Street Nursery will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Supporting children in school

Railway Street Nursery School is committed to ensuring the safety and wellbeing of all its students and will continue to be a safe space for all children to attend and flourish.

The school will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health Agency on handwashing and other measures to limit the risk of spread of COVID19.

This addendum will be reviewed in light of guidance from EA, CPSS and DE.

Signed: *Mrs K Glavin-Brown*

Date: *October 2022*

Chair, Board of Governors

Principal: *Mrs K Morrow*

Date: *October 2023*

Principal