

Child Protection Policy

In Ballymena Nursery School, we consider our children to be entitled to a safe, secure and loving environment, in which they can enjoy the learning experiences provided. Protection of these children is paramount.

"The fundamental principle in childcare law and practice is that the welfare of the child must always be the paramount consideration in decisions taken about him or her"

(Principle of Paramountcy - Children's Act 1989)

The purpose of the following policy is to protect children by ensuring that everyone who comes into contact with children in our nursery - teachers, classroom assistants, secretary, building supervisor, parents, students and volunteers - have clear guidance on the action that is required where abuse or neglect of a child is suspected.

The overriding concern of all adults must be the care, welfare and safety of the child. To this end we expect that all children are both left to school and collected from school by an adult (18+) known to the staff.

Although the incidence of abuse must be kept in context, the indicators of possible child abuse must not be ignored by anyone who works in our school and it must be realised that the child has a legal and pastoral entitlement to protection and we all have a role to play in ensuring that this is maintained.

Ref: Safeguarding and Child Protection in Schools - A Guide for Schools
24th April 2017

The Legal Context

Legislation and policy set the context for guidance of schools in the development of an appropriate Child Protection Policy, in conjunction with good practice guidelines

These include:

- The Criminal Law Act (NI) 1967
- United Nations Convention on the Rights of the Child (1991)
- The Children (NI) Order (1995)
- The Human Rights Act (1998)
- FGM Act 2003
- The Sexual Offences Act (2003)
- Education and Libraries Order (2003) - Welfare and Protection of Pupils
- Protection of Children and Vulnerable Adults (NI) Order 2003
- Safeguarding Vulnerable Groups (NI Order 2007)
- The Sexual Offences (NI) Order 2007
- Sexual Offences (NI) Order 2008
- Children's Services Co-operation Act (2015)
- Addressing Bullying in Schools Act (2016)
- ETI Effective Practice & Self- Evaluation (Safeguarding, Care & Welfare (2017)

They are suitably placed within the Area Child Protection Committee's Regional Policy & Procedures file (2005. Amendments 2009) which has guided us, the Board of Governors and the staff, in the development of the following policy.

What is child abuse?

In order that we understand what is involved in PROTECTING our children and in PREVENTING abuse, it is important that we recognise what is meant by "child abuse"

Although it is very disturbing to consider ...

We should consider that children from all social classes and cultures may be abused in various settings and by many people. In a family, in an institutional or community setting, by a parent, a sibling or other relative, a carer, an acquaintance or more rarely, a stranger, who may be an adult or a young person. The abuse may be the result of a deliberate act or a failure on the part of the parent or carer, or both.

The Department of Education charges schools with particular responsibility in respect of suspected child abuse. In accordance with our Safeguarding and Child Protection in Schools, (April 2017) we consider the following definition and types of abuse:

"Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse"

The following table serves as a summary/reference point when considering what may be defined as "child abuse".

It is important that a child may suffer or be at risk of suffering from one or more types of abuse at any time and abuse may take place on one occasion or may occur repeatedly over time.

** It is thought that abuse within families may well have increased during the lockdown periods for Covid-19. Staff are encouraged to be especially vigilant as we emerge from the pandemic for signs of past or present abuse.

Types of Abuse

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Exploitation

Type of Abuse	Definition	May include ...
Physical	"is deliberately physically hurting a child."	<ul style="list-style-type: none"> • Hitting • Shaking • Throwing • Burning/scalding • Poisoning • Suffocating • Confinement to a room or cot • Inappropriately giving drugs • Biting, pinching • drowning
Emotional	"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."	Conveying to child he is: <ul style="list-style-type: none"> • Worthless • Unloved • Inadequate • Valued only in so far as meets needs of another person • Causing child to feel frightened or in danger
Sexual	"occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others."	<ul style="list-style-type: none"> • Physical contact-penetrative/non-penetrative acts • Non-contact activities • Looking at or taking part in production of pornographic materials or sexual activities • Encouraging sexually inappropriate behaviour • Grooming in preparation for abuse
Neglect	"the failure to provide for a child's basic needs"	<ul style="list-style-type: none"> • Inadequate food • Inadequate shelter • Inadequate clothing • Failure to be protected from physical harm or danger • Inadequate access to medical care or treatment • Lack of stimulation • Lack of supervision • Inadequate hygiene • Failure to thrive

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"	<ul style="list-style-type: none"> • Child labour • Slavery • Servitude • Engagement in criminal activity • Begging • Benefit or other financial fraud • Child trafficking
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*All the above definitions are from "Co-operating to Safeguard Children and Young People in N. Ireland (2016)

Recognising Child Abuse

Signs and symptoms of abuse:

With a heightened awareness of what abuse is, it should aid the staff in recognition of abuse.

Staff should be able to observe outward signs of abnormality or change in appearance, behaviour, learning pattern or development. We must always be aware that such symptoms may be due to a variety of causes, including bereavement in the home, disruption to family circumstances, or drug, alcohol or substance abuse etc.

Extreme care must be exercised and while differences or concerns must be recorded and referred to the designated teacher (using the school's format, included in the appendices). Child Protection Issues are made available on a need to know basis.

The signs and symptoms of abuse are numerous and can be read in detail in the Safeguarding & Child Protection in Schools (April 2017). The following information is taken from Regional Child Protection Policy & Procedures File (2005) Appendix 2. and summarised specifically with nursery children in mind. (Note this is not a checklist)

FIRST INDICATORS - Cause for concern

The first indication that a child is being abused may not necessarily be the presence of a severe injury. Concerns may become apparent in a number of ways e.g. bruises, disclosures made by a child, a parent or friends, overhearing a conversation, observing a relationship, a child's behaviour, changing behaviour or appearance, by indications that a family is under stress etc.

There may be a series of events which when viewed together cause concern.

Suspicious could be raised by...

- Discrepancy between injury and explanation
- Conflicting explanation/none for injury
- Delay in seeking treatment for health problem
- Injuries of different ages
- History of concerns
- Failure to thrive
- Parents show little or no concern
- Parents show little warmth or empathy with child
- Parents with mental health difficulties
- Evidence of parental substance abuse
- Denial of abuse and non-compliance
- Over-reaction of parents - aggressive/defensive
- Reluctance of parent to give information/explanation
- Parents displaying lack of awareness that child has suffered harm
- Parents seeking to minimise severity of abuse
- Blame child or unnamed third party
- Parent and or child may go missing.

Points to remember: -

- It should not be assumed that if one of the above indicators is noticed that a child is being abused. We must always be aware that various indicators/symptoms may be due to a variety of other causes, including for example, bereavement or disruption in family circumstances, or drug, alcohol or substance abuse.
- We should not jump immediately to any conclusions: - it is our job to report, not to investigate.
- Prompt help to a family may prevent abuse escalating
- Abused children do not necessarily show fear or anxiety when being left into Nursery or when being collected by the alleged abuser.
- Signs and symptoms are indicators and simply highlight the need for further investigation.
- 90% of abused children know their abuser (co-operating to safeguard 2003)
- The "abuser" is not always necessarily the parent.
- Remember children can suffer abuse in any setting - even school

- It can be more difficult to recognise the indicators if a child has a disability or special need. Such a child may well display similar indicators but this may be attributed to their disability
- A child under 5 is considered to be the most vulnerable
- Children who are not fluent in English may need support to express themselves. Staff may need to seek advice from EA's Child Protection team.
- You must be careful in how you talk to a child - we are not investigators
- You must never remove any items of clothing to observe possible abuse.

CONFIDENTIALITY

It is essential that everyone is aware and understands the policy regarding confidentiality and co-operating to safeguard children.

Extreme care must be exercised and whilst observations regarding "Child in Need" or "Child Protection" should be recorded and referred to the designated teacher, complete confidentiality should be observed. All records are to be stored in a lockable, fireproof cupboard with restricted access to these records (only accessible to the Designated Teacher/Deputy Designated Teacher/Principal). No member of staff may discuss possible cases of abuse outside the school. Students and voluntary helpers will not be made aware of information regarding a child, unless the child discloses the information to them initially.

Information within the school will be shared on a "need to know" basis. If it is in the interests of the child's safety and there are sound reasons why information should be shared, the same rule applies to each individual holding that information.

In the case of Child Protection, professionals will take cognisance of the central and recurring message in child abuse enquiries that information relevant to the Child Protection Process must be shared with appropriate professionals and agencies in the interests of children.

The welfare of the child is paramount. Where there is reasonable cause to believe that a child is at risk of significant harm, the matter should be viewed as child protection. In these instances, the parent should be informed of concerns and their agreement sought for action, if appropriate. If agreement is not forthcoming, protection of the child will take precedence over confidentiality. Also if it is considered too high a

risk to involve/inform the parents, action may be taken and again child protection over-rides confidentiality.

Sharing of information in such circumstances is not deemed a breach of professional conduct.

ROLES AND RESPONSIBILITIES

The roles and responsibilities of all people in contact with a child, not only in a school setting but across agencies and other professionals involved, are essentially interconnected. It is essential that joint working should extend across all aspects of dealing with a child in need or a child at risk.

"No one agency or discipline can undertake the complex task of protecting the children on its own" (ACPC - Regional Policy and Procedures - 2005)

In the case of dealing with a concern, a query or a known case of child protection, consultation and advice is available from our local Education Authority advisors and through Children's Services within each Health and Social Services Trust.

(Contact details are included in the appendix of this policy)

More specifically our roles

"Schools are in a position to safeguard the welfare of all children"
(ACPC - Regional Policy and Procedures - 2005)

As recommended, within our school, child protection has 3 main features:

1. Through the curriculum pupils are encouraged to develop strategies to keep safe (e.g. stranger danger/saying "no", learning the PANTS underwear rules - NSPCC "Oh Lila!" resilience training HOPE Centre)
2. Through vetting to ensure that only suitable persons work with pupils.
3. Through responding appropriately when child abuse concerns are raised about an individual pupil.
4. Informing parents/raising awareness of Child Protection Service Support (CPSS)

Our Designated Teacher for Child Protection is:
Mrs. McGall

Our Deputy Designated Teacher for Child Protection is:
Mrs. Coulter

Any incident or suspected of child neglect/abuse must be reported to the designated teacher.

The Role of the Designated Teacher

- Attend specialist training by CPSS
- Review Child Protection Policy annually
- Make others aware of her role and their role in Child Protection procedures and documents.
- Know and make others aware of internal procedures via refresher training to all staff and Board of Governors.
- Liaising with the Designated Officer from the Education Authority.
- Making referrals to "Gateway" team/consulting with Social Services, PSNI Care team or other professionals or agencies.
- Attend MARAC meetings (Multi Agency Risk Assessment Centre)
- Regular Child Protection updates at meetings of Board of Governors
- Notifying the Chair of the Board of Governors and other governors as required - including an annual written formal report on Child Protection, reporting on any Child Protection related activity which has taken place - raised concerns, policy review, training attended, case conferences, experiences for the children etc.
- Visitors to sign visitors book
- Take photographs of all staff, students, volunteers for safeguarding notice board.
- Issue safeguarding staff/students/volunteer/visitor badges
- Ensure that parents are aware of the need for the school to have Child Protection Policies. Issue a summary annually and request confirmation signature.

- Ensure that relevant records are kept and retained in a lockable, fireproof cupboard.
- Co-ordinate the experiences for the children in related curricular areas/NSPCC. ("Oh Lila")
- At regular intervals, to discuss "at risk" children with the staff if this is required, at all times respecting confidentiality.
- Ensure that students, substitute staff and volunteers receive induction information and Child Protection Safeguarding procedures.

The Role of the Deputy Designated Teacher

- to work along with the Designated Teacher and to fulfil the above role in her absence.
- to attend specialist training by CPSS

The Role of all staff:-

- To be committed to the "preventative curriculum"
Ref: "Safeguarding & Child Protection in Schools, April 2017; page 8-1, para 2
- **Overall ... SAFE-GUARDING AND PREVENTING HARM, therefore protecting the children in our care.**
- Early detection of abuse, by knowing what indicators to look for and how to respond.
- Detecting changes in a child's behaviour over time or to observe a child's failure to thrive.
- To ensure the children receive good safeguarding messages through the curriculum and through the adults, responsible for them at nursery.
- To promote mutual respect, self-discipline and personal responsibility through our "Golden Rules" (Jenny Mosley)
- To create an environment within the Nursery in which every child is a valued member and each should be sensitive and responsive to the needs of others.
- To create opportunities for the children to discuss various situations in an atmosphere of trust and security.
- To be aware of the school's copy of "Safeguarding and Child Protection in Schools" (April 2017) and related documents as included in the school policy.
- To have a firm understanding and knowledge of our Nursery Policy, including the reporting procedures.

- Non-teaching staff who have regular contact with the children also need to know the contents of the school's copy of "Safeguarding & Child Protection in Schools (April 2017)
- To ensure the children are able to cope safely with their environment, by providing opportunities for them to become aware of potential dangers and acquire skills necessary to keep safe in familiar and unfamiliar environments, including home, school, road, countryside and water. (through stories, role play, DVDs as well as making use of community visitors e.g. road safety officer, community Police officer, NSPCC, "Oh Lila")
- To provide opportunities for the children to acquire basic awareness of appropriate action to take when their personal safety is threatened.

The Role of all the Board of Governors:-

Similarly to the staff, the Board of Governors need to be trained and aware of the recommended guidance documents and procedures in relation to Child Protection.

Ref: "Effective Practice & Self-evaluation" ETI January, 2017

- This role may be in relation to a Child Protection related query or complaint from a member of staff (including the Principal), a parent or other person involved with the Nursery. It may be about a member of staff or another adult/child.
- It may involve the review, compilation and ratification of the school policy and the input into developments related to this area.
- It may be ensuring that other members of the Board recognise the importance of the policy and procedures and roles within.
- The role may also be in relation to the recruitment or selection of those to be employed within the school. At least one member of the Board of Governors must be trained in this area.

Child Protection will be a regular part of the agenda for meetings and the Designated Teacher for Child Protection will report and update the board annually, whilst respecting the rules of confidentiality.

Each member of The Board of Governors will receive the Child Protection Support Service School Governor's Handbook - Child Protection October 2015 and will sign confirmation of receipt slip.

A summary of Ballymena Nursery School Child Protection policy will also be provided annually and signed confirmation of receipt slips will be obtained.

N.B. Our role is not an investigative one. We should record and report information but we do not pass judgement.

All of this should be considered as an ongoing vital aspect of our job, a part of our overall pastoral care and mission for our nursery. Aspects of Child Protection will be inbuilt into our curriculum throughout the school year and policies and procedures revisited annually.

CHILD PROTECTION PROCEDURES

The following outlines the steps which should be taken in the instance of suspected abuse. It is essential that all of the staff are aware of these steps and adhere to them if the child is to be safe-guarded and from harm.

Once children attend nursery school, the staff are in contact with them on a regular basis. They are well placed to notice outward signs of abuse, behavioural and/or emotional change or failure to thrive.

1. Where a teacher or other member of staff has cause for concern about a child, they should consult the Designated Teacher.
2. The Principal (Deputy Designated Teacher for Child Protection) will agree with the Designated Teacher, who will take responsibility for subsequent actions. This will normally be the Designated Teacher for Child Protection.
3. The Designated Teacher for Child Protection may wish to discuss/seek advice from the Education Authority's Designated Officer for Child Protection or local Social Services/Gateway team.
4. The Designated Teacher will inform the relevant Designated Officer of the Education Authority.
5. Where concern remains, the Designated Teacher for Child Protection should consult with the Duty Social Worker, (Referral Gateway Services) for advice and guidance on the way forward.
6. The parent/carer should be involved as early as possible and informed by the Designated Teacher for Child Protection/School Principal of actions to be taken or already taken.
7. Once the concern is clarified, the Designated Teacher for Child Protection should make a referral to Social Services as appropriate using the UNOCINI system of referral. Record of all discussions held and actions taken within 24 hours of referral should be maintained.

8. The Designated Teacher for Child Protection/School Principal should attend all Case Conferences as appropriate.
9. The Designated Teacher for Child Protection/School Principal should construct a written report, which should be made available to the Chair of the Case Conference being held.

RECORDING & REPORTING - In school to UNOCINI

In School:

The process for reporting suspected abuse or disclosed abuse is as follows:-

If a child makes a disclosure to a teacher/other member of staff which gives rise to concern about possible abuse of any kind, or if a member of staff has a concern about a child, the member of staff must act promptly. They should ...

1. Report these concerns immediately to the designated/deputy designated teacher, discuss the matter and make full notes.
2. The designated teacher will discuss the matter, plan a course of action and ensure that a written record is made by the member of staff who has received the information. Our recording formats are included in the Child Protection folder (following DE Circular 2016/20 Child Protection Record keeping school)

Records should include -

- The context of the information
 - Who reported/raised concerns
 - The date, time and circumstances
 - Where the concern relates to signs or symptoms of possible abuse, a description of these/marked body map
 - If possible, the actual words of the child.
3. The designated officer will supplement this record with:-
 - Details of any advice sought, from whom and when
 - The decision reached as to whether the case should be referred to Social Services and if so; how, when and by whom
 - Otherwise, the reasons for not referring
 - Signed and dated records by Designated Teacher/by Deputy also if against a member of staff.

If there are concerns that the child might be at risk, the school is obliged to make a referral. The parents should always be informed unless this would place the child at an even higher risk. Prior advice will be

sought from the Designated Officer for Child Protection from the Education Authority.

Reporting to Board of Governors

The Board of Governors will receive an update on Child Protection (without disclosure of details/names) at least once per year. This update will include:

- Recent updates (circulars/policy/other information)
- Issues which have arisen - confidentiality
- Related curriculum efforts to heighten awareness of pupils/parents (e.g. Stranger Danger/Road Safety/NSPCC/Summary for Parents)
- Related staff training

Managing Allegations/Complaints against a member of staff

- If a complaint about possible abuse is made against a member of staff, the Principal/Designated Officer should be informed immediately. (Unless the complaint is against the Principal in which case the Chair of the Board of Governors manages the process) The above procedures will apply.
- The Principal may need to seek "discreet preliminary investigation" - this is not an investigation, nor does it involve extensive enquiries.
- The Principal should inform the Chair of the Board of Governors and consult with the Education Authority Designated Officer for Child Protection and Human Resources.
- Where the matter is referred to Social Services, the member of staff may be immediately removed from duties involving contact with the children and may be suspended from duty as a precautionary measure pending investigation. The Chairperson of the Board of Governors will be told immediately.

If a complaint is made against the Principal, the Designated Teacher must be informed immediately. She will inform the Chairperson of the Board of Governors and together they will ensure that the necessary action is taken.

It should be noted that information given about "suspected" child abuse, cannot be held in confidence. In the interests of the child, staff must share this information with other professionals. However, only those who need to know will be told. Records will be maintained in the school's hard back notebook when allegations/complaints are made involving staff. This notebook is presented to the Chairperson of Board of Governors at each meeting of the Board of Governors and a dated signature recorded.

UNOCINI

WHEN TO USE IT:-

A UNOCINI can be used at any time. It can be used when:-

- You are concerned about how well a child is progressing. A concern about their health, welfare, behaviour, progress in learning or any other aspect of their well-being.
- A child's needs are unclear or broader than your service can address
- It would help identify and clarify the needs and/or engage other services to help meet them.
- You think a referral to a specialist agency (e.g. Health and Social Services) is appropriate.
- As a practitioner tool or a referral tool.

The UNOCINI - "Understanding the Needs of Children in Northern Ireland" is a standardised method of assessment used by agencies and leading to all agencies working collaboratively from an early point, sharing information during a continued process. This is now the universal referral to Social Services. If making a referral, the UNOCINI should be included, but care must be taken regarding what information is included/deleted.

Process of using/completing UNOCINI:

If certain that a child is at risk:-

1. Concern raised - contact the Education Authority's "Officer for Child Protection" for advice.
2. Make immediate emergency referral by telephone (record conversation)

Otherwise ...

- **PREPARATION AND DISCUSSION** - if possible, talk to child/parent and undertake completion of UNOCINI along with them - UNOCINI should be seen as a way of recording conversation. Unless it would place the child at increased risk, the/ parent/s must agree to its completion. If a UNOCINI is already in place it should be used and added to. If parental consent is not in place, UNOCINI may be used as a recording tool to help you structure information. However if you consider that it is in the child's interests to share the information, you make the decision to over-ride consent. (A copy of the UNOCINI can be given to the parent so that if they are involved with other services they do not have to repeat every detail)

- Agree actions/identify solutions - including what the family can do for themselves or help that may be provided by school/other service.
- Agree who will do what and when progress will be reviewed - it may be appropriate to wait and continue to monitor at this point, or further more immediate action may be required.
- Phone social worker - this means case is activated immediately.
- Complete UNOCINI (replaces 99/10 referral) This will open the case.
- Minimum completion of first 5 pages to make referral
- Next 3 pages of UNOCINI may be completed, with any additional information to help referral, if additional information is available.
- Post UNOCINI (until available as online document) to Gateway Services/Health and Social Services Trust Child Care Team.

On receiving a referral in this way, it is the duty of the Health and Social Services Trust to decide whether urgent action is needed. The following flow diagram shows the timescale and procedures which follow

RECORDING SYSTEM

Important, relevant information will be kept in a lockable, fireproof cupboard in the school office in a confidential Child Protection folder prepared by the designated teacher.

Contents will include:

- Training timetable of staff and Board of Governors
- Signed confirmations of Child Protection Summary document.
- Child Protection Policy document
- Pro-formas and useful information and guidance
- Helpful telephone numbers
- Record of conversations/file notes
- Staff report from T1
- Child Protection Incident record form CPIR 1
- Body outline
- Child Protection Register
- Understanding the Needs of Children in NI - UNOCINI FORM (copy in appendix)
- Guide to using UNOCINI
- Model pro-forma for report to Child Protection Conference
- Check-list for Board of Governors

N.B. Child Protection information should be kept in a named file - not in the child's general file.

RETENTION OF FILES:

Records will be retained in line with Dept of Education guidance. When the incident is related to a member of staff, the records should be kept in the staff member's file, the Child Protection Records and there should be an entry in the school's hardback notebook for allegations against staff, if disciplinary action is taken against the staff.

TRANSITION OF INFORMATION

If the nursery has information about a child in their Child Protection Records, the next school should be informed that the child is on the Child Protection Register or that there have been Child Protection concerns. School records can be passed on, in compliance with DE Circular 2016/20 Child Protection Record Keeping in Schools.

Consent must be sought from parents, if there is a lower level concern, before sharing this information.

SHARING OF POLICY (and other related policy statements):

This policy will be reviewed annually by the Principal, Governors and staff.

It will be shared with the following people:

- Staff and Governors
- Parents (Policy Summary received annually/on school web-site/in parents' area in hallway)
- Volunteers
- Students

OTHER RELATED POLICIES

- Code of conduct
- Intimate care
- Positive behaviour (including - "Reasonable Force" and anti-bullying)
- Special Education Needs/Disability
- Educational Visits
- ICT Policy (e-safety included)
- Parental Consen

VETTING AND BARRING

It will be necessary for the following people to complete an Access NI online application:

- Those recommended for a temporary or permanent post of employment

- Those appointed as School Governor (responsibility of Education Authority)
- Those who volunteer to work directly with the children in the nursery on a regular basis.

The Department of Education recommends that procedures are put in place by the Board of Governors of the school to ensure that:

- Maximum benefit is gained from the contribution of the volunteer
- Unsuitable people are prevented from working with children.

DEFINITION OF A VOLUNTEER

A volunteer is an individual who:-

- is engaged by the school to accompany or assist on school visits, trips or gardening duties
- assumes unpaid duties in a school on a regular basis

USE OF VOLUNTEERS

The most common use of "volunteers" is parent volunteers. The importance of parental involvement is recognised by the Education Authority and the staff of the nursery school. Parents are always welcome into the nursery and can contribute much to the life of the school through assisting in school and also at school events, trips and fund-raising events. However our duty is always to safeguard the children and therefore, although it is not a sign of mistrust, we act in accordance with this duty when we ask parents/others to obtain the Access Ni Disclosure Certificate.

No volunteer will be left unsupervised with a child or group of children at any time.

The use of volunteers in the nursery school at present is as follows:-

1. During school hours, involving direct contact with children - this includes activities such as helping in the nursery school, spending time in school with your child, accompanying children on trips or visits under the supervision of the teacher.
2. During school hours, but not usually involving direct contact with children - this would include preparation for activities, wrapping Christmas presents, gardening etc.

RECRUITING AND SELECTING VOLUNTEERS

The school will ask a selection of parents (or guardians/grandparent/child-minders) if they are willing to become a volunteer. This will be

particularly pertinent when arranging for support in the classroom and school trips.

Volunteers will complete an induction pack and sign receipt of copies of Child Protection and ICT policies.

ACCEPTING VOLUNTEERS

When the nursery is satisfied that the volunteer is suitable, staff will ensure that well-defined activities are identified for the volunteer and that s/he is competent to undertake them.

THE USE OF VOLUNTEERS

The school will observe the following principles in using volunteers:

- The purpose will be to assist staff and not as a substitute to cover for absent staff or to release staff
- The volunteer will work only under the supervision and guidance of the school staff
- The volunteer will not be placed in a position of sole responsibility for the security of children, premises or equipment
- Volunteers will be given a thorough explanation of the task they are to undertake
- Teachers will be consulted before a volunteer is involved and will not be under pressure to have a volunteer in the classroom
- Volunteers will not have access to the personal records or other information relating to staff or children - except where a child has a medical condition of which all those working with him/her should be aware and where the parents' agreement has been sought.

INFORMATION & TRAINING

Each volunteer will have access to the school's related policies including those for:

- Pastoral care
- Safeguarding and Child Protection
- Positive behaviour
- Health and Safety
- Code of Conduct

Any complaint about the conduct of a volunteer will be treated by the school in the same manner as a complaint about a person who is on the school staff.

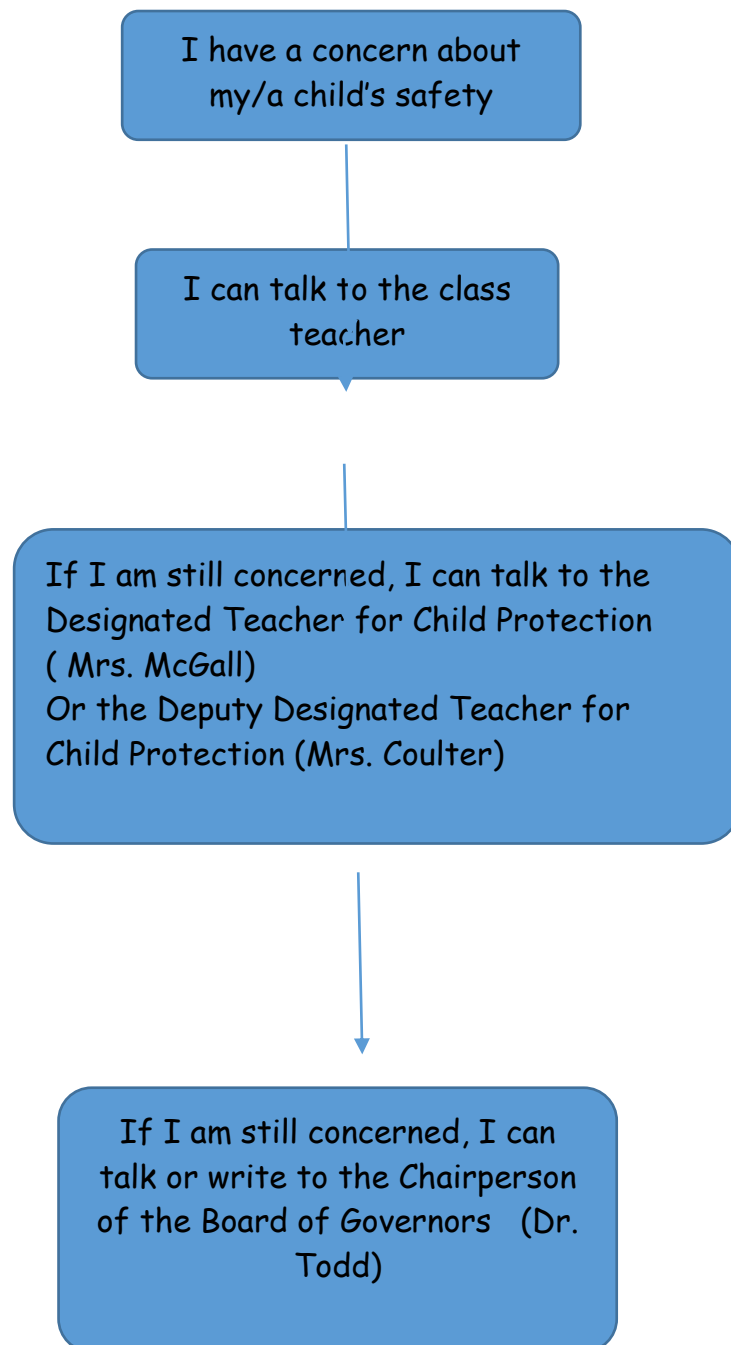
A volunteer who wishes to report issues of concern relating to either his/her duties or to the welfare of the children, should contact the Designated Teacher or Deputy Designated Teacher for Child Protection.

APPENDICES

PASTORAL CARE - CHILD PROTECTION

What should I do?

The steps you should take if you are concerned about any relating aspect are summarised as follows:-



AT ANY TIME, I CAN TALK TO THE CENTRAL GATEWAY TEAM -
SOCIAL WORK SERVICE. 0300 1234 333 OR 028 7965102

ROLE	WHO	CONTACT NUMBER
Designated Teacher	Clare McGall	028 25652011 (School)
Deputy Designated Teacher	Jacqueline Coulter	028 25652011 (School)
Chairman of Board of Governors	Dr. Richard Todd	028 25652011 (School)
Education Authority CPSSS	Designated Officer for Child Protection	028 94482223
Referral Gateway Service Social Worker	Duty Social Worker	0300 1234 333
PSNI (Public Protection Unit)	Call Handling Office Would re-direct Gillian Kearney (DI)	101
NSPCC - Child Protection Helpline		0808 8005000 24 hours - free
Child Care	216 Belmont Road BELFAST BT4 2AT	028 90652713
Children's Law Centre	2 nd Floor Philip House 124-137 York Street BELFAST	028 90 245704

	BT15 1AB	
Barnardos	Childcare Office 542-544 Upper N'ards Road BELFAST BT4 3HE	028 90 672366
Save the Children	Popper House 15 Richmond Park BELFAST BT10 0HB	028 90431123
Domestic Violence Helpline		0808 8021414
Kidscape	2 Grosvenor Gardens LONDON SW1W 0DH	0171 730300
UNOCINI		www.dhsspsni.gov.uk/unociniforms.doc
Child Exploitation and Online Protection service - "CEOP"		www.thinkuknow.com
Department Circulars		www.deni.org.uk
CSE (Sexual Exploitation of Children and Young People)	0800 389 1701 (NSPCC)	



**SAFEGUARDING
AND
CHILD PROTECTION POLICY
(Revised - June 2022)**

**Presented to Board of Governors:-
Accepted by Board of Governors:-
(to be reviewed annually)**

SIGNED: _____