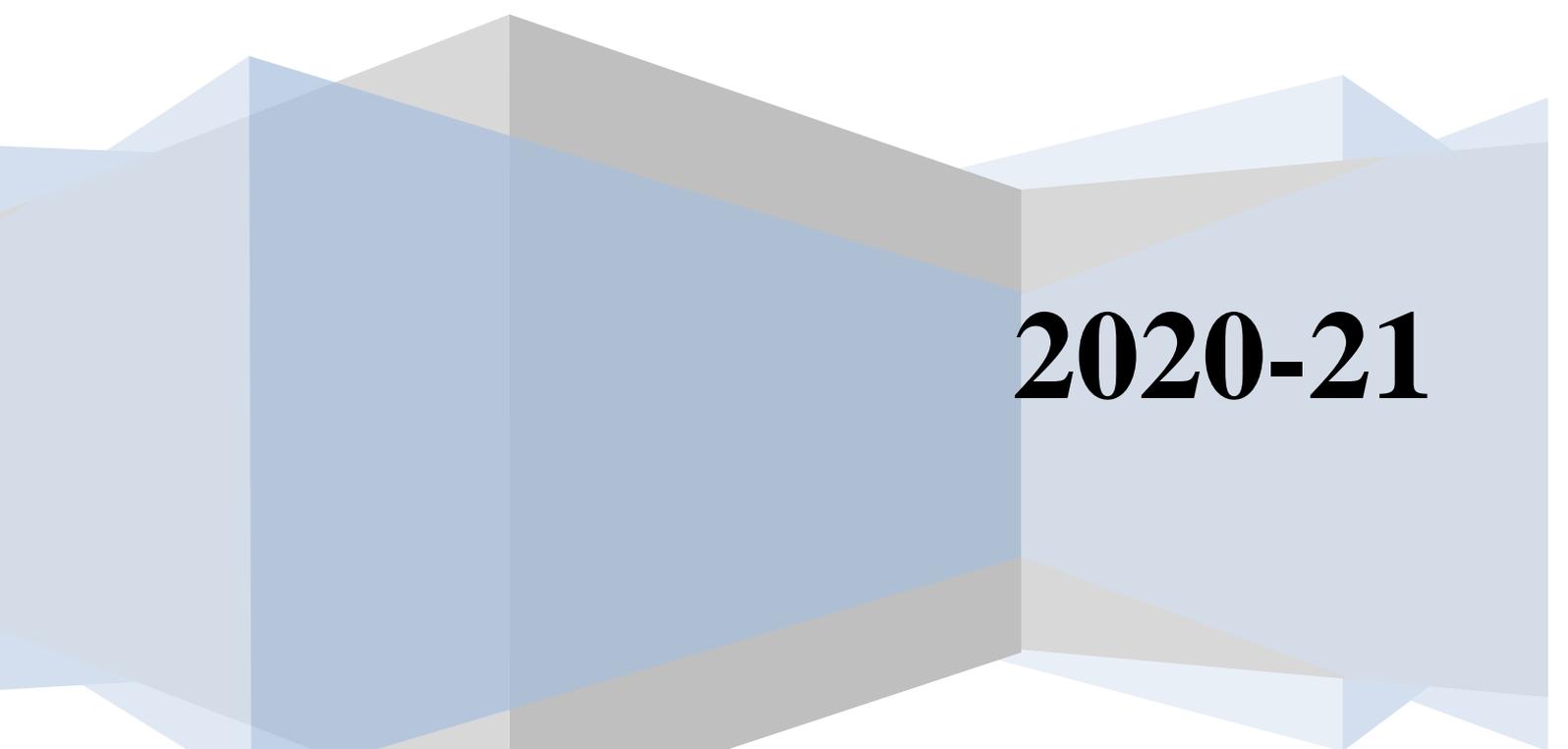


St. Michael's Nursery School

Child Protection Policy

2020-21



Child Protection Policy

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Introduction

The central thrust of the Children Order 1995 is that **“the welfare of the child must be of paramount consideration”**.

As well as our statutory responsibilities in relation to pupils’ 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 child 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”.

The Legal context

United Nations Convention on the Rights of the Child.

Article 3

Right to have his/her welfare considered is paramount in all decisions taken about him/her.

Article 12

Right to be heard.

Article 19

Right to be protected from abuse and neglect.

Safeguarding Ethos

St. Michaels Nursery School will promote an ethos wherein the rights of children are upheld; they are protected, cared for and safe from harm. We will ensure that safe and secure attachment with adults are formed and that basic needs are met in relation to well being.

Furthermore it is our duty to “put in place arrangements to take all appropriate actions to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies” (Safeguarding Children in Education 2004).

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

Definitions of Abuse

“Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings ..., by those known to them, or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them”.

Neglect

- “Neglect is the failure to meet 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.
(*DHSSPS Marc 2016*)

Physical Injury

- “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.
(*DHSSPS Marc 2016*)

Sexual 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. 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 male adults. Women can commit acts of sexual abuse, as can other children.
(*DHSSPS Marc 2017*)

Emotional Abuse

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

(DHSSPS Marc 2016)

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 recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.”

(DHSSPS Marc 2016)

Female genital Mutilation

Female genital mutilation (FGM) includes procedures which intentionally injure the female genital organs for non- medical reasons. FGM is carried out in a number of countries world - wide. Children may be subjected to FGM from around the age of 5 onwards. It is possible that children of nursery age could be at risk of FGM

Signs and Symptoms

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 circumstances. 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 illnesses/medical problems
- Emaciation
- Lack of supervision/exposure to danger

Neglect – Behaviour Indicators

- Falling asleep, listlessness, lack of concentration
- Lack of 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, 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 on 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 clothes for sports activities etc

Emotional Abuse – Behavioural Indicators

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

Responding to Indicators of Abuse

- Look for a 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
- Developmental 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
- Obtaining relevant information in relation to the child.
- Understanding presenting behaviours
- Establishing a trusting relationship with the child
- Being aware of triggers for behaviours (change in routines/voice)
- Using strategies as outlined in the Behaviour Management Policy to effectively manage behaviours
- To promote the well being of the child as outlined in the Health Education Policy.

Designated Teacher

The designated teacher with specific responsibility for child protection is the Principal.

Mrs O'Donnell will assume the responsibilities of the designated teacher in case of her absence.

Deputy Designated Teacher/s

Mrs O'Donnell

Role of Designated Teacher

Promoting a safeguarding ethos within the school.

Participating in child protection training.

Promoting ongoing development in child protection issues.

Leading in the development of the school's child protection policy.

Disseminating child protection training to all school staff.

Providing regular staff training regarding child protection procedures for teaching and non teaching staff (Use of Training Materials for School).

Ensuring that all teaching, ancillary staff and students whether full time, part-time or temporary understand procedures in respect of child protection issues.

Providing guidelines to volunteers and other peripatetic staff on expectations and boundaries of behaviour whilst working for the school.

Agreement, training in and appreciation of a staff code of conduct.

Maintaining a record of all training.

Discussion of child protection concerns with teaching and support staff.

Maintaining records.

Referring to Social Services and PSNI.

Notifying the ELB Designated Officer.

Responsibility for completing a UNOCINI when referring to Social Services regarding child protection issues or a child in need.

Ensuring that teachers are informed of looked after children and or children on the child protection register.

Ensuring that all staff are fully informed of all issues pertaining to Domestic Violence.

Maintaining a confidential reporting and recording system on site.

Maintaining a child protection record system.

Advising parents of procedures.

Selection and supervision procedures for all staff and volunteers.

Reporting and recording procedures regarding suspected inappropriate behaviour by staff, volunteers and others.

Application of a complaints procedure for use by parents.

Providing written reports to governors on child protection issues.

Notifying the Chair of Governors when deemed necessary.

Role of the Board of Governors

It is a statutory duty of the Board of Governors to safeguard and promote the welfare of all children in the care of the school (including the extended school environment).

Role of the Board of Governors

- Responsibility for policies, procedures and structures within the school
- Duty to ensure that the child protection policy is implemented and reviewed
- Duty to ensure that parents are given a copy of the child protection policy and how to make a complaint
- Ensuring that the designated and deputy designated teachers are in place and have received training
- Ensuring that all appropriate vetting procedures are in place for the selection, recruitment and vetting of all volunteers
- Ensuring that appropriate vetting arrangements take place in relation to both staff and volunteers
- Giving consideration to child protection when recruiting, selecting and interviewing staff
- Duty to address the issue of bullying through the behaviour management policy
- Duty to consult with pupils and parents.

Please note : In line with Circular No: 2006/25 – from 1st January 2007 a pre-employment check will be carried out through the Criminal Records Office prior to the appointment of any new governor.

The School Safeguarding Team

Designated Teacher: Mrs Clare McAllister
Deputy Designated Teacher: Mrs Jacqueline O'Donnell

The Principal: Mrs Clare McAllister
The vice Chair of Board of Governors Mrs Kelly Mc Ginley
Board of Governor with
Responsibility for Child Protection: Mr Sean Og Mc Guinness

It is the responsibility of the Safeguarding Team to meet once a term.

Preliminary 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 in which 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:**
 - (a) Ask leading questions, as this can later be interpreted as putting ideas into child's mind
 - (b) 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"?
 - (c) Interrogate
 - (d) Criticise the perpetrator
 - (e) 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 events
- **Under no circumstances should a child's clothing be removed**

Record

- Take brief notes at the time and write up later
- The record should include time, date, place of conversation, people present, behaviour and words of the child, signs of physical injury observed should be described in detail or sketched
- 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 his parents will often help to confirm or allay concerns, it is not the responsibility of the teacher to investigate

Clarification Chat with Significant Adult

- Access a suitable place to talk
- Explain your 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 communications
- 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. In some cases a direct referral is essential.

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

Procedures for Reporting an Incident of Suspected/Disclosed Child Abuse

- Refer the matter to the designated teacher taking consideration of:
 - (a) the nature of the information;
 - (b) who gave it;
 - (c) the day(s), dates, times of observations or circumstances; and
 - (d) a record of the clarification 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 and consult with the ELB’s designated officers for Child Protection.

Role of 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 not referring;
- sign and date record, and
- make a referral using a UNOCINI form to Social Services, copy of UNOCINI to the Designated Officer in the Education and Library Board; and
- a child protection file is opened for the named child.

Maintaining Child Protection Records

Please note

All Child Protection files must be maintained in a secure child protection filing system to be accessed only by the Principal and the Designated Teacher.

Child Protection Records include those relating to:

- suspected/admitted/known abuse of children (all records in chronological order)
- referrals to social services
- child protection register list
- looked after children
- child protection case conferences
- child protection training records for all school, staff and governors
- school's record of child abuse
- termly/annual reports to governors
- school's child protection policy
- DE guidance and circulars
- the child protection policy and procedures
- reference materials
- school's record of child abuse complaints

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.

Supporting Vulnerable Children

A significant aspect of safeguarding relates to the recognition of the needs of vulnerable children. It is our responsibilities to identify and meet the needs of vulnerable children.

Categories of Need

Children who:

- are considered to be failing at school
- are experiencing behavioural difficulties
- are experiencing ill health either physical or psychological
- are having difficulty accessing services
- are homeless
- are suffering family breakdown
- are exposed to domestic violence
- are misusing substances
- are disabled
- are exposed to bullying

Meeting the Needs of Vulnerable Children

In order to meet a child's needs it may be necessary to use the UNOCINI process.

UNOCINI provides an assessment and planning framework to assist professionals in identifying children and their family's needs.

The system offers a framework within which children and their family's circumstances can be considered, analysed and understood in order to develop plans that aim to improve outcomes for the child.

The UNOCINI framework can also be used to make referrals to Social Services and access children's services.

Making a UNOCINI referral for children in need

- consult with parents
- discuss the issues
- complete the form
- parent/s in agreement with the completed form
- parent/s to sign the form

In the event of parents not giving their consent consult the ELB's Child Protection Officer.

Consideration must be given to override the parents' decision.

When making the referral inform Social Services that the parents are not in agreement with the referral.

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 deputy designated teacher who has assumed those responsibilities in her absence.

Complaints 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.

Role of the Principal – Procedures

The Principal will:

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

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

- (a) the allegation is without substance, and no further action is necessary; or
- (b) an immediate referral to the Social Services or the Police is warranted; or
- (c) the allegation concerns inappropriate behaviour which needs to be considered under the disciplinary procedures.

(Please refer to Pastoral Care In Schools: Child Protection Pages 21-29)

Record Keeping

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

- the staff member's file
- the child protection records; and
- an entry into the record of child abuse complaints book if there is disciplinary against the staff member

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

Record of Child Abuse Complaints

The school's Record of Child Abuse Complaints will be made available 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 immediately consulted.

Appointment of Staff

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

School Vetting Procedures

The school operates safe recruitment practices and pre-employment checks are carried out in line with the Vetting and Barring Scheme (March 2010).

Parents

Voluntary Help

Procedures

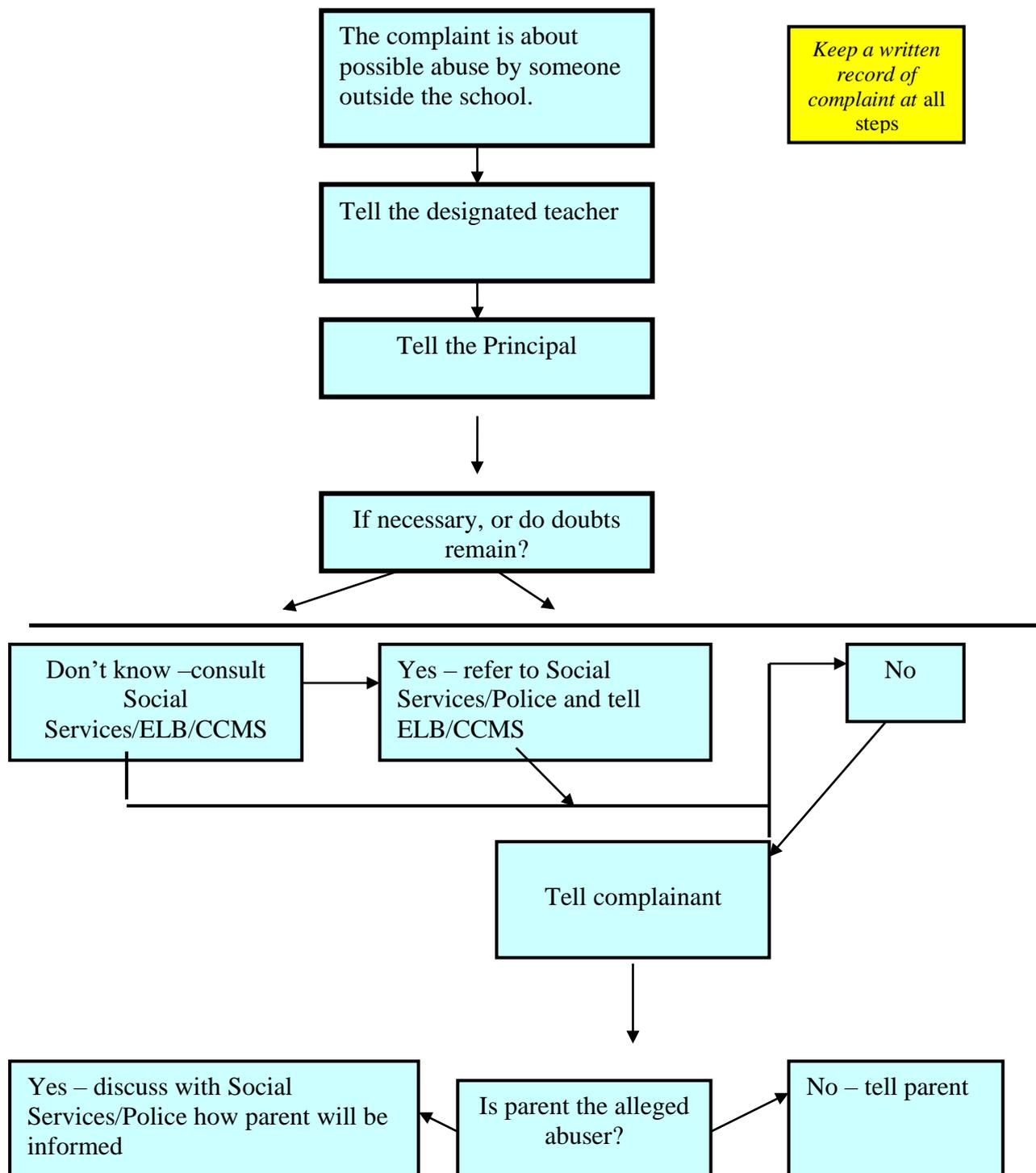
- (a) Agreement of the Board of Governors to engage volunteers
- (b) Completion of an application form for voluntary helpers
- (c) Secure references from two referees
- (d) Criminal Record check through ELB
- (e) Information and Training re:
 - tasks they are to undertake
 - pastoral care: behaviour management and child protection procedures
 - health and safety policy

Please Note

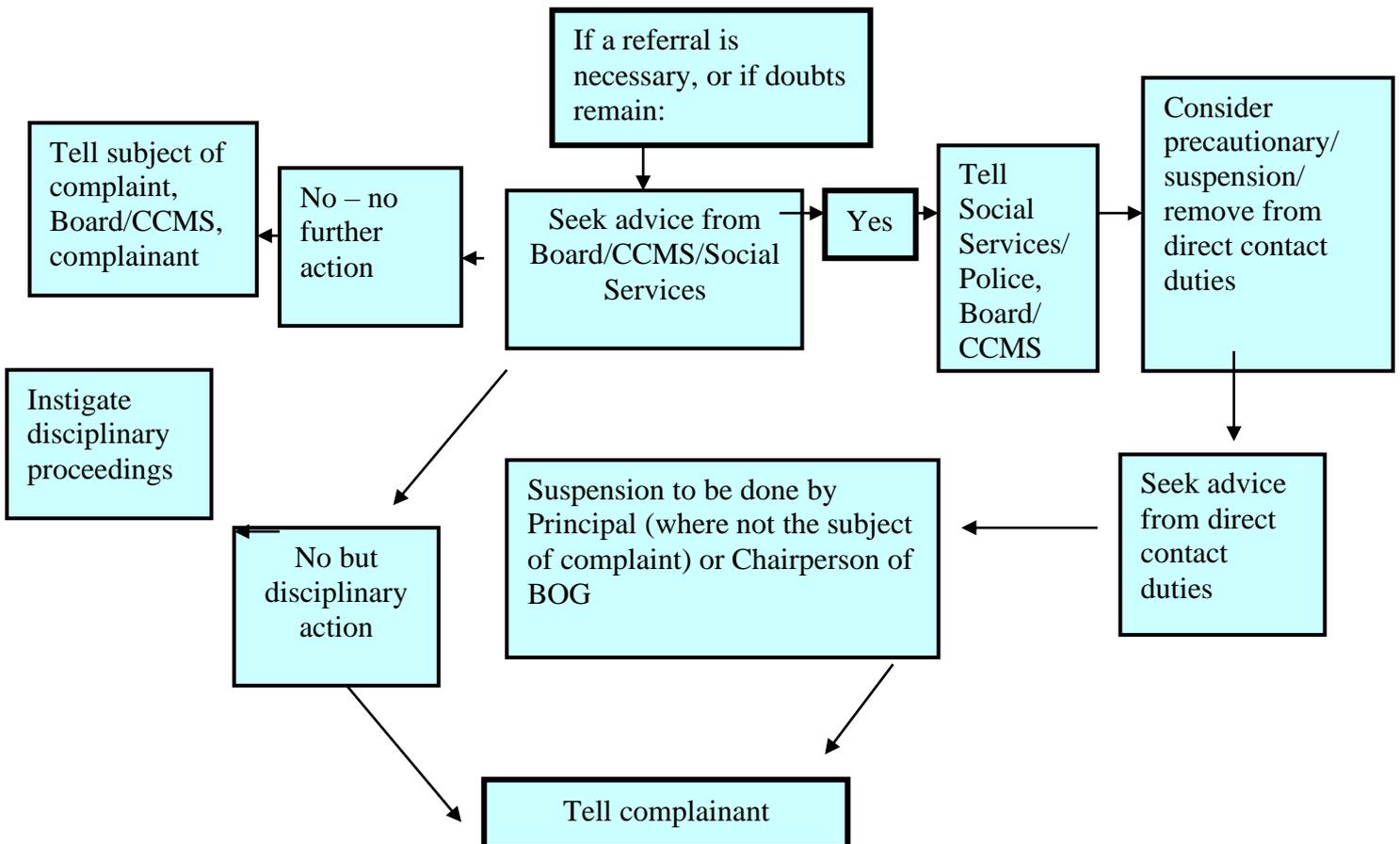
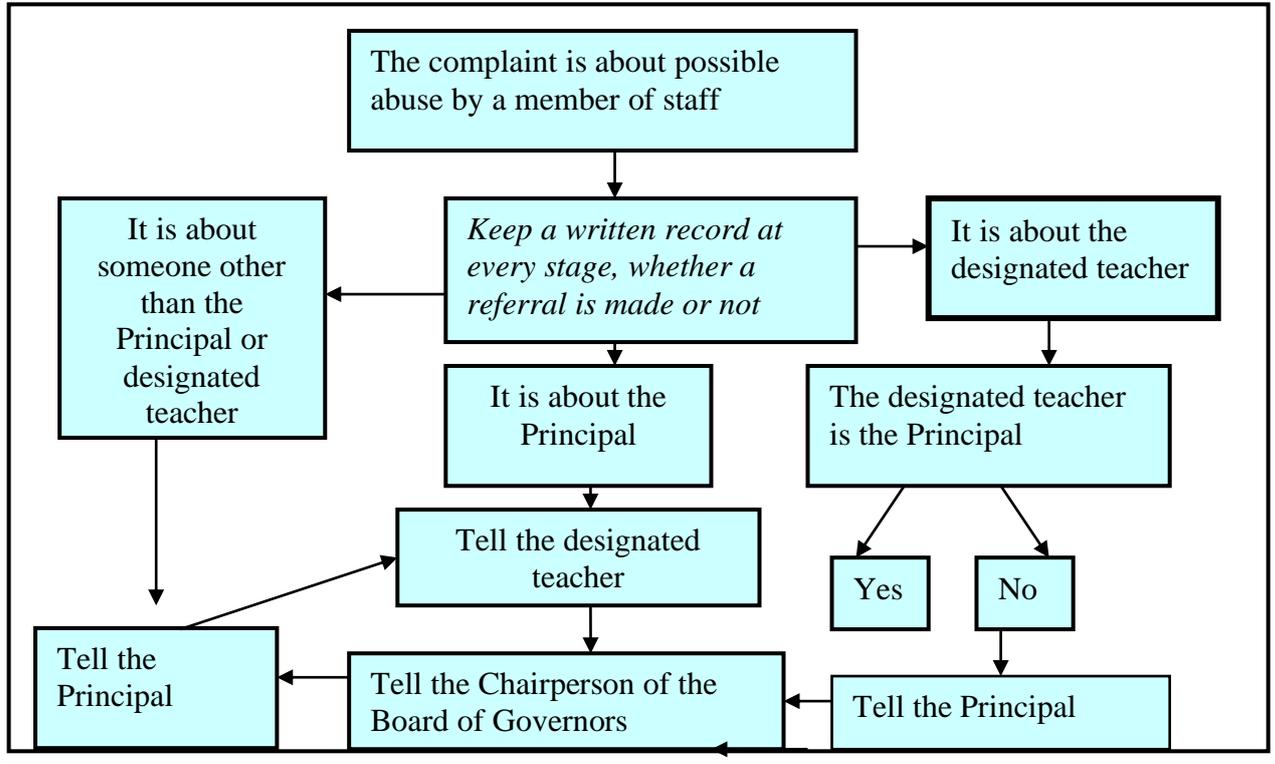
Volunteers will only work under the supervision and guidance of paid staff.

Volunteers will not be placed in a position of sole responsibility for the security of children, premises or equipment.

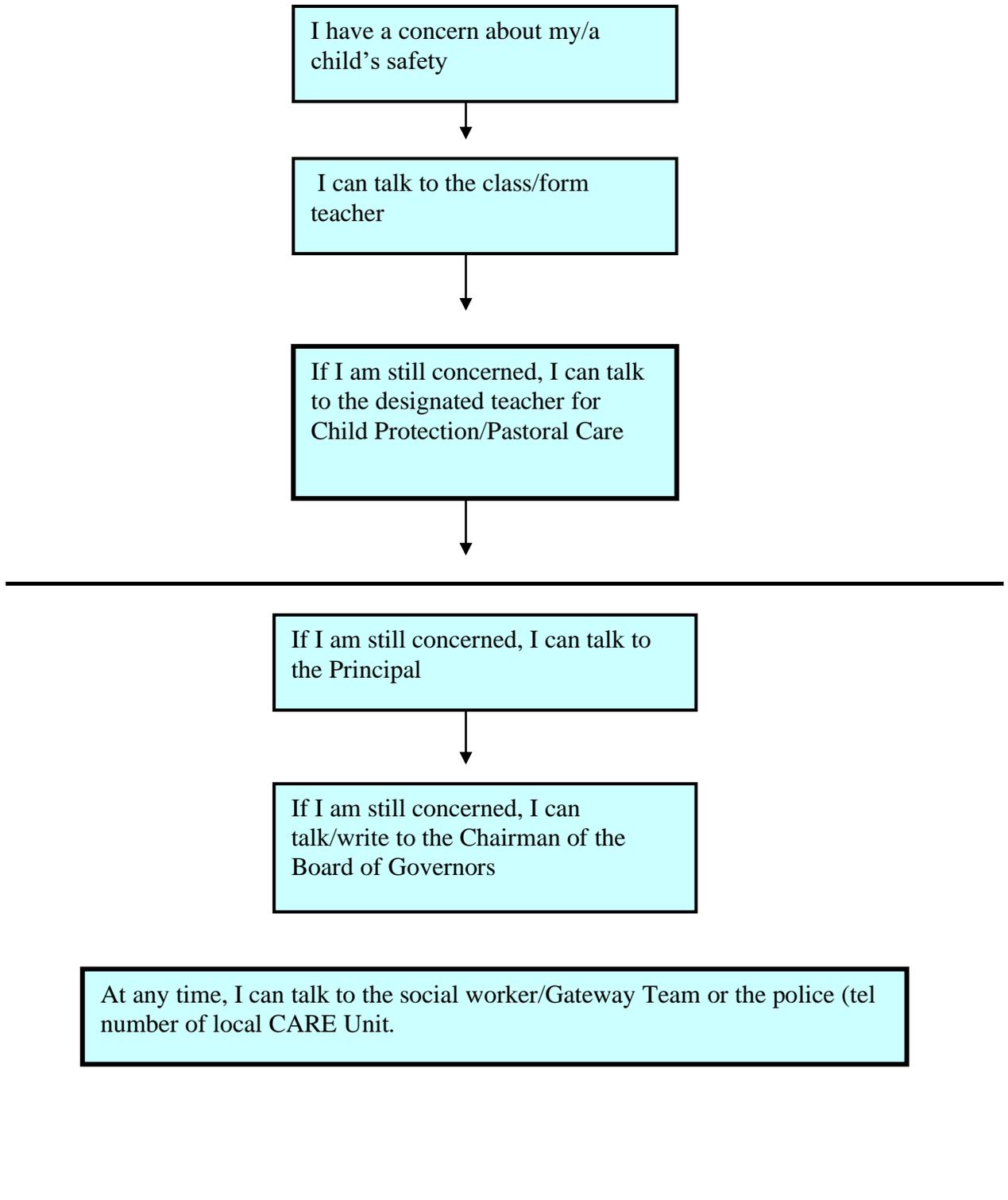
Procedure where the school has concerns, or has been given information, about possible abuse by someone other than a member of the school's staff.



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



How a parent can make a complaint



A Code of Conduct for 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 and we acknowledge the need to exercise prudence in our dealing the children in our care.

Nursery children will be less likely to recognise and respond appropriately to an abuse by any 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 and caring manner showing respect for the children. It is important to be encouraging, reassuring and to exhibit empathy and understanding. To 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 verbal bullying, labelling, threats, withdrawal of approval, isolating or severe and persistent negative comments or actions. There is also the more obvious forms of physical or sexual abuse.

Physical Contact with Pupils

As a general rule principal and staff are advised not to make unnecessary physical contact with other pupils. It is essential to have an understanding of the acceptable boundaries of physical contact with pupils. With nursery children touching them 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 also 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:

- Ensure that the parents' permission has been obtained to change the child's clothing;

- Ensure that another adult is present when changing a child's clothing
- Record date and time in the Intimate Care Book
- Signature of the person changing the clothing and witness
- Report the incident to the parent
- At no time do you go into the toilet cubicle on your own with the child.

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 reassurance to the child. However under no circumstances should you be alone in a classroom nursing a child. In the event of the class being outdoors go into the other 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 the adult in the nursery. Under no circumstances should a child be allowed to kiss an adult on the lips. In the event of a child touching you or talking in a sexually inappropriate way, record what has happened and report it to the designated teacher.

Any physical contact which would be likely to be misinterpreted by the child, parent or other casual observer should be avoided.

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

Staff should never touch a child who has clearly indicated that he/she is, or would be uncomfortable with such contact, unless it is necessary to protect the child or others property from harm (DENI Circular 1999/9 on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (Power of member of staff to restrain pupils) and Reasonable Force/Safe Handling Policy 2014.

There should never be any physical response to misbehaviour whatever the provocation, this is illegal, except where it is required to maintain the safety of the pupil or that of others. In this event the Reasonable Force/Safe Handling Policy should be fully adhered to and the incident reported immediately to the Principal.

Use of Personal Mobile Phones

Personal mobile phones must not be on your person or in the classroom unless in the case of waiting for an important phone call which should be agreed in advance with the principal .

If a member of staff or student needs to receive or make a call during the times noted above then they may do so on the land line in the staff room or use their own phone in exceptional cases with the permission of the principal.

Use of Social Networking

Social Networking Sites present particular difficulties for staff in all schools. Great care must be taken to ensure that appropriate boundaries are maintained at all times.

It is strongly recommended that no member of staff communicates with parents of children attending the nursery via social networking sites.

Staff should also be mindful of content attributable to them posted on other sites. (e.g, friends and family) who may not have the privacy settings recommended.

Use of Images

At the beginning of the academic year permission is obtained to take and display children's photographs and to use photographs for other educational purposes. Photographs are taken and displayed in order to demonstrate the children's progress, recognise achievements and share experiences. In addition photographs may be used for other educational purposes such as the Extended Schools Annual Report to the Department of Education.

Relationships and Attitudes

We value greatly the relationships which exist between staff and pupils in St. Michael's Nursery School and we wish to see them maintained.

It is always necessary to ensure that those relationships are appropriate and professional so that the warm and caring atmosphere which is an integral part of our school community which is so nourishing for everyone is allowed to flourish.

Anti Bullying and Reasonable Force Policy Documents

The school has in place an Anti Bullying Policy Document and a Reasonable Force/Safe Handling Policy Document.

Anti Bullying

“The repeated use of power by one or more people intentionally to harm, hurt or adversely affect the rights and needs of another or others” (Northern Ireland Anti Bullying Forum 2005).

Anti Bullying: The School View

The school is completely opposed to bullying and is committed to further developing and maintaining an anti bullying culture consistent with our ethos.

It is our view that all members of the school community have a right to work in a secure, safe and caring environment where the welfare of the individual is paramount.

The staff is committed to supporting in every way they can an anti bullying culture.

The policy is integrated with the school’s Health Education, Pastoral Care and Behaviour Management Policies; thus creating a culture wherein every pupil is respected and valued.

Our aim is to ensure that all children will develop and learn effectively within a safe, secure and caring environment free from bullying behaviour, fear and unhappiness.

Reasonable Force Policy/Safe Handling Policy

Aims of the Policy

The following statements underpin St. Michael’s Nursery School’s Policy and Practices:

- to create a learning environment in which children and adults feel safe;
- to protect all members of the school community from harm;
- to protect children against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful;
- to ensure staff fully understand the policy and their responsibilities in the context of their duty of care in taking appropriate measure where reasonable force is necessary; and
- to ensure staff are provided with appropriate advice in order to deal with difficult situations.

Definitions of Reasonable Force

Regional Policy Framework on the use of Reasonable Force/Safe handling 2004 (page 4).

“The working definition of reasonable force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned”.

DENI Circular (9/99)

There are Three Board Categories:

1. Action due to immediate risk of injury
2. Action due to develop risk of injury or significant damage to property
3. Action where a pupil is behaving in a way that is compromising good order and discipline.

Principles

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil from harming him/herself, others or property.

Physical Intervention

St. Michaels’s Nursery School believes that:

- each child has the right to be educated in a safe and secure environment
- parents are informed and assured that their children are being educated in a safe, caring and respectful atmosphere;
- parents have a right to expect staff to undertake their duties and responsibilities in accordance with the school’s policies; and
- all staff have the right to work in a safe and secure environment

Please Note

“Staff seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally and those are not seen necessarily as failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”.

Parental Understanding of Child Protection Procedures

Parents are informed of the Child Protection Policy, Complaints Procedure and Code of Conduct for staff through:

- (a) The initial Parents' Open Evening – parents receive a copy of the Child Protection Policy via the seesaw app.
- (b) Open Day – Information Session
- (c) Annual Report

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

- (a) Change a child's clothing in the event of wetting or soiling
- (b) Take a child on school trips
- (c) Take and display a child's photograph

School Trips

Pastoral Responsibilities:

- Risk assessment carried out prior to a school trip taking place;
- Information sheets with respect to child protection procedures and health and safety issues will be issued to all personnel;
- All children, staff and volunteers will wear badges;
- Staff to be responsible for the toilet routine during the trip;
- Teachers will be responsible for contact numbers; and
- Should a child protection issue arise a written record will be made within twenty four hours.

Reviewing the Child Protection Policy.

The Child Protection Policy document will be reviewed and updated on a two year cycle.

The policy is compatible with the school's Pastoral Care, Anti Bullying and Behaviour Management Policies, and Safe Handling/Reasonable Force Policy.

Copies of the Policy Documents are available on request from the Principal.

Policy updated :April 2020
Adopted by governors : May 2020 (Pending)