

PASTORAL CARE POLICY

Pastoral care within our school is to do with relationships and creating the right atmosphere. We work hard to create an atmosphere where children, parents and staff feel secure, respected and valued.

Every effort is made to ensure that parents feel welcome, that their contribution to their child's education is valued and recognised, that they feel confident to approach and trust the staff and that they respect the position and role of every member of the staff team. (Parents are encouraged to share, in confidence, with the relevant staff any changes in their home situation, which may affect their child).

For the children the pastoral dimension permeates every aspect of school life. Staff work hard to ensure that each child develops:

- *A positive attitude to learning, with self-esteem and a sense of personal worth*
- *Confidence in relationships with peers, parents, teachers and other adults*
- *Skills to cope with the conflicts, crises, successes and failure of everyday life*
- *Beginnings of social skills essential for adulthood*
- *Responsible attitudes to self and others in and out of school*

such situations.

One way in which we seek to protect our children is by learn about the risks of possible abuse, helping them to unwelcome behaviour in others and acquire the confidence they need to keep themselves safe.

All staff and volunteers have been subject to appropriate background. The staff have also adopted a Code of Practice behaviour towards the children.

The purpose of these procedures on Child Protection is to protect children by ensuring that everyone who works here has the appropriate skills and knowledge to identify and report any abuse or neglect or the action which is required where abuse or neglect is evident or suspected.

August 2011

CHILD PROTECTION POLICY & PROCEDURES

Introduction

The Department of Education has issued detailed guidance on dealing with all aspects of Child Protection (DENI Circular 1999/10). This Child Protection Policy and related procedures, which have been endorsed by the Board of Governors and which are used by all staff, both teaching and non-teaching and is available, on request, to parents and the Inspectorate. This policy & procedures are disseminated to staff annually during in-service training and will be reviewed during the academic year 2012-2013.

Rationale

The purpose of the following policy and procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school – teachers, non-teaching staff, students on placement and parent volunteers – has clear guidance on the action which is required where abuse or neglect of a child is evident or suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our nursery school.

the nature of our work and the age of the pupils in our care. Personal tasks will present themselves from time to time and will always be carried out in an appropriate manner, following established principles. Close liaison with parents ensures that there is a full understanding of such situations. Parents are required to give their consent to their child's clothing being changed, if and when necessary [Appendix 1].

Parents are given a copy of the school's Child Protection Policy for their information during the induction process and a copy is issued to all parents again in January each year [Appendix 1]. The following is a definition from Area Child Protection & Personal Policy & Procedures (2005) and clearly define the categories of abuse:

Types of Abuse:

Physical Abuse is the deliberate physical injury to a child or the wilful or neglectful failure to prevent physical injury to a child. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement in a room or cot, or inappropriately giving drugs to control behaviour.

Emotional Abuse is the persistent emotional ill-treatment of a child which is designed to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the child that he is worthless or unloved, inadequate, or of only insofar as he meets the needs of another person. It may also involve causing a child frequently to feel frightened or in danger or the exploitation of corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may also give rise to emotional abuse.

Sexual Abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical or

emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

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.

Bullying – *bullying is a highly distressing and damaging form of abuse and is not tolerated in the nursery school. All staff are vigilant at all times to the possibility of bullying occurring.*

The relationships which staff have with children and parents are based on trust and confidentiality, underpinning the secure, caring environment for growth and learning which we provide in Trinity Nursery School.

However we recognise that, in order to protect children from abuse, neglect and exploitation, a proper balance must be struck between protecting children and respecting the rights and needs of parents and families.

desires to grow up in a safe, healthy, well balanced environment and we as a school community are vigilant to possibility of bullying occurring. We work together with children who bully and we support children who are bullied and play together in a healthy, positive way.

Bullying occurs when somebody who is less powerful than deliberately and repeatedly hurt without in any way deserving treatment.

Bullying is deliberately hurtful behaviour repeated often time, or on any occasion where someone deliberately humiliates or intimidates another. It can take the form of name calling, pushing, pulled, pinched or kicked, having possessions ignored or left out, being attacked because of religion, colour appearance or ethnic or racial origin.

Bullying can have serious consequences for children who are bullied and for those who persist in bullying others. Those involved in bully/victim problems at school can also be affected.

As part of our curriculum in developing personal, social and skills we will educate our children about bullying through story time.

*See Appendix 1 for procedures for dealing with incident behaviour in the Nursery.

In her absence the Assistant Teachers will assume responsibility for child protection matters.

- If a child makes a disclosure to a member of staff, which gives rise to concerns of possible abuse, or if a member of staff has concerns about a child, *the member of staff will act promptly.*
- *She will not investigate* – but should report these concerns immediately to the designated teacher, discuss the matter with her and make full notes.
- The designated teacher will as a matter of urgency plan a course of action and ensure that a written record is made. She 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 parents will be informed immediately.
- The Principal may seek clarification or advice and consult with Mrs K Bridge, the South Eastern Education and Library Board's Designated Officer, or the Senior Social Worker before a decision is made. No decision to refer a case to Social Services may be made without the fullest consideration and on appropriate grounds.

Complaints against staff

If a complaint about possible abuse is made against staff, the Principal/Designated Teacher, Mrs Perry must act immediately.

The above procedures will apply. Where the matter is referred to Social Services, the member involved from duties involving direct contact with children suspended from duties as a precautionary measure pending a decision by Social Services. The Chairman of the Board of Governors is informed immediately.

If a complaint is made against the Principal/the Designated deputy – designated teacher must be informed. She must inform the Chairman of the Board of Governors and together they decide what action is taken.

If any member of staff feels unsure about what to do if a child, or is unsure about being able to recognise symptoms of abuse, she should speak to the Principal/Designated teacher, Mrs Perry.

It should be noted that information given to staff about possible abuse cannot be held "in confidence". In the interest of children, it may be necessary to share this information with other professional staff. Only those who need to know will be told.

The safety of the children is our first priority. If anyone makes a complaint or forwards information then it should be reported as soon as possible by the Principal regarding whether the complaint has been referred to an investigating authority.

Parents may make a complaint.

A complaint in terms of child protection may be someone

I have a concern about my child's safety



I can talk to the staff team



If I am still concerned, I can talk to Mrs Perry



If I am still concerned, I can talk / write to the Chairman of the Board of Governors. *(This should be in an envelope marked "CONFIDENTIAL – CHILD PROTECTION")*



At any time, I can talk to a social worker, Designated Officer, Child Protection SEELB, or the Police at the numbers over page 4

NUMBERS / CONTACT

Name of Contact /Agency	Address	Tel
Trinity Nursery School Designated Teacher – Mrs Z Perry Deputy Designated Teacher – Mrs C Ingham	Brunswick Road Bangor BT20 3DX	028 9056 6274
Trinity Nursery School Chairperson of Board of Governors – Mrs D G O'Loan	c/o Trinity Nursery School Address as above	028 9056 6274
South Eastern Education & Library Board Designated Officer – Mrs K Bridge Child Protection Officers: Colum Boal 028 9056 6274 Alison Casey 028 9056 6274	Grahamsbridge Road Dundonald BT16 2HS	028 9056 6274 (Fax)

	Newtownards		Nursery children rarely engage in bullying. Aggressive behaviour rarely emerge as normal behaviour in 2-4 year olds, with temporary part of normal development during the early part of this with delays in other areas of development – eg speech there can be resulting behaviour management difficulties
'C' District	Public Protection Unit, Dundonald	028 9056 1297	
NSPCC	Jennymount Court North Derby Street Belfast BT15 3HN	028 9035 1135	Therefore in nursery, while bullying as such is not in evidence, examples of bullying types of behaviour displayed by children are usually of a physical nature and may include hitting or damage of property.
NSPCC Child Protection Helpline		24 Hours Call Free 0800 800 500	
Childline – Northern Ireland Free confidential Helpline for Children and Young People	Freepost Bel 1111 Belfast BT1 2BR	Freephone 0800 1111 www.childline.org.uk	If this occurs Nursery staff will put in place some, or all, procedures as appropriate.

- Staff will intervene to stop unacceptable behaviour.
- The child will be removed from the situation.
- The child will be given an alternative, calming activity and staff constantly monitoring his/her behaviour. If he/she is aggressive or starts crying during this time, he/she can return to play when they calm down or stop crying.
- In some incidents, the thinking chair may be used as a strategy.
- Following an incident any appropriate behaviour that is displayed will be praised and reinforced. Other staff will be encouraged to do the same.
- After the event, the child will be talked to about his/her behaviour and why it was unacceptable.
- If this type of behaviour occurs regularly, parents will be contacted and a written record detailing incidents will be kept.

REFERENCE DOCUMENTS

DENI Circular 1999/10 – Child Protection

SEELB Child Protection – Policy & Procedures

TRINITY Nursery School – Prospectus