

GATEHOUSE NURSERY

CHILD PROTECTION AND SAFETY

Rationale

This policy has been produced following authority and school based inset and consideration of the 3-5 and 5-14 curricular guidelines and the S.O.E.D. document Promoting Personal Safety and Child Protection in the Curriculum.

The agreed policy will assist staff to be consistent and effective in their approach to issues concerning child protection by ensuring they are aware of procedures for dealing with actual or suspected cases of abuse and that they are in a position within a curricular context to develop the knowledge and skills that children need to stay safe.

It recognises that parents, education Authority and other agencies involved with Child Protection and Safety have the right to expect that staff understand child protection procedures and are confident in operating them.

Aims

The school aims to ensure that pupils live and work in a safe environment where they are respected and listened to by adults. In this environment children will feel confident and able to approach adults about matters which concern them. Such aims are consistent with the school's statements on the learning and teaching environment, a curriculum framework for children 3-5 and on the 5-14 guidelines on Personal and Social development. It further aims to ensure that the school takes a proactive role in the protection of children through the development of their skills, knowledge and understanding.

The adults who work in the school will have knowledge of child abuse matters and be sensitive to the signs of children who are in distress or under stress of some kind.

Objectives

To ensure that the school provides a safe environment for children.

To ensure that the school promotes personal safety from the earliest stages.

To ensure that the school has a framework for planning and evaluating their provision for personal safety.

To ensure that children and adults are able to communicate with each other in an open way.

To ensure that children are listened to with attention and respect.

To ensure that staff are aware of internal school procedures for dealing with suspicions of abuse.

To ensure that staff understand the Authority's child protection procedures and the part they play in making these effective.

To ensure that staff have on-going access to in-house and external child protection matters.

To ensure that parents/carers are fully aware of the school's protection policy and procedures.

CHILD PROTECTION

CHECKLIST FOR TEACHERS

Gatehouse School

Howard McLean, headteacher / manager, is responsible for all on-site child protection matters.

School telephone: 01557 814262

Education Department

Education Officer – Annelise Swanston

Address: Children’s Services Centre, George Street, Dumfries. DG1 1EA

Telephone: 01387 264039

Educational Psychologist

Fiona Irving

Address – Psychological Service, St Teresa’s School, Lochside Road, Dumfries. DG1 0DY

Telephone: 01387 267350

Address of area Social Work Department office

Alison Penman

Telephone

Name of Community Paediatrician

Dr Avril Forbes, Child Development Centre, Nithbank, Dumfries.

Telephone

Name of School Nurse

Not known (at 7 September 2005 – new nurse in the process of being allocated)

Telephone

Promoting Personal Safety- The Role of the School

The aims of Child Protection in Schools.

Schools share the important role of child protection with other agencies and parents/carers. There are three main aims associated with the protection of children in schools. These are:-

Identification and Response

Identifying children who are at risk of, or who have suffered any kind of abuse, and taking appropriate action to ensure the safety of the children involved.

Curriculum Provision

Helping young people to develop skills, values and knowledge which will assist them to assert their rights, accept their responsibilities, build better relationships and be better placed to deal with hazards such as abuse or harassment and report them.

Creating a Positive Ethos

Creating an ethos within a school which promotes values such as self – esteem, openness, tolerance and caring, so that children are less likely to become adults who misuse their power.

In the long term we should be concerned with the prevention of abuse and in an attempt to do so, the school has put in place strategies to ensure that all of the above issues are addressed. This includes:-

- **Staff training**
- **Checks on employees and voluntary workers through Disclosure Scotland**
- **Policy on Adult Helpers in Schools**
- **Guidelines on The Intimate Care of Children**
- **Risk assessment guidelines**
- **Health Education**
- **Drugs Education**
- **Personal and Social Development**
- **Promoting Respect for Self and Respect for Others**

Definitions of Abuse

The following definition is taken from SOED Circular Number10 (May 1990):

Child abuse covers physical injury resulting from assault or neglect, emotional damage resulting from persistent ill-treatment or neglect, and sexual abuse.

The abuser may be a member of the abused child's family, another adult known to the child, a stranger or even a teacher

Abuse can include peer abuse, bullying, and possibly harassment. There is an implicit understanding that certain types of abuse will not trigger the child protection guidelines but will be dealt with by the school in the context of its own anti-bullying or equal opportunities procedures.

Management Arrangements

Record Keeping

The importance of keeping records is recognised. These are necessary so that staff have an accurate record of what was said and noticed, as they may be asked to speak about them later.

In order to ensure uniformity in the type of information recorded the Record of Initial Concerns form should be used in the first instance. Staff should be aware of the need to distinguish on the form between :-

What is observed by them

What is reported to them by other members of staff

What is told to them by others

These records are confidential and will be retained by the Head Teacher. The information is restricted to the headteacher and the reporting member of staff. No photocopies should be kept.

There may be circumstances in which all staff should know about a pupil who may be at risk. For example, staff need to know who is authorised to pick a pupil up from the school. The headteacher will give members of staff information as necessary.

Any information recorded may be used later by the headteacher or class teacher for the purposes of informing other agencies at meeting held regarding the child.

Contact with Parents/Carers

The headteacher will contact parents/carers to inform them that a referral has been made to either Social Work or the Police. It is recognised that this is a sensitive area as parents are likely to learn the source of the initial concern in the matter of child protection.

Identification and Response - Procedures

This policy takes account of the Dumfries and Galloway Council's local authority guidelines of which all staff have a copy and which are also to be found in the basic Information Booklet.

Flow Chart for School Procedures

<ul style="list-style-type: none">• Abuse is obvious• Child discloses abuse• Teacher suspects abuse or has concerns
Teacher makes note of time, date, observations, what was said, witnesses etc
Teacher speaks to designated member of staff (if not available, next appropriate person)
Both confirm pupil's name, address, date of birth, names of parents/guardians
Discuss nature of disclosure/level of suspicion
Contact Social Work department (a duty officer is always available)
Discuss action, especially over child and parents, with Social Worker
Inform School Nurse, Medical Officer, if agreed with Social Worker
Prepare written (confidential) report
Give information to other staff as necessary, stressing confidentiality
Check action takes place

RECORD OF INITIAL CONCERNS

Name
Date of Birth
Name of Parents/Guardians
Address
Phone Number

What concerns do you have about the child? Please note specific incidents, dates, times, actual words used by the child

Has anyone else reported concerns to you? Please give details.

What signs are there of possible abuse? (physical, behavioural, other)

Have your concerns been discussed with the child?
What did the child say?

Have your concerns been discussed with the parents/carers?
What did the parents/carers say?

Did the child or anyone else name anyone as carrying out abuse?
Who was named and by whom?

Who have you consulted about this matter?

Inter-agency-co-operation

The effectiveness of the procedures in this policy statement depends on co-operation and trust between the school and a number of other agencies involved in child protection, i.e. Social Work department, the Police, the Reporter and Community Health. Attendance at case conferences may sometimes be necessary and this will be undertaken, normally, by the headteacher. Preparation will involve consultation with the teacher and often, a written report. This may be completed by the teacher or the headteacher. Teachers will be informed of the outcome of any case conference as appropriate.

Staff Development

Where possible in-service training in the protection of children from abuse will be ongoing and will include opportunities to discuss with other agencies their roles in this issue.

Staff development will focus on:

- Helping children develop self-esteem, independence and respect for self and others.
- Developing listening skills to establish better relationships with children.
- Regular discussion and up-dating of school procedures for dealing with suspicions of abuse;
- Ensuring that new members of staff are informed of the procedures as part of an induction programme.
- Providing feedback to others following attendance at a case conference
- Taking care to maintain the confidentiality of specific cases.
- Continued access by staff to the Education Authority's training materials such as the "Protecting Children from Abuse" package.

Safety of Pupils at School

“What seems to me to be needed is a safety strategy and action plan for each school which is based on a risk assessment relating to its particular features.”(Lord Cullen)

Following the Cullen report all schools were required to set up a Safe school group comprising of H.T. Police, School Board and P.T.A. representatives and a staff member. A risk assessment was carried out and appropriate measures including security locks put in place.

Measures are in place to ensure that no-one may gain access without authorisation

In Gatehouse School these measures include:-

Intercom system (at the main school building), restricted entry at all doors, visitors' book / sign at main entrance.

Safety of Pupils in Outdoor Areas

Nursery pupils have access to an outdoor area for physical play. This area is fenced off and has a soft play surface which is regularly inspected by janitorial staff and kept free of any objects which could cause harm to children. Equipment is similarly checked by janitorial and Nursery staff and any damaged equipment is removed and, if possible, repaired. Equipment which cannot be repaired is disposed off . While outdoors, pupils are supervised according to the required adult/child ratio and staff are vigilant in their care of pupils.

As part of curricular provision, pupils are frequently taken on short trips in the local community and, from time to time, outwith the community. At the beginning of the session, blanket consent from parents/carers for short trips is requested and details of trips is given by H.T./nursery staff prior to any outing In the case of transport being required, further written permission from parents/carers is requested. For all outings the adult/child ratio will meet at least the minimum requirements.

Adults Working With Children

- **All full and part-time employees of the Education Authority working with children will have undergone Disclosure Scotland checks prior to their acceptance by the Authority as “fit persons.”**
- **Voluntary workers will need to undergo Disclosure Scotland checks (see the school’s separate guidance) prior to working with children when Education Authority staff are not in attendance.**
- **Voluntary workers, working with Education Authority staff will be asked to read and agree to the Authority’s Code of Practice and will be advised that they may have to undergo police checks.**
- **Adult Helpers in School, including parents, will also be required to read and agree to the Authority’s Code of Practice and will be advised that they may have to undergo police checks.**
- **Adult helpers will not be permitted to be with children ,except their own children, unless a member of staff is in attendance.**
- **Adult helpers will not be permitted to undertake intimate care except in the case of their own children.**
- **Intimate care of children by Education Authority Staff will be in compliance with Authority advice and regulations.**

Collecting Children from Nursery

It is a requirement that children are brought to the Nursery by an adult and that the adult remains with the child until he/she is delivered into the care of the nursery staff.

It is further required that children are collected from the nursery by an adult known to the staff. Adults bringing children to the nursery or collecting them will be asked to “sign them in at the beginning of the session and out when collecting them.

Where circumstances necessitate a change in the normal arrangements, the parent/carer must contact the school giving details about the adult who is to collect their child and if this adult is not known to staff, then proof of identity will be expected. If staff have doubts about the adult’s right to take charge of the child then the child will not be released into their care.