



Grange Academy

Safeguarding and Child Protection Policy

Everyone has responsibility to safeguard and promote the welfare and wellbeing of children and young people.

Updated August 2026

Next Review: August 2027

This Policy Aims To Ensure That:

- Grange Academy operates a robust and safe selection and appointment process which requires all employees who have opportunities to engage regularly with children in the course of their normal duties and be members of the Protecting Vulnerable Groups (PVG) Scheme and to participate in relevant professional learning;
- Creation of a safe environment for children,
- Staff are equipped with the information, knowledge, support and guidance to keep children, young people and adults at risk, safe and protected; are alert to children/young people's needs,
- We take account of National and Local Authority inter-agency child protection guidelines and East Ayrshire's legal obligation to safeguard and protect any group at risk.

Guiding Principles

- The welfare of all children is always the primary concern.
- Protecting children is everyone's responsibility.
- Every child should be treated as an individual and has a right to a positive sense of identity.
- All children have the right to be protected from all forms of abuse, neglect and exploitation.
- All children have the right to express their views on matters affecting them. To promote these principles we will:
- Treat everyone with respect and encourage children to respect others;
- Promote the rights, including privacy and dignity, of children, young people and protected adults as defined by the United Nations Convention on the Rights of the Child (UNCRC);
- Respect confidentiality and only share information and concerns about children, young people and protected adults with those who need to know;
- Take action to stop any inappropriate verbal or physical behaviour and emotional abuse, including bullying;
- Treat all concerns and allegations seriously and respond appropriately, operating within our agreed policy, procedures and guidance; and
- Refer, not investigate.

“Child protection processes fall at the urgent end of a continuum of services which include prevention and early intervention. The GIRFEC principles and approach are consistently applicable. Children who are subject to child protection processes may already be known to services. They may already have a My Plan in place. Child protection processes should build on existing knowledge, strengths in planning and partnerships to reduce the risk of harm, and to meet the child/young person’s needs”.

‘Child Protection is the processes involved in consideration, assessment and planning of required action, together with the actions themselves, where there are concerns that a child/young person may be at risk of harm from abuse, neglect or exploitation’.

Child protection involves:

- immediate action, if necessary, to prevent significant harm to a child/young person
- inter-agency investigation about the occurrence or probability of abuse or neglect, or of a criminal offence against a child/young person
- assessment and action to address the interaction of behaviour, relationships and conditions that may, in combination, cause or accelerate risks
- focus within assessment, planning and action upon listening to each child/young person’s voice and recognising their experience, needs and feelings
- collaboration between agencies and persistent efforts to work in partnership with parents in planning and action to prevent harm or reduce risk of harm
- recognition and support for the strengths, relationships and skills within the child/young person and their world in order to form a plan that reduces risk and builds resilience

Standard Circular 57 should be followed for all Child Protection and Safeguarding concerns.

East Ayrshire follow the [ayrshire-child-protection-procedures.pdf \(east-ayrshire.gov.uk\)](#)

National Guidance for Child Protection in Scotland 2021 - updated 2024

[Child protection learning and development 2024: national framework - gov.scot](#)

What Is **Significant Harm** in Child Protection?

Significant harm can result from a specific incident, a series of incidents or an accumulation of concerns over a period of time.

It is essential that when considering the presence or likelihood of significant harm that the impact (or potential impact) on the child/young person takes priority.

Key professionals will take a number of things into account when exercising their professional judgement.

There are no absolute criteria for judging what constitutes significant harm, talking to other agencies and sharing / gathering information will be a priority.

Self-Learning Pack:

<https://www.east-ayrshire.gov.uk/Resources/PDF/U/Understanding-Child-Protection.pdf>

Abuse/Neglect

Abuse and **neglect** are forms of maltreatment of a child/young person. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children/young people may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Here are some of the ways in which abuse may be experienced by a child/young person:

Physical Abuse – This may involve, hitting, shaking, throwing, poisoning, burning/scalding, and drowning/suffocating. Physical abuse is also when a parent/carer deliberately fabricates or induces illness in a child/young person.

Emotional Abuse – Can be conveying to a child/young person that they are worthless, unloved and inadequate. It may involve causing a child/young person to feel frightened or in danger, or exploiting or corrupting them.

Sexual Abuse – Is any act that involves the child/young person in any activity for the sexual gratification of another person, whether or not it is claimed that the child/young person consented. Under-age sexual activity (under the age of 16 years old) should be raised as a child protection concern. Sexual activity may include physical contact but may include non-contact activities such as:

- Involving a child/young person in watching sexual activity.
- Using sexual language towards a child/young person.
- Encouraging a child/young person to behave in sexually inappropriate ways.

Sexually harmful behaviour includes:

- Sexual activity that does not involve mutual consent by the individual involved or where their relationship includes an imbalance of power for example due to age, intellectual ability, race or physical strength
- Where the behaviour has the potential to cause physical and or emotional harm
- Non-Contact sexual abuse or technology assisted sexual abuse. This can happen online and does not always involve an offender and the victim meeting face-to-face. More and more commonly the offender's objective is to obtain images or videos directly from a child, which they use to blackmail and threaten them.

Neglect – Is the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. For example, failing to provide adequate food, shelter, clothing, access to medical treatment. It includes failure to protect a young person from danger and a failure to respond to their emotional needs.

TICC

Children and young people who are affected by domestic abuse

In Ayrshire we have Trauma Informed Contact and Care (TICC). All schools and ECC's are informed of Domestic Abuse affecting a child/young person before the start of the school day. When a TICC form is received you follow your Child's Pathway (GIRFEC processes) to ensure they are supported appropriately.

In East Ayrshire we use Safe & Together to tackle Domestic Abuse.

<https://safeandtogetherinstitute.com/scotlands-programme-for-government-commits-to-safe-together-model/>

Remember that:

- Children/young people's circumstances are unique
- Some forms of neglect and abuse cut across all sectors of society e.g. sexual abuse
- Statistically neglect can be linked to parents who are experiencing or have experienced particular challenges
- Not all children/young people of parents who experience additional issues will be neglected or abused

What do you notice? What should we be aware of?

Think of any changes in behaviour you might see in a child or young person which may concern you. Try to think of changes under these headings:

- Physical
- Sexual
- Emotional/Verbal
- Neglect

Physical

- Unexplained injuries/burns
- Refusal to discuss injuries
- Untreated injuries
- Dressing to impress
- Change in appearance
- Symbols/Tattoos
- Hairstyle/piercings
- Fear of returning home
- Chronic running away
- Distracted
- Changing friends
- Changing name
- Withdrawal from physical contact
- Weight loss/gain

Sexual

- Behave in a sexually inappropriate way
- Urinary infections/bleeding/soreness
- Low self-esteem
- Say a friend has a problem
- Have unexplained sources of money

Resources:

[Vulnerable Children and Young People - Scotland](#)

Education Scotland

<https://education.gov.scot/resources/safeguarding-missing-children/>

CPC Practitioner Briefing Note (PBN) no. 13 [Sexually Harmful behaviour doc](#) has Brooke Traffic Light Tool as Appendix 1. Also, PBN no. 31 has link to [Police Scotland's Standard Operating Procedure – Child Protection – Underage Sexual Activity](#) (useful to see how they consider sexual activity between children).

Emotional/Verbal

- Rocking
- Low level disruption
- Self-harming
- Drug/alcohol abuse
- Treatment of others
- Compulsive stealing
- Says a friend has a problem
- Over reaction to mistakes
- Becoming withdrawn
- Refusal to discuss obvious injuries/behaviour
- Crying/upset
- Change in behaviour
- Distracted
- Change in language/tone
- Anger
- Sudden speech disorders
- Topics of conversation
- References to “them”, “these people”, “they”
- More outgoing than before

Neglect

- Poor personal hygiene
- Emaciation
- No social relationships
- Lack of routine
- Hunger
- Low self-esteem
- Constant tiredness
- Inappropriate clothing

Resources:

Children and young people experiencing mental health problems is now a risk indicator under category of Child Protection concern alongside impact of parental mental health (page 70 of pan Ayrshire guidance has the list of updated risk indicators [ayrshire-child-protection-procedures.pdf](https://www.east-ayrshire.gov.uk/Protection/Child-Protection-procedures.pdf) ([east-ayrshire.gov.uk](https://www.east-ayrshire.gov.uk))).

See East Ayrshire Cherishing Our Families guidance. <https://www.east-ayrshire.gov.uk/Resources/PDF/C/cherishing-our-families-strategy-2023-2026.pdf>

Children and Young People at Risk of Self-Harm or Suicide

Self-harm is generally a way of coping with overwhelming emotional distress. Many young people self-harm where there is no suicidal intent. However, research shows that young people who self-harm can be at a higher risk of suicide and this increases for those who repeatedly self-harm.

All staff working with children and young people should provide a consistent, caring and appropriate response to children and young people who have been, or are at risk of, self-harm and suicide.

Resources:

[Ayrshire Multi-agency Guidance for people working with children and young people at risk of self-harm or suicide.](#)

<https://www.east-ayrshire.gov.uk/Resources/PDF/C/Multi-agency-guidance-for-people-working-with-children-&-young-people-at-risk-of-self-harm-or-suicide.pdf>

Suicide Prevention Training Calendar

<https://www.east-ayrshire.gov.uk/Resources/PDF/S/Suicide-Prevention-Training-Calendar.pdf>

Education Scotland

<https://education.gov.scot/resources/safeguarding-self-harm-and-suicide-prevention/>

There are also resources within the National CP Guidance on Suicide and self-harm for practitioners [Child Protection Guidance 2021 \(theapsgroup.scot\)](#)

PREVENT is part of **CONTEST** the government counter-terrorism strategy, it is designed to tackle the problem of terrorism at its roots, preventing people from supporting terrorism or becoming involved in terrorism themselves.

Prevent, is essentially about recognising when individuals, particularly those who are **vulnerable**, are being **exploited**, and responding effectively in partnership with other statutory agencies when concerns arise.

There is no single profile of a person who is likely to become involved in extremism or radicalisation. Also, there is no universally accepted view of why vulnerable individuals might become involved in such activities.

- Radicalisation and Extremism refers to a number of areas. For example:
- Terrorism
- The Far Right
- Sectarianism

What is the Prevent strategy?

The Prevent strategy aims to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. It is about preventative action, and is very much focused on the early stages where a crime has not yet been committed.

What is the threat?

Prevent involves all kinds of terrorist threat to the UK, including organisations originating in Syria, Iraq and Northern Ireland, and also right wing extremist organisations who pose a threat to our safety and security. There is no single profile for a person who is likely to become radicalised or move to support extremism. However, here are some signs that may indicate vulnerability to terrorist ideologies – for example:

- a lack of identity or belonging/identity crisis;
- insecurity;
- defending a culture, way of life or beliefs; and
- being pressured or bullied.

Those who radicalise others into believing terrorist or violent extremist ideologies often target vulnerable people who are led into believing that violence or criminality can earn respect, right a wrong or glorify a cause.

Spotting the signs

There is no checklist that we can give you to help you make decisions about whether a staff member, patient, client, student or visitor has been or is being radicalised. There is no single profile to determine who is likely to become involved in terrorism or violent extremism and the process of radicalisation. The process of radicalisation is different for every individual and situation. However, signs that an individual may be being radicalised could be:

- becoming focused on extremist activities;
- becoming withdrawn and stopping participating in their usual activities;
- expressing feelings of anger, grievance or injustice;
- going missing from their home, school or care setting;
- a new group of friends who you have concerns about using language that supports 'us and them' thinking;
- possessing or searching for extremist literature online; or
- changes in an individual's appearance or behaviour.

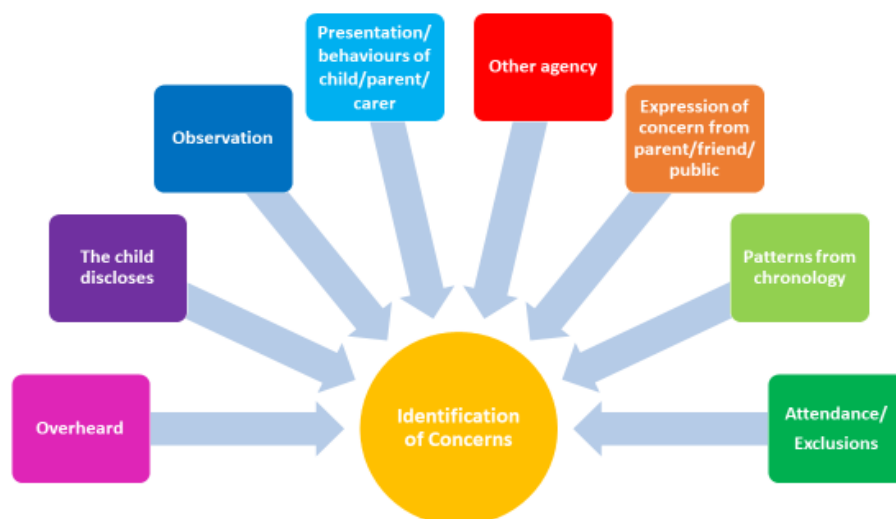
Raising a concern – Notice, Check, Share

Don't rely on others. You must report any concerns you have. The Child Protection Co-ordinator should be informed of concerns and will discuss with Kirsty Ramsay (Education Manager Children's Services) as to whether a Prevent Referral Form should be completed.

Education Scotland

<https://education.gov.scot/resources/safeguarding-prevent-in-education/>

<https://education.gov.scot/resources/safeguarding-prevent-duty-guidance/>



Responding to Disclosure/Allegations – The Role of Staff

Whoever receives the information from the child/young person or other person should:

- listen carefully, let the child/young person speak
- not show disbelief or panic
- take the allegation seriously, reassure the child/young person and ask how they feel
- avoid expressing views on the matter
- not guarantee confidentiality, whilst explaining the reasons for this
- explain that she/he will have to share this information with the Child Protection Co-ordinator – **Lee Cardow** (if not in school a member of the SLT)
- write down what the child/young person has said in their own words as soon as possible (a record of the date, time, place and people who were present should be included).

Where there is concern about child abuse, neglect or exploitation the staff member should:

- Discuss his/her concerns with the Child Protection Co-ordinator **immediately**. The Child Protection Co-ordinator will decide on an appropriate course of action.
- Establish with the CP Co-ordinator when and how concerns should be recorded/shared including, if and when this information should be shared with parents/carers.
- Ensure they are clear with regards to the establishment policy and procedures.
- Formalise with the Child Protection Co-ordinator what further support the child/young person is likely to need and how best this can be met.

What Not To Do!

- **DO NOT** discuss concern/disclosure with anyone other than Child Protection Co-ordinator or Senior Leadership Team.
- **DO NOT** question the child further – this is the responsibility of agencies trained to carry out investigative interviews of children. Questions inappropriately phrased could be thought to be suggestive and then lead to evidence being held as inadmissible in possible future criminal proceedings.
- **NEVER** Carry out an investigation or gather any photographic evidence into the allegation – this is **not** your role.

Responding to Disclosure/Allegations – The Role of Child Protection Coordinator

The Child Protection Co-ordinator will make sure that:

- Social work are notified by phone
- A Notification of Child Protection Concern Form is sent to Social work and the Named Person Service.
- A pastoral note is recorded on Seemis
- A significant event is recorded on the young person's chronology if they have an AYRshare record.

Minimising and Responding to Risk

If any member of staff receives information or hears an allegation of abuse or inappropriate conduct made against **another member of staff**, the head of establishment must be informed immediately.

All staff should consider the appropriateness of their own and their colleagues' behaviour. Staff and pupils alike should feel confident in openly discussing behaviour which they do not like.

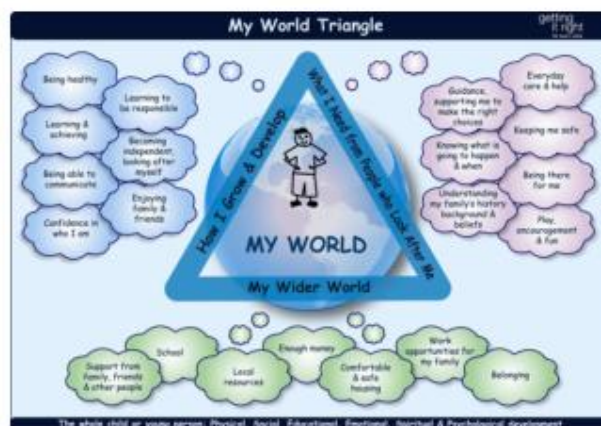
All staff should ensure they read **Standard Circular 57 at least annually** and fully familiarise themselves with the content.

National Practice Model

The **Wellbeing Indicators** provide the broad framework for identifying a child/young person's needs.

They do so under eight headings, which should form the basis for planning around the child:

Safe
Healthy
Achieving
Nurtured
Active
Respected
Responsible
Included.



The **My World Triangle** serves as a starting point for considering what risks might be present in a child/yp's life.



National Risk Framework Document

<http://www.gov.scot/Resource/0040/00408604.pdf>

National Risk Framework Website

<https://www.gov.scot/publications/national-risk-framework-support-assessment-children-young-people/>

Getting It Right For Every Child in Ayrshire



The **Getting It Right for Every Child** Glow tile contains Child Protection and GIRFEC documentation and information and provides appropriate links including to the GIRFEC Ayrshire website.

The child's pathway and practitioner guide were implemented in 2017 and revised in 2023 in line with the national GIRFEC policy re-fresh. All practitioners follow the Team with the Family model and use AYRshare to share multi-agency information. Child protection is on the GIRFEC continuum.

<http://girfec-ayrshire.co.uk/>

Named Person Service

East Ayrshire Named Person Service has produced a **Named Person Service Leaflet** which explains what the Service covers.

Wellbeing concerns are received from Police, Housing, Emergency Department and any other service or individual as appropriate.



<http://girfec-ayrshire.co.uk/practitioners/document-downloads/east-ayrshire-named-person-service-leaflet/>



Anti-bullying: Respect for All Policy



2021

Anti-Bullying

A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it all the more difficult for bullying behaviour to flourish or be tolerated.

It is the on-going aim to reduce and eradicate bullying behaviour by:

- Raising awareness of bullying behaviour
- Creating and supporting a culture of respect, care and consideration of others
- Ensuring that all staff, pupils, parents and carers are aware of school procedures and strategies on dealing with instances of bullying
- Having built in monitoring and evaluation mechanisms to ensure that procedures are being consistently applied.



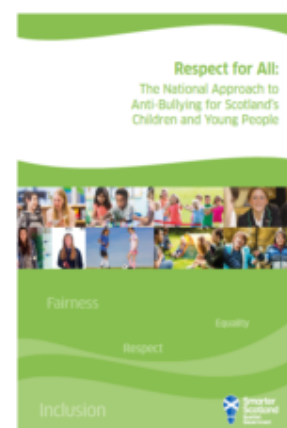
See also Respect Me guidance - <http://respectme.org.uk/>

Education Scotland

<https://education.gov.scot/resources/bullying/a-summary-of-anti-bullying-resources/>



Respect for All and East Ayrshire's Anti-bullying: Respect for All Policy (in partnership with **respectme** – Scotland's anti bullying service) provides an overarching framework and context for all anti-bullying work to be undertaken in all our schools and establishments. The policy aims to build capacity, resilience and skills in children and young people, and all those who play a role in their lives, to prevent and deal with bullying. It utilises the skills built in nurture and restorative practice and the associated appendices provide comprehensive strategies for responding to bullying behaviours. Schools must record all reported bullying incidents on the SEEMIS Bullying Recording and Monitoring module.



Children with Disabilities and Care Experienced Children

Children/young people with disabilities are three to four times more likely to be abused/neglected because:

- Inability to recognise appropriate behaviours
- Reduced opportunities for socialisation
- Increased experiences of intimate care
- Impaired communication skills
- Low self-esteem and self-image
- Reluctance/lack confidence to report concerns

Care experienced children/young people have increased vulnerability because:

- Most neglect and abuse occurs in the home
- Children looked after away from home can be very vulnerable, particularly in relation to exploitation and online safety
- Care Experienced Children do not always feel safe and may be at risk of misusing drugs, alcohol and self-harming

Adult Support and Protection

The Adult Support and Protection (Scotland) Act 2007 introduced legislation to protect people from being harmed. All staff have a legal responsibility to make an Adult Support and Protection referral for any adult they come across in the course of their work, for whom they have concerns. The legislation enables organisations to work together to support and protect an adult at risk of harm. The harm can come from another person or can be self-harm or self-neglect. The adult's wishes are central to ASP.

If you have a concern about an adult, don't ignore it – you have a legal duty to take action – Speak to the establishment Child Protection Co-ordinator without delay.

The person who is being harmed or neglected may not be able to report it themselves. Everyone has the right to be safe and free from harm. Additional information is available on the East Ayrshire Council website.

Further information on Adult Support and Protection, including how to make a referral, is available at:

<http://eacintranet/Services/Health-and-Social-Care-Partnership/Protection/AdultSupportandProtection/Adult-Protection-Information-for-Practitioners.aspx>

Useful Documents and Websites

- East Ayrshire Child Protection Committee <http://eacintranet/Services/Health-and-Social-Care-Partnership/Protection/ChildProtection/ChildProtection.aspx>
- Barnardos - www.barnardos.org.uk (Child Sexual Exploitation material)
- Female Genital Mutilation www.forwarduk.org.uk/key-issues/fgm
- Shakti Women's Aid is a Scottish based organisation which will provide information and advice to practitioners, 0131 475 2399, www.shaktiedinburgh.co.uk
- GIRFEC website www.girfec-ayrshire.co.uk
- National Child Protection Guidance <https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021/>
- Ayrshire Multi-Agency Child Protection Practitioner Procedures Guidance ayrshire-child-protection-procedures.pdf (east-ayrshire.gov.uk)
- National Risk Framework www.gov.scot/Resource/0040/00408604.pdf
- Unicef – UN Rights of the child www.unicef.org/crc/



CLPL

Child Protection Learning and Development 2024: national framework

<https://www.gov.scot/publications/national-framework-child-protection-learning-development-scotland-2024/>

Protection and Learning Training

Additional Training is available to all staff via the multi-agency training calendar that can be accessed via the East Ayrshire Intranet. **Staff should seek permission from their line manager when applying for courses.**

<https://pltraining.east-ayrshire.gov.uk/>



