



## Safe Guarding and Child Protection Policy

### Arrangements for safeguarding, including child protection

Arrangements for safeguarding and child protection are reviewed regularly to reflect national legislation. Safeguarding and child protection guidance is shared with staff on an annual basis during our August inservice day. Any amendments or updates to the policy are highlighted and issued to staff electronically.

All staff have a copy of the school policy which contains a flowchart of how we record and manage concerns (see reverse). Information in relation to safeguarding and child protection procedures are shared with partners during our first Joint Support Team meeting of the session. All supply and temporary staff are issued with a copy of the policy as part of their welcome pack to the school. Information is shared with learners through assemblies and pastoral lessons.

Safe guarding and child protection are discussed on a termly basis at Board of Guidance. We use this time to reflect on issues arising and how they are being managed to identify areas for improvement.

### Arrangements to ensure wellbeing

Barrhead High School identifies RESPECT being at the heart of our community. We actively promote the Children's Rights Charter and have been awarded Rights Respecting School Gold Level by UNICEF in recognition of this. We have a strong ethos of promoting tolerance and understanding and cover themes such as bullying, LGBT, Islamophobia, and Asylum within our core PSHE curriculum because we recognise the importance of these areas in our society.

All pupils have an allocated pastoral teacher in whom they can confide. This relationship begins as part of the primary transition programme. For those requiring additional support our in-house counsellor can provide this either through self-referral or through referral from a member of the pastoral team. Some pupils requiring more intensive support may benefit from one of our 'pastoral supporters' who might be asked to work with an individual under the guidance of a more experienced member of staff – this is a voluntary arrangement.

For young people who have experienced trauma or attachment issues in their formative years we may find it appropriate to recommend them for 'nurture check-in' classes where they will benefit from weekly contact with a specialist teacher who will provide support to manage any social, emotional or behavioural needs – young people will generally be identified from primary for this support but can also be identified by pastoral staff through file checks, wellbeing interviews and through JST.

Young people will benefit from meeting with their pastoral teacher on regular basis through weekly timetabled pastoral classes as well as regular meetings.

### National Guidance and Legislation

CP Coordinator and Pastoral staff keep abreast of legislative procedures and changes with any necessary discussion taking place at pastoral support meetings.

Staff are aware that any concerns regarding safeguarding or child protection should be communicated to a member of the SLT or pastoral team as soon as possible. This can be followed-up electronically using Click & Go. All concerns will be logged on pastoral notes on Click and Go and appropriate actions taken in consultation with relevant services.

Our child protection records are the subject of annual review by a QIO from the local authority and recommendations communicated and acted upon.

**Article 19: Every child has the right to be safe from violence, abuse and neglect.**



# Child Protection Procedures Flowchart

Staff member becomes aware of a potential child protection issue. If a young person seeks out a member of staff to tell them about a worry or a concern. Staff member should:

- Be supportive and assure info will only be shared with those who need to know.
- Listen and don't ask too many questions.
- Reassure the child.
- Record in child's own words what they have said.
- Sign and date any notes.



Staff member raises concern with Head Teacher (F. Johnston) or Child Protection Coordinator (K. McShane).



Head Teacher or Child Protection Coordinator may seek advice from Request for Assistance Team on course of action, if any to be taken.



If HT considers child is at risk of abuse a Child Protection Referral should be made by calling the Social Work Request for Assistance Team. A Child Protection Referral Form should be completed and a copy sent that day to:

- Social Work request for Assistance
- Lead Officer (HT)
- Head of Education (Equality & Equity)
- Principal Educational Psychologist (if child has ASN)
- School Nurse



Where a child is in immediate danger, the police should be contacted.



## Safeguarding Procedures

If a member of staff is concerned about the wellbeing of a young person they should complete a **Cause for Concern** on Click and Go and mark it for the attention of the young person's pastoral teacher, ticking the box '**for information only**'.

**Please note that where any member of staff identifies child protection concerns, immediate action should be taken in keeping with the school's child protection procedures.**



The pastoral teacher will assess the wellbeing concern, using the following key questions:

1. *What is getting in the way of this young person's wellbeing?*
2. *Do I have all the information I need to help this young person?*
3. *What can I do now to help this young person?*
4. *What can the school do to help this young person?*
5. *What additional help, if any, may be needed from other services/agencies?*
6. *What is the view of the child and family?*

The assessment may involve further discussion with the referring member of staff, the young person, parents / carers and relevant others. The pastoral teacher will consider the information gathered in the context of other information that is known and held about the young person.



Following this initial assessment the pastoral teacher will decide whether the young person:

- can access current school supports (Universal) meaning no further action is required, or
- can access current school supports, however, specific actions are required to meet these in the long term (ASN Profile), or
- requires a Single Agency (Education) Assessment and Plan (Stage 1) to be initiated / updated, or
- requires a Single Agency (Education) Assessment and Plan to be initiated / updated *and* referral to the Joint Support Team (JST) is required for advice and support from other services and agencies (Stage 2).

Any action points will be followed through and communicated to relevant members of staff and parents where necessary.