



Neilston Learning Campus:
Neilston Primary School and Madras Family Centre

Child Protection and Safeguarding Policy

Rationale

“The Scottish Government wants Scotland to be the best place in the world for children and young people to grow up so that they become: successful learners, confident individuals, effective contributors and responsible citizens. All children and young people (including unborn babies) have the right to be cared for and protected from harm and abuse and to grow up in a safe environment in which their rights are respected and their needs met. Children and young people should get the help they need, when they need it and their safety is always paramount.” (National Guidance for Child Protection in Scotland 2014)

Our Vision

This policy focuses on setting out the wide range of duties required of all staff and partners to ensure that all children and young people are safe, well cared for and enabled to flourish. Through robust child protection and safeguarding procedures, it is our aim to ensure the needs of all learners are met.

Safeguarding all children and young people requires strong partnerships to be established between the school and its local community.

Through the delivery of a well-rounded broad general education we endeavour to provide well-planned, progressive learning opportunities so that our children can become more resilient and develop a sound understanding of how they can keep themselves safe.

Our Values & Principles

Across our campus, we wish to encourage the development of the personality, talents and mental and physical abilities of all of our children to their fullest potential. This is built upon the articles from the UNICEF Convention on the Rights of the Child and embodies the Scottish Government’s approach to Getting It Right for Every Child (GIRFEC) which has the wellbeing of all children and young people at its heart. We therefore take every opportunity to consider the individual needs of all pupils based on the wellbeing indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

We believe that all children have the right to be protected from abuse and neglect. Therefore, child protection and safeguarding across our campus is the responsibility of each and every one of us.

Equality Statement

Every child has the right to be included and supported as far as possible in the knowledge that there is equality in terms of opportunity, social background, race, gender and disability. Religious beliefs of pupils and their families will be respected at all times.

Our Aims

Across Neilston Learning Campus we are committed to providing an environment in which children are safe from abuse of any kind and in which any suspicion of abuse is responded to promptly and appropriately. The wellbeing of children in our care takes precedence over any other consideration. It is the clear responsibility of ALL personnel across the campus to adopt best practice and be vigilant at all times.

In order to achieve this, we will:

- Seek to work in partnership with parents, carers, East Renfrewshire Council and any other agencies to promote best practice in the area of child protection and safeguarding
- Include a statement in our establishment handbooks, website and staff induction pack, outlining our policy and procedures in this area
- Display our policy statement in the school reception area
- Ensure staff have regular training (at least annually) in the campus policy for Child Protection and Safeguarding
- Appoint a child protection coordinator who will attend all inter-agency and authority training available to them (Mr Gerard Curley, Head Teacher)
- Ensure all members of staff and parent volunteers are familiar with our Child Protection and Safeguarding procedures and policy

Responsibilities – ALL staff

All staff must adhere to this policy on child protection and safeguarding.

- The role of any persons working or volunteering within the school is to report any concerns that they may have immediately to the Head Teacher or in his absence the Depute Head Teacher.
- It is NOT the responsibility of that person to wait for further proof, to investigate for themselves or to gather evidence
- Any concerns about the welfare of a child needs to be shared straight away.

NO matter how good we are at evaluating and assessing matters to do with the children across our campus, when a child's welfare may be at risk, we cannot accurately evaluate

nor assess potential dangers as we may only know a small part of the whole picture. You must therefore share your concerns with the Senior Leadership Team.

Child Disclosure

If a child tells you about possible abuse, his or her statements should NOT be dismissed, explained, excused or ignored. You must attend carefully to what the child is communicating, taking account of the child's age and stage of development and allow the child to fully relay their message.

You should NOT further question or reason with the child. You cannot agree at any time to keep something "a secret" between you and the child. You should then report this immediately to the Child Protection Coordinator, Gerard Curley, who will offer further guidance to you.

Child Protection & Safeguarding – CHECKLIST

If...	...a child discloses concerning information to you
	...you notice something concerning regarding a child (bruising or other markings, poor cleanliness and hygiene, deterioration in the child's appearance (tiredness, losing weight...) or you suspect a child may have been abused or...
	...some third-party expresses concern to you or...
	...you witness any abusive situations within the school

You must:

R.E.C.O.R.D and R.E.P.O.R.T

Respond without showing signs of anxiety or shock

Elicit, by listening to as much information as possible

Confidentiality (secrets) must not be promised to any child or adult however reassurances should be given that only people who need to know and can help will be told

Observe carefully the demeanour and behaviour of the child at this time

Record in detail (as soon as possible afterwards) what you have seen or heard – in the child's own words (as much as possible) and then date and sign the notes immediately

Do not interrogate, question or enter into any detailed investigation yourself. Rather encourage the child to relay what they feel they need to.

Then **REPORT** all details and give the recorded notes to the Head Teacher immediately. The HT will then take up responsibility as to “next steps” and decisions that require to be made.

It is always helpful to try and make yourself available to pupils and to be mindful of any changes in a child’s behaviour, mood etc. e.g. A child who is often reluctant or last to leave the classroom/ club, library etc. may be wishing to speak to you about something.

The Child Protection and Safeguarding Co-ordinator for this campus is:

Mr Gerard Curley – Head Teacher

Mrs Rosemary Crossan – Depute Head Teacher (Deputises in absence of HT)

Miss Kirsten Thomson – Principal Teacher

(will have day-to-day responsibility for Child Protection and Safeguarding across the Family Centre), reporting concerns to HT/DHT as appropriate

During periods of time when the HT/DHT/PT are not available (50-week service provision – Family Centre only) Depute Head of Centre will have this responsibility:

Mrs Yvonne Crookshanks

Mrs Julie Armstrong

The Head Teacher is responsible for contacting Social Services if required to do so and also for completing all follow-up procedures as indicated in Standard Circular 57.

Copies of this circular are available from the administration team or the Head Teacher on request.

Useful Numbers:

Barrhead – Social Services Department – 0141 577 (8300)

Clarkston – Social Services Department – 0141 577 (4000)

During the composition of this this policy the follow documents have been consulted:

- National Guidance for Child Protection in Scotland (2014)
- How Good is our School 4?
- How Good is our Early Learning and Childcare?
- East Renfrewshire Council – Standard Circular 57

APPENDIX 1

Assessing a wellbeing and Safeguarding Concern

6 key questions to consider:

1. What is getting in the way of this child/ young person’s wellbeing?
2. Do I have the information I need to help this child/young person?
3. What can I do now to help this child/young person?
4. What can my agency do to help this child/young person?
5. What additional help – if any – may be needed from others?
6. What is the view of the child and the family?



Child’s Name		DOB:					
Class / Group:		Teacher / Key Worker:					
Person Raising Concern / agency:		Date Concern Raised:					
Please identify the appropriate SHANARRI wellbeing indicator(s) below (delete as appropriate):							
Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included
Details of Wellbeing concern/need:							
Summary of analysis that led to the decisions taken by the school leadership team:							
Actions taken by the school leadership team:							
Views of the child/young person:							
Views of the parent/carer:							
Is a single agency assessment required? (Y or N):							