

Williamwood High School

Care & Welfare Policy



**Child Protection
Officer**

Mrs Nicola MacGlashan
Headteacher

Ext: 2501

Williamwood High School



**Child Protection
Coordinator**

Mrs Laura Miller
DHT

Ext: 2506



RESPECT AMBITION KINDNESS

2. Rationale

This policy sets out the procedures in place Williamwood High School to protect the welfare of those in their care. **Standards circular 57**

3. Background and Legislation

This policy should be used along with:

- Standard Circular 57 (staff intranet)
- [Education Scotland's Child Protection and Safeguarding Policy](#)

4. Aims of Policy

The aim of this policy is to ensure that all stakeholders know their role and procedures to follow in the case of Child Protection or Safeguarding Concerns.

We aim to ensure our procedures support:

- Protecting children, young people and protected adults is everyone's responsibility
- The welfare and rights of all children, young people and protected adults are always the primary concern
- Children's and young people's rights to care and protection from harm in any form are firmly upheld as outlined within United Nations Convention on the Rights of the Child (UNCRC)
- We fulfil our legislative duties related to safeguarding, including child protection
- Every child, young person and protected adult should be treated as an individual and has a right to a positive sense of identity. UNCRC Article 8 (right to preserve identity);
- All children, young people and protected adults have the right to be protected from all forms of abuse, neglect and exploitation. UNCRC Article 19 (protection from all forms of abuse or neglect)

5. Responding to Child Protection and Safeguarding Concerns at Williamwood High School

If we identify that a young person is at risk of harm we have a duty to respond and notify the relevant agencies.

ALGEE Model

A – Approach,

Try to find a suitable time or place to start the conversation with the person, keeping their privacy and confidentiality in mind. If the person does not want to confide in you, encourage them to talk to someone they trust.

L – Listen nonjudgmentally.

Many young people experiencing a challenge or distress want to be heard first, so let the pupil share without interrupting them.

G – Give reassurance and information.

After someone has shared their experiences and emotions with you, be ready to provide hope and useful facts.

E – Encourage appropriate professional help.

The earlier a pupil gets help, the better their chances of getting the right support. Always advise that you will have to pass information on to the appropriate professionals.

E – Encourage self-help and other support strategies.

This includes helping pupils identify their support network, programs within the school and local community

Remember:

- **Listen.** ‘Active listening’ involves listening attentively and allowing the child to speak at their own pace. Show your support by facial expression, be aware of body language, make eye contact and show trust.
- Take the child seriously – whether you believe the child or not. It is not for you to assess whether the child is telling the truth or not, but to hear what they are saying. It is not common for a child to make a malicious allegation against someone, and even if they do, the allegation must be properly investigated, for the sake of both the child and the alleged perpetrator.
- **Reassure** the child it was okay for them to tell you this. Make sure they feel as comfortable as possible during and at the end of your conversation.
- **Clarify** but don’t probe. It is not your job to question the child in detail about their alleged experiences. You need, however, to clarify with the child what they are saying to ensure you understand them fully.
- Explain what you will do next – you must be clear that you cannot keep this a secret, there are certain people you have to tell to help keep the child safe, but this will only be key people who have to know.
- **Share** with Child Protection Coordinator as soon as possible. If this person is unavailable then find another member of the SLT.
- **Record** – as far as possible write down just what you have heard, using the child’s words, as soon as possible. Also record the context – what were you doing when the child disclosed, was there a trigger to their disclosure, and what you did next.

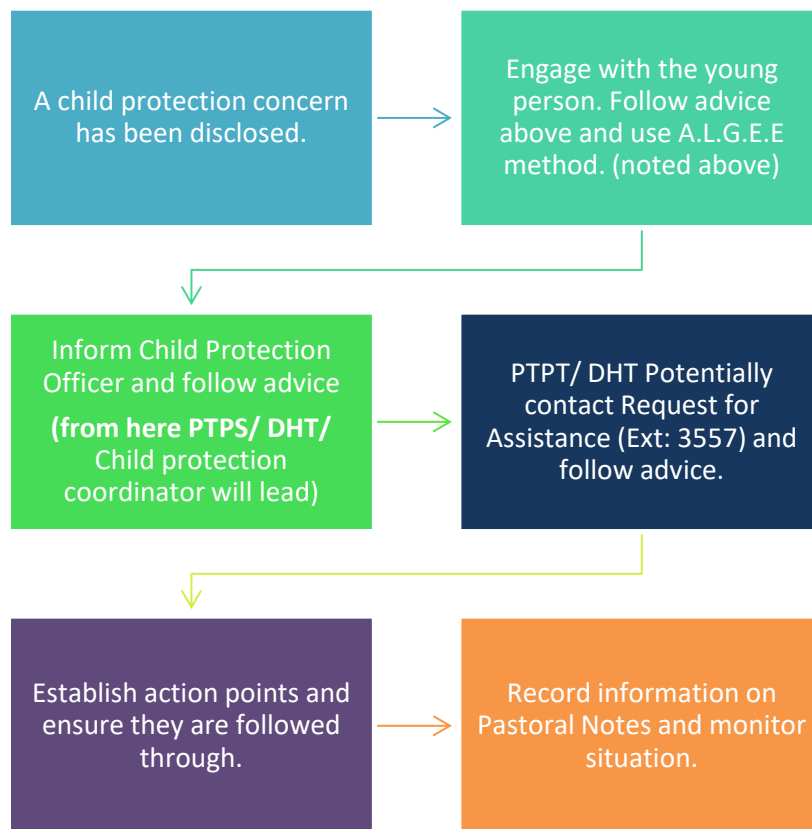


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Respect Ambition Kindness

Action for Child Protection and Safeguarding concerns:



If in any doubt, always pass it on. Never leave at the end of the day worrying about a young person without having shared your concern.

There are 4 indicators of concern

This list shows the four main indicators of concern. If you notice something that concerns you then pass this on to a member of the SLT or Pastoral Care Team.

These definitions are all taken from the most recent national child protection guidance.

Physical abuse - The causing of physical harm to a child or young person. It may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

Sexual abuse - Any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented.

Emotional abuse - Persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a child's emotional development.

Neglect - The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development

Identifying concerns

Everyone who comes into contact with children has a responsibility to check that children are safe, and to report if they have any worries about a child.

Remember you are only hearing one piece of a jigsaw, but we need to put our information together with all the other information, to make a full assessment of how safe a child is. Although it may not constitute a Disclosure of potential abuse, it is important that you share concerns with a member of SLT (or, in secondary schools, the PTPT.) Please never think that you are wasting someone's time by doing so!

A sudden change in behaviour is relatively easy to spot. We should also be vigilant about more subtle changes which may happen over a period of time e.g. a child gradually becoming more withdrawn or a change in physical appearance – a member of staff who is in daily contact with a child is often best placed to notice these changes. Children can communicate their experiences without words.

It is important not to jump to conclusions, but to record and share.

Note what you see – it is important to keep a record of all concerns however small, as it is often only over time that a picture will build up.

Fact and opinion – make it clear what you actually saw (facts) and what conclusion you came to (opinion). For example: “her speech was slurred and she was staggering slightly as she walked” (fact) and “I believed she was under the influence of alcohol” (opinion)

The Child Protection process

Your work in sharing concerns or disclosure will be appreciated and is a very important part in the Child Protection process.

Unfortunately, you will receive little or no other feedback regarding what happens next to safeguard the child and put appropriate supports in place. Your Child Protection Coordinator will play an important role in ensuring that key school staff – working in partnership with other agencies including Social Work Services – work to achieve improved outcomes for the child. This could include assisting Social Work and possibly Police Scotland with an investigation, contributing to a Child Protection Case Conference, and helping to carry out and review the impact of agreed actions in a Child's Plan.

6. Further Reading

[GIRFEC National Practice Model](#)

[Responsibility of All](#)

[Revised Standard Circular 57: Child Protection \(May 2018\)](#)

[ERC Education Department Child Protection Documentation](#)

[National Guidance for Child Protection in Scotland \(2021\)](#)

[Child Protection Committees Scotland](#)

[Domestic Abuse - National Improvement Hub](#)

[Child Sexual Exploitation - National Improvement Hub](#)

[Female Genital Mutilation – National Improvement Hub](#)

[Prevent guidance and curricular links – National Improvement Hub](#)

[Safeguarding – Prevent in Education – National Improvement Hub](#)

[CEOP – Child exploitation and online protection](#)