



Child Protection 2026/27

Our commitment to the care and well-being of our children is at the heart of every aspect of school life. This extends to the learning and teaching process, interactions among students and staff, movement within classrooms and the school, and activities in the playground. While much of this care is intangible and not easily itemized, it is deeply embedded in the ethos and values of our school.

Child Protection

Our procedures take account of triangulation principle involving: the child; the parents or carers and the school inclusion policy.

Procedures

- Annual Staff Update delivered and recorded in file -follow GCC guidance for specifics
- Child protection information & supporting leaflet /checks with students, visiting staff and volunteers/parent helpers.
- Work with parent/carer to build and maintain positive relationships.
- Information to CTs/SfLWs re LAC status and updates re contact/review meetings/Children's Hearings etc
- CP an agenda point at Staff and SLT meetings.
- Annual Wellbeing Assessment Plan (SI3&4) reviews.
- MC57 - in use for alerting to concerns/ notifiable concerns
- 'Check-in' system used for pupil support- planned times with child/children in response/ follow up to concern/crisis.
- Collaborative working with other agencies
- Partnership working
- FSW assigned to support pupil following critical experience
- CP procedures discussed with all new families at enrolment and CP leaflet issued
- All visitors to school provided with CP orientation by clerical. Signposted to poster. Details on visitor lanyards

Monitoring and Tracking

- *Regular Monitoring*- CP Co-ordinator will review CP records/ files and concerns weekly at SLT.
- *Attendance Monitoring* - Attendance & Late-coming: Follow procedures: Letter 1, 2, ELO Phone Call/Visit. High profile promotion of benefits of attendance and punctuality. Collaboration with SWS/Children's reporter as required.

- *Referral to JST/SIIM* -Discussion and review as necessary
- *Care / Concern*- these record and highlight updates to/from SLT & CT /SfLW & monitoring of learning and issues of concern
- *WAP targets*-review/update of long/short-term outcomes termly
- *Pastoral Notes*- updated regularly using 'Centrally Recorded' and use of 'Significant Event' for chronology type events (SWS contact/ CH/ Reviews etc); including review
- *Vulnerability Audit*; tracking of children through our GIRFEC overview and tracking of ACES - pupils will have VP file
- *Children's views* - discussed using Glasgow Motivation and Wellbeing Profile, Landscape of Fear, my world triangle
- *School Child Protection Register*- Record of children currently on register or Compulsory Supervision Order, Care Experienced Learners, LAC & Known to SWS
- All pupils in above categories should have a red wallet file with CP or black with VP documentation.
- Evaluating and updating CP procedures annually (May 2027) including sample files taken and reviewed.

Pastoral Care Notes

Pastoral Notes should be updated regularly by SLT to record concerns about a child. These should be set out in the following format:

Event/Concern

Decision/Action

Outcome/Follow-up

There should be a new SEEMIS note for each entry.

Child Protection and safeguarding concerns/entries are recorded within pastoral notes as significant events.

Anti-Bullying Policy

The guidelines for children should be emphasised regularly through HWB lessons and whole school assemblies. There may be occasions when individual children or groups need to discuss the advice of the guidelines. Health & Wellbeing sessions may indicate concerns children have; if so, these should be followed through.

A restorative approach should be used. Please see the school's anti-bullying policy: Respect Me, for further information

Dealing with Incidents

Classroom incidents and playground incidents should be handled sensitively to ease any upset felt by the children involved. Every incident is different and the children will bring their own personality to bear on the situation; therefore, the adult must use this knowledge as a starting point. It is important that the adult listens to what each child has to say and to encourage the children to see the point of compromise. In this way, we are empowering the

children rather than dictating an outcome. Restorative conversations should have key questions: what happened, how did you feel, what needs to happen, how do you feel now?

It is not possible to itemise action to cover every situation, but the main elements should be followed: the incident should be investigated with those involved; the children involved should relate the incident; a resolution should be reached with the children involved. The restorative conversation approach should have taken place. It may be that parents should be informed depending on the nature of the incident.

It is important that children understand as fully as possible the big picture of any incident and that there is an opportunity to learn and move forward.

Illness

If a child becomes unwell in school, a decision will be taken by Head Teacher/DHT as to whether the child needs to be taken home. Meanwhile, the child will be taken care of at the front of the school as appropriate to the situation.

Medicines

If a child has to take medicine during the school day, the child's parent should first fill in the consent form at the school office and the medicine will be given by first aider/ clerical or SLT and recorded. The staff member should also sign the record. Inhalers can be kept in the classroom either by the child or by the teacher, depending on the age of the child - this will be noted in the IHP. Inhalers for some children will be held in the office. Please see MC97 for further guidance.

Accidents

If a child has an accident in school; the child should be given the necessary, care and attention. Depending on the nature of the accident, equipment or aspects of the building may need to be inspected. Again, depending on the accident, parents may need to be contacted to inform them of their child's condition or to ask for the child to be picked up and taken for a medical assessment. Contact will be made in writing or by phone as directed by Head Teacher.

Meeting Parents

Talking with parents is part of our care of the children. School staff meet parents formally and informally many times over the course of the school session. It is important that positive and effective relationships are developed in order that the child can benefit as fully as possible.

Lost Property

Efforts will be made to locate lost items. Children should be encouraged to look after their property as part of our daily values discourse (respect). Lost property is located in the hall at the piano.

Playground

The children should see the playground as a place to run around, see their friends and have fun. School staff should make efforts to help them achieve this. Class teachers should prepare the children for the morning interval and lunch times. The children should be ready to leave the building calmly and safely.

In the playground, the children should be encouraged to speak to supervising adults if they have a particular problem. SLT will be present in the playground whenever possible and will monitor playground behaviour intervening and offering supports needed. They should be sensitive to the welfare of the other children. The children will be encouraged to play in a way which hurts neither themselves nor others.

Playground equipment is available for the children and will be placed in the playground at different times across the session. Class teachers should encourage positive and effective play in the playground and should report concerns to SLT. There are usually 5 staff supervising in the playground and one of these staff at our trim trail. Children are informed at the fist assembly that the trim trail should only be used when a staff member is there and not to be used before or after school.

Pastoral Care

Care of the children includes their physical and emotional wellbeing. While pastoral care of the children falls within the remits of identified members of staff, it should be seen as a whole staff issue in which communication of any concern plays a vital role. It may be that other agencies should be involved in care issues, and they should be contacted as needed. There are many instances where care of a child is needed: e.g. if not picked up at home time. Awareness, good communication, followed by an appraisal and sensitive handling of the child are the main elements in ensuring the situation is effectively dealt with.

Family Learning and Connectedness

Developing strong connections and relationships with our children's parents and carers is key to providing effective support. Staff also involved in working with parents and carers such as our EAL support groups, Stay, Play and Learn and Families Connect increase this sense of connectedness and development of trust. These are some of the things that help to make Anderston a welcoming environment.

Specific Needs/ Specific Care

There are some children whose needs require specific care - whether the needs are physical, emotional, behavioural or medical. Staff will be made aware of these children and their

needs and are asked to be sensitive to them. There are occasions when individuals may need special care e.g. accident, bereavement etc. and again, staff will be made aware and are asked to respond sensitively.

In some instances, a member of staff will be asked to be a contact person to check in with a child.

The Cost of the School Day

Every effort will be made to minimise cost to families for school events. School funds will be used to support whole school events; fundraising activities will be planned to take account of family numbers and to ensure that this is sensitively handled. The number of fundraising events will be kept to a minimum.

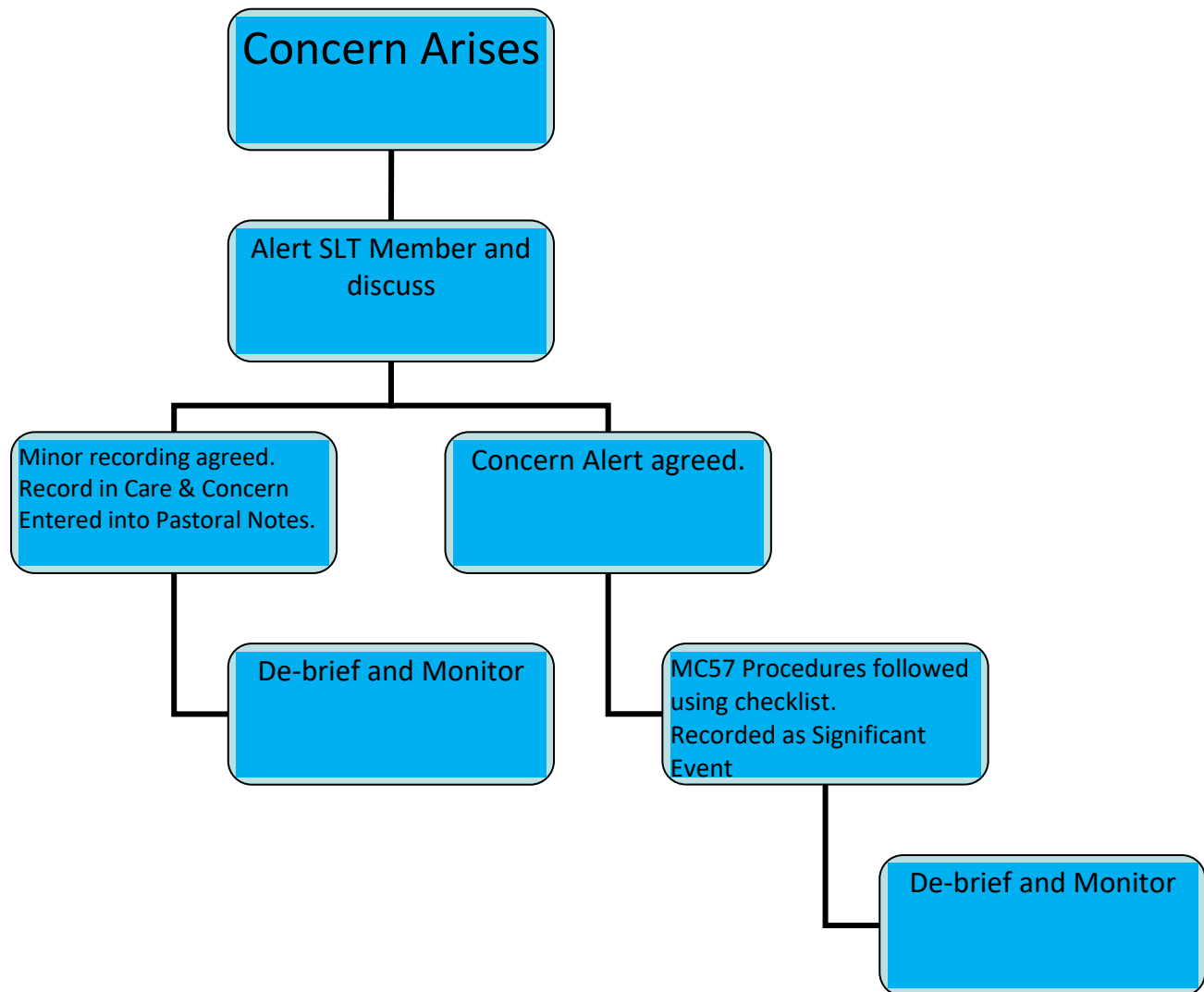
Celebration

Celebrating with children is part of their care. Each class will have a showcase assembly and children regularly use Showbie identify and celebrate their learning achievements with those at home. Staff know the children well and wider achievements are recognised whether it be a "well done" following a dancing show or other competition; or it may be "congratulations" on the birth of a brother or sister. As a health promoting school, birthday cakes will no longer be distributed to pupils. We are an allergy aware school. Each week we give out school values certificates and the photos published on Twitter/X.

Staff Welfare - Team Working

While supporting the children is our main focus it is also important that we are aware of the need to support one another and to maintain a strong working team. There should be open and honest discussion about any concern. We should be open and welcoming to colleagues and anyone working in any capacity in our school caring and supporting one another is beneficial to each one of us, gives the children positive role models and adds to the wellbeing of everyone.

Anderston Primary School
School Child Protection Referral Procedure





Record of Concern Alert (App 3)

Please use block capitals or type this form

This recording form must be completed by the person who raised the concern with the CP Coordinator/member of senior leadership team following their report of concern within 24 hours of the alert. The form will be held in the child's or young person's CP or VP file and receipt of this and action taken must be recorded in pastoral notes as a significant event.

1	Name of person reporting concern:	
	Senior manager to whom it was reported:	Date of report:

2	Name of Child or Young Person:	Year/Class:
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3	Source of concern:	<i>Please tick</i>
	a) Personal observation	☐
	b) Reported by child/young person	☐
	c) Reported by another source	☐ Please specify _____
	d) Telephone call	☐ Please specify _____

4	Please give details [note facts, give <u>detail</u> , be specific in what you are told, see or hear]
	Outcome of risk assessment in relation to above concern: CP Coordinator to note next steps by recording action below -

5	1. Establishment Based action (record action and record in pastoral notes as significant event) ☐	Record Brief action note -
	2. Request for Assistance to SW. Parental consent: Yes / No [delete as appropriate] ☐	
	3. Child Protection Referral – Notification of Concern ☐	
	4. Significant event entered in pastoral notes byon	