

Bellahouston Academy Child Protect Policy

Bellahouston Academy's...

VISION & VALUES



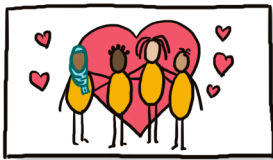
ASPIRATION



GROWTH



ACHIEVEMENT



BELONGING



BELLAHOUSTON ACADEMY



RESPECT

We **BELONG** here, and will **ASPIRE**, **GROW** and **ACHIEVE** together, within a culture of **RESPECT**.

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Our School

At Bellahouston Academy all adults have a responsibility to protect young people.

Staff are aware of their crucial role in the support and protection of young people.

In our school we create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- Ensuring as far as possible that the school environment is a positive, safe space for young people which is reflective of our values;
Belonging, Growth, Aspiration, Achievement and Respect
- Ensuring that children are respected and listened to, by providing a point of support for all young people (Pastoral Care & Support Team)
- Ensuring that all staff are aware of child protection issues and procedures—through annual training and updates
- Providing children and young people with opportunities to learn about matters that will effect them as they mature through our Personal, Social and Health Education (PSHE) curriculum.
- Establishing and maintaining close working relationships and arrangements with partner agencies to make sure that professionals collaborate effectively in protecting children.
- Working in our learning community to ensure a shared approach to Child Protection to help keep our young people safe and support their wellbeing.

"Everyone has a responsibility to protect



young people and protected adults.

Child Protection and Safeguarding Policy,

Education Scotland (2021)

What is Safeguarding?



Child Protection

The processes involved in consideration, assessment and planning of required action, together with the actions themselves, where there are concerns that a child may be at risk of harm from abuse, neglect or exploitation.

Safeguarding

This is a much wider concept than child protection and refers to promoting the welfare of children and young people.

It includes protecting from maltreatment, preventing impairment of their health or development. Ensuring that they are growing up with the provision of safe and effective care, and taking action to enable all children, young people to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

We have a distinctive approach to safeguarding in Scotland linked to Getting It Right for Every Child (GIRFEC) which promotes action to improve the wellbeing of every child and young person. Safeguarding is a thread that runs through the curriculum.

The aim is to support the development of learners' knowledge, skills and resilience to keep themselves safe and protected, and to develop an understanding of the world so that they can respond to a range of issues and potential risky situations arising throughout their lives.

As such, it permeates many features of the education experience including leadership, values, vision, the curriculum, learning and teaching, positive relationships, building learner resilience .

What are the Signs to Look out for?

There will seldom be one single reason why you would have concerns.

More often it will be several things which on their own seem to be relatively unimportant but when you look at them alongside other circumstances in the child's life that causes you to be concerned.

These may include:

A specific incident; a disclosure made by a child or young person or parent/carer

Information from a third party

Adult behaviour/circumstances that may place the child or young person at risk of harm

Child/young person behaviour/circumstances that may place the child or young person at risk of harm

A culmination of minor concerns over a period of time

Staff must alert Mrs Carol Cutler (Depute Head Teacher and Child Protection Coordinator) or the Head Teacher if they have any concerns.

There is a clear protocol which **MUST** be followed by all members of staff:

PROCEDURES FOR ALL STAFF IF A YOUNG PERSON DISCLOSES THEY DO NOT FEEL SAFE:

- Stay calm and listen.
- Keep any questions to a minimum.
- Reassure the child.
- Tell the child what you're going to do next—contact CP Coordinator
- Record in the child's own words what has been said.
- Don't ask unnecessary questions. You can clarify what the child is telling you, but do not probe, or push the child to say more than they want to.
- Make any false promises .
- Express shock or anger at what is being said to you Interpret what the child is saying to you, just record and report .
- Act promptly and immediately report to Mrs Carol Cutler (Depute Head Teacher), Child Protection Coordinator
- Complete MC57 appendix 3 and pass to Carol Cutler



**National Guidance
for Child Protection
in Scotland 2021**

Pupil Concerns — not child protection:

If a member of staff is concerned about the wellbeing of a young person (**Not a Child PROTECTION CONCERN**) 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 care 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

A referral to Staged Intervention Meeting (SIM). Partners and Pastoral Care Staff look at additional supports that can be put in place for young people. Outcomes from SIM could be: assessment of learning, support in class, one to one support for partners, referral to Young Carers/MCR, school counsellor

A referral to Joint Support Team (JST). Educational Psychologist, External and internal partners and Pastoral Care Staff look at additional supports that can be put in place for young people. Outcomes from JST could be: allocated Educational Psychologist, adapted timetable, change of start/finish times, referral to supports from Health Service.

If you have any concerns about the safety of a pupil please contact Carol Cutler DHT or Barry Mochan HT as a matter of urgency.