

Child Protection Policy and Procedures



March 2025

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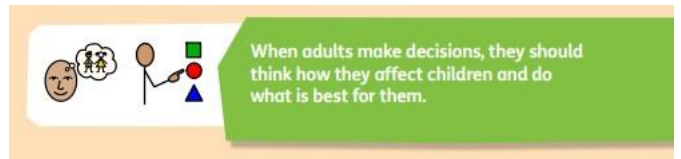
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INTRODUCTION

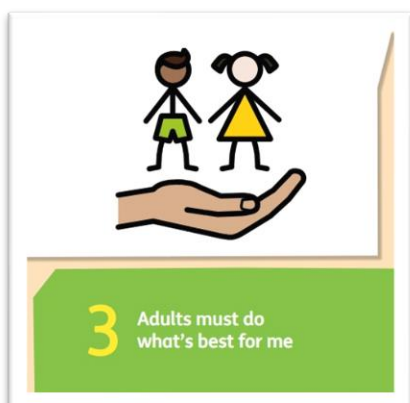


At Drummore Primary School we acknowledge that all staff have a responsibility to recognise and actively consider potential risks to a young person.

All staff have a crucial role in the support and protection of young people as well as the development of their wellbeing and know that they are expected to identify and consider the young person's needs, share information and concerns with other agencies in order to improve outcomes for the young person.

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.
- Ensuring that children are respected and listened to.
- Ensuring that programmes of health and personal safety are central to the curriculum.
- Ensuring that staff are aware of child protection issues and procedures.
- Providing children and young people with opportunities to learn about sexual health and relationships through our curriculum.



"Everyone has a responsibility to protect young people and protected adults."

Child Protection and Safeguarding Policy, Education Scotland (2021)



WHAT DO WE MEAN BY CHILD PROTECTION AND 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, young people and protected adults. It encompasses protecting from maltreatment, preventing impairment of their health or development, ensuring that they are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children, young people and protected adults 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 golden 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 and suchlike.



Every child, young person and protected adult, at all times, has a right to feel safe and protected from any situation or practice which may result in harm.

Child Protection and Safeguarding Policy,
Education Scotland (2021)



WHEN WOULD A YOUNG PERSON BE AT RISK?

There are many different reasons why a child would be considered at risk of harm or abuse. There are different forms of abuse which may make you concerned:

Physical Abuse

Physical abuse is the causing of physical harm to a child or young person. Physical abuse 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

Sexual abuse is 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 consented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Emotional Abuse

Emotional abuse is persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve the imposition of age or developmentally-inappropriate expectations on a child. It may involve causing children to feel frightened or in danger, or exploiting or corrupting children. Some level of emotional abuse is present in all types of ill-treatment of a child; it can also occur independently of other forms of abuse.

Neglect

Neglect is 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to, a child's basic emotional needs. Neglect may also result in the child being diagnosed as suffering from non-organic failure to thrive where they have significantly failed to reach healthy weight and growth or development milestones, and where physical and genetic reasons have been medically eliminated.

In its extreme form, children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation. This can lead to serious long-term consequences such as greater susceptibility to serious childhood illnesses and reduction in potential stature. With young children in particular, the consequences may be life-threatening within a relatively short period of time.



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I have the right not to be touched in ways that make me feel uncomfortable, unsafe or sad

GROUNDS FOR CONCERN



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I have the right to be protected from being hurt or badly treated

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 they cause you to be concerned. These may include the child:

- Having unexplained bruising or bruising in an unusual place;
- Appearing afraid, quiet or withdrawn;
- Appearing afraid to go home;
- appearing hungry, tired or unkempt;
- Being left unattended or unsupervised;
- Having too much responsibility for their age;
- Misusing drugs or alcohol.

It may be that you are worried about a child because of the behaviour of an adult who is caring for them, or involved in their life. The adult may:

- Act in a violent way to other adults, within or out with the household;
- Use drugs or alcohol chaotically.

Specific Grounds for Concern

A member of staff must alert Miss Nikki MacLellan (Depute Head Teacher and Child Protection Coordinator) or the Head Teacher on the grounds of:

- 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.

Procedures for All Staff

If there are one or more grounds for concern, there is a clear protocol which **MUST** be followed by all members of staff on page 7.



PROCEDURES FOR ALL STAFF



Everyone's Responsibility

It is everyone's responsibility to pass on concerns to protect the children in our care. This includes permanent members of staff, supply teachers, students or visiting specialists.

If you have a concern:

Be calm, don't panic.
Act on your concern.
Don't ignore.

Complete Management Circular 57 (MC57) Appendix 3 and hand it to the Child Protection Coordinator. There are copies in each classroom and the staffroom.

The completed form must be handed to the Child Protection Coordinator (never left on desk or in tray).

At Drummole Primary, the Child Protection Coordinator is **Mrs Tina Donnelly**, Headteacher. In her absence, the Depute Headteacher, Peter Calderwood is the responsible person. No matter how small, tell the Child Protection Coordinator your concern, it might be part of a bigger picture.

Never go home without passing on your concerns to the Child Protection Coordinator.

If a Child or Young Person tells you something has happened

Children will sometimes seek out an adult they trust, to tell them about something that has happened to them that they are unhappy about. At other times, a child may say something that the adult is concerned about, even though the child may not be concerned. For example, a young child may talk about their parent's drug use, or a teenager may describe sexual activity with someone older than them.

If a child tells you something that concerns you:

Do

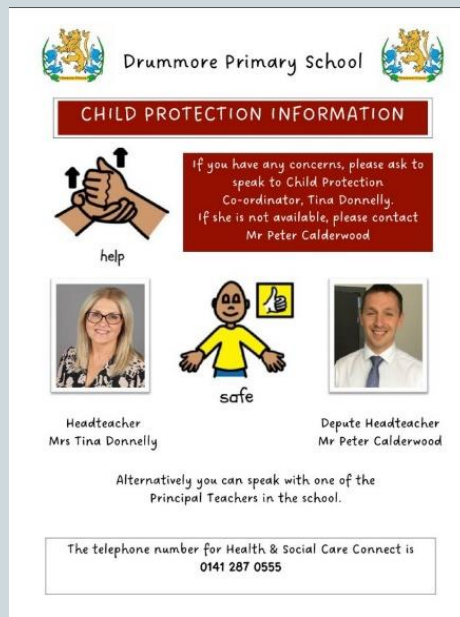
- Stay calm
- Listen to the child
- Keep any questions to a minimum
- Reassure the child that they are right to have told you
- Tell the child what you're going to do next
- Record in the child's own words what has been said
- Act promptly and immediately report to Mrs Tina Donnelly, Child Protection Coordinator

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
- Delay listening to the child or passing on your concerns
- Carry out an investigation into the allegation

SIGNPOSTING PROCEDURES

In order that the information regarding raising a Child Protection concern is easily accessible to staff, other adults and young people, the following poster is displayed in every room.



All staff are given the following card which highlights the procedures and guidance if a child or young person discloses sensitive information.

Child Protection Staff Guidance

If a child makes a disclosure

Do

- stay calm
- listen to the child
- keep any questions to a minimum
- reassure the child that they are right to have told you
- tell the child what you're going to do next
- record in the child's own words what has been said
- act promptly and immediately report to Mrs Tina Donnelly, Child Protection Coordinator, or Peter Calderwood, DHT.

Head Teacher
Tina Donnelly

Depute Headteacher
Peter Calderwood

Who do I talk to if I have a concern ?

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
- delay listening to the child or passing on your concerns
- carry out an investigation into the allegation

Use Appendix 3 to record the concern.

LEADERSHIP ROLES AND RESPONSIBILITIES



Who is the Child Protection Coordinator?

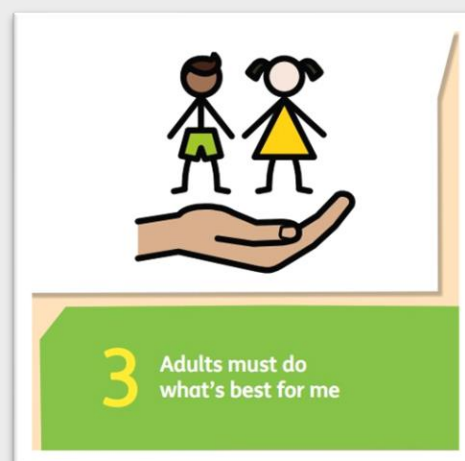
At Drummore Primary School the Child Protection Coordinator is Mrs Katrina Donnelly.



Her role is to take lead responsibility for safeguarding and child protection and includes:

- Staff induction - supplying new members of staff with a written copy of the procedures, emphasising the importance of these.
- Ensuring that all staff are aware of the school's child protection procedures and any amendments to them.
- Overseeing the planning of any curricular provision designed to give children the knowledge and skills to keep themselves safe from all forms of abuse including online safety;
- Understanding the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Referring cases of suspected abuse to the statutory agencies.
- Supporting staff who raised the concern.

- Liaising with other agencies, e.g. Police, Social Work (Children and Family Services), Health, the Children's Reporter in matters relating to Child Protection.
- Listening and responding to general concerns raised by staff, pupils and parents/carers in relation to Child Protection.
- Coordinating action within the school and, where relevant, in boarding accommodation in relation to specific children about whom concerns have been raised.
- Delegating responsibilities to the most appropriate person, e.g. in situations where the Child Protection Officer may not be the most appropriate person to support a particular child when an allegation has been made.
- Having knowledge of how Glasgow City Council conduct a Child Protection Case Conference and Review Conference and be able to attend and contribute to these effectively.
- Review the school's procedures annually.
- Audit child protection at regular intervals.
- Liaising with Glasgow City Council Child Protection Development Officer.



LEADERSHIP ROLES AND RESPONSIBILITIES

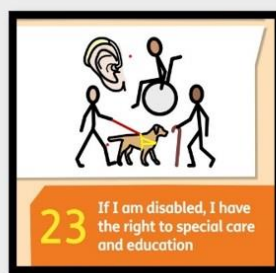
Pupil Support

The Child protection Co-Ordinator and Depute will:

- Working with the young person and their family to ensure they are fully supported.
- Working with the Campus Police Officer.
- Referral to external agencies e.g. Action for Children, CAMHS, Barnardo's.
- Meeting with external agency staff such as Social Worker, General Practitioner (GP), Educational Psychologist, Youth Worker.
- Maintaining accurate records including Pastoral Notes.
- Updating Meeting Learners' Needs documentation.
- Notifying staff of relevant and sensitive information.
- Following STAGED Intervention Procedures.
- Carry out risk assessment in relevant cases.
- Working with parents to support attendance.

"Above all, the welfare of children, young people and protected adults is the paramount consideration and we must all work together to ensure they are protected."

Child Protection and Safeguarding Policy,
Education Scotland (2021)



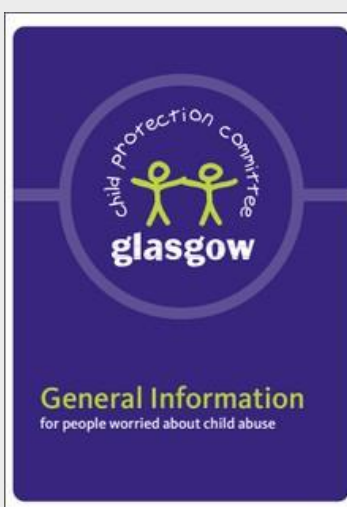
FURTHER INFORMATION

Staff SharePoint

This policy, Glasgow City Council's Management Circular 57 (Child Welfare and Safety) and many other resources including the PowerPoint Slides from annual staff training are saved in the Staff SharePoint > Staff Documents > Pupil Support > Child Protection which is accessed in GLOW via the following tile:



Local and National Policies



Websites

- [Scottish Government - Child Protection](#)
- [Scottish Government - Getting it right for every child](#)
- [Glasgow City Council - Child Protection](#)
- [Children and Young People \(Scotland\) Act 2014](#)

CONTACT US



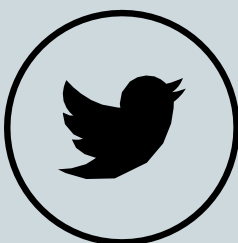
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