



St Francis' Primary and Nursery Class

Child Protection and Safeguarding Policy



Definition of 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 learner's 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.' <https://education.gov.scot/education-scotland/who-we-are/policies-and-information/safeguarding/>

In St Francis' Primary and Nursery Class, we recognise that all agencies that deliver child services and work with children and families have a responsibility to recognise and actively consider potential risks to a child. All school staff have a crucial role in the support and protection of children as well as the development of their wellbeing and know that they are expected to identify and consider the child's needs, share information and concerns with other agencies to improve outcomes for the child.

IDENTIFYING POSSIBLE RISKS:

Domestic Abuse, Parental Alcohol and Drug Misuse, Disability, Non-Engaging Families, Mental Health problems, harmful sexual behaviour, FGM, Honour based Violence and Forced marriage, Fabricated or Induced illness, Sudden Unexpected Death in infants and children.

Complex child abuse investigation including ritual abuse, organised abuse networks, abduction, child historical abuse, online and mobile phone child safety sexual exploitation, trafficking, children who are missing, underage sexual activity, bullying.

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, 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.

Impact:

- ✓ Negative impact on physical health
- ✓ Negative impact on brain development
- ✓ Negative impact on emotional development -
- ✓ Impacts negatively on children's relationships

Reviewed and updated August 22



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- ✓ Impacts negatively on society
- ✓ Additional challenges faced by children living in neglectful circumstances where parental alcohol or substance misuse feature

Child abuse is described under one of the following categories:

- ✓ Physical abuse
- ✓ Sexual abuse
- ✓ Non -organic failure to thrive
- ✓ Emotional abuse
- ✓ Physical neglect

In St Francis' Primary and Nursery Class, the Child Protection Coordinator is the Head Teacher or, in her absence, the DHTs/PTs

A concern might be raised due to:

- ✓ A specific incident, something you see or hear or hear about
- ✓ 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.

This is not an exhaustive list and there are more potential concerns listed in MC57 which can be found on: Glasgow Online and in the **Shared Area /StFrancis/Staff/Classes 22-23 /Child Protection Paperwork**

If you have a concern:

- ✓ Consider the well-being and safety of the child or young person - listen and reassure
- ✓ Be calm, don't panic.
- ✓ Act on your concern. Don't ignore.
- ✓ Don't agree to keep it secret.
- ✓ Do not interrogate but note what you observe, what you hear, what you are told. Be specific re concerns.
- ✓ Don't discuss generally with colleagues but do Inform the CP coordinator without delay
- ✓ Don't feel it is not worth saying to the CP coordinator – your concern might be part of a bigger picture
- ✓ **Complete MC57 Appendix 2 and give to Child Protection Coordinator.**

MC57 Appendix 3 can be found in: **Shared Area /StFrancis/Staff/Classes 22-23 /Child Protection Paperwork and there are also paper copies in the HT Office and staff room.**

Once a member of staff passes on their concerns, the CP Coordinator will progress the risk assessment/action to support the young person. This might involve working with colleagues in Health and Social Work, third sector partnerships, and others.

Appendix 1 outlines the procedures when an MC57 Appendix 3 has been received.

In exceptional circumstances if a member of staff is not satisfied with the decision taken by their service or another service in response to the grounds for concern, the member of staff should try to discuss the matter further with the manager responsible. If the member of staff is dissatisfied and continues to have concerns he/she should contact the area Quality improvement officer (Child Protection) or our Lead Officer.



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PASTORAL NOTES

Chronologies provide a key link in the chain of understanding needs/risks, including the need for protection from harm. Setting out key events in sequential date order, they give a summary timeline of child and family circumstances, patterns of behaviour and trends in lifestyle that may greatly assist any assessment and analysis. They are a logical, methodical and systematic means of organising, merging and helping make sense of information. They also help to highlight gaps and omitted details that require further exploration, investigation and assessment.

Chronologies are recorded electronically on SEEMIS through entering as significant events on pastoral notes. Paper copies of chronologies will be printed for file audits and for meetings as appropriate.

Significant events (positive and negative)

E.g. injuries, health concerns, exclusions, incidents reported by other agencies, domestic abuse, substance abuse, offending behaviour

Significant Changes of Circumstances

E.g. change of names or address, care arrangements, school placement, family composition – new baby in family, new partner in household, legal status, loss and bereavement

Significant Decisions and Arrangements

E.g. case conference decisions, looked after review, children's hearing decisions, adoption

There are no absolute criteria as to what constitutes significant risk as it could be one traumatic significant event or several.

A Child Protection Case File will be maintained for any child whose name is placed on the Child Protection Register or where there are specific concerns around vulnerability or safeguarding. For example, a child where a child protection referral has been progressed but no Child Protection investigation /procedures are invoked. Children who have been de-registered from the Child Protection Register will continue to be monitored. All CP files are stored safely and securely ensuring all sensitive information is only accessible to relevant staff.

Ongoing

- ✓ The August in-service days will include a session on Safeguarding and Child Protection, including revisiting MC57.
- ✓ Records of attendance at this annual update are noted in staff CPD log.
- ✓ Arrangements are in place for staff joining the establishments throughout the year including students and supply staff.

Policy and legislative context:

- ✓ The Children & Young People (Scotland) Act places a duty on schools and local authorities to safeguard and promote the welfare of all children.
- ✓ <https://www.legislation.gov.uk/asp/2014/8/contents/enacted> Safeguarding sits within the context of the wider Getting it right for every child (GIRFEC) approach,
- ✓ <https://www.gov.scot/policies/girfec/> the Early Years Framework
- ✓ <https://www.glasgow.gov.uk/CHttpHandler.ashx?id=12333&p=0#:~:text=If%20you%20have%20concerns%20about,is%20to%20report%20the%20matter.>
- ✓ <http://www.scotland.gov.uk/Publications/2009/01/13095148/0> and the UN Convention on the Rights of the Child,
- ✓ http://www.unicef.org.uk/Documents/Publicationpdfs/UNCRC_PRESS200910web.pdf .



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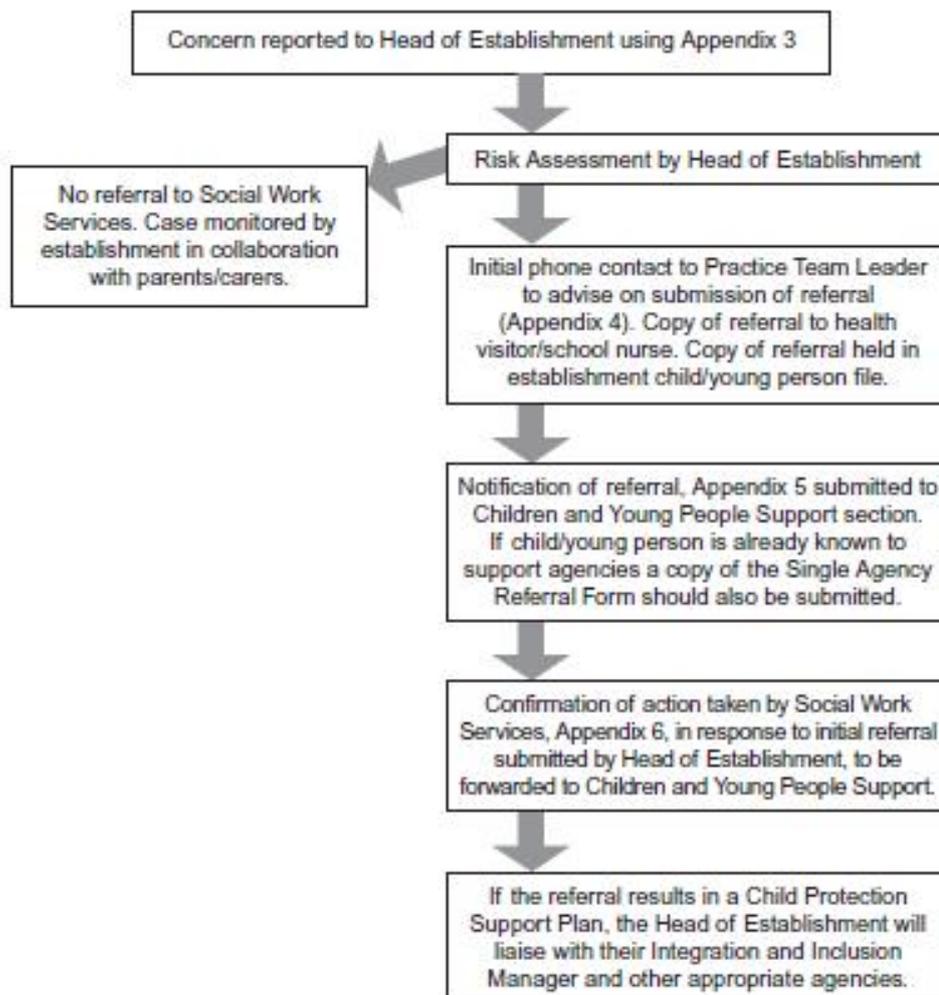
APPENDIX 1

Child Welfare and Safety

Summary of Reporting, Recording and Monitoring Procedures: Public Display

A concern prompted by any of the following should be reported in accordance with the stated procedures outlined below:

- a specific incident;
- a disclosure made by a child or young person or parent/carer;
- information from a third party;
- adult behaviours/circumstances that may place the child or young person at risk of harm;
- child behaviours/circumstances that may place the child or young person at risk of harm;
- a culmination of minor concerns over a period of time.



The Children and Young People Support section will monitor all referrals and provide termly reports to the Education Services Child Welfare and Safety Group and Education Leadership Team. The reports will also inform returns to the Child Protection Committee.



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APPENDIX 2



Record of Concern Alert

PLEASE USE BLACK INK AND BLOCK LETTERS

This recording form must be completed by any member of Education Services staff following a report of concern to the Head of Establishment within 24 hours of the alert. The form will be held in the child's or young person's file.

1	Date of alert to senior management
	Senior manager to whom it was reported

2	Name of Child or Young Person
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3	Source of concern																
	<p style="text-align: center; font-size: small;">Please tick</p> <table style="width: 100%;"> <tr> <td style="width: 15%;">a) Personal observation</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/> YES</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/> NO</td> <td style="width: 65%;"></td> </tr> <tr> <td>b) Reported by child/young person</td> <td style="text-align: center;"><input type="checkbox"/> YES</td> <td style="text-align: center;"><input type="checkbox"/> NO</td> <td></td> </tr> <tr> <td>c) Reported by another source</td> <td style="text-align: center;"><input type="checkbox"/> YES</td> <td style="text-align: center;"><input type="checkbox"/> NO</td> <td style="font-size: small;">Please specify _____</td> </tr> <tr> <td>d) Telephone call</td> <td style="text-align: center;"><input type="checkbox"/> YES</td> <td style="text-align: center;"><input type="checkbox"/> NO</td> <td style="font-size: small;">Please specify _____</td> </tr> </table>	a) Personal observation	<input type="checkbox"/> YES	<input type="checkbox"/> NO		b) Reported by child/young person	<input type="checkbox"/> YES	<input type="checkbox"/> NO		c) Reported by another source	<input type="checkbox"/> YES	<input type="checkbox"/> NO	Please specify _____	d) Telephone call	<input type="checkbox"/> YES	<input type="checkbox"/> NO	Please specify _____
a) Personal observation	<input type="checkbox"/> YES	<input type="checkbox"/> NO															
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c) Reported by another source	<input type="checkbox"/> YES	<input type="checkbox"/> NO	Please specify _____														
d) Telephone call	<input type="checkbox"/> YES	<input type="checkbox"/> NO	Please specify _____														

4	Please give brief details

Signed _____ Date _____

Designation _____

PLEASE RETAIN THIS FORM IN THE CHILD'S OR YOUNG PERSON'S FILE



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