

# St Martin's Primary



## Child Protection Policy and Guidelines

August 2023

### Edition and Revision Log

Review Date	Revisions Made	Actions

**St Martin's Primary** strives to educate all its pupils within an environment where our school values of SAFE, KIND, RESPECTFUL, HAPPY, HARDWORKING AND INCLUSIVE are promoted and protected. We aim to safeguard and support the welfare of the children in our care by being proactive. Examples of this include:

- Positive, nurturing whole school ethos
- Anti-bullying, Equalities policies and practices
- Health and well-being lessons
- Total communication, promoting pupil voice, personalisation and choice for all pupils including our non-verbal learning
- Education for personal and social development / Developing resilience
- Safe use of internet and other technologies
- Working positively with parents and carers

Safeguarding and Child Protection is part of our approach to getting it Right for Every Child (GIRFEC), the UN Convention on the Rights of the Child and Curriculum for Excellence. We recognise that every adult has a role in ensuring the safety and well-being of children and young people and in educational establishments, staff are in a strong position to contribute to the safety and well-being of children and young people – acting to challenge, minimise or prevent harm, to provide on-going support, and to educate about risks and how these can be managed. **“Child protection means protecting a child from abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a *likelihood* or *risk* of significant harm from abuse or neglect.”**

**“Safeguarding is a much wider concept than child protection and refers to promoting the welfare of children. It encompasses: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children and young people to have the best outcome.”** (From: How good is our school? 4<sup>th</sup> edition)

#### How do we recognise abuse (physical, sexual, emotional) or neglect?

<p><b>Physical Abuse:</b></p> <ul style="list-style-type: none"> <li>• This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating.</li> <li>• It 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.</li> </ul>	<p><b>Possible Indicators may include:</b></p> <ul style="list-style-type: none"> <li>• Unexplained injuries or burns</li> <li>• Improbable explanation for an injury</li> <li>• Recurring ‘accidents’</li> <li>• Untreated injuries</li> <li>• Reluctance to discuss injuries</li> <li>• Fear of returning home or chronic running away</li> </ul>
<p><b>Emotional Abuse:</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• It may involve the imposition of age- or developmentally-inappropriate expectations</li> </ul>	<p><b>Possible Indicators may include:</b></p> <ul style="list-style-type: none"> <li>• Constantly being put down, ridiculed, scapegoated</li> <li>• Being treated differently from other children in the family</li> <li>• Extremes of passivity and aggression or outbursts</li> </ul>

<p>on a child. It may involve causing children to feel frightened or in danger, or exploiting or corrupting children.</p>	<ul style="list-style-type: none"> <li>• Lack of concentration</li> <li>• Low self-esteem</li> <li>• Self-harm</li> </ul>
<p><b>Sexual Abuse:</b> Involves any act involving the child or young person in any activity for the sexual gratification of another person.</p>	<p><b>Possible Indicators may include:</b></p> <ul style="list-style-type: none"> <li>• Behaviour changes eg withdrawn, anxiety, isolation, depression</li> <li>• Developmental regression</li> <li>• Anxiety associated with certain places or people</li> <li>• Lack of trust or over familiarity and attention seeking</li> <li>• Sexual knowledge and awareness beyond age</li> <li>• Sexualised acting out with other children or toys</li> <li>• Risk taking behaviours eg drug or alcohol misuse</li> <li>• Self Harm</li> </ul>
<p><b>Neglect:</b> Neglect is the persistent failure to meet a child's basic physical and/or psychological needs in an age and stage appropriate manner and is likely to result in the serious impairment of the child's health or development.</p> <ul style="list-style-type: none"> <li>• It may involve the failure 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.</li> <li>• In its extreme form children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation leading to serious long-term effects 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.</li> </ul>	<p><b>Possible Indicators may include:</b></p> <ul style="list-style-type: none"> <li>• Always hungry</li> <li>• Inappropriate clothing</li> <li>• Health needs not being met</li> <li>• Appointments not kept</li> <li>• Poor personal hygiene</li> <li>• Poor self-esteem</li> <li>• Social isolation</li> <li>• Left unattended or with inappropriate adults</li> <li>• Poorly supervised</li> </ul>

Increasingly we are seeing newer forms of child abuse which staff in schools may be well placed to identify:

- Harmful traditional practices, such as honour-based violence, forced marriage and FGM (female genital mutilation)
- Child Sexual Exploitation

- Children/young people who are missing
- Child trafficking
- Radicalisation
- Online and mobile phone safety

The school is committed to the continuing professional development of staff around child protection issues. We continue to develop awareness in all staff of the need for child protection and their responsibilities in identifying abuse through annual Child Protection training and ensuring that all staff are aware of referral procedures within the school.

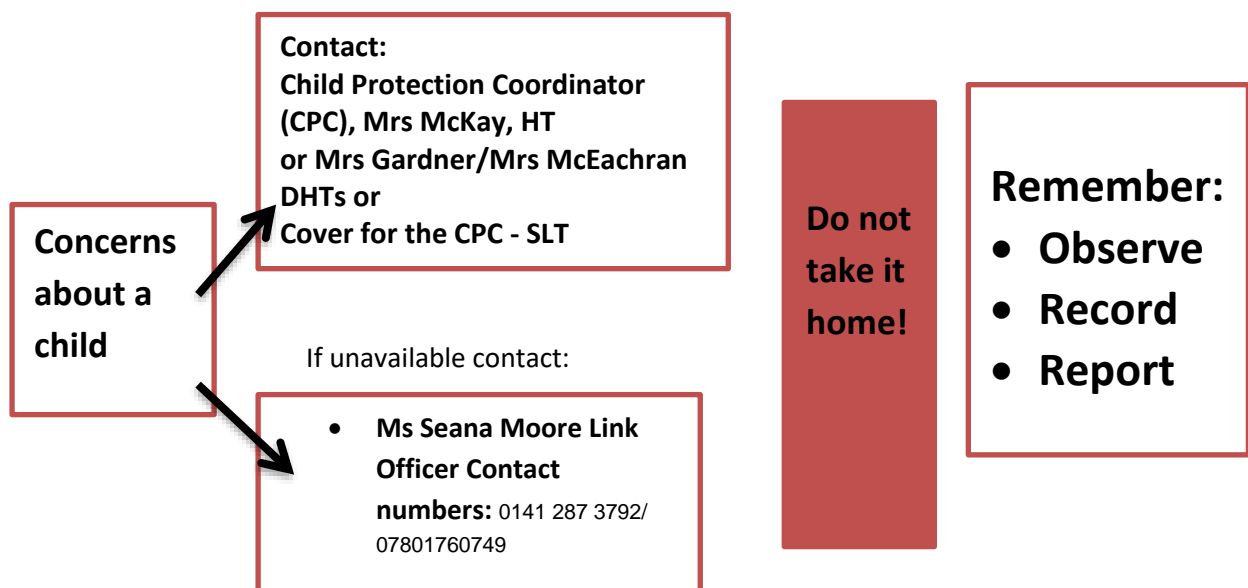
- We monitor children who have been identified as 'at risk'.
- We ensure that, where appropriate, outside agencies are involved.
- We ensure that key concepts of child protection are integrated within the curriculum, especially within Health & Wellbeing. e.g. **Sexual Health, God's loving Plan, Substance Misuse, Risk Taking, Stranger Danger, Relationships, etc.**
- We create an environment where children feel secure, have their viewpoints valued, are encouraged to talk and are listened to.

#### What staff should do if they have concerns about a child's welfare or safety?

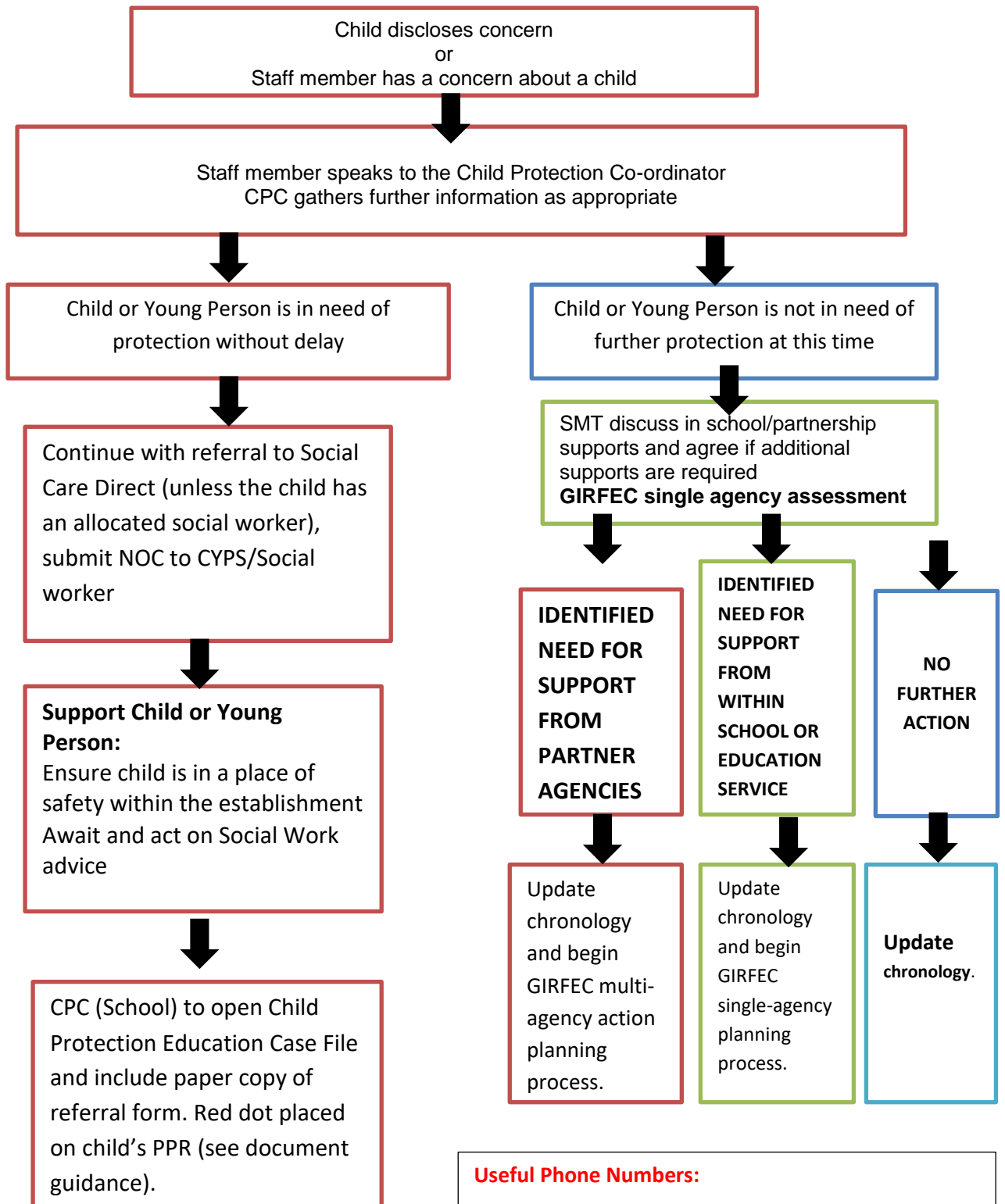
The designated person for child protection is the Child Protection Co-ordinator is **Mrs Donna K. McKay, Head Teacher** and in her absence, the two DHTs, **Mrs Emma Gardner** and **Mrs Laura McEachran**, assume this responsibility. Should it be the case that all of the SMT are out of the building, please inform any member of the Senior Leadership Team.

#### Welfare concerns

Any member of staff with an issue or concern relating to child's welfare should immediately discuss it with **Mrs Donna McKay**, or any member of **SLT**. They will then decide on an appropriate course of action. If the entire Management Team are not available, phone **Mrs Catherine Gallagher, Link Officer 07824108606**



## Child Protection Procedure in Education Flow Chart: Recognising actual or potential harm to a child



**Useful Phone Numbers:**

**Social Care Direct: 0141 287 0555**

**Easterhouse Social Work: 0141 276 3410**

**Parkhead Social Work: 0141 565 0100**

**Seana Moore, Link Officer: 0141 287 3792/  
07801760749**

**Allegations of child abuse must always be given the highest priority and referred immediately to Mrs McKay or in her absence, Mrs Gardner, Mrs McEachran or another member of the senior leadership team.**

**What should you do if a child discloses a possible child protection issue?**

**Pupils may make a disclosure to a member of staff. If this happens staff must follow the procedures below:**

- Stay calm.
- Do not transmit shock, anger or embarrassment.
- Reassure the child and let them know that you are glad he/she is speaking to you.
- Children very rarely lie about abuse and any disclosure should be treated very seriously.
- Tell the children that you know that it is not their fault.
- Never enter into a pact of secrecy with children. Assure them that you will try to help them, but let them know that you may have to refer the matter further.
- Do not ask 'leading questions' or press for information.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you.
- Do not comment on the alleged abuser or his/her morality—it may be someone the child loves.
- Be aware that children may try to retract all they have told you.
- As soon as you can, record the conversation accurately, using the child's own language. Do not add comments or opinions.
- **We are mindful of the fact that a number of our children are non-verbal and are unable to verbalise allegations of abuse. Staff have to be extra vigilant for any physical or behavioural changes and follow protocols as per guidance. SMT have to complete 16 hours Safeguarding and Makaton Training in Nov 2021 and may use singing to assist children.**

**What next?**

You must **not** attempt in any circumstances to deal with this yourself but you **must** report it immediately.

**What should you do if there are indications of abuse?**

You must not enter into any discussion with the pupil but you must report it immediately.

**To whom should you report your concerns?**

The Child Protection Co-ordinator, Mrs McKay but in her absence, all reports must be made to the Senior Leadership Team where available.

**The Role of the Designated Person (Child Protection Co-ordinator)**

- To ensure that all staff know that the Head Teacher is responsible (and in her absence any member of SLT) for child protection issues.
- To raise awareness and confidence on child protection procedures and to ensure new staff are aware of these procedures.
- To ensure that all staff know about and have access to guidelines.

- To refer promptly all cases of suspected child abuse to the local Social Services Department. If a parent arrives to collect the child before the social worker has arrived then it must be remembered that we have no right to prevent the removal of the child; however, the parent should be informed that Social Work will be attending and their cooperation would be valuable. However, if there are clear signs of physical risk or threat, the police should be called.
- To co-ordinate action where child abuse is suspected.
- To attend case conferences or nominate an appropriate member of staff to attend on his/her behalf.
- Maintain records of case conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a 'need to know basis'.
- To keep up-to-date with current practice by participating in training opportunities wherever possible.
- To organise regular training on child protection within the school.
- To facilitate and support the development of a whole-school policy on child protection.
- To pass on records and inform the key worker when a child is on the Child Protection Register leaves the school. The custodian of the register must also be informed.

### **Protecting Professional Integrity**

All staff should be aware that allegations of abuse can be made against them. The following advice is offered:

- Do maintain appropriate professional relationships with children and young people. Be aware of professional boundaries
- Do not believe that it cannot happen to you
- Do not rely on your good name to protect you
- Do not arrange to see children on their own when there is no one else around, unless you are required to do so as part of your job
- Do not touch children except for care and safety
- If you are uncomfortable with what you are seeing or hearing in relation to a colleague, share this with your line manager or the school Child Protection Co-ordinator

### **Scotland's Children and Young People**

"A Scotland in which every child matters, where every child, regardless of his or her family background, has the best possible start in life."

"It's everyone's job to make sure I'm alright" 2002

"Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing" (GTCS – Standard for Registration, pg 6)

The following website is extremely useful for finding out additional information about Child Protection policy, procedure, paperwork, guidelines, CPD opportunities: Glasgow Online – Child Protection and Safeguarding <http://www.glasgow.org.uk>

**Policy Last Updated:** March 2021

**Key Sources Consulted:** National Framework for Child Protection (2012) and National Guidance for Child Protection (2014): GCC Policies and guidelines for Child Welfare and Safety.

**All staff must undertake annual CPD training in CP and Safeguarding procedures (Inset day 1)**  
**Member of Senior Leadership Team responsible for this policy:** Mrs McKay HT