



CLYDEVIEW ACADEMY

CHILD PROTECTION POLICY 2025-26



Sharing Responsibility - Protecting Children

All children have the right to grow up in a caring and safe environment. All adults have a responsibility to protect children. This includes: parents, family members, neighbours and those who work with children and young people.



Table of Contents

General Principles	3
Child Protection in Context	3
What is child abuse and child neglect?	3
What is child protection?	3
Clydeview Academy Rationale	4
Roles and Responsibilities	5
Teaching and Non-teaching staff	5
Promoted Staff - Guidance	5
Senior Leadership	5
External Agencies	5
Child Protection Procedures to be followed by all staff	6
Grounds for Concern	6
Reporting a Notification of Concern – Role of Child Protection Coordinator and Named Persons	8
What information do you need to make a referral?	10
Child Protection Case Recording	12
Chronologies	12
Review Date	12
Appendices	12
1. Key Information for Clydeview Academy	12
2. Education Services Annual Child Protection Briefing	12
3. GIRFEC National Practice Model	12
4. Record of Concern	12
5. Request for Assistance	12
6. Education Services Child Protection Guidelines	12
7. SEEMiS Child Protection Register entry/removal – Guidance Note	12
8. Prevent	12
9. Attendance Decision Making Tree	12
10. Definitions of Harm	12
11. Recording of Significant Events on SEEMiS	12
12. Missing Person Protocol	12

General Principles

Child Protection in Context

- The National Guidance for Child Protection in Scotland 2021 (Updated 2023) states that:

“All agencies have a responsibility to recognise and actively consider potential risks to a child, irrespective of whether the child is the main focus of their involvement...Effective partnerships between organisations, professional bodies and the public are more likely if key roles and responsibilities are well defined and understood.”

- These Child Protection Procedures reflect child protection arrangements set out in the *National Guidance for Child Protection in Scotland 2021, (Updated 2023)*
- Multiagency procedures are for all staff working within Inverclyde. Child protection procedures will not in themselves keep children safe, everyone has an individual responsibility to protect children from harm and to work collaboratively ensuring good communication and joint working.
- Underpinning these Child Protection Procedures is a significant and substantial policy context relating to wellbeing and child protection such as
 - United Nations Convention on the Rights of the Child (UNCRC)
 - Getting it right for every child (GIRFEC)
 - #KeepThePromise
 - Trauma Informed Practice Toolkit

What is child abuse and child neglect?

Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment.

Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use.

What is child protection?

Child protection refers to the processes involved in consideration, assessment and planning of required action(s) that may be necessary where there are concerns that a child may be at risk of harm from abuse, neglect or exploitation. Child protection procedures should be initiated when police, social work or health professionals determine that a child may have been abused or may be at risk of significant harm.

The child protection process involves:

- immediate action, if necessary, to prevent significant harm to a child
- inter-agency investigation about the occurrence or probability of abuse or neglect, or of a criminal offence against a child. Investigation must extend to other children affected by the same risks as the child who is the subject of a referral
- assessment and action to address the interaction of behaviour, relationships and conditions that may, in combination, cause or accelerate risk
- focus within assessment, planning and action upon listening to each child's voice and recognising their experience, needs and feelings
- collaboration between agencies and persistent efforts to work in partnership with parents in planning and action to prevent harm or reduce risk of harm
- recognition and support for the strengths, relationships and skills within the child and their world in order to form a plan that reduces risk and builds resilience

Clydeview Academy Rationale

In Clydeview Academy, every adult involved in working with pupils has a fundamental duty of care towards them. It is vital that all staff understand their responsibilities in this regard and are clear about the procedures to follow whenever they suspect a child is at risk. Other agencies will support the school to ensure the care and protection of all our pupils.

Clydeview Academy staff believe that no young person should ever be the victim of abuse of any kind. Every one of us has a responsibility to promote the welfare and wellbeing of all young people and to keep them safe. We are all committed to work together in a way that protects them.

We recognise that:

- The welfare and wellbeing of a young person is paramount.
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse.
- Effective working with parents, carers and partner agencies is essential in promoting the welfare and wellbeing of young people in Clydeview Academy.

We will strive to keep our children and young people safe by:

- valuing them, listening to them and respecting them.
- adopting child protection practices through clear procedures
- ensuring all staff have appropriate training in child protection procedures on an annual basis
- promoting and sourcing high quality interagency training for all relevant staff.

For more information please see [Inverclyde Council's Child Protection Policy](#).

Roles and Responsibilities

Teaching and Non-teaching staff

Staff in Clydeview Academy have a key role in promoting the welfare and wellbeing of young people by creating and maintaining a safe environment and teaching them about staying safe from harm and how to speak up if they have any worries or concerns. Teachers and Pupil Support Assistants are well placed to observe physical and psychological changes in a child which may indicate abuse. In addition, where staff have successfully created relationships based on trust and mutual respect, often they are the adults that young people choose to confide in. It is the responsibility of all staff to report a concern directly to the Head of Establishment or CP Coordinator. This responsibility extends to all staff working within an establishment including janitorial staff, catering staff, support staff and visiting specialists.

Promoted Staff - Guidance

Promoted staff have additional responsibilities which extend beyond that of reacting to concerns of abuse and neglect. Children who have been abused require support throughout the Child Protection procedures which may follow from a disclosure. In addition, promoted staff within schools are called upon to co-operate with other agencies to support the young person through what can be a very difficult process. It is also the responsibility of the Guidance Teacher to offer ongoing support to young people who are no longer on the Child Protection Register.

Senior Leadership

All schools have a designated member of staff with the responsibility for Child Protection. That person must ensure that all staff are aware of the Education Standard Circular for Child Protection. In addition, the Child Protection Coordinator is the person to whom all members of staff report issues or concerns relating to the possible abuse of young people.

Within Clydeview Academy, the designated member) of staff are:

Child Protection Coordinator and PREVENT Lead	Mrs Jan Wilson Milliken (Depute Head Teacher)
Depute Child Protection Coordinator	Mr Craig Gibson (Head Teacher)

External Agencies

School staff work with external agencies e.g. Social Services, Health Services, Police Scotland to provide information which will inform any decision making process relating to the safety and wellbeing of a young person. Often staff will be required to produce reports and to attend and contribute to Children's Hearings and Core Group Meetings.

Child Protection Procedures to be followed by all staff

Grounds for Concern

As a member of staff, temporary or permanent, if you have a concern about a child you must report it to the Child Protection Coordinator, Jan Wilson Milliken, immediately.

All Staff must report any of the following:

- Suspicion that a child may have been abused. You have observed physical or emotional signs that a child may have been harmed.
- A specific incident
- A culmination of minor concerns over a period of time.
- A disclosure made by a child or parent or carer
- Information from a third party who expresses concerns to you
- Adult behaviour or circumstances that may place the child at risk of harm
- Child behaviour or circumstances that may place the child at risk of harm

Definitions of Harm

- Physical Abuse
- Emotional Abuse
- Neglect
- Faltering Growth
- Child Sexual Abuse
- Female Genital Mutilation
- Forced Marriage

Staff should be aware that harm can also be from 'outside the home'

- Child Sexual Exploitation
- Child Criminal Exploitation
- Child Trafficking

PREVENT

PREVENT makes up one part of Great Britain's Counter Terrorism Strategy: Pursue; Prevent; Protect and Prepare. PREVENT works at the non-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour. Individuals who are assessed as being susceptible to radicalisation can have multi-agency safeguarding plans put in place to ensure they get the necessary support.

Key indicators that staff should be aware of:

Established terrorist narratives exhibit common themes such as:

- antisemitism
- misogyny
- anti-establishment
- anti-LGBTQ+ grievances

- religious or ethnic superiority

Conspiracy theories can act as gateways to radicalised thinking and sometimes violence. In some cases, a blurring of ideologies with personal narratives makes it harder to assess the risk that people may pose.

Less well recognised motivations, such as:

- involuntary celibates (incels)
- left-wing extremism
- eco-terrorism

could also meet the threshold of terrorist intent or action.

NB Whatever the case, it is not the duty of school staff to ascertain whether abuse or harm has or has not taken place, only to accept information as fact, report on as indicated and offer immediate support to the child/young person.

All Staff Should Follow the Procedure Below:

Step 1:

- Alert the Child Protection Coordinator (Jan Wilson Milliken) or Depute Child Protection Coordinator (Craig Gibson) immediately. In the event of neither being in school, then the information should be reported to the relevant Year Head or, indeed, any member of the Senior Leadership Team.
- Confirm your report in writing by completing Appendix 4 Record of Concern as soon as possible or on the same day
- Give your Record of Concern report to the Child Protection Coordinator immediately

Step 2:

- Follow the guidance of the Child Protection Coordinator in supporting the child and cooperate with subsequent actions by social work and/or police

Secrets should NOT be kept

At any time during discussions with a child (or third party), staff should not agree to keep secret any information which implies that a child might have been subject to abuse or is at risk of future abuse.

It should be explained that the information will be treated with extreme sensitivity and will only be conveyed to those professionals who are in a position to protect and support the child.

In discussion with a child, he or she should be reassured that they will be kept informed of what is happening and will be supported by staff as appropriate. Any information subsequently shared with the child should be appropriate to the child's age and stage of development and should not breach the confidentiality of any other parties involved. Staff should avoid the use of leading questions as well as

expression of shock or negative emotion in relation to what they are being told; a neutral approach is best. Support should be provided for all staff involved in a child protection referral both during and after.

If a third party is involved, he or she should be informed on a 'need to know' basis that the matter is now being dealt with according to the appropriate procedures. As confidentiality must not be breached there is no need to specify which procedures. The third party can be supported by staff as appropriate.

It may be helpful to remember:

You should **OBSERVE, R E C O R D** and **REPORT**

- R** Respond without showing signs of disquiet, anxiety or shock
- E** Enquire casually about how an injury was sustained or why a child appears upset
- C** Confidentiality should not be proposed to children or to adults. It should be explained while every effort will be made to keep information confidential, if there is a cause for concern about a child's welfare, it will be necessary to pass on the relevant information, initially to the Child Protection Coordinator
- O** Observe carefully the behaviour or demeanour of the child or the person expressing concern
- R** Record in detail what you have seen and heard as soon as possible. Sign and date the report.
- D** Do not interrogate or enter into detailed investigations; rather encourage the child to say what he or she wants until enough information is gained to decide whether or not a referral is appropriate

In summary, the role of education staff in child protection can include the following:

1. provision of learning opportunities and pastoral care to promote individual potential across all areas of development;
2. extension of the personal and social education curriculum to include personal safety issues and skills development;
3. assessment of and support for vulnerable children;
4. identification of grounds for concern;
5. reporting and recording of concerns;
6. co-operation and assistance in interagency assessment and meeting of needs;
7. attendance at case discussions/child protection conferences;
8. monitoring of children on child protection register;
9. assistance in compilation and/or delivery of a child protection plan.

Reporting a Notification of Concern – Role of Child Protection Coordinator and Named Persons

1. A notification of concern should be made to Social Work, or the Police as soon as any concerns regarding a child arises. The notification should be made to the Request for Assistance Team. If the referral is outside Office Hours a referral should be made to the Out of hours Social Work Service or the Police.

Contact details:

- Request for Assistance 01475 715365
 - Out of hours social work service 0300 343 1505
2. The Child Protection Coordinator or named person will follow up the initial discussion with the Request for Assistance Team with a completed Request for Assistance Form (Appendix 5). This should be emailed to social work using the following email address: Childcare.operations@inverclyde.gov.uk and mark the classification as 'Sensitive'.
 3. The child's named person should also open a hard copy CP folder and file the request for assistance form in this folder, along with any associated information, which will be stored in the filing cabinet in the Child Protection Coordinator's Office. Any CP information will be logged within pastoral notes and marked as 'latest significant event' (See instructions on recording a significant event).
 4. Jan Wilson Milliken or the named person will log the CP incident in the 'CP Concerns 2025-26 log in the Guidance folder
I:\Department - Faculty\Guidance\CP

A copy of the request for assistance form should be saved in the 'Completed CP Forms folder' with the filename as the pupil's initials and the date e.g. JB071223.
 5. Significant events, such as a new concern being raised, pupil addition to CP register will be logged in the CP Concerns Log and detailed in pastoral notes as above.
 6. A young person's chronology will be printed from SEEMiS as relevant meetings and reviews require and at least once per school term. The chronology will be added to the CP file.

What information do you need to make a referral?

Concerns about harm to a child from abuse, neglect, exploitation, or violence should be reported without delay to social work or in situations where risk is immediate, to Police Scotland. Prompts below are not an assessment. They may support accuracy in an initial outline of concerns, assisting prompt, efficient response. Local reporting protocols apply.

Name role/contact details of person reporting concern
Key contacts
Name of the child, age, date of birth and home address if possible
Name/address/phone of parents/carers or guardians
Culture/language/understanding: any considerations in communication?
Name of child's school, nursery/ early learning centre or childcare
Is it known if the child is on the Child Protection register?
Immediate needs and concerns
What is the nature of the child protection concern?
Where is the child now?
How is he/she now?
Physically: does he/she have any known injuries or immediate health needs and do they require
medical treatment?
Emotionally: how is he/she right now and what does she/he need immediately for their
reassurance/understanding?
Communication and understanding; is he/she able to communicate without interpreting/without
additional support for communication?
Is the child safe now?
If not, in your view, is there action that might be taken to make them safe?
Record of concerns

When did these concerns first come to light? What happened? (For example because of an
injury? through what this or another child has said? because of how a child appears? or due to
e.g. parental behaviour?)
Is a person are persons are believed to be responsible for harm to a child?
If so, is/are their name/address/occupation/relationship to the child known?
Are you aware if this person has/these persons have access to other children? (Name, age and
address details of such children if available?)
If the concern was raised by this child then who has spoken to him/her?
Is the person who has spoken to the child available to be spoken with?
What has the child said to this point? (Please note and share)
What he/she has been asked, when and by whom? (Please note and share)
If concerns were not reported when they first arose, was there a reason for this

Child Protection Case Recording

Chronologies

A chronology is a key tool which professionals in a range of disciplines can use to help them understand what is happening in the life of the child, young person or family. It is:

- a summary of events key to the understanding of need and risk, extracted from comprehensive case records and organised in date order.
- a summary which reflects both strengths and concerns evidenced over time.
- a summary which highlights patterns and incidents critical to understanding of need, risk and harm.
- a tool which should be used to inform understanding of need and risk. In this context, this means risk of significant harm to a child.

A chronology may be single-agency or multi-agency.

A chronology, whether single- or multi-agency:

- is not a comprehensive case record and cannot substitute for such records;
- is not a list of exclusively adverse circumstances.

Chronologies should be created from Consent Management on SEEMiS. Chronologies can be pulled from the management system by Jan Wilson Milliken or Craig Gibson.

Review Date

This policy should be reviewed annually.

Last reviewed: August 2025

The next date for review is August 2026.

Appendices

1. [Key Information for Clydevew Academy](#)
2. [Education Services Annual Child Protection Briefing](#)
3. [GIRFEC National Practice Model](#)
4. [Record of Concern](#)
5. [Request for Assistance](#)
6. [Education Services Child Protection Guidelines](#)
7. [SEEMiS Child Protection Register entry/removal – Guidance Note](#)
8. [Prevent](#)
9. [Attendance Decision Making Tree](#)
10. [Definitions of Harm](#)
11. [Recording of Significant Events on SEEMiS](#)
12. [Missing Person Protocol](#)