



Abronhill Primary School and Nursery Class

Safeguarding and Child Protection Policy: February 2025



IMPORTANT:

Any Safeguarding and/or Child Protection concerns must be brought to the immediate attention of the Child Protection Co-ordinator.

Child Protection Co-ordinator: Jane Stocks (Head Teacher)

In her absence, direct concerns to Kirsty McInally (Depute Head Teacher)

Introduction: Rationale

In Abronhill Primary School and Nursery Class, we believe that no child should ever experience abuse of any kind. Everyone in our community must promote the welfare of all children, keep them safe and practise in a way that protects them. We will give equal priority to keeping all children safe regardless of their age, disability, race, religion or belief, sex, gender reassignment or sexual orientation. We ensure that effective child protection procedures are in place where there is a risk of a child coming to significant harm. Our policies and procedures take account of the most up to date local and national guidance.

Aims

The main aims of this policy are to:

- Ensure staff understand their roles and responsibilities in relation to safeguarding and child protection
- Raise staff awareness of the categories of abuse and the indicators that signify abuse may be happening
- Ensure staff are aware of the actions they should take regarding safeguarding and child protection concerns

What Is Safeguarding and Child Protection?

Safeguarding is the action taken to promote the welfare of children and protect them from harm. **Child Protection** is part of the safeguarding process.

Safeguarding:

- Safeguarding means:
 - Ensuring children grow up with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes
 - Protecting children from abuse and maltreatment
 - Preventing harm to children's health or development

Child Protection:

- Child protection means protecting a child from abuse or neglect.
- Everyone has a responsibility for:
 - Keeping children safe
 - Preventing children from experiencing abuse or neglect
 - Taking immediate and appropriate action when child protection concerns are identified

How Do We Safeguard Children?

In Abronhill Primary School and Nursery Class, we are committed to safeguarding our children:

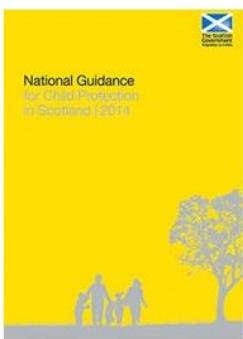
- Child-centred 'Getting It Right For Every Child' (GIRFEC) approaches and the SHANARRI indicators are at the heart of everything we do ([Appendix C2](#)), along with the UN Convention on the Rights of the Child (UNCRC) ([Appendix D1](#)).
- We establish and maintain a positive ethos where children are encouraged to talk and are listened to
- We provide environments for children where they feel safe
- We have positive relationships with children so that they feel confident to approach a staff member if they have a worry or problem
- We ensure that adults who work in the school, including volunteers, have appropriate PVG checks and have been recruited following NLC procedures
- We ensure staff know how to respond to concerns and are up to date with policies and procedures
- We ensure our curriculum and the experiences our children have equip them with the knowledge and skills they need to stay safe from abuse
- We provide parents/carers with information on safeguarding and child protection and encourage them to contact a staff member if they have any concerns
- We ensure that all aspects of school life have the child at the centre at all times
- We regularly review and update relevant policies and procedures that are linked to safeguarding children ([Appendix A](#))

What is Child Abuse and Neglect?

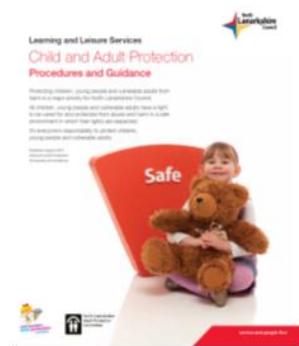
The Scottish Government's 'National Guidance for Child Protection in Scotland' (2014) states that abuse and neglect are forms of maltreatment of a child. Someone may abuse or neglect a child by inflicting, or be failing to act to prevent, significant harm to the child. There are different types of abuse within these four main categories:

- **Physical Abuse****
- **Emotional Abuse****
- **Sexual Abuse****
- **Neglect****

**Details of the different types of abuse within these main categories is in Abronhill Primary School's 'Categories of Child Abuse and Neglect' leaflet ([Appendix A1](#)), and in the following local and national guidelines:



([Appendix C1](#))



([Appendix B1](#))

What are the Indicators of Risk?

Children may be at risk of abuse within their families, outside the family home or in special circumstances. The following circumstances are considered to be indicators that a child may be at increased risk of harm. Detailed information can be found in Part 4 of the 'National Guidance for Child Protection in Scotland' (2014).

Within the Family

- Domestic abuse
- Parental problematic alcohol and drug misuse
- Non-engaging families
- Children and young people experiencing or affected by mental health problems
- Children and young people who display harmful or problematic sexual behaviour
- Female Genital Mutilation (FGM)
- Honour based violence and forced marriage
- Fabricated or induced illness
- Sudden unexpected death in infants and children
- Radicalisation

Outside the Family or Special Circumstances

- Complex child abuse investigations, including ritual abuse and organised networks
- Child trafficking
- Child Sexual Exploitation (CSE)
- Historical reports of abuse
- Children who are looked after away from home
- Online and mobile phone child safety
- Children and young people who place themselves at risk
- Children and young people who are missing
- Under-age sexual activity
- Bullying

How Are Staff and Visitors Made Aware of Procedures?

- Annual child protection update on August inservice days. (**Appendix B2**)
- All staff are issued the 'Child Protection Action Guidance' leaflet (**Appendix B3**)
- Copies of the leaflet are on the staffroom noticeboard, in all classrooms/playrooms and at the school office.
- New staff members, and those not present for the inservice update, complete the 'Understanding Child Protection Self Learning Pack' and have this signed off by the Head Teacher. (**Appendix B4**)
- Staff are aware that copies of local and national guidance documents can be accessed online, in the Head Teacher's office and in the staff Team on Glow.

- Staff members engage in training courses provided by North Lanarkshire Council, as appropriate.
- The procedures outlined in this policy must be followed at all times by all staff and visitors.

What are the Roles and Responsibilities of Staff Members?

Head Teacher:

In Abronhill Primary School and Nursery Class the Head Teacher, Jane Stocks, has overall responsibility for all child protection issues. These responsibilities include the following:

- Ensuring that all staff and visitors receive appropriate child protection training and are aware of the safeguarding and child protection guidelines and procedures.
- Ensuring that all staff and visitors know where to access appropriate guidance and information, including provision of the 'Child Protection Action Guidance' leaflet.
- Ensuring that all staff know the name of the child protection co-ordinator in the establishment and who is responsible in her absence.
- Developing establishment policy and practice to meet national and local authority guidance.
- Developing a school ethos and learning opportunities that promote the safety and wellbeing of all children.
- Completing and returning all Child Protection paperwork as outlined in local guidance. **(Appendix B5)**
- Working in partnership with other agencies, including social work and police, when required.

All Staff:

Everyone is responsible for keeping children safe so all staff must ensure that they:

- Understand and adhere to the safeguarding and child protection policies and procedures
- Are aware of the possible signs of abuse
- Immediately report any concerns to the Head Teacher or, in her absence, the Principal Teacher
- Be aware of GDPR guidelines and the importance of confidentiality when working with children and families **(Appendix A3)**

What Actions Should Staff Take Regarding 'Grounds For Concern'?

Grounds for Concern

In terms of child protection, staff should be aware of the following grounds for concern, which can arise from a wide range of circumstances:

- A child states that abuse has taken place or that he/she feels unsafe
- A third party or anonymous allegation is received
- A child's appearance, behaviour, play, drawing or statement cause suspicion of abuse
- A child reports an incident of abuse which occurred some time ago
- Staff witness abuse

Staff Responding to Grounds for Concern

- Report any concerns to the Head Teacher immediately, evidence of abuse taking place is not required
- Do not tell children that the information will be kept a secret
- Do not attempt to gather evidence from the child
- Do not inform parents/carers of any details
- Adhere to the following procedures regarding recording concerns:
 - Ensure the child feels safe and is left in the care of a responsible adult
 - After informing the head teacher, hand write an accurate account of the concern/incident, including the child's name and date of birth
 - Information should be a clear, succinct chronology of events, including a summary of the staff member's response and any agreements reached
 - Staff member must then print and sign his/her name, and date the account
 - Staff should not include personal thoughts in the account except to describe the child's demeanour
 - Head Teacher may enter the details into a Chronology: Latest Significant Event and/or Pastoral Note in Seemis. The staff member may be asked to make an entry and should discuss this with the Head Teacher. (**Appendix A2**)

Supporting the Child

During any disclosure of abuse by a child, staff must respond in a sensitive and supportive manner:

- Listen with care
- Treat the allegation in a serious manner
- Reassure the child that he/she is right to tell
- Affirm the child's feelings as expressed by the child
- Do not give a guarantee of confidentiality or secrecy
- Do not ask leading questions
- Ask open ended questions which only seek to clarify information already given
- Do not interrogate the child
- Do not show disbelief or be judgemental
- Do not introduce personal or third party experiences of abuse
- Do not display strong emotions
- Ensure that the child is safe and left in the care of an appropriate adult before leaving them to report concerns to the Head Teacher

What Happens Next?

- When a staff member makes the Head Teacher aware of the concern, social work will be informed and will provide advice regarding the next steps.
- Social work may advise the Head Teacher to retain the child in school/nursery and they may attend the establishment to speak with the child. In these instances, if it is near home time, parents/carers may need to be contacted to inform them that an allegation is being investigated by social work and that they will be contacted by them in due course. No further details will be provided to them.
- A medical emergency should be reported immediately to medical services and, if required, first aid should be administered before reporting the incident to the senior social worker.

- Child abuse is a criminal offence. Urgent circumstances may require help from the police, for example, to immediately avoid further abuse, to ensure the immediate pursuit of an alleged abuser or to avoid destruction of evidence.
- The Head Teacher will complete Appendix 2: Notification of Concern (**Appendix B5**) and send this to social work and NLC's Child Protection Co-ordinator, Lindsey Mitchell. A copy of this will be retained in the confidential Child Protection file in the Head Teacher's office.
- Any actions and developments will be recorded in Seemis using Pastoral Notes and/or Latest Significant Event.

What is an 'Initial Referral Discussion' (IRD)?

- Following a Notification of Concern (NOC) the police will investigate and may initiate an 'Initial Referral Discussion' (IRD) through a teleconference call involving representatives from the police, social work, education and health. (**Appendix B6**)
- The purpose of the IRD is to ensure that key agencies/services are involved in the initial sharing and analysis of information to inform a collective decision about whether a child protection investigation should begin.
- This ensures collective responsibility and consistent involvement by police, social work, health and education staff in sharing information and assessing risks, as well as providing a single record of joint decision making.
- A police representative will email and/or call the Head Teacher with the details required to join the IRD call. The Head Teacher will share relevant information during the call and will give her views regarding possible subsequent action.
- A record of the IRD discussion will be sent to the establishment and will be filed in the relevant Child Protection folder and recorded in Seemis.

How Do We Co-operate with Agencies involved in the Child Protection Process?

- Following reporting and recording of concerns, staff should co-operate fully with subsequent investigations and support plans as directed by the Head Teacher and in consultation with the appropriate agency representatives.
- A representative of the school/nursery, usually the Head Teacher or other SMT member, may be required to attend case discussions, Child Protection conferences and reviews, and Children's Panel meetings.
- It is good practice to ensure that there is regular communication between agencies to share information and updates.
- Allocated social workers may visit the establishment to speak with children and a suitable place for this to take place is provided.

How Do We Support School Staff?

- Dealing with child protection issues can have stressful consequences for employees. Education & Families have a duty of care to all employees.

- Support may be accessed through the Staff Welfare Officer, Catherine Campbell.
- Head Teacher is able to further advice on supports available.

COVID-19: Review and Update of Procedures

As a result of the COVID-19 pandemic, safeguarding and child protection policies and procedures have required review, especially to take account of school and nursery closures.

Schools and nurseries continue to have responsibility for ensuring children are protected from potential harm and the current procedures should be adhered to where possible.

The Scottish Government has produced a document called 'Coronavirus (COVID-19): Supplementary National Child Protection Guidance' (updated December 2020) (**Appendix C3**). The advice within this document should be carefully adhered to. A summary of keypoints follows and all practitioners should refer to relevant COVID-19 documentation for full details.

Supporting Children and Families During School Closure

- Parents/Carers have been advised to contact the school office (01236-794870) or email enquiries@abronhill-pri.n-lanark.sch.uk if they have any concerns regarding children. An appropriate staff member will respond.
- Staff members will maintain general contact with all families, providing information and guidance through emails and phone calls.
- All families will receive phone calls from staff members to 'check in' and to offer any required support.
- Vulnerable families may receive weekly phone calls from the Senior Management Team (SMT) and any concerns will be dealt with using the established procedures the school has in place.
- SMT will continue to liaise with allocated social workers to ensure appropriate information is shared.
- If there is no contact between school and families, staff will continue to call all provided phone numbers each day and leave messages, and email every day asking the family to make contact with the school. Home visits will also take place if we are unable to establish contact and, if there is no reply, we will leave a letter asking the family to contact us. Depending on the family circumstances, we will make contact with other agencies, such as social work, health or housing. If we are unable to make contact with families after these measures, we will complete Appendix 8: Children Missing in Education (**Appendix B5**) and send this to NLC's Child Protection Co-ordinator.
- Children have login details for Glow Teams and families have been made aware of the appropriate use of resources to support the safe delivery of Teaching and Learning.
- Resources are made available for all children and families are able to collect these at the school. If they are unable to do so, staff members will take them to the family home.

Safeguarding Children in School/Nursery During COVID-19

- Risk assessments are in place and are regularly reviewed and amended in accordance with latest local and national guidance. (**Appendix A4**)

- Classes and nursery groups are in consistent 'bubbles' to mitigate the risks of infection spreading.
- Playgrounds and the buildings have been zoned to ensure contact is minimised.
- Staggered start, finish times, breaks and lunches are in place.
- 2 metres distancing is in place when practicable between adults and between adults and children. Primary children do not need to socially distance from each other and nursery children do not need to socially distance from each other or adults.
- Masks are worn by all adults (unless medically exempt) when moving around the school and in communal areas.
- Masks are worn in classrooms by staff when they are closer than 2 metres to children at any time.
- Regular hand washing and sanitisation is encouraged and there are appropriate supplies throughout the establishment.
- Staff and visitors must comply with Test and Protect guidance and complete relevant records at the school office.
- An isolation room has been identified for use during any suspected cases until parents/carers can collect their child.
- Appropriate PPE equipment is available for use when required.
- Enhanced cleaning regimes are in place throughout the establishment.
- Our Health and Wellbeing programme ensures that children are made aware of the rules to follow in a sensitive and age appropriate manner.
- Our Health and Wellbeing programme ensures that children's mental health and wellbeing is a regular focus. Children are made aware that they should raise any worries or concerns they have with a trusted adult in school and/or at home,

Conclusion

It is reassuring to know that most children live in households where they thrive on positive experiences provided by loving families. They are safe, healthy, active, nurtured, achieving, responsible, respected and included.

In the event that some children do not have these same experiences, it is the duty of everyone to ensure that appropriate policies and procedures are in place and that local and national guidelines are adhered to. By doing so, we can all play a part in safeguarding children and protecting them from abuse.



APPENDICES and SUPPORT MATERIALS:

Note: Red letters and numbers in brackets are specifically referenced in the policy

Appendix A: Abronhill Primary School and Nursery Class: Publications and Resources

- **Abronhill Primary- Staff Glow Team:**
 - 'Child Protection and Safeguarding' folder in the Files section contains copies of NLC Child Protection resources (also available in CP Glow Team)
 - 'Policies and Procedures' folder in the Files section contains copies of all policies and procedures
- Categories of Child Abuse Leaflet **(A1)**
- Pastoral Notes and Chronology Procedures **(A2)**
- Promoting Positive Behaviour Policy
- Anti-Bullying Policy

- Poverty Proofing/Cost of the School Day Policy
- Attendance and Latecoming Policy
- Administration of Medication Policy
- Support for Learning Policy
- Digital Learning Policy
- Home Learning Policy
- Teaching and Learning Policy
- Data Protection Policy **(A3)**
- Curriculum Rationale
- Vision, Values and Aims
- School Handbook
- Staff Induction Handbook
- Risk Assessments **(A4)**

Appendix B: NLC: Publications and Resources

- NLC Child and Adult Protection Procedures and Guidelines (2013) **(B1)**
(copy available in Head Teacher's office)
- **Glow Team- Child Protection (any staff member may join this Team)**
The following are all available within the CP Glow Team and the school Staff Team:
 - Child Protection Powerpoint Presentation 2020 (updated annually- August inservice) **(B2)**
 - Action Guidance leaflet (2013) **(B3)**
 - Understanding Child Protection self-learning pack (2020) **(B4)**
 - Child Protection Paperwork **(B5)**
 - FGM Multi-Agency Guidance (2017)
 - Forced Marriage and Honour Based Violence Multi-Agency Guidance
 - Initial Referral Discussion (IRD) Multi-Agency Protocol (2017) **(B6)**
 - MARAC Information
 - Working with Resistance Challenging Families Multi-Agency Guidance (2019)
 - Staff Wellbeing Resources
- Digital Learning: Child Welfare and Protection
- A range of Policies and Procedures are also available on myNL

Appendix C: National: Publications and Resources

- National Guidance for Child Protection in Scotland 2014 (currently being reviewed) **(C1)**
<http://www.gov.scot/Resource/0045/00450733.pdf>
(copy available in Head Teacher's office)
- The Children and Young People (Scotland) Act 2014
- Getting It Right For Every Child (GIRFEC) **(C2)**
- Early Years Framework
- Realising the Ambition: Being Me
- Curriculum for Excellence resources
- Equality Act 2010

- FGM: A Statement Opposing FGM (2015)
- Prevent Duty Guidance for Scotland (revised 2019)
- **COVID:19 Advice**
 - Supplementary National Child Protection Guidance (December 2020) **(C3)**
 - Guidance on Vulnerable Children (March 2020)

Appendix D: Other Publications and Resources

- UN Convention on the Rights of the Child (UNCRC) **(D1)**
- NSPCC website
- Respect Me
- Children 1st
- Stop It Now! Scotland

Appendix E: Parents: Safeguarding and Child Protection Resources

- North Lanarkshire Council- Parent/Carer Child Protection information
<https://www.northlanarkshire.gov.uk/social-care-and-health/public-protection/child-protection/parents-and-carers>
 Parentzone
<https://education.gov.scot/parentzone/>
- NSPCC website
<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/>
<https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-support-children-families-parents/>
- Parenting Across Scotland
<https://www.parentingacrossscotland.org/>
- Children 1st
<https://www.children1st.org.uk/>

Policy Reviewed By:	Representatives:	Date:
Senior Management Team	Jane Stocks (HT)	February 2025
Staff Team	Alix Heath (CT & SRG convener)	February 2025
Parents	Katrina McIntyre (PC Chairperson)	February 2025
Children	P7	February 2025
Review Cycle:	Next Review Date:	Initiated By:
Annually	February 2026	Head Teacher