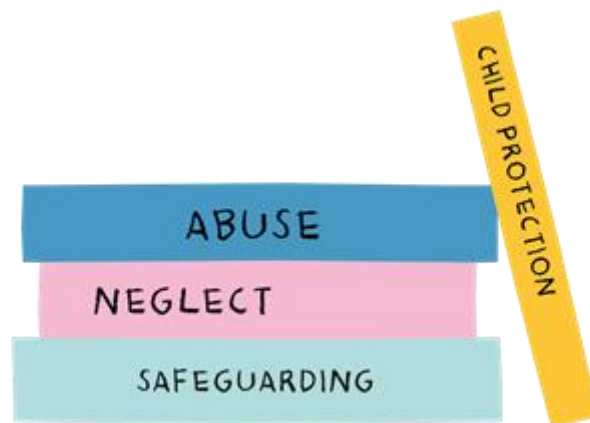


Balmalloch Primary School & Nursery Class



Child Protection and Safeguarding Policy



responsi **B**ility

gr**A**atitude

BELIEVE IN YOURSELF

hu**M**ility and forgiveness

persever**A**nance

Love

ACHIEVE YOUR GOALS

h**O**nesty and gener**O**sity

respe**C**t

friends**H**ip & family

A Place of Enthusiastic Learning and Achievement!

Introduction

Balmalloch Primary School & Nursery Class recognises its responsibility to have in place arrangements related to safeguarding and promoting the welfare of children. The revised Guidance (National Guidance for Child Protection in Scotland 2021 updated 2023) 'recognises that physical and emotional safety provides a foundation for wellbeing and healthy development'.

Through partnership working and day-to-day contact with pupils and direct work with families, staff at the school and nursery have a crucial role to play in noticing indicators of possible abuse or neglect from pre-birth onwards, including safe transitions of vulnerable young people towards adult life and services, referring them to the appropriate authorities/services. 'Everyone' has a role in protecting children from harm.

'The Health and Wellbeing Across Learning: Responsibilities of All - Experiences and Outcomes within Curriculum for Excellence, alongside the GIRFEC Wellbeing Indicators, summarises how practitioners, pupils, parents and communities must work together in protecting and promoting children's rights, wellbeing and safety.'

"Child protection is part of a continuum of collaborative duties upon agencies working with children. The Getting it right for every child (GIRFEC) approach promotes and supports planning for such services to be provided in the way which best safeguards, supports and promotes the rights and wellbeing of children, and ensures that any action to meet needs is taken at the earliest appropriate time to prevent acute needs arising. The planning of systems should ensure that action is integrated from the point of view of recipients." (Scottish Government, 2023)

The wellbeing indicators provide a holistic representation of the child's wellbeing needs and outcomes. 'My World Triangle' considers unmet developmental needs, focusing on the child's world – the child, their family and their environment. The Resilience Matrix focuses on positive adaptations to stresses in the child's world, identifying protective factors to support the child.

This policy sets out how the school and nursery discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school and nursery.

There are four main elements to our policy:

- **Prevention and Protection** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos through our core values.
- **Procedures** for identifying and reporting cases, or suspected cases, of abuse.
- **Support to pupils** who may have been abused.
- **Preventing unsuitable people working with children**

Our policy applies to all staff and volunteers working in the school and nursery including students, parent helpers and members of the community. Facilities Support Officers, Catering Supervisor and Assistants, Breakfast Club Assistant, Dining Hall Assistant, Classroom Assistants, Additional Support Needs Assistants, Clerical Staff as well as teachers/practitioners can be the first point of disclosure for a child. Concerned parents or members of the community may also contact the school.

PREVENTION

The school and nursery recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention.

The school and nursery will therefore:

- ensure early intervention and support for families, 'recognising the influence of structural inequalities and adverse experiences such as poverty, ill health and neglect';
- establish and maintain an ethos where children feel secure, are given the opportunity and encouraged to talk, and are listened to and their views are taken seriously, 'in accordance with their age, level of maturity and understanding.'

The Data Protection Act 2018 states 'a child under the age of 16 must be treated as though they have capacity to exercise their rights under that Act if the child has a general understanding of what it means to exercise those rights – particularly if the child is aged 12 years or over. If the child is too young or immature to understand practitioners will seek consent of the parent, unless there are good reasons not to do so and these reasons will be recorded;

- ensure children know that there are adults in the school and nursery whom they can approach if they are worried or in difficulty;
- recognise the role of the media and internet, particularly in teenage years, encouraging safe use and support online;
- 'build on strengths and resilience as well as addressing risks and vulnerabilities within the child's world';
- include, in the curriculum, emotional literacy activities and opportunities for the mental, emotional, social and physical development of children which equip them with the skills they need to stay safe from abuse and to know to whom to turn for help;
- include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child-care and parenting skills;
- work towards the "Getting It Right For Every Child" agenda with reference to the eight wellbeing indicators, the Early Years Framework and the UN Convention on the Rights of the Child.

The content of this Guidance is in four parts:

- The context for Child Protection
- Roles and Responsibilities for Child Protection
- Identifying and Responding to Concerns about Children
- Specific Support Needs and Concerns

What is Child Abuse and Child Neglect?

(National Guidance for Child Protection Scotland – 2021 updated 2023)

- 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 or drug use.
- Physical Abuse
- Emotional Abuse
- Sexual Abuse including Child Sexual Exploitation
- Criminal Exploitation
- Child Trafficking
- Neglect
- Female Genital Mutilation
- Forced Marriage

What is Child Protection?

- 'Child protection refers to 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. Child protection guidance provides overall direction for agencies and professional disciplines where there are concerns that a child may be at risk of harm. Child protection procedures are initiated when police, social work or health professionals determine that a child may have been abused or may be at risk of significant harm.'
- **Elements in Child Protection Assessment:**
 - Characteristics (Ecological & developmental/Dynamic – responsive to immediate safety and needs/Trauma informed)
 - Components (GIRFEC/Approved Framework/Analysis of risks, strengths, professionals/child/family perspectives)
 - Approach (Child-centred/Strengths-based/Collaborative teamwork)
 - Context (Location/Culture/Inequalities)

- Co-ordination (Shared understanding/Through transitions)
 - Leadership and Learning (Supervision & Reflective Practice/Evaluation & Inspection/ Research on Systems, Practice and Outcomes)
 - Guiding Considerations (Rights/Relationships/Resilience)
- **Initiating Child Protection Procedures**
 - Concerns about possible harm to a child from abuse, neglect or exploitation must be reported to police or social work without delay.
 - Child protection procedures are initiated when police, social work or health determine that a child may have been significantly harmed or are at risk or harm.
 - Concerns about risk may arise in a number of ways:
 - because of what a child has said;
 - over a period of time;
 - in response to a particular incident;
 - as a result of direct observations;
 - through reports from family, from a third party, or from an anonymous source;
 - if children are known to social work or have an existing Child's Plan;
 - through notification that a child may become a member of the same household as a person who has committed specific offences (see National Guidance for Child Protection in Scotland 2021 – Schedule 1).

Safety and Rights

- 'The Scottish Government supports implementation of UNCRC Rights' which was incorporated into Scots law on 16th July, 2024. The Convention Rights are inter-related and inter-dependent (e.g.) rights to protection from abuse, neglect, exploitation and violence'.
- The Rights of the Child form part of Balmalloch Primary School and Nursery Class Positive Relationships and Behaviour procedures, forming the basis for discussion through Reflection Room conversations. (Appendix B)

Culture, Community and Family Context

- 'It is essential to consider the child's experience and consider the risks, stresses and protective factors in the child's world. Cultural sensitivity and competence are necessary when considering the family perspective. Religion, faith and places of community and worship may be a key reference point and a source of resilience, identity and social connection. At the same time, risks and stresses are accentuated for some families by isolation, racism, food insecurity, poor housing, barriers to employment and especially poverty.'

Inequalities

- Risk of harm may be as a result of 'factors such as 'poverty, housing, employment, ill health, available support, personal attitudes and behaviours.
- Risk of harm may be as a result of 'early adverse experiences or intellectual disabilities'.
- Risk of harm may be as a result of 'relationships and factors in the child's family and wider world, including past experiences.'

Adult Protection

A revised code of practice was published in July 2022 providing information to support the 2007 Act. (National Guidance Child Protection Scotland 2021, updated 2023)

An adult at risk is a person aged 16 or over who:

- is unable to safeguard their own wellbeing, property, rights or other interests;
- is at risk of harm;
- is affected by a disability, mental disorder, illness or physical or mental infirmity, putting them at increased risk of vulnerability of being harmed than adults who are not so affected.

Guiding Principles

- Information will only be shared where necessary for child protection purposes;
- If information needs to be shared, the person involved will be informed and understand what and why it is happening and whom it is being shared with, unless it is detrimental to:

- the best interests of a child;
- the health and safety of a child or another person;
- the prevention or detection of a crime (e.g.) creating a risk of harm to a child;

OR

- the apprehension or prosecution of offenders;

OR

- it is not reasonably practical to contact the person;
- it would take too long given the particular circumstances (e.g.) acting quickly;
- the cost would be prohibitive;
- there is some other compelling reason.

Procedures

General

The school and nursery will follow the procedures outlined by the Scottish Government in the National Guidance for Child Protection in Scotland (2021 updated 2023). The views of children, families, professionals in the public and Third Sectors, practice educators and community groups have been listened to through the review process, ensuring improvement to practice.

The school and nursery will:

- ensure children get help when they need it, with action being taken, responding to concerns about risk of harm;
- ensure it has a Named Person who is the single point of contact and that all stakeholders know who that is;
- ensure that all staff engage in appropriate Child Protection training and are aware of their roles and responsibilities;
- ensure this training is updated every year;
- recognise the importance of the role of the designated teacher/practitioner and ensure s/he has the time and training to undertake her/his duties and responsibilities;
- ensure there are contingency arrangements should the Named Person not be available (e.g.) reporting incidents to the Depute Head Teacher if the HT is not available and the Principal Teacher if the DHT is not available; Principal Leads (during Full Time provision, when Term Time staff are unavailable).
- make arrangements for the Named Person to take advice from a child protection specialist, when managing complex cases;

The Named Person is the Head Teacher – Ruth McCarthy who has overall responsibility for the school. The Child Protection Co-ordinators for the school are the Head Teacher – Miss Ruth McCarthy, Depute Head Teacher – Mrs Erin Diamond and Principal Teacher – Mr John Paterson.

The Child Protection Co-ordinators for the nursery are the Principal Leads – Mrs Adele Parker and Miss Denise Kelso. The Named Person for the Nursery is the Health Visitor working with the family.

During Term Time holiday closure; the nursery Child Protection Co-ordinator will be the Early Learning and Childcare Principal Leads.

The Role of All School & Nursery Staff, including Volunteers, the PTA and the Parent Council

The school & nursery will ensure every member of staff, the Parent Council, the PTA and every volunteer knows:

- the name of the designated person and her/his role and responsibility;
- they have an individual responsibility for referring child protection concerns;
- they will receive training at the point of induction, and this will be updated every year as a minimum;
- his/her personal responsibility;
- school and authority procedures;
- the need to be vigilant in identifying cases of abuse;
- how to support and to respond to a child who discloses details of alleged significant harm;
- how to raise concerns about poor or unsafe practice in regard to children by a colleague and is assured that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies and procedures;
- where to access to the North Lanarkshire Child and Adult Protection, Procedures and Guidance based on National Guidance for Child Protection as outlined by the Scottish Government (2021 updated 2023).

Liaison with Other Agencies

The school and nursery will:

- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at, and the presentation of written reports to, initial case conferences, core groups and child protection review conferences;

The school and nursery will notify the allocated Social Worker if:

- a pupil on the child protection register has been excluded (whether fixed-term or permanently);
- there is an unexplained absence of a pupil on the child protection register of more than two days' duration from school, or one day following a weekend, or as agreed as part of any child protection or core group plan.

Record Keeping

The school and nursery will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter immediately;
- ensure all records are kept secure and in a locked location separate from the child's personal file.

Confidentiality and Information Sharing

The school and nursery will ensure that:

- confidentiality protocols are followed and information is shared appropriately. If in doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required;
- the Head teacher, Depute Head Teacher, Principal Teacher, Principal Lead or Designated Teacher/Early Years' Practitioner discloses any information about a pupil to other members of staff on a need-to-know basis only;
- all staff are aware that they have a professional responsibility to share information with other agencies in-order-to safeguard children;
- all staff are aware that they cannot promise a child confidentiality.

Communication with Parents

The school and nursery will:

- undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this;
- ensure that parents/carers have an understanding of the responsibility placed on the school and nursery and staff for safeguarding children (child protection) by setting out its obligations in the school handbook.

SUPPORTING THE PUPIL AT RISK

General

The school and nursery will recognise:

- that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. This may have a detrimental effect on their well-being;
- that it may be the only safe, stable and secure environment in the lives of children at risk. This may impact on a child's behaviour, which may be challenging and defiant, or the child may become withdrawn;
- that some children actually adopt abusive behaviours, and that these children must be referred on for appropriate support and intervention.

The school and nursery will endeavour to support the pupil through:

- its ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued without apportioning blame;
- a Positive Relationships and Behaviour policy which is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the

behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth;

- liaison with other appropriate agencies, which support the pupil;
- a commitment to develop supportive relationships with parents/carers whenever it is in a pupil's best interest to do so;
- recognition that children living in a home environment where there is domestic violence or drug or alcohol abuse are vulnerable and in need of support and protection;
- vigilantly monitoring children's welfare, keeping records and notifying appropriate agencies as soon as there is a recurrence of a concern.

When a pupil on the Child Protection Register transfers to another school or nursery, information will be transferred to the new school or nursery immediately.

Children with Special Educational Needs

The school and nursery recognise that statistically children with behavioural difficulties and disabilities are more vulnerable to abuse. School and nursery staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

Drug Use and Child Protection

The discovery that a young person is using illegal drugs or reported evidence of their drug use are not necessarily sufficient in themselves to initiate child protection proceedings but the school will consider such action in the following situations:

- When there is evidence or reasonable cause:
 - * to believe the young person's drug misuse may cause him or her to be vulnerable to abuse;
 - * to believe the pupil's drug related behaviour is placing them at significant risk;
 - * to suspect that the misuse is being prompted by serious parent/ carer drug misuse.

Children of Drug Using Parents

Further enquiries will be made when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- the parental misuse is regarded as problematic or there is evidence to suggest a chaotic and unpredictable home environment which can be attributed to drug or alcohol misuse;
- there is evidence to suggest that children are not being provided with acceptable or consistent levels of social and health care;
- it is suspected that children are being exposed to criminal behaviour.

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- The school and nursery will operate safe recruitment practices including ensuring appropriate Disclosure or member of the Protecting Vulnerable Groups Scheme.
- The school and nursery will consult with the Local Authority Designated Officer for Safeguarding in the event of an allegation being made against a member of staff and adhere to the relevant procedures in accordance with Government guidance.
- The school and nursery will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full in accordance with Government guidance.
- The school and nursery will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers. Through their induction process they will have access to child protection training, policy and procedures.
- The school and nursery will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them as outlined in the Children and Young People (Scotland) Act 2014.

OTHER RELATED POLICIES

Safe Holding and Restraint of Pupils

The school and nursery policy on Safe Holding and Restraint by staff is set out in a separate document and is reviewed annually by the local authority and the school. The school and nursery acknowledge that staff only use physical intervention as a last resort and that at all times it must be the minimum force necessary to prevent injury to themselves or another person, or damage to property.

Anti-Bullying and Positive Relationships

The school and nursery policy on Positive Relationships and Behaviour and Anti-Bullying is set out in separate documents and is reviewed by all stakeholders. The school and nursery acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

Equality and Diversity – Racist Incidents

The school and nursery policy on 'Equality and Diversity', including racist incidents, is set out in a separate document and is reviewed by all stakeholders. The school and nursery acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Health & Safety Issues

The school and nursery 'Health & Safety' policy is set out in a separate document and is reviewed by all stakeholders. It reflects the consideration we give to the protection of our children both within the school and nursery environment and when away from the school participating in school trips and visits. Risk Assessments are carried out by school and nursery staff, adhering to North Lanarkshire Council's policy and staff engage in professional development activities through Learn NL or training provided through North Lanarkshire Council.

NORTH LANARKSHIRE COUNCIL CHILD PROTECTION RESPONSIBILITIES

North Lanarkshire Council fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children in accordance with the Children and Young People (Scotland) Act 2014 and the National Guidance for Child Protection in Scotland 2021 updated 2023, ensuring schools:

- have a child protection policy and procedures in place;
- operate safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers;
- have procedures in place for dealing with allegations of abuse against members of staff and volunteers;
- have a senior member on the school's leadership team who is the Named Person with responsibility for dealing with child protection issues;
- monitor the operation of all policies which impact upon child protection issues and takes action to remedy any deficiencies or weaknesses in regard to child protection arrangements;
- liaise with the Local Authority and/or partner agencies in the event of allegations of abuse being made against the head teacher, other members of the Senior Leadership and Management Team or staff;
- review their policies and procedures annually and provide information to the Local Authority about them.

The Promise

"During the Coronavirus (COVID-19) pandemic, collaborative planning between Scottish Government and stakeholders has included a focus on features of effective family support. These features correlate with principles articulated in The Promise. A summary of these features, and the principles of good family support, have been drafted to assist those who are involved in the delivery and planning of family support at a local or national level. The Scottish Government's Whole Family Wellbeing Funding aims to ensure families can access support before they reach crisis point by shifting investment towards early intervention and prevention activities. This is also a critical part of how we will deliver on the ambitions of the Promise." (thepromise.scot)

Reporting an Incident

If you wish to notify the school of a concern, please contact the school by telephone – 01236 632058. The details will be recorded on the Incident Reporting form (Appendix A) and shared with the appropriate agency (Social Work/Police) if required.

Social Work/Police may then contact you raising the concern before appropriate action, if any, can be taken. This information will be recorded in the school and nursery complaints/concerns file.

Following investigation by the relevant agencies, information may be recorded in the child's pastoral notes. Agencies will liaise with the child's school/nursery to ensure safeguarding and welfare of all children.

This policy was reviewed in August 2024

This policy was reviewed in March 2023

This policy was reviewed in March 2022

This policy was reviewed in March, 2021

This policy was reviewed in August, 2020 – Supplementary COVID Guidance added

This policy was reviewed in March, 2020

This policy was reviewed in August 2019

This policy was reviewed in August 2018

Ruth McCarthy

Head Teacher Balmalloch Primary School and Nursery Class

Review Schedule: This policy will be reviewed in August 2025

This policy was checked by Michael Bradley, Child Protection Officer, North Lanarkshire Council December 2024.

Appendix A

Safeguarding and Welfare of Children



Incident Reporting – Member of the Public

| | |
|-------------------------------------------------|--|
| Name: (Person reporting the incident) | |
| Address: | |
| | |
| | |
| | |
| Telephone Number: | |
| Date: | |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Type of Incident: <ul style="list-style-type: none">• Physical Injury• Physical Neglect• Sexual Abuse• Emotional Abuse | Incident Date: |
| Notification of Concern - Details: (Who?/What?/Where?/When) | |

Signature: _____ Date: _____
(Member of the Public)

Signature: _____ Date: _____
(Member of Staff)

| | |
|-------------------------------------------------------|--------|
| Name: (Pupil) | |
| Date of Birth: | |
| Stage/Class: | |
| Teacher: | |
| Parent/Carer: | |
| Is the child on the Child Protection Register? | YES NO |

| | | |
|-----------------------------------------------------------|-------|----|
| Have there been previous Notifications of Concern? | YES | NO |
| | Date: | |

| | |
|-------------------------------------------------|--|
| Name: (Person concern raised against) | |
| Relationship to Child: | |
| Address: | |
| | |
| | |
| | |
| Telephone Number: | |

| | | |
|----------------------------------------------------------|--------------------------------------|----|
| Name: (Member of Staff recording details) | | |
| Designation: | | |
| Name: (Member of Staff investigating incident) | | |
| Designation: | | |
| Action – No Further Action: | <u>Details:</u> | |
| | | |
| Action – Agency reported to: | SOCIAL WORK POLICE OTHER - | |
| Date Reported: | | |
| Name: (Agency Representative) | | |
| Details of advice given: | | |
| | | |
| Has the parent/carer been advised of the concern? | YES | NO |
| | Date: | |

Appendix B

Balmalloch Primary School and Nursery Class – Reflection Room

| | | | |
|----------------------|--|-------------------------|--|
| <u>Child's Name:</u> | | <u>Date:</u> | |
| <u>Class:</u> | | <u>Member of Staff:</u> | |

UNCRC (United Nations on the Rights of the Child) – Rights Respecting Schools

| | | |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Article 2 | All children have these rights no matter who they are, where they live, what their parents/carers do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. | FAMILY & LOVE |
| Article 12 | You have the right to give your opinion and for adults to listen and take it seriously. | HONESTY & RESPONSIBILITY |
| Article 15 | You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others. | FRIENDSHIP FORGIVENESS |
| Article 16 | You have the right to privacy. | RESPECT |
| Article 19 | You have the right to be protected from being hurt and mistreated, in body and mind. | RESPONSIBILITY |
| Article 28 | You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. | PERSEVERANCE |
| Article 29 | Your education should help you use and develop your talents and abilities. It should help you learn to live peacefully, protect the environment and respect other people. | RESPECT & GRATITUDE |
| Article 31 | You have the right to play and rest. | FRIENDSHIP & GENEROSITY |
| Article 37 | No-one is allowed to punish you in a cruel or harmful way. | LOVE & RESPECT |
| Article 39 | You have the right to help if you are hurt, neglected or badly treated. | LOVE & RESPONSIBILITY |

Whole School Charter (Pupil Voice)

We should move and work quietly in all areas of our school.

We should ensure we do not hurt anyone.















We should always speak respectfully to children and adults.

We should follow instructions the first time they are given.

We should listen carefully when someone is talking.

We should respect everyone's right to privacy.

Reflection and Learning Fixn and Learning Fix

| <u>Why are we here?</u> | | | | | |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Shouting/Swearing  | Violence  | Sticks  | Absconding  | Work  | Damage  |
| <u>How can we fix it?</u> | | | | | |
|  | | | | | |
|  Sorry |  Shake hands |  Miss time |  Don't know |  Catch up |  Tidy |
|  | <u>Lets make a plan...</u> | | | | |