

CHILD & ADULT PROTECTION POLICY GUIDELINES AND PROCEDURES 2026



Banton/Chapelgreen Partnership Schools
Banton Primary School
Chapelgreen Primary School
Chapelgreen Nursery Class



CHILD & ADULT PROTECTION POLICY GUIDELINES AND PROCEDURES



Introduction

All children and young people have a right to be cared for and protected from harm and abuse and to grow up in a safe environment in which their rights are respected and their needs are met. Every child and young person has a right to be safe, healthy, active, nurtured, achieving, responsible, respected and included. Children and young people should expect to get the help they need, when they need it. Their wellbeing is paramount. Everyone has an individual responsibility to protect children and work collaboratively ensuring good communication and joint working. Child Protection is the responsibility of all.

Rationale

Child protection must be seen in the wider context of Getting it Right for Every Child, the Early Years Framework, The Promise, Trauma Informed Practice, NLC Safe & Together, PREVENT and the UN Convention on the rights of the child.

The UN Convention on the Rights of the Child (1989) highlight the Welfare Principle.

- The welfare of the child is paramount;
- Every child has the right to be protected from abuse, neglect and exploitation. Children should be listened to, their views considered according to their age, maturity and understanding;
- Every effort should be made to preserve the child's family home and contacts;
- Any intervention services should be based on collaboration between relevant agencies;

Aims

The aims of our policy, procedures and practice will ensure that:

- All staff are aware of their duty to report child abuse/PREVENT concerns and know how to do this;
- Staff knowledge of the types of abuse and indicators of abuse are up to date;
- Staff have an awareness of the factors that may put children at greater risk of abuse, including radicalisation, FGM, Exploitation;
- Staff conduct themselves professionally and keep themselves safe, particularly where social media is concerned;
- Children and young people are educated in a supportive environment about health and wellbeing issues, including risk and keeping themselves safe;
- Everyone is clear about their role and responsibilities;

We will achieve these aims in the knowledge that any actions or interventions we take will be based on the child's best interests. When mention is made throughout this policy to designated sections, this is in reference to NLC Child and Adult Protection Procedures and Guidance 2024 updated to reflect Scottish Government guidance 2023. All policies, guidance and documentation are available via Education & Families Sharepoint within the Child Protection Tile.

What is abuse?

Definition of Child Abuse and Neglect

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting or by failing to act to prevent harm to the child.

- Physical abuse - causing physical harm

- Emotional abuse - persistent emotional neglect or ill treatment that has had severe and persistent adverse effects
- Neglect - persistent failure to meet a child's physical and psychological needs which is likely to result in the serious impairment of a child's health or development.
- Sexual abuse - including non-contact activities such as pornographic material, using sexual language to a child; Online Abuse, Child Sexual Exploitation, Child Trafficking, Female Genital Mutilation (FGM), forced marriage and Radicalisation.

(Refer to appx C of NLC Child Protection Policy 2024 for categories of abuse)

Who is at risk from abuse?

Anyone can be at risk therefore it is important to raise awareness of this. Specific groups of people and particular circumstances can create vulnerability making them at a 'higher risk' to abuse, such as:

- Having a physical disability
- Having Additional Support Needs
- Being a very young child
- Gender
- Living in poverty and deprivation
- Being Bullied
- Looked After Away from Home
- Non-engaging parents
- Previous sexual abuse
- Being exposed to:
 - Parent Alcohol/Substance Misuse
 - Domestic Violence
 - Mental Health Issues
 - Transient, chaotic lifestyles
 - Sexual/inappropriate materials/TV/Internet
 - Child Sexual Abuse (CSA)
 - Child Sexual Exploitation (CSE)
- Digital environment/online safety (including harmful online challenges and hoaxes)
- Fabricated or induced illness
- Being part of a cultural/practice through generations:
 - Female Genital Mutilation/Circumcision
 - Forced Marriage
 - Rites of Passage (beatings/initiations)
 - Honour Killings
 - Radicalisation

This list is not exhaustive.

Harmful Online Challenges and Hoaxes

Our young people operate in a digital world and this can present additional concerns relating to safeguarding and child protection. Harmful online challenges entice people to try these dangerous activities and these may appear interesting or even exciting for young people.

Young people may feel tempted to participate or share this information and this can spread quickly within the school.

To deal with this additional risk, we will:

- recognise that online peer pressure can be very overwhelming for young people.
- have regular conversations about their experiences online and how they can stay safe.
- Support our pupils to think critically about whether the content they encounter online may hurt or harm them or someone else.

- talk with young people about strategies for saying no to things which may sound fun but they don't feel comfortable doing.
If we become aware of online challenges or hoaxes we will remind our young people they can talk to a trusted adult:
- if they see something online that they are unsure about or makes them feel a bit uncomfortable.
- if they see something online that may be appealing but which they suspect may not be true and may be harmful.
- if they see something that frightens or worries them.
- if they are approached by someone who makes them feel uncomfortable.
Our response to this will be to:
- respond calmly.
- not blame the young person that has taken part in a challenge/hoax but have an open and honest conversation about why they wanted to do it and give them support.
- determine if a young person has been harmed and notify the police.
- report these concerns in line with our child protection procedures.

We will not issue targeted warnings that name or describe the challenge, hoax or video as this may cause distress or raise curiosity, driving young people to the content that is of concern.

Home Education

When requests are made to educate a child at home we will work with the local authority to identify any possible risks or child protection concerns. If a young person moves to another local authority and does not enrol in a school, we will advise our Education and Families Manager and the education department within the local authority the child has moved to. This would be followed up weekly until we are confident the young person's education has been determined. This will ensure the young person is accounted for.

Prevent Duty in Scottish Schools

In Scotland, the Prevent duty is part of the UK Government's broader counter-terrorism strategy, CONTEST, and aims to stop people from becoming terrorists or supporting terrorism. Below that lies the 4 Ps

Prevent: to stop people becoming terrorists or supporting terrorism

Pursue: to stop terrorist attacks

Protect: to strengthen our protection against terrorist attack

Prepare: to mitigate the impact of a terrorist attack

Role and Responsibilities of Schools in North Lanarkshire Council under Prevent

Scottish schools have a statutory duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard" to the need to prevent people from being drawn into terrorism. This duty is integrated into existing safeguarding responsibilities and is not intended to create new functions. The Child Protection Coordinator is responsible for PREVENT in their establishment. For Chapelgreen PSNC & Banton PS, **the Child Protection Coordinator responsible for PREVENT is Siobhan McLeod.** Schools must ensure staff understand the risks of radicalisation and are equipped to respond appropriately. All education staff are required to complete the mandatory PREVENT training every two years via the Learn NL portal.

Should a PREVENT Concern arise, referrals can be made to PreventReferrals@scotland.police.uk
The PREVENT referral form is available on the North Lanarkshire Child Protection Share Point or [National Prevent referral form](#)

When referring please also include the Child Protection Development Officer Lynn Kinstrie kinstrieL@northlan.gov.uk and Chief Officer (Legal & Democratic) Rachel Blair blairr@northlan.gov.uk

Further details can be found here [Counter Terrorism and Keeping Safe | North Lanarkshire Council Protecting people susceptible to radicalisation](#)

[The Prevent duty: safeguarding learners vulnerable to radicalisation](#) - Guidance for those working in education settings with safeguarding responsibilities.

[Managing risk of radicalisation in your education setting](#) - Guidance to help education settings consider indicators of risk and decide what response is appropriate and proportionate.

Full PREVENT Guidance is available at [Prevent duty guidance: for Scotland \(accessible\) - GOV.UK](#)

Preventing Abuse

If we create right environment in our establishment, children will feel safe, secure, and trust adults enough to tell. As well as being reactive to disclosures or suspicions we also have a duty to be proactive through safeguarding. We can do this by ensuring our children and their parents are educated. Child Protection refers to the processes in gathering and assessing and planning what action may be necessary where there is a child that may be of risk from harm. Our Health and Wellbeing Programme within the curriculum must address:

1. Raising awareness of risk, including safe use of digital and online skills, PREVENT;
2. Ensuring our children develop the skills to keep themselves safe, NSPCC/CEOP etc;
3. Developing good relationships and encouraging strong wellbeing and emotional security in our children;

ADULT PROTECTION - AGED 16 +

All 3 points below must apply before recording a concern:

1. The adult is unable to safeguard their own wellbeing, property, rights or other interests; and
2. The adult is at risk of harm, and
3. They are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than adults who are not so affected.

Roles and Responsibilities

Role of all Employees - RECOGNISE/RESPOND/REFER

- ACT IMMEDIATELY. Report concerns to designated child protection officer promptly and accurately.
- Observe and listen carefully. Keep your feelings in check.
- Report and record accurately. Do not investigate or gather evidence.
- Ask only open questions - let the child tell you in their words.
- Reassure child, and explain what you are going to do next.
- DO NOT PROMISE TO KEEP A SECRET OR NOT TO TELL
- Write down what the child said as soon as possible. Do not interpret what has been said, record the child's exact words, sign and date it.
- Recognise indicators of abuse or neglect. Early identification enables timely intervention and support for vulnerable children.
- Collaborate with other professionals including social workers, healthcare practitioners, law enforcement, to safeguard children effectively.
- Complete mandatory training and professional development annually.
- Whistleblow if there is a need to escalate a concern beyond senior management.

Role of the Head Teacher/School Child Protection Co-ordinator

- Be familiar with the information contained in NL Child Protection Policy & Practice Guide
- Undertake Child Protection Coordinator training every 3 years.
- Ensure all employees refresh child protection annually and that employees have access to the guidance and Education & Families Sharepoint; ensuring that employees who are not present at annual training are given the self-learning pack to complete; maintain an up to date signed register as evidence of child protection training.
- Ensure the establishment is following expected procedures when there is a child protection concern in line with NLC Grounds for concern flowchart.
- Co-ordinate support within the Nursery Class/Primary School for specific children, giving high priority to Looked After Children.
- Co-operate with Inter-Agency Support Plans.
- Liaise with other Establishments and External Agencies Services and promote the protection of children, including Initial Referral Discussions (IRD) with Police, Health and Social Work.

Grounds for Concern

Grounds for concern about the safety and wellbeing of a pupil can arise from a wide range of circumstances and will generally be covered by the following events:

- (1) a child/young person states that abuse has taken place or that he/she feels unsafe.
- (2) a third party or anonymous allegation is received.
- (3) a child's/young person's appearance, behaviour, play, drawing or statement arouses suspicion of abuse/radicalisation.
- (4) a child/young person reports an incident of abuse which occurred some time ago.
- (5) employees witness abuse.

ALL EMPLOYEES - Action in Response to Grounds for Concern

RECOGNISE/RESPOND/REFER

Step 1

Immediately report your concerns to the head teacher (or principal teacher in the head teacher's absence).

If you have direct evidence of suspicion of child abuse, then the only way you can protect the child or children is to report it immediately. You must ensure that your ongoing involvement is in the child's best interests: you must not wait to gather evidence, nor agree to keep the information secret, nor discuss the matter with others.

Step 2

Follow the guidance given by the head teacher in relation to recording your concerns, supporting the child and co-operating with subsequent actions to investigate the grounds of concern and to protect the child or children concerned.

Step 3

The head teacher may ask you to record evidence on the 'Internal Recording Grounds for Concern' form attached and pass the completed paper work to her immediately. It is vital that recording is relevant, accurate, signed and dated, as it may become a legal document. The information contained should have a clear, succinct chronology of events and factual information.

Step 4

The head teacher and/or employees, when required to attend a case conference, will provide an accurate report for the meeting, based on your information and will provide appropriate feedback with regard to the outcome of the meeting. An employee may be required to assume this role in the head teacher's absence.

Step 5

It is essential that there is no delay in deciding to initiate the procedures as a result of the head teacher or principal teacher being absent from school. If HT/PTs cannot be contacted by mobile phone, contact NLC Child Protection Officer on 07890532941 or Cumbernauld Social Work on 01236 638700.

HEAD TEACHER - Action in Response to Grounds for Concern

Treat the grounds for concern as reported by the employee as a priority for action.

- Consider the immediate needs of all children involved.
- Take the emergency action required.
- Gather information and if appropriate seek clarification (not proof).
- Ask employees to record, sign and date relevant information.
- Initially store all information in a confidential file (unless the pupil already has a Health and Wellbeing file or a Child Protection file).

Immediately report a medical emergency to the medical services and administer first aid if needed before notifying your concern to the duty senior social worker.

Immediately notify your concern to the Duty Senior Social Worker at Cumbernauld Social Work Office 01236 638700. Outwith office contact hours, notify your concern to Social Work Emergency Service 0800 121 4114. Discuss with the Duty Senior Social Worker the action to be taken, including when and by whom parents will be informed and the child or children interviewed. Participate in an Initial Referral Discussion (IRD) Notification of Child Protection Concern to determine an Investigation based on the information shared by the services, Health, Police, Social Work and Education.

If a member of staff is alleged to be involved in the child abuse, then immediate contact should be made with the Head of Education (North).

Record, sign and date (on the same day) the grounds for concern and action taken using the **Notification of Concern Form (Appendix 2) - Located on CP Sharepoint Tile**. Send two copies of this form as indicated on this form. Keep the original copy, signed and dated, in the confidential file.

Co-operate fully with all Statutory Agencies who may be come involved.

Support the child or children as necessary and appropriate.

Following a submission of a Notification of Concern, HT/DHT should ensure that -

- Feedback is received from Social Work on the outcome of the initial Notification of Concern, in writing, within 7 days of the notification - contact Social Work if not received.
- This outcome is recorded on **Notification of Concern Form (Appendix 2b)** and one copy submitted as indicated on the form
- Where appropriate, a Child Protection or Health and Wellbeing file is opened.
- Information is recorded on pastoral notes as a significant event and paperwork is uploaded to the Wellbeing App.
- **Child Protection Agency Contact List/Capital Network of Support (Appendix 5)** is completed.
- Relevant employees should attend all child protection meetings, including Child Protection Case Conferences, reports are provided for meetings
- **Child Protection Case Conference Form (Appendix 4)** is completed immediately following a Case Conference and submitted as indicated on the form
- All minutes and reports are filled in the pupil's Child Protection or Health and Wellbeing file.
- **Chronology of Significant Information or Events Form (Appendix 7)** is recorded in the file and electronically on chronology on SEEMIS.



RECORDING GROUNDS FOR CONCERN

Internal Record

PERSON RECORDING			
CHILD'S NAME			
CHILD'S D.O.B.		GENDER	
NATURE OF CONCERN, DISCLOSURE OR SUSPICIONS			
PLEASE HAND TO THE HT/PT IMMEDIATELY.			
SIGNED		DATE	
ACTION TAKEN			
SIGNED		DATE	