



Clarkston Primary School and Nursery

Child Protection & Safeguarding Policy

Responsibility for Child Protection - Y. Callander Head Teacher

Revised October 2025

Any concerns regarding Child Protection should be brought immediately to the attention of the Child Protection Coordinator. At Clarkston Primary School this role is fulfilled by Yvonne Callander, Head Teacher. In the event of their absence, concerns should be directed to Charis Kane, Depute Head Teacher. In the event of their absence, concerns should be directed to Barry Polatajko, Principal Teacher.



**Yvonne Callander
Head Teacher**



**Charis Kane
Depute Head Teacher**



**Barry Polatajko
Principal Teacher**

Policy Statement

Clarkston Primary School and Nursery is committed to safeguarding and promoting the welfare of all children. We believe that every child has the right to feel safe, protected, and valued. This policy outlines our approach to ensuring a secure environment where children can thrive.

Aims of the Policy

- Protect children from maltreatment and harm
- Prevent impairment of children's health or development
- Ensure children grow up in safe and effective care
- Take action to enable all children to have the best outcomes



Legal Framework

This policy is based on the following legislation and guidance:

- Children Act 1989 and 2004
- Education Act 2002
- Keeping Children Safe in Education (KCSIE) – latest edition
- Working Together to Safeguard Children (2018)
- The UN Convention on the Rights of the Child
- National Guidance for Child Protection in Scotland (2021)

Rationale

All children have inherent rights, as outlined in the United Nations Convention on the Rights of the Child (UNCRC), which includes the right to be protected from abuse and neglect. This aligns with Article 19 of the UNCRC, which specifically addresses the right of every child to be protected from all forms of violence, abuse, neglect, maltreatment, and exploitation. Safeguarding children and young people are a duty shared by all.

In accordance with the updated National Guidance on Child Protection in Scotland (2023), aligned with the principles of Getting it Right for Every Child (GIRFEC), it is imperative we understand our duty and responsibility to work with other relevant agencies to protect children from harm and exploitation. This includes promptly identifying and responding to instances of abuse, and striving to provide each child with a nurturing, stimulating, and secure environment. Our efforts are supported by practitioners, families, and caregivers. Upholding these standards is crucial in all aspects of our school to ensure the wellbeing and protection of every child. It is the responsibility of everyone involved in our school to consistently adopt and implement effective practices in their respective roles.

Following the National Guidance update, North Lanarkshire Council (NLC) has created a digital document that contains revised policies, practice guidance as well as up to date resources which can be accessed through the following link:

[NL Education SharePoint - CP Document Library - All Documents](#)

Introduction

We believe Clarkston Primary School and Nursery provides a safe, positive and caring environment in which children and young people can develop physically, emotionally, socially, academically, spiritually and morally. We recognise the vital contribution our school can make to safeguarding pupils' wellbeing and are fully committed to fulfilling our responsibilities in this regard. Our school values of *kindness*, *respect* and *belonging* underpin our approach to achieving this.

This policy applies to everyone involved and engaged within the Clarkston Primary School community including all staff, all visiting adults (e.g. peripatetic teachers, student teachers, supply teachers) and all volunteers. Parents/carers and other adults associated with the school may also



contact the Child Protection Coordinator, should they have any concerns regarding the care and welfare of a Clarkston Primary School and Nursery child. We accept that keeping young people safe is our responsibility.

Aim

The purpose of this policy is to offer guidance and guidelines to staff regarding child protection and the health and wellbeing of the children in our school. The policy aims to achieve the following:

- Raise staff awareness about the different forms of abuse and the signs that may indicate abuse is occurring.
- Establish the roles and responsibilities for the care and protection of our young people.
- Provide guidance and support to staff members as they fulfil their roles and responsibilities in protecting the children and young people in our school.

Procedures

The following procedures are established to ensure comprehensive adherence to child protection protocols within our school:

- All staff are required to review the NLC Multiagency Child Protection Procedures as required, with the initial update being mandatory on the August in-service days.
- All staff should regularly review the practice guidance and refer to the NLC SharePoint for any updates or relevant information.
- New staff members will be directed to the NLC Multiagency Child Protection Procedures by the Child Protection Coordinator and complete mandatory training.
- Relevant posters such as Whistleblowing, NLC Child Protection Grounds for Concern flowchart, and the IRD flowchart are available for staff.

It is imperative that the procedures outlined in this policy are always adhered to diligently by all staff members. These procedures are to be implemented in collaboration with the NLC Multiagency Child Protection Procedures. A digital version of this guidance is available to all staff on the NLC SharePoint.

What is Child Abuse and Child Neglect?

The National Guidance for Child Protection in Scotland (2023), issued by the Scottish Government, states that child abuse and child neglect are forms of maltreatment. The National Guidance goes on to state that:

‘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.’
(Scottish Government, online, p12)



Further information and definitions of abuse or neglect are provided in the National Guidance document which is incorporated into the NLC Multiagency Child Protection Procedures, and included in this policy in Appendix A. All staff should familiarise themselves with these definitions.

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.

Indicators of Risk



The following circumstances are recognised as indicators that a child may face an elevated risk of harm within their families:

- Poverty
- Resistance and disguised compliance (non-engaging families)
- Disability (disabled children – physical, emotional, developmental, learning, communication, and healthcare needs)
- Parental disability (learning or otherwise)
- Mental health or health problems (parental or child)
- Suicide and self-harming
- Emotional abuse and neglect
- Domestic abuse
- Parental problematic alcohol and drug misuse
- Obesity
- Child sexual abuse (CSA) (involving a child in any activity for the sexual gratification of another person)
- Child sexual exploitation (CSE) (a form of CSA in which a person or persons of any age take advantage of a power imbalance and force or entice a child into engaging in sexual activity, in return for something received by the child and/or those perpetrating or facilitating the abuse)
- Digital environment/online safety (including harmful online challenges and hoaxes)
- Children who are looked after away from home (placed with kinship carers, foster carers, prospective adopters, residential school setting, or in residential care in a children's house)
- Female Genital Mutilation (FGM)
- Honour-based abuse and forced marriage
- Fabricated or induced illness (parent or caregiver induces illness or a sick role in a child by exaggeration, deliberate non-treatment, fabrication or falsification or signs of illness)
- Death of a child (sudden unexpected death in infants and children)
- Cultural and faith communities
- Radicalisation (see Appendix B for further details on Prevent)

More in-depth information on the above circumstances is available from page 137 onwards of the National Guidance.

Procedures

The procedures in Clarkston Primary School for safeguarding are in line with national guidelines and the guidance provided by North Lanarkshire Council.

We will ensure that:

- ✓ the Head Teacher who is the designated Child Protection Coordinator engages with regular Child Protection training from the Local Authority, as does the Depute Head Teacher
- ✓ in the absence of the designated Child Protection Coordinator and the Depute Head Teacher, another member of the school's leadership team will act on their behalf
- ✓ all members of staff know our current Child Protection Coordinator is Yvonne Callander
- ✓ all members of staff know they have an individual statutory responsibility for referring child protection concerns to the Child Protection Coordinator as soon as can reasonably be considered possible



- ✓ all members of staff know they are required to attend child protection training from the Child Protection Coordinator at the start of the session or complete this training using the online version if not in school that day
- ✓ all members of staff know they have access to a recorded version of the child protection training session which they can re-visit at any time
- ✓ all matters relating to child protection remain confidential; information about a child will only be disclosed to members of staff on a need-to-know basis
- ✓ parents are aware of the role they play in child protection and have access to a copy of this policy
- ✓ all adults within the school with access to pupils undergo the appropriate checks to establish their suitability for working with children
- ✓ the Child Protection Coordinator's photograph and contact details are available throughout the school including at the main school office
- ✓ visitors to the school are presented with a visitor's badge which also has the details of the Child Protection Coordinator, their photo and contact details
- ✓ visitors to the school will be informed of who the Prevent Officer is should a concern arise (this is contained on the visitors' badge)
- ✓ entry to the school premises is controlled by an electronic door and authorised visitors to the school are logged in and out of the premises

Ensuring the safety of children and young people is a collective responsibility, making it imperative for all school staff to actively participate in maintaining a secure environment.

Grounds for Concern

In terms of child protection, staff should be aware of the following indicators of concern, which may stem from various situations but will generally be covered by the following events:

- Disclosure by the child: A child may directly disclose that they have experienced abuse or feel unsafe.
- Third-party allegations: Reports or allegations of abuse from other individuals, such as concerned adults, witnesses, or anonymous sources.
- Observable signs: Suspicious or concerning indicators observed by adults, including changes in a child's behaviour, appearance, or statements as well as any unusual drawings or play activities that may suggest abuse.
- Historical disclosures: Reports of past incidents of abuse shared by the child, even if they have occurred some time ago.
- Staff witnessing abuse: Instances where school staff directly witness or become aware of abusive behaviour or harmful situations involving a child.

Identifying and addressing grounds for concern are crucial steps in protecting children and ensuring their safety and wellbeing. Prompt reporting and appropriate action are essential to safeguarding children from potential harm.

Responding to Grounds for Concern

- Immediate Action: Take immediate steps to ensure the safety and protection of the child(ren). Any grounds for concern should be reported immediately to the Child Protection Coordinator. Under no circumstances should staff inform a parent about the situation at this stage.



- **Documentation:** Document all details related to the grounds for concern, including the nature of the concern, any disclosures made by the child, observations, and any actions taken in response. Staff must not delay in reporting concerns to gather evidence, nor should they agree to keep the information secret or discuss the matter with others.
- **Reporting/Recording:** Staff are required to adhere to the guidance provided by the Child Protection Coordinator regarding the recording of concerns, providing support to the child, cooperating with subsequent investigation actions, and ensuring the protection of the child(ren) involved. All recorded information must be pertinent, precise, signed, and dated, as it may hold legal significance. It is imperative to accurately record the child's name and date of birth. The recorded information should entail a clear and concise chronology of events, all relevant factual details, and a summary of the staff member's response and any agreements made. The information should be provided for the Child Protection Coordinator upon request.
- **Prompt initiation of child protection procedures** is imperative, even in cases where the Child Protection Coordinator is absent or unavailable. In such instances, staff should communicate with the Head Teacher and in her absence, with any member of SLT. Additional assistance can be sought from the Child Protection Development Officer, Michael Bradley, who is available by email at bradleymic@northlan.gov.uk and by telephone on 07816 200095.

Supporting the Child

During any disclosure of abuse by a child, staff should respond in a sensitive and supportive manner. The following strategies should be adopted:

- Listen attentively and with care.
- Treat the allegation seriously and respectfully.
- Reassure the child that they have done the right thing by sharing their experience.
- Validate the child's feelings as expressed by them.
- Refrain from providing guarantees of confidentiality or secrecy.
- Avoid asking leading questions that may influence the child's response.
- Use open-ended questions to seek clarification on information already provided.
- Avoid interrogating the child(ren) or pressuring them for details.
- Refrain from displaying disbelief or scepticism.
- Maintain a non-judgmental attitude.
- Avoid sharing personal or third-party experiences of abuse.
- Keep emotions in check and avoid displaying strong emotional reactions.

What happens next?

In the event of a medical emergency, it is crucial to notify medical services immediately. If necessary, administer first aid before reporting the incident to the senior social worker.

Child abuse constitutes a criminal offense. Urgent situations may necessitate involving the police, such as to prevent further abuse, ensure the immediate pursuit of an alleged abuser, or prevent the destruction of evidence.

The grounds for concern and any subsequent actions taken must be promptly recorded, signed, and dated on the same day using the Notification of Concern (NoC) documentation available on the SharePoint. Two copies should be sent immediately as indicated on the form. The copy retained



within the establishment should be securely stored in the confidential child file. Additionally, the grounds for concern should be recorded as a significant event in SEEMiS pastoral notes.

After receiving a NOC, the police will conduct an investigation and may initiate an Initial Referral Discussion (IRD) through a teleconference call. The aim of the IRD is to facilitate the involvement of key agencies and services in sharing and analysing information initially. This collective effort informs a joint decision regarding whether a notification of child protection concern warrants further investigation. This approach ensures collective responsibility and consistent engagement by police, social work, health, and education staff in sharing information, assessing risks and maintaining a unified record of decision making.

Co-operating with Agencies involved in Child Protection Process

Following the reporting and recording of concerns, staff are expected to fully cooperate with subsequent investigations and support plans as directed by the head of establishment, in consultation with the appropriate agency representatives. This may involve attending case discussions, child protection conferences and reviews.

Handling child protection issues can have significant emotional and psychological impacts on employees. Education & Families recognise their duty of care to all staff members. Support services are available through the Staff Welfare Officer, Nicola Harvie at Harvienic@northlan.gov.uk to assist employees during such challenging times. If you feel you or any of your colleagues need support in this area, please see support offered by North Lanarkshire Council by accessing the following links:

[Health & Wellbeing Support for Employees – My NL](#)

[Talk about it | Work well NL](#)

Whistleblowing

As a school we are required to have policies and procedures in place to allow individuals to escalate a child protection concern outside of the management structure. Senior managers and child protection coordinators are required to deal with child protection concerns appropriately; this includes not minimising or dismissing allegations of harm. Senior managers could also be suspected of harming a child or young person.

If you need to escalate a concern, please contact:

- Police Scotland on 999 in an emergency or 101 for non-emergencies (0141 308 1070) without delay if a child or young person is at risk of harm.

What happens next?

You should:

- record the name and details of the person you made the referral to.
- ask them to give you feedback on your referral where this is possible (and it does not prejudice any legal action).

What happens when social work/police receive your referral?

On receipt of a referral, social work and or police will carry out an initial assessment of the information. Where the information indicates a very low level of concern the matter may be diverted



to a single agency for appropriate action, or to multi-agency partners to coordinate a plan for a Child in Need.

Where it is deemed to be a child protection matter, child protection procedures will be implemented. The receiving agency, social work and/or police will:

- treat every referral seriously and gather information available.
- assess and analyse this jointly and make decisions based on the information.
- jointly assess the situation and determine how best to progress the matter - the welfare of the child will always be of paramount consideration.
- identify who will be responsible for feeding back to the referrer.
- agree the need to arrange an Initial Referral Discussion (IRD) to plan the child protection investigation.
- consider the need for any emergency legal measures required or statutory measures via a referral to the Children's Reporter.

The Whistleblowing Poster is included at the back of this policy.

Conclusion

All children have the right to receive care and protection, which includes being kept safe from abuse and harm. This should be done in a safe environment that respects their rights, as stated in the UNCRC. By following the procedures outlined in this policy and seeking guidance from local and national policies, we can ensure that we are vigilant in safeguarding our pupils and promoting their health and wellbeing, in alignment with the principles of the UNCRC.

In summary, everyone in our school community should:

Recognise: Be alert to any concerns for the child, young person or vulnerable adult in this school community. This may be a welfare, wellbeing or protection issue.

Respond: Never ignore concerns, signs or reports relating to welfare and wellbeing. Do not delay your response. Trust your instinct. If you feel something isn't right, it probably isn't.

Refer: Our Child Protection Coordinators are nominated employees who are responsible for dealing with any concerns. They are your first point of contact should you be concerned about a child, young person or vulnerable adult at risk.

Further information and resources are available within the NLC SharePoint.



Appendix A Definitions of Harm

Physical abuse - is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

There may be some variation in family, community, or cultural attitudes to parenting, for example, in relation to reasonable discipline. Cultural sensitivity must not deflect practitioners from a focus on a child's essential needs for care and protection from harm, or a focus on the need of a family for support to reduce stress and associated risk.

Emotional abuse - is persistent emotional ill treatment that has severe and persistent adverse effects on a child's emotional development. 'Persistent' means there is a continuous or intermittent pattern which has caused, or is likely to cause, significant harm. Emotional abuse is present to some extent in all types of ill treatment of a child, but it can also occur independently of other forms of abuse.

It may involve:

- conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person.
- exploitation or corruption of a child, or imposition of demands inappropriate for their age or stage of development.
- repeated silencing, ridiculing or intimidation.
- demands that so exceed a child's capability that they may be harmful.
- extreme overprotection, such that a child is harmed by prevention of learning, exploration and social development.
- seeing or hearing the abuse of another (in accordance with the Domestic Abuse (Scotland) Act 2018).

Child Sexual abuse (CSA) - is an act that involves a child under 16 years of age in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.

For those who may be victims of sexual offences aged 16-17, child protection procedures should be considered. These procedures must be applied when there is concern about the sexual exploitation or trafficking of a child.

The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of indecent images, in watching sexual activities, using sexual language towards a child, or encouraging children to behave in sexually inappropriate ways.

Harmful Sexual Behaviour (HSB) - is developmentally inappropriate sexual behaviour displayed by children and young people under the age of 18 years old. Harm may be directed towards self or others. Often, children who have engaged in harmful or problematic sexual behaviours are unique in that society views them differently than if they engaged in other types of hurtful behaviour. However, children and young people who display or engage in harmful or problematic sexual behaviours need to be seen as children first and foremost, recognising that children and young people are



developmentally different to adults and responses should reflect this. It is crucial that everyone in Inverclyde who works with children and young people should be able to distinguish between sexual behaviour that is developmentally typical and sexual behaviours that are problematic or harmful. This will help us to respond appropriately and provide children and young people with the right protection and support, at the right time.

Child sexual exploitation (CSE) - is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a person under 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology.

Children who are trafficked across borders or within the UK may be at particular risk of sexual abuse.

Criminal exploitation - refers to the action of an individual or group using an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity in exchange for something the victim needs or wants, or for the financial or other advantage of the perpetrator or facilitator. Violence or the threat of violence may feature. The victim may have been criminally exploited, even if the activity appears consensual.

Child criminal exploitation may involve physical contact and may also occur through the use of technology. It may involve gangs and organised criminal networks. Sale of illegal drugs may be a feature. Children and vulnerable adults may be exploited to move and store drugs and money. Coercion, intimidation, violence (including sexual violence) and weapons may be involved.

Child trafficking - involves the recruitment, transportation, transfer, harbouring or receipt, exchange or transfer of control of a child under the age of 18 years for the purposes of exploitation. Transfer or movement can be within an area and does not have to be across borders. Examples of and reasons for trafficking can include sexual, criminal and financial exploitation, forced labour, removal of organs, illegal adoption, and forced or illegal marriage.

Neglect - neglect consists in persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. There can also be single instances of neglectful behaviour that cause significant harm. Neglect can arise in the context of systemic stresses such as poverty and is an indicator of both support and protection needs.

Persistent' means there is a pattern which may be continuous or intermittent which has caused or is likely to cause significant harm. However, single instances of neglectful behaviour by a person in a position of responsibility can be significantly harmful. Early signs of neglect indicate the need for support to prevent harm.

The GIRFEC set out the essential wellbeing needs of all children. Neglect of any or all of these can impact on healthy development. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); to protect a child from physical and emotional harm or danger; to ensure adequate supervision (including



the use of inadequate caregivers); to seek consistent access to appropriate medical care or treatment; to ensure the child receives education; or to respond to a child's essential emotional needs.

Faltering growth - refers to an inability to reach normal weight and growth or development milestones in the absence of medically discernible physical and genetic reasons. This condition requires further assessment and may be associated with chronic neglect.

Malnutrition, lack of nurturing and lack of stimulation can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. For very young children the impact could quickly become life-threatening. Chronic physical and emotional neglect may also have a significant impact on teenagers.

Female genital mutilation - this extreme form of physical, sexual and emotional assault upon girls and women involves partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. Such procedures are usually conducted on children and are a criminal offence in Scotland. FGM can be fatal and is associated with long-term physical and emotional harm.

Forced marriage - is a marriage conducted without the full and free consent of both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual, and emotional abuse. Forced marriage is both a child protection and adult protection matter. Child protection processes will be considered up to the age of 18. Forced marriage may be a risk alongside other forms of so called 'honour-based' abuse (HBA). HBA includes practices used to control behaviour within families, communities, or other social groups, to protect perceived cultural and religious beliefs and/or 'honour'.

Appendix B 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 Counterterrorism 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.

To 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. Please ensure you keep your training up to date.



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 Michael Bradley Bradleymic@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](#)



Whistleblower



Integrity is everyone's responsibility

Who to contact?

Barry Smedley, Chief Officer (Education North)



smedleybar@northlan.gov.uk

James McParland, Chief Officer (Education South)



mcparlandjam@northlan.gov.uk

**POLICE
SCOTLAND**
Keeping people safe
POILEAS ALBA

Police Scotland on 999 if an emergency or 101 for non-emergencies (0141 308 1070) without delay if a child or young person is at risk of harm.

What happens next?

You should –

- Record the name and details of the person you made the referral to.
- Ask them to give you feedback on your referral where this is possible (and it does not prejudice any legal action).



NLC Whistleblowing
Policy (2024)



**LIVE
LEARN
WORK
INVEST
VISIT**





Version details

Date	Details of changes
30/10/25	Changes from 'the' to 'our' on page 1 Whistleblowing section moved to pages 8 and 9 Addition of 'Harmful Online Challenges and Hoaxes' section on pages 3 and 4 Addition of 'Home Education' section on page 4



Safeguarding Flowchart

Clarkston Primary School and Nursery – Child Protection Reporting Procedure

1. Concern Identified



2. Staff member records concern using Safeguarding Concern Form



3. Report immediately to Designated Safeguarding Lead (DSL)

- If DSL unavailable, report to Deputy DSL



4. DSL reviews concern and assesses risk



5. DSL decides on next steps:

- No further action
- Monitor and support
- Refer to Social Work Services / Police Scotland



6. DSL records all actions and outcomes securely



7. DSL informs Head Teacher



8. Ongoing support for child and family

Emergency Protocol: If a child is in immediate danger, staff must call **999** and inform the DSL as soon as possible.

Staff Code of Conduct for Safeguarding

Clarkston Primary School and Nursery



All staff must:

- Treat all children with respect and dignity
- Always maintain professional boundaries
- Never promise confidentiality to a child disclosing abuse
- Avoid physical contact unless necessary for care or safety
- Use appropriate language and tone with children
- Report any safeguarding concerns immediately to the DSL
- Avoid one-to-one situations in isolated areas
- Follow the Acceptable Use Policy for technology and social media
- Participate in annual safeguarding training
- Challenge inappropriate behaviour or language from colleagues or visitors
- Cooperate fully with investigations and safeguarding procedures

Failure to follow this code may result in disciplinary action.

Safeguarding Induction Checklist

For New Staff at Clarkston Primary School and Nursery



Item	Description	Completed (✓)
1. Policy Review	Read and understand the Child Protection and Safeguarding Policy	<input type="checkbox"/>
2. DSL Introduction	Meet the Designated Safeguarding Lead and Deputies	<input type="checkbox"/>
3. Concern Reporting	Learn how to complete and submit a Safeguarding Concern Form	<input type="checkbox"/>
4. Whistleblowing Policy	Understand how to report poor practice or misconduct	<input type="checkbox"/>
5. Code of Conduct	Review expectations for professional behaviour and boundaries	<input type="checkbox"/>
6. Online Safety	Understand Acceptable Use Policy and safe technology practices	<input type="checkbox"/>
7. Safer Recruitment	Confirm PVG Scheme membership and ID verification	<input type="checkbox"/>
8. Training Schedule	Register for annual safeguarding training	<input type="checkbox"/>
9. Emergency Protocols	Know what to do if a child is in immediate danger	<input type="checkbox"/>
10. Confidentiality	Understand data protection and information sharing rules	<input type="checkbox"/>

Signed by Staff Member: _____

Date: _____

Signed by DSL: _____

Date: _____

Clarkston Primary School and Nursery – Safeguarding is Everyone’s Responsibility

If you have a concern about a child’s safety or wellbeing:

1. Stay calm and listen
2. Record what was said or observed
3. Report immediately to the DSL



- Lead DSL: Yvonne Callander – Head Teacher
- Deputy DSLs: Charis Kane – Depute Head Teacher

Lisa Bell - Nursery Principal Lead

Sharon Scullion – Nursery Principal Lead

4. **Do not promise confidentiality**
5. **If a child is in immediate danger, call 999**

Designated Safeguarding Lead Contact Info: 📞 Phone: 01236 794805

✉ Email:

NLCallandery@northlan.org.uk

Remember:

- Safeguarding is a shared responsibility
- Concerns must be taken seriously
- Children come first

Clarkston Primary School and Nursery

Safeguarding and Concern Reporting Form

STRICTLY CONFIDENTIAL

To be completed as soon as possible following disclosure or concern. Do not delay reporting if immediate action is required.

Child's Details



Full Name:

Date of Birth:

Class/Year Group:

Date of Concern:

Time of Concern:

Details of Concern

Please describe the concern clearly and factually. Include:

- What was observed or disclosed
- Where and when it happened
- Exact words used by the child (if applicable)
- Any physical/emotional signs noticed
- Your response

Description

3. Your Details (Reporting Adult)

Full Name:

Role/Position:

Reported to:

Signature:



Full Name:

Updated
2/10/25