

Dykehead Primary School

'Determined Pupils Succeed'



Safeguarding & Child Protection Policy

Rationale

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm. At Dykehead Primary School the welfare and wellbeing of the children in our care is paramount. We have a responsibility to protect children and young people from abuse and exploitation, to respond appropriately when abuse is identified and to ensure that all children and young people are safe, healthy, active, nurtured, achieving, responsible, respected and included. The wellbeing of children in our care takes precedence over any other consideration.



All children have a right to be protected from abuse and neglect, therefore child protection is the responsibility of everyone. The shared responsibilities of Education and Families, and other agency employees are to protect children from abuse and exploitation, to respond appropriately when abuse is identified and to ensure whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers.

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Aims

The aim of this policy is to provide advice and guidelines for staff in relation to issues of child protection and the health and wellbeing, and safeguarding of the children in our school. The main purposes of the policy are:

- To raise staff awareness of the categories of abuse and the indicators which could signify that abuse is taking place
- To identify the roles and responsibilities in the care and protection of our pupils
- To provide guidance and support to staff in carrying out their role and responsibilities in the protection of our pupils

Child Protection Procedures

- All staff receive an annual Child Protection update on August in-service days. Materials are shared on the DPS Staff Team for later reference.
- Staff will complete an ‘Understanding Child Protection’ checklist (**Appendix 1**) which will be returned to the Head Teacher and stored in personnel files in the school office.
- In addition, new staff, including students, are also required to complete the ‘Understanding Child Protection Self Learning Pack’ and have this signed off by the Head Teacher.

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. Somebody may abuse or neglect a child by inflicting, or be failing to act to prevent, significant harm to the child. This online document provides the following definitions of some of the ways in which children may experience abuse.

- Physical abuse – may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating
- Emotional abuse – may involve conveying to a child that they are worthless, unloved or inadequate, they may be constantly criticised, ignored, humiliated. Some level of emotional

abuse is present in all types of ill treatment of a child but can occur independently of other forms of abuse.

- Sexual abuse – involves forcing or enticing a child to take part in sexual activities which may involve physical contact but which also applies to non-contact sexual activities such as involving children in looking at, or in the production of, indecent images. It includes using sexual language to a child or encouraging them to behave in sexually inappropriate ways.
- Neglect – may involve a parent or carer failing to provide for a child’s basic needs, failing to protect a child from physical harm or danger, not ensuring access to appropriate medical care or treatment. Neglect also incorporates ‘non-organic failure to thrive’ where a child has significantly failed to meet their normal development and growth milestones and there are no known genetic or medical reasons for this.

Indicators of Risk

The following circumstances are considered to be indicators that a child may be at increased risk of harm within their families:

- 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 (previously known as Munchausen by Proxy)
- Sudden unexpected death in infants and children

Further detailed information on all of the above circumstances can be found within Part 4 of the National Guidance for Child Protection in Scotland 2014 (page 113). This can be accessed online at <http://www.gov.scot/Resource/0045/00450733.pdf>

The above guidance also provides information about ways in which children and young people can come to harm outside of the home and in specific circumstances e.g.

- Child trafficking
- Child Sexual Exploitation (CSE)
- Online and mobile phone safety

Further detailed information on these and other specific circumstances can also be found within Part 4 of the National Guidance (Page 139).

Self-Harm and Suicidal Thoughts

When supporting children and young people at risk of self-harm and/or suicide, the school uses the Lifelines Lanarkshire Guidance and procedures. This is a preventative and early intervention approach which promotes mental health and wellbeing and considers how to avoid loss of life. The Head Teacher is trained in this approach, and if a pupil or member of staff discloses self harm or suicidal thoughts, or injuries are witnessed that are believed to have been self-inflicted, this should be reported immediately to the Head Teacher.

Digital Learning and Online safety

North Lanarkshire have a comprehensive digital learning and teaching strategy accompanied by a wealth of resources. Dykehead Primary School have also developed a Digital Learning Teaching Policy which reflects the need for education in digital citizenship and online safety. However, as digital learning brings as staff attempt to safeguard children in this digital environment, the following points should be considered:

- Use your glow account only or school email
- Do not share the URL or code of your meeting publicly
- When in a meeting use the chat for class purposes only
- Follow normal classroom behaviour agreements –develop online rights charters
- School Twitter account is members only
- As part of learning and teaching children and young people should be taught online safety. Further advice and guidance on online safety can be found at the CEOP, thinkuknow website <https://www.thinkuknow.co.uk/>

Attendance Concerns

The school has clearly structured procedures for supporting good attendance, which can be found in our Pupil Wellbeing Policy. Where a child does not attend school, with no explanation or communication, this presents a safeguarding concern and steps must be taken to ensure the pupil is safe and not at risk of harm.

- Class teachers will take registers at 9am, and these will be returned to the school office by 9:15am.
- The clerical assistant will record attendance on SEEMiS.
- Children arriving late will be given a card by the office staff to verify that their arrival has been noted on the register. Children arriving in class late without a card should be sent back to the office.
- By 9:30 the clerical assistant will cross check all pupils marked as TBC with a colleague, and send out absence text messages requesting the parent contact the school.
- Once contact has been made, the code on SEEMiS should be changed to reflect the absence reason.
- Where a pupil is still marked as TBC by 10am, a follow up phonecall may be required.
- The clerical assistant will complete the attendance overview for pupils whose attendance is being monitored.

Roles and Responsibilities

At Dykehead Primary School, all staff have a significant role to play in the protection of children from abuse, and the collective fostering of an environment and ethos where children are well informed and feel safe to report abuse. We aim to do this by;

- Promoting and developing a nurturing ethos
- Developing a comprehensive Health and wellbeing curriculum
- Working in close partnership with parents and other agencies
- Striving to ensure safe internet access and practices

The Head Teacher is the Child Protection Co-ordinator and therefore has overall responsibility for all child protection issues.

Head Teacher responsibilities:

- Ensuring that the North Lanarkshire Child and Adult Protection Procedures and Guidance are brought to the attention of all staff on an annual basis
- Ensuring that all staff know the name of the Child Protection Co-ordinator in the establishment and who to speak to in their absence
- Developing establishment policy and practice to meet national and local authority guidance
- Developing a school ethos and learning opportunities which promote the safety and wellbeing of all children
- Completing and returning all Child Protection paperwork as outlined in local guidance

All Staff Responsibilities:

It is everyone's responsibility to keep children safe therefore **all** school staff have a duty to report concerns to the Child Protection Coordinator. As such, staff should be aware of the following grounds for concern, which can arise from a wide range of circumstances but will generally be covered by the following events:

Grounds for Concern:

- a child states that abuse has taken place or the child 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

Responding to Concerns:

- Any grounds for concern should be reported immediately to the head of establishment. On no account should staff discuss concerns with the parent without the express instruction of the Head Teacher.
- If there is direct evidence or suspicion of child abuse the matter must be reported immediately, staff should not wait to gather evidence.
- Staff must be respectful of maintaining confidentiality and should not discuss the matter with anyone other than the HT (PT)/Named Person.
- Staff must follow the guidance given by the head of establishment in relation to recording concerns, supporting the child, co-operating with subsequent actions to investigate the grounds for concern, and protecting the child or children concerned.
- All information recording must be relevant, accurate, signed and dated as it may become a legal document. Please ensure the child's name and date of birth are accurately recorded. The information should include a clear, succinct chronology of events, all relevant factual information and a summary of the employee response and any agreements reached.
- Staff should provide an accurate report for the child protection coordinator when requested.
- It is essential that there is no delay in initiating child protection procedures even where the Head Teacher is absent or not available. In such circumstances staff should speak to a Depute/Principal Teacher. Further support is available from the Education Officer (Support for Learning) or Development Officer (Child Protection) at Education and Families Headquarters – 01236 812294

Supporting the Child During a Disclosure

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

- √ listen with care
- √ treat the allegation in a serious manner
- √ reassure the child that he or she is right to tell
- √ affirm the child's feelings as expressed by the child
- √ ask open ended questions which seek to clarify information already given

- × do not give a guarantee of confidentiality or secrecy
- × do not ask leading questions
- × do not interrogate the child
- × do not show disbelief
- × do not appear judgmental
- × do not introduce personal or third party experiences of abuse

- × do not display strong emotions

A concern has been reported - what happens next?

Where to incident is of a less serious nature, the staff member should record on a 'Notification of Pastoral Concern' form (yellow slip, Appendix 4). Head Teacher may take the following actions as appropriate;

- Speak to the child
- Consult with duty social work and/or NLC Child Protection Officer
- Discuss concerns with the parent or guardian
- Make supportive requests for assistance for the child or family
- Record concern and actions on SEEMiS pastoral notes
- Arrange for further wellbeing support in school for the child

Some concerns may be of a more serious nature. 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 grounds for concern and action taken should be recorded, signed and dated (on the same day) using NLC Appendix 2 Notification of Concern. Two copies should be sent immediately as indicated on the form. The copy retained in the establishment should be stored in the confidential child file (located in the Head Teacher office). Grounds for concern to be recorded on SEEMiS pastoral notes.

Following a Notification of Concern the police will investigate and may initiate an 'Initial Referral Discussion' (IRD) through a teleconference call. The purpose of the IRD is to ensure that key agencies/services are involved in the initial sharing and analysing of information to inform a collective decision about whether a notification of child protection concern should proceed to a child protection investigation. This ensures a collective responsibility and consistent involvement by police, social work, health and education staff in sharing information and assessing risks and a single record of joint decision making. The Head Teacher is required to submit a report in advance of these meetings (Appendix 3).

Co-operating with Agencies involved in 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 of establishment and in consultation with the appropriate agency representatives. This may include attendance at case discussions, child protection conferences and reviews.

Dealing with child protection issues can have stressful consequences for employees. Learning and Leisure Services have a duty of care to all employees. Support can be accessed through the Staff Welfare Officer.

Supporting Children during in the Child Protection Process

Where children are subject to a Child Protection Investigation, or are currently or have been previously on the Child Protection Register, the school will take complete a Child Protection Pupil Wellbeing Overview will be completed (Appendix 2). This will detail:

- Dates of registration and reason
- Sources of wellbeing information
- Whether a 'Getting it Right For Me' plan will be created in respect of the child's wellbeing, and access to school Nurture initiatives will be arranged
- What information has been shared and with whom (class teacher and key support adult)
- Other agencies involved
- Any other supports identified

Physical Restraint

As an education authority, the council has a duty of care in respect of the health, safety, wellbeing and welfare of the children and young people in its care. Children who have been subjected to adverse childhood experiences can present with challenging behaviours. The Council's position is that it is only acceptable to physically intervene with a child or young person where the member of staff reasonably believes that if he/she does not intervene physically the child or young person's actions are likely to cause physical damage or harm to themselves or another person.

Any intervention should use the minimum possible force for the shortest possible time. Members of staff will avoid physically intervening with pupils unless that intervention is reasonable, appropriate and necessary in the circumstances. The use of physical intervention will be a last resort for staff.

Where a pupil's behaviour presents a risk to themselves or others, the Head Teacher has a responsibility to assess the risk associated with challenging behaviour. Risk assessment can be applied to any individual child or young person, and the outcome will be shared with parents/carers as part of planning support for the child.

Adult Protection

An adult is at risk of harm who:

- May be unable to safeguard their wellbeing, rights, interests or their property
- May be harmed by other people
- Because of a disability, illness or mental disorder are more at risk of being harmed than others who are not so affected.

All three elements of this definition must be met for an adult to be considered at risk.

Examples of harm include physical, emotional/psychological, financial/material, sexual, neglect, discriminatory, or self harm. Where it is known or suspected that an adult is at risk of harm and that

intervention may be necessary it should be reported to the relevant member of senior management. It is the responsibility of the person who suspects that an adult may be at risk to report this concern.

All staff receive updated training on an annual basis or more regularly as required on Child and Adult Protection Procedures.

Pupil Concerns

Children need to feel able to make a complaint against school practice and procedures, and feel confident their views will be taken seriously and acted upon. The school regularly gather pupil voice through monthly House Meetings. However any concerns can be brought by any pupil to the Head Teacher or a member of the school leadership team.

Parental Concerns

On occasion, concerns are reported by a member of the parent forum or wider community. These concerns should always be directed to the Head Teacher for the appropriate action. Should a parent or carer have a concern about the school's safeguarding procedures, again this should be directed in the first instance to the Head Teacher.

Useful Resources

NLC Child and Adult Protection Procedures and Guidance

Action Guidance Leaflet

Understanding Child Protection Self Learning Pack

National Guidance for Child Protection in Scotland 2014 (online)

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Understanding CP & Safeguarding Staff Checklist

Please complete and return to Head Teacher

- I am aware of and have access to the North Lanarkshire Education and Families Child and Adult Protection Procedures and Guidance.
- I have received Child Protection Training and I am aware of the risk indicators.
- I know where to access the school Child Protection procedures and how to report a CP concern (HT Child Child Protection Coordinator, or PT in the absence of the HT).
- I can access further guidance on National Guidance for Child Protection on:
<http://www.gov.scot/Resource/0045/00450733.pdf>
- I have a copy of the safeguarding support flowchart for medicines and first aid, and I know where to access the school policy.
- I am aware of who the First Aiders and Appointed Persons are.

Please note any further support required in the box below.

Staff Member: _____

Signed: _____ Date: _____

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Child Protection Pupil Wellbeing Overview

Name(s) Stages of child(ren):	Date of IRD: <input type="checkbox"/> School Wellbeing Assessment Submitted
Dates of CP Registration: _____ to _____ Reason:	GIRFme Plan: <input type="checkbox"/> Literacy and/or Numeracy <input type="checkbox"/> Health & Wellbeing <input type="checkbox"/> No plan required
Wellbeing Information: <input type="checkbox"/> SEEMIS Chronology <input type="checkbox"/> Outcome Star <input type="checkbox"/> What I Think Tool <input type="checkbox"/> Boxall Profile <input type="checkbox"/> RISE Survey <input type="checkbox"/> SDQ	Information Sharing: <input type="checkbox"/> Class Teacher notified <input type="checkbox"/> Key support adult identified and notified
Other agencies involved: <input type="checkbox"/> Social Work <input type="checkbox"/> Educational Psychology <input type="checkbox"/> CLD <input type="checkbox"/> Community Paediatrician <input type="checkbox"/> SLT <input type="checkbox"/> CAMHS <input type="checkbox"/> OT or Physio <input type="checkbox"/> Third Sector	Any other supports: <input type="checkbox"/> SLT check-ins <input type="checkbox"/> Supported break times <input type="checkbox"/> Nurture Groups <input type="checkbox"/> Differentiated Timetable <input type="checkbox"/> Cluster Wellbeing Meeting

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Pupil Wellbeing Assessment (other agencies)

Name		DOB	
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Summary of Wellbeing Assessment and any other formal or specific assessments and chronology which will support identification of wellbeing needs.

Protective factors	Adversities

Any other information

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Summary

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Notification of Pastoral Concern



HGIOS 2.1 Safeguarding & Child Protection

Pupil Name		Date	
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Staff Member Name

Reason for concern

Actions (return to class teacher)

Pastoral Notes Updated Y/N

Parent Notified Y/N

Member of SLT