Taylor High School

Inclusion Policy

Child Rights Impact Assessment

Article number	Article Description	How this policy promotes or protects Rights
Article 2	(non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.	GIRFEC policy looks at supporting young people meet their full potential. Steps and procedures are outlined to ensure all staff ensure young people reach their potential and are at the centre of all planning
Article 3	The best interests of the child must be a top priority in all decisions and actions that affect children.	
Article 6	Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.	
Article 12	Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.	A focus group of pupil views were gathered when writing the policy. Pupils shared feedback on the way in which bullying incidents are dealt with in school. The Respect me Reward programme looks to gather all pupil views to ensure the final school policy has given every child the right to express their view on this subject. This policy also supports young people to ensure that they know how to report incidents and the way in which their views will be gathered to be taken seriously.
Article 16	Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.	This policy outlines steps that should be taken to ensure all young people should be treated with dignity. It takes into account steps for responding to child protection claims and sharing information. It details pupil support role in protecting young people and supporting families.
Article 19	Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.	This policy details the steps that should be taken by all members of the school community to ensure that children are protected. This policy details what bullying behaviour might look like to help all the community to identify it to ensure others are able to intervene appropriately.
Article 28	Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.	This policy details the steps that should be taken by staff to ensure children feel supported if subject to bullying behaviour and this aims to reduce the

	Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.	impact on their education. This policy also details the steps taken to educate people who exhibit bullying behaviour. The view is that they develop alternative ways to manage their emotions, and this promotes a culture of respect amongst pupils and staff. This aims to minimise exclusions for bullying and ensure all pupils right to be educated is met.
Article 29	Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.	The policy details how young people and adults should work together to show respect to all people in the school.
Article 31	Leisure, play and culture- Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.	The policy details how incidents are monitored and will support the school to identify emerging themes so that the school can create programmes to support wellbeing of all children and young people. This policy also supports young people to express themselves in a relaxed environment.
Article 33	Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.	The policy outlines the PSHE curriculum to ensure young people are aware of risks of illegal drugs.
Article 34	Governments must protect children from all forms of sexual abuse and exploitation.	The Child protection section details the role of all professionals and adults who work with young people. It outlines how adults should work together to support young people from all forms of exploitation and aspects of Child Protection
Article 36	Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.	
Article 39	Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect, and social life.	

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Child Protection Policy (Updated Nov 2024)

National Guidance

for Child Protection

in Scotland 2021 – Updated 2023

INTRODUCTION

We believe that Taylor High School provides a safe, positive and caring environment in which children can grow in their physical, emotional, social, academic, spiritual and moral development. We recognise the vital contribution Taylor High can make to safeguarding pupils from harm and are wholeheartedly committed to carrying out our responsibilities actively and conscientiously in partnership with all other concerned parties.

This policy applies to all Taylor High school's staff, all visiting adults (e.g. peripatetic music teachers, students) Parents/carers and other adults associated with the school may also contact the Head Teacher or Child Protection Co-Ordinator, John McLaughlin (DHT) should they have any concerns regarding the care and welfare of a Taylor High pupils.

For further information please see NLC Website

AIMS OF POLICY

✓ To support the development of the whole child as an individual by promoting security, confidence and independence

✓ To raise awareness of all staff to their responsibilities in identifying and reporting possible causes of abuse

✓ To ensure that staff concerned with particular children in need are aware of their role in safeguarding these pupils.

✓ To use a clear system of monitoring children who are known to be, or considered as likely to be, at risk of harm.

✓ To ensure that good communication between all members of staff is fostered.

✓ To develop and promote effective working relationships with other agencies, especially Social Services, the NHS and Police Scotland

✓ To ensure all adults working within the school with access to children have undergone the appropriate checks to establish their suitability for working with children.

WHAT IS CHILD PROTECTION?

'Child Protection' means protecting a child from abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a likelihood or risk of significant harm from abuse or neglect.

HELPING PREVENT CHILD ABUSE

Taylor High School recognizes that developing the necessary qualities within both the pupils themselves and the school as a whole can support the prevention of child abuse Taylor High School is, therefore, committed to:

- establishing and maintaining an ethos where children feel secure, are encouraged to talk and are listened to.

- ensuring all pupils know that there are adults in the school who they can approach if they are worried or in difficulty.

- including in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and ensure they know who to turn to for help.

- including in the curriculum materials which will help children develop appropriate views and attitudes to the responsibilities of adult life, particularly with regard to the care of children.

The above are integral to Getting It Right For Every Child (GIRFEC) and are facilitated and delivered through the procedures and practices of the pupils support team, the PSHE programme and the school's Health and Wellbeing programme.

The school's procedures for safeguarding children are in line with National guidelines and the guidelines and procedures of North Lanarkshire Council

Taylor High School will ensure that:

- The Child Protection Co-ordinator receives regular Child Protection training.
- During the Child Protection Co-ordinator's absence, the Head Teacher will act on her behalf, having received appropriate training.
- All members of staff know:
  - the name of the Child Protection Co-ordinator (and designated depute coordinator)
  - that they have an individual statutory responsibility for referring child protection concerns to the Child Protection Co-ordinator or Head Teacher/ Senior Leadership Team as soon as can reasonably be considered possible
- All members of staff are required to complete the 'Understanding Child Protection Self Learning Pack' and have this signed off by the Child protection Co-Ordinator In addition to this, all staff receive annual refresher training which includes:
  - their personal responsibilities in relation to child protection
  - the school's specific child protection procedures
  - how to support and respond to a child who tells of abuse
  - any appropriate legislation relating to Child Protection
- 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/carers are aware of the responsibilities of staff about Child Protection
- Parents/carers are aware of the role they play in child protection and understand that good communication between parents/carers and the school is vital to this.
- Parents/carers are aware of this policy and have access to a copy.
- All new members of staff are made aware of Child Protection procedures during their induction to the school and are provided with 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.
- 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.

In order to protect children and young people from abuse, all those working around children and their families should have some understanding of child protection issues and be confident in the recognition of and response to child abuse.
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

All those working around children and their families should have some understanding of child protection issues and be confident in the recognition of and response

Further detailed information on all of the above circumstances can be found National Guidance for Child Protection part 1 and part 4

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 such as:

- 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)

Since 2011, it has not been necessary to register a child or young person under a specific category of abuse in Scotland. Instead, the four areas below form part of a whole host of indicators of concern and assist in identifying when child abuse has or is likely to occur.

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

These are described in detail below. It is vital that all Taylor High staff take the time to familiarize themselves with those signs which could potentially arouse concern and require action to be taken.

Physical Abuse

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 alert.   Physical harm includes:

- a child being hit, punched, kicked or bitten.
- a child being shaken violently.
- a child being burned or deliberately scalded.
- a child being squeezed with violence or a tempted suffocation.
- deliberate poisoning (household substance, alcohol, drugs or medicines)
- a child being shut in a cupboard or confined in small places.
- a child being ted or strapped down.

Signs that should concern you:
- unexplained injuries (bruised eyes, fractured or broken bones, burn or bite marks)
- perplexing illnesses
- continuous 'accidents'
- an unlikely (or no) explanation for an injury
- a continual pattern of accidents or injuries
- a child being reluctant to change for physical activities at school, etc.

Behavioural indicators may include:
- a child who is very reluctant to return home.
- a child who appears withdrawn or in pain/discomfort
- a child who is resistant to going home with a particular family member
- self-harm, self-destructiveness
- persistent aggression and violent play

Emotional Abuse

Emotional abuse is the persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a child's emotional development 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 it may involve the imposition of age or developmentally inappropriate expectations on a child It may involve causing children to feel frightened or in danger, or exploiting or corrupting children Some levels of emotional abuse are present in all types of ill treatment of a child; it can also occur independently of other forms of abuse Emotional abuse includes:

- verbal abuse (children being told they are stupid, useless, ugly or should never have been born)
- children being subjected to continuous criticism or faced with unrealistically high expectations.
- children having their interests and achievements ridiculed or compared unfavourably.
- affection given by parents being dependent on the child's behaviour or achievements.
- children being overprotected to an unrealistic extent.
- communication with the child being distorted so that the adult uses his/her maturity inappropriately to make the child feel guilty.
- children having their toys withdrawn, denied or sold by parents/carers as a punishment.
- children being emotionally damaged by experiences of domestic abuse within the house.

Signs that should concern you about a child:

- child is developmentally delayed.
- child indicates through the use of words and body language that they think they are worthless, stupid or unattractive.
- children expect blame and punishment (or blame themselves)
- children may harm themselves.
- children may find it difficult to make friends and see themselves as not being likeable.
- children may be mistrusting of adults.
- low self-esteem
- sudden speech and language difficulties
- significant decline in concentration.
- head banging or rocking.
- compulsive stealing (from parents/carers/teachers)
- extremes of passivity or aggression
- running away
- indiscriminate friendliness

Sexual Abuse

Sexual abuse is any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed the child 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 The activities may include 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, pornographic material or in watching sexual activities, using sexual language towards a child or encouraging children to behave in a sexually inappropriate way Sexual abuse includes:

- penetrative or non-penetrative acts
- sexual fondling
- masturbation
- sexual exhibitionism
- non-contact activities, such as watching pornographic materials.
- pornographic images
- grooming (including grooming via the internet)

Signs that should concern you:

As with any kind of child abuse, there is no definitive list of signs of sexual abuse The following are not in themselves absolute evidence of sexual abuse. Concerns must be placed within an understanding of the normal range of children's development:

- high sexualised behaviour, rather than affectionate physical contact
- abused children may express their worries and experiences through play.
- sexually explicit paintings or drawings
- sexual knowledge or curiosity (unlikely for their age)
- children may tell you about secrets or games that they are uneasy about.
- regression in development
- self-harm

- a child not wishing to go with a certain adult or be looked after by a certain person (etc. babysitter)

- pain, itching or redness in the genital or anal area.
- bruising, bleeding or soreness in any orifice

A note about Child Sex Offenders

- abusers may be extremely frightening and threaten to hurt the child or someone they care about.
- abusers may claim that nobody will believe the child if they tell (and may threaten the child with this)
- some abusers will attempt to bribe children with presents, treats or money.
- some abusers work to convince children that what they are doing is a normal and acceptable activity within the family or between friends.
- abusers come from all classes, professions, racial and religious backgrounds and can be anyone – family members, neighbours, friends, doctors, community group helpers, even professional colleagues.
- most known abusers are men, but some women sexually abuse their own or other children.
- young people also abuse other children - about one third of reported cases involve young people.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or failing to ensure access to appropriate medical care or treatment It may also include neglect of, or failure to respond to, a child's basic emotional needs. Neglect may also result in the child being diagnosed as suffering from 'non-organic failure to thrive' or 'growth faltering' where they have significantly failed to reach normal weight and growth or developmental milestones and where physical and generic reasons have been medically eliminated. In its extreme form children can be at serious risk from the effects of malnutrition, lack of nurturing and simulation. This can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. With young children in particular, the consequences may be life threatening within a relatively short period of met Neglect includes:

- inadequate food – leading to children and young people being malnourished.
- inadequate clothing (for time of year; shoes too tight; ill-fitting clothing; dirty and unwashed clothing)
- neglect of children's basic physical needs (dirty, smelly, unkempt)
- leaving young children unattended

- child/young person may be too thin.
- child/young person may be tired and lethargic.
- child/young person may arrive at your workplace desperate for food, constantly hungry, eating large amounts.
- child/young person may be regularly dressed inappropriately for the weather.
- clothes may be dirty, smelly or soiled.
- parents may not bring the child on a regular basis.
- frequent lateness and/or unexplained non-attendance at school
- child/young person may have untreated medical conditions or infections.
- low self-esteem
- consider: are all the children in the family neglected or is it only one child/ young person.

RESPONDING TO A CHILD PROTECTION CONCERN

Grounds for concern can arise from a wide range of circumstances but will generally be covered by the following events:

- A child states that abuse has taken place or that they feel unsafe.
- A third party or anonymous allegation is received.
- A child's appearance, behaviour, play, drawing or statements caused suspicion of abuse.
- A child reports an incident of abuse that happened some time ago.
- Staff witness abuse

Remember: if you don't share your concerns, a child may be harmed

How should you respond to the child?

✓ Listen and observe with care.

✓ Treat the allegation in a serious manner.

✓ Reassure the child that he/she is doing the right thing telling you.

✓ Affirm the child's feelings as expressed by the child.

✓ Do not give a guarantee of confidentiality or secrecy.

✓ Do not ask leading questions.

✓ Seek clarification using open ended questions only.

✓ Do not interrogate the child.

✓ Do not show disbelief.

✓ Do not introduce personal or third-party experience of abuse.

✓ Avoid displaying strong emotions.

What action should you take?

✓ Any grounds for concern should be reported immediately to the Child Protection co-ordinator . On no account should staff tell a parent/carer about what has happened at this stage.
✓ If there is direct evidence or suspicion of child abuse, the matter must be reported immediately; staff should not wait to gather evidence nor agree to keep the information secret or discuss the matter with others.
✓ Staff must follow the guidance given by the Child Protection co-ordinator 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.
✓ Staff should provide an accurate report for the child protection co–coordinator when requested.
✓ All information recording must be relevant, accurate, signed and dated as it may become a legal document.   Staff must 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.
✓ It is essential that there is no delay in initiating child protection procedures even where the Child Protection co-ordinator is absent or not available.   In such circumstances, staff should speak to the designated Head teacher. Further support is available from the Education Officer (Support for Learning) or Development
Officer (Child Protection) at Education, Youth and Communities Headquarters.

THE ROLE OF THE CHILD PROTECTION CO-ORDINATOR

The designated Child Protection Co-Ordinator will:

- work closely with the Senior Leadership Team to ensure that they can act effectively as Deputy Child Protection Officers in their absence.

- adhere to North Lanarkshire Council Education, Skills and Youth Employment Child Protection Procedures by referring children to Social Services or Police Scotland if there are concerns about their safety or wellbeing.

- ensure that in the case of a referral to Social Services, the parents/carers are informed immediately, unless doing so would put the child concerned at risk of further harm.

- ensure that careful written records are kept on any child about whom there are concerns of possible abuse or neglect. A chronology will be kept electronically in the Pastoral Notes area of SEEMIS.

- ensure that the grounds for concern and any action taken is recorded, signed and dated (on the same day) using the Child Protection Recording Form (Appendix 2, Child Protection and Guidance) The report and four copies will be sent as indicated on the form with the copy retained by the school stored in a confidential incident file.

- ensure that the progress of any child for whom a protection referral has been made is monitored closely Progress shall be recorded using the Child Protection Monitoring Form (Appendix 3, Child Protection and Guidance) The outcome of any investigation will be detailed, including action points. The report will be sent to the Child Protection Officer at Headquarters.

- store Child Protection records confidentially in a securely locked cabinet in the Child Protection Co-Ordinator's office

- monitor the attendance of children on the Child Protection Register and notify Social Services immediately if there is an unexplained absence of a pupils.

- attend initial case conferences, core groups, Child Protection Review Conferences and Children's Reporter meetings (or, if necessary, send a Principal Teacher on their behalf)

- submit written reports to Social Services or the Children's Reporter on request within the agreed time limits.

- liaise with other agencies to safeguard children.

- ensure that there is close communication and liaison with any establishment a child transfers to and that all Child Protection records are safely and confidentially transferred.

- ensure that all adults within the school with access to pupils have undergone the appropriate checks to establish their suitability for working with children.

- 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 Appendix 2 Notification of Concern (NOC)t Two copies should be sent immediately (telephone to inform, scan and email, followed by a hard copy) as indicated on the form The copy retained in the establishment should be stored in the confidential child file, located in the Head Teacher's office Grounds for concern should be recorded on SEEMIS Pastoral Notes.

Following a Notification of Concern (NOC) 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

Should the Child protection Co-Ordinator/Head Teacher make the decision to contact Social Services or the Police, the following information will be required:
- The child's name, address and date of birth
- The parent's address and current whereabouts
- Where the child is and their views, if known
- Contact details of the school
- Details of concern/alleged abuse
- Details of any other children in the household
- Whether the parents/carers are aware of the school's concerns

Taylor High School recognises that when children are the victims of abuse or witness domestic violence, their self-esteem and sense of self-worth can be adversely affected The school may be the only stable, secure and predictable element in the lives of children at risk However, when at school, the behaviour of these children may be challenging and defiant or, in contrast, they may become withdrawn All Taylor High staff will, therefore, always consider the underlying root or cause of children's behaviour.

Taylor High School understands that part of the school's role is to help children combat the feelings of helplessness and self-blame which they may experience in situations involving abused We can do this by maintaining a positive school ethos where children feel valued, safe and secure, where they are encouraged to talk and where staff always take the time to genuinely listen

Taylor High School will endeavour to support pupils with difficulties through:

- continued monitoring of their development, overseen and co-ordinated by the Head Teacher in collaboration with other staff working directly with the child.

- maintaining up-to-date records and notifying Social Services as soon as there is a recurrence of a concern

- on-going close collaboration with parents/carers

- liaison with appropriate and trustworthy statutory and voluntary agencies who may be able to support the pupil.

- staff following the school's relationships policy to help ensure a consistent approach in dealing with behaviour which does not risk damaging the child's sense of self-worth.

SPECIFIC CHILD PROTECTION ISSUES RELATING TO STAFF

Staff support

Taylor High School understands that staff who have been involved with a child who has been abused or appears at risk of harm may find the situation stressful and upsetting Support will be given to staff by providing an opportunity to talk with the Head Teacher about their anxieties and reflect on possible outcomes If appropriate, external support will be sought via the local authority's Staff Welfare Officer

Allegations against staff

Taylor High is aware that a pupil may make an allegation against a member of staff In such cases, the member of staff will be informed immediately by the Head Teacher who will carry out an investigation and, if necessary, refer the matter to the school's link Education Officer Should the allegation made to a member of staff involve the Head Teacher, the member of staff should immediately inform the school's link Education Officer.

Whistle-blowing

Taylor High school recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff, therefore, should be aware of their duty to raise concerns about any inappropriate attitudes, approaches or actions of colleagues.

Physical contact with pupils

Whilst it would be unrealistic to prohibit all physical contact between adults and children, Taylor High staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misrepresentation.

One-to-one contact with pupils

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils other than in formal teaching situations (e.g. musical instrument tuition or a counselling session), the door to the room in which a meeting is taking place should be left open. All rooms which are used for the teaching or counselling of pupils will have a clear glass panel.

Administering First Aid

First aid will only be administered by qualified first aiders All first aid and routine hygiene care will be appropriately recorded If it is necessary for the child to remove clothing for this treatment, there should be an adult of the same gender as the child present.

Photographing pupils

Under normal circumstances, any photograph of a pupil (e.g. for the purpose of recording their progress or a particular achievement) should be taken on a school camera or iPad. All staff should ensure that they do not take photographs of children and young people on a personal device.

School staff should be alert to the possible risks which might arise from contact with pupils and parents outside of school This is particularly the case on social media and staff should not do this on personal accounts. If in doubt, they should speak to the Head Teacher

- **Communication** – Staff should be open, transparent and appropriate.
- **Social media** – Apply the same rules to your own social media that you teach the children. Do not post anything that you would not be happy for anyone to see.

DATA PROTECTION AND THE SHARING OF INFORMATION

Disclosure of personal information is governed by the Data Protection Act 1998 (DPA)t Personal data covers both facts and opinions about a living individual, which might identify that person The DPA prevents unauthorised disclosure of a wide range of information.

Sharing appropriate information is an essential component of child protection. To secure the best outcomes for children, practitioners need to understand when it is appropriate to seek or share information These general principles should apply:

- The safety, welfare and wellbeing of a child are of central importance when making decisions to lawfully share information with or about them.
- Children have a right to express their views and have them taken into account when decisions are made about what should happen to them.
- The reasons why information needs to be shared and particular actions taken should be communicated openly and honestly with children and, where appropriate, their families
- In general, information will normally only be shared with the consent of the child (depending on age and maturity) However, where there are concerns that seeking consent would increase the risk to the child or others, or prejudice any subsequent investigation, information may need to be shared **without consent.**
- At all t imes, information should be relevant, necessary and proportionate to the circumstances of the child, and limited to those who need to know.
- When information is shared, a record should be made of when it was shared, with whom, for what purpose, in what form and whether it was disclosed with or without informed consent.

When concerns about children's safety or wellbeing require a professional or agency to share confidential information without the person's consent, they should tell the person that they intend to do so, unless this may place the child, or others, at greater risk of harm They should also tell them what information and to whom that information will be disclosed Each agency should make clear to people using their service that the wellbeing and protection of children is the most important consideration when deciding whether or not to share information with others. No agency can guarantee absolute confidentiality as both statute and common law accept that information may be shared in some circumstances.

Within North Lanarkshire, employees should refer to the Lanarkshire Information Sharing Protocol – Obtaining Consent, Good Practice Guidance, 2nd Edition, published March 2012.

MISSING PUPILS

If a child ceases to attend school without notification and normal non-attendance procedures have failed to locate the child's whereabouts within four weeks, the Education Officer (Support for Learning) should be notified by the Head Teacher using Appendix 6 Child Protection Procedures and Guidelines, including as much information on the child and family as possible.

If a child ceases to attend school with notification of the forwarding school, and the receiving authority fails to request records within 4 weeks, the Head Teacher should notify the Education Officer (Support for Learning) using Appendix 6 of Child Protection Procedures and Guidelines and, when given permission, send the pupil details using the SEEMIS system to a non-SEEMIS destination site the Education Officer (Support for Learning) or designated officer will liaise with Social Work Headquarters, NHS Lanarkshire and Housing

If a child is on the Witness Protection Programme, the Development Officer for Child Protection should be notified in writing. Once disclosure permission has been granted the child's details should be sent to a non- SEEMIS site with destination unknown

THE ROLE OF THE LOCAL COMMUNITY

The community as a whole has responsibility for the wellbeing of Taylor High School pupils Members of the public should remain alert to circumstances in which children and young people may be harmed Individuals can assist the school and other agencies by bringing cases to their attention Relatives, friends and neighbours of children and young people are particularly well placed to do so, but they must know what to do if they are concerned

Because of the difficult and sensitive nature of the situation, people must be confident that any information they provide will be treated in a sensitive way and used only to protect the interest of the child. They should know that early Action on their part is in the best way of helping a family stay together as well as protecting the child.

APPENDICES

THE CHILD PROTECTION PROCESS

NOTIFICATION OF CONCERN (CHILD PROTECTION)

Joint Police & Social Work investigation or no further CP Action

(NB Following a Notification of Concern, there will be an initial discussion and assessment to decide whether or not the Child Protec9on process will proceed)

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INITIAL CHILD PROTECTION CASE CONFERENCE (ICPCC)

When there are significant concerns that a child may be/or is at risk of abuse

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DECISION ON REGISTRATION

The ICPCC decides whether a child or children should be placed on the Child Protection Register and whether a referral to the Scottish Children's Reporter Administration is required.

CHILD PROTECTION PLAN

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MULTI AGENCY CORE GROUP

Multi agency intervention/support/protection plan

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REGULAR CORE GROUP MEETINGS

A review of the Child Protection Plan to consider progress being made in protecting the child/young person.

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REVIEW CHILD PROTECTION CONFERENCE

A meeting to consider whether continued registration is required.

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DE-REGISTRATION

Ongoing support and services considered.

DESCRIPTIONS OF TERMS

Child Protection Case Discussion

A Child Protection Case Discussion may be convened when, following a Notification of Concern being received, it is believed that a wider multi agency discussion is required in order to obtain all relevant agency information to inform whether the Notification of Concern proceeds to investigation.

Initial Child Protection Case Conference (ICPCC)

An Initial Child Protection Case Conference is a multi-agency meeting to consider whether a child is at risk of significant harm This meeting must be convened within 21 days of the Notification of Concern being received Information relevant to concerns about abuse, or risk of abuse, is shared and considered and decisions are made regarding the future protection of the child The roles and tasks of key agency personnel are clarified at an Initial Child Protection Case Conference A decision is made at the initial conference about whether or not to place the child's name on the **Child Protection Register** If the decision is made to place the child's name on the register, a **Child Protection Plan** is agreed

Child Protection Register

The Child Protection Register is the system in place for alerting professionals that there is sufficient concern about a child or young person to warrant an inter-agency Child Protection Plant The local authority Social Work Services are responsible for maintaining a Register of all children who are the subject of an inter-agency Child Protection Plan, which provides a point of enquiry for professionals who are concerned about a child's wellbeing or safety The muti-agency Child Protection Case Conference takes the decision of whether or not to place a child's name on the Child Protection Register The final decision lies with the locality social work manager

A child's name will remain on the Child Protection Register until such times as the risk to the child or young person is significantly reduced after the Initial Child Protection Case Conference, regular reviews will take place as required until such times as the child is removed from the Register.

Child Protection Plan

When the conference decides to place a child's name on the Child Protection Register, an inter-agency Child Protection Plan must be agreed by the conference to reduce risk to the child and provide support to the family A **Core Group** is identified at the conference.

Core Group

Core Groups provide an important mechanism to ensure a coordinated approach to the protection of a child A Core Group is set up in all cases where a decision has been reached to place a child on the Child Protection Register The primary purpose of the group is the implementation of the Child Protection Plant The first Core Group meets two weeks following the Initial Child Protection Case Conference

The purpose of the Core Group is to ensure that an identified multi agency group of professionals working alongside the family, finely tune the Child Protection Plan, ensuring that the agreed tasks are being carried out and to continuously review the risk to the child or young person.

The purpose of a review CPCC is to review the decision to place a child's name on the Child Protection Register or to consider significant changes in the child's or family's circumstances The participants will review the progress of the Child Protection Plan, consider all new information available and decide whether the child's name should remain on the Child Protection Register The first Review Child Protection Case Conference should be held within three months of the initial CPCC and thereafter at six monthly intervals or sooner if circumstances change Only a review CPCC can deregister a child's name from the Child Protection Register

IMPORTANT CONTACTS AND TELEPHONE NUMBERS

Social Work

Motherwell Social Work	**01698 332100**
Bellshill Social Work	**01698 332100**

Social Work Emergency Services	**0800 121 4114**
(Out of Hours)	

Police

All Areas	**101**
The Family Protection Unit	**Access via 101**

Education, Skills and Communities

Michael Bradley, CP Development Officer	**01236 812294**

Health NHS Lanarkshire

Child Protection Advisors	**01698 452861**

Rationale for Relationships policy

In the context of education, influencing, teaching and/or supporting positive behaviour may involve a vast range of skills from helping a young person to regulate their emotions through to proactively helping them learn new more positive ways to behave. ALL adults in an educational establishment know why relationships are important in creating a learning environment and take personal responsibility for building and maintaining relationships with learners, parents and each other. In this way adults can model the behaviour they would like to see.

Relational approaches are often mis-perceived as the 'soft' option that allows disrespectful or irresponsible behaviour to go unchecked. If implemented properly, however, they involve equal measures of challenge and support and create boundaries based on shared expectations or values which are proactive, preventative and positive.

Recent legislation has enshrined in law the duty to get it right for every child. The GIRFEC approach contained within the Children and Young People (Scotland) Act 2014 determines eight areas of wellbeing which are the basic requirements for all children and young people. These are set within the context of the four capacities of Curriculum for Excellence. Every member of staff within Taylor High School is legally required to ensure that our pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included. Further details are available within teachers' professional standards, as well as national guidance/legislation; e.g. UNCRC; ASL Act.

All who work with children and young people within Taylor High School and across North Lanarkshire schools must demonstrate a professional and personal commitment to meeting the needs of all children and young people. We continue to fully embed the nurture principles, through our understanding of attachment, the teenage brain and our awareness of adverse childhood experiences. It is planned that further training opportunities are implemented for staff on Nurturing and Restorative Approaches, along with Relational Approaches, Solihull with the continued support from, amongst others, our Educational Psychologist.

In THS, we strive to be a consistent and positive part of young people's lives for their learning and wellbeing. This consistent approach by all staff will ensure that there is a community working together to ensure that all young people start the day on a positive note.

High standards, strong relationships and positive behaviour are essential to create a positive environment to learning. The THS Good Lesson provides us with a goal to enable this to happen. This policy aims to set out three school rules to ensure all are respected, responsible and ready for learning.

The three rules should be referred to in every conversation with young people when promoting our standards.

Ready- Ensuring all young people are ready for learning with the understanding of the principles of GIRFEC in mind (e.g. child focused, an understanding of wellbeing, tackling needs early, working together):
- Ready physically – prepared for school; materials; in on time to be settled etc.

- Ready mentally – time to change gear (e.g. from lunch); focused; settled.

Responsible – promoting the participation of young people in the life of the school.
- Understand options and the impact of decisions they may have for self or others.
- Making responsible choices to ensure the safety of themselves and others.
- Engaging with learning in class and beyond, to support achievement and next steps.
- Taking responsibility for their actions and move forward in a safe and positive way.
- Participation in restorative conversations
- Confidence in developing greater independence in the face of adversity.

Respectful – promoting an ethos of respect for all the school community.
- Respectful towards self
- Respectful towards adults
- Respectful towards young people
- Respectful towards our community

Staged Intervention

A range of universal approaches are outlined within this document to support us all to be Ready, Respectful and Responsible. Taylor High school's interim Ethos and Relationships policy is based on staged intervention at its core: support must be always in line with GIRFEC values and delivered in the most inclusive and least intrusive way. All adults should be familiar with the 5 GIRFEC questions:

- What is getting in the way of the child or young person's wellbeing?

- Do I have all the information I need to help this child or young person?

- What can I do now to help this child or young person?

- What can my agency do to help this child or young person?

- What additional help, if any, may be needed?

Staged Intervention Model

ACUTE REFERRAL REQUIRING URGENT INTERVENTION

Class Teacher	Principal Teacher	PTPS	SLT
Consistency and routines	Promoting consistency within and across departments	Promoting consistency across the school	Promoting consistency
THS Good Lesson		Analysing, planning and evaluating GIRFEC plans	Supporting complex situation
Responsive interventions	Supporting staff to engage in interventions		Overview of 5 GIRFEC Qs
GIRFEC 5 Qs	QA of differentiation	Supportive interventions	QA of GIRFEC planning
Ongoing monitoring and tracking	Using 5 GIRFEC Qs	Gathering and analysing information	Analysing Wellbeing and Achievement data
Adapting to needs of pupils	Developing strategies with PTPS	Planning support	Family engagement
Differentiation		Family engagement	Partner links
		Making and leading partnerships	Strategic planning
		5 GIRFEC Qs	

FEEDBACK

Staged Intervention List

Some strategies to teach, support and model RRR to meet pupils' needs and help them to get it right:

Classroom Teacher

Preventative Approaches	Responsive Approaches
• Knowing young peoples (interests; skills; achievements; triggers) • Meet and Greet • Development of class contract with young people in the class (standards etc) • Opportunities to repeat/rehearse expected standards of behaviour with young people (through L&T and learner conversations) • Knowing SFL/ASN information about young people in assigned classes and adjusting learning content, environment or teaching approach as required. • Learning, which is differentiated, varied, accessible and meaningful. • Clear communication of instructions and agreed expectations. • Calm environment • Seating plans • Understanding what key ASNs look like in a class setting and how best to engage (e.g. ASD; ADHD etc) • Meaningful praise • Encouragement • Humour • Ensure pupil understands a 'clean slate' approach after an issue is resolved. • Unconditional positive regard • Curious concern • Prioritising better behaviour • Recognition Boards • Deliberately notice things about students to reinforce positive relationships. • Map rules, routines, success criteria clearly for specific activities that may become difficult to manage e.g., co-operative learning tasks, experiments.	• Remain calm – scripted responses. • 5 GIRFEC Questions • Show caring curiosity and safely enquire with the pupil (avoiding 'why?') • Noting patterns of behaviour (e.g. time of day; triggers etc) • Restorative enquiry: explore what happened; what the trigger/motivation was; identify who has been affected and how; what is needed to repair the harm. • Explanation of why a behaviour needs to change. • Explanation of what happens next in the pupil's chosen path of behaviour (natural/logical outcomes of the chosen behaviour) • Warnings • Calm voice • Calming/de-escalation techniques • Moving seat • 'Parking' issues until the end of the period to avoid interrupting L&T for the rest of the class. • Support conversation (without audience e.g. at end of period/break/lunch - may be perceived as detention) • Non-verbal signs to stop/engage. • Consultation with PT or PTPS • Referral to PT • Explicitly showing care/concern • Scaling conversations • Target setting and reviews with feedback • 30 second interventions* • High visibility and presence to ensure that standards are applied consistently (including corridors)

Early intervention is important to help prevent escalation. By being certain in your approach you can calm an uncertain situation.

Interventions should be relevant, meaningful and proportionate. As a relational school we aim to maintain relationships and trust, try to avoid resentment even when holding young people to account.

Principal Teacher

- Review class-level strategies in light of needs
- Review of pupil's barriers to learning / ASN condition
- High visibility and presence to ensure that standards are applied consistently (including corridors)
- Review learning materials and approach to differentiation
- Learner conversation to set and review targets.
- Dept monitoring card.
- Extended support meeting (without audience e.g. at end of period/break/lunch - may be perceived as detention)
- Temporary move to a different class to support learning/engagement.
- Restorative enquiry: explore what happened; what the trigger/motivation was; identify who has been affected and how; what is needed to repair the harm.
- Observation of pupil in situ
- Identify CLPL needs/opportunities.
- Involve young people meaningfully in developing or reviewing a plan.
- Scaling conversations (rating conversation 1-10 to identify strengths and weaknesses; can be focused on learning; behaviour; contribution to class etc)

Pupil Support / SFL

- Review class and dept level strategies in light of needs
- Pupil interviews to meet every pupil (universal)
- Know pupils very well – meet every morning, cohort for check-ins etc.
- High visibility and presence to ensure that standards are applied consistently (including corridors)
- Learner conversations and check-ins/drop-ins to class
- Involve pupils meaningfully in developing or reviewing a plan.
- Provide clear and updated information about pupils' needs and current interventions in place.
- Restorative enquiry: explore what happened; what the trigger/motivation was; identify who has been affected and how; what is needed to repair the harm.
- Regular review of pupil progress (attendance; referrals; effectiveness of interventions); round robin
- Agree a bespoke plan for when things aren't going well – anticipate an approach or routine for a time when it doesn't go well.
- Pre-arranged library support
- Time-out card
- One-to-one support
- Mentoring support
- Specialist intervention (internally provided or through partnership engagement)
- Temporary removal from a class to access support.
- PTPS Monitoring Card (with targets and daily check-in/review)
- Engagement with parent/carer to undertake or review wellbeing assessment/plan.
- Ensure parents know PTPS is first point of contact.
- Nurture
- HART/GIRFEC/RfA
- Alternative provision (learning or support)
- Scaling conversations
- Adaptation to the curriculum

Senior Leadership Team

- Review class, dept and PTPS strategies in light of needs
- High visibility and presence to ensure that standards are applied consistently (including corridors)
- Timetabling issues reviewed.
- Accommodation issues reviewed.
- Alternative provision (learning and support) – review proposals from PTPS
- Assemblies to reiterate standards.
- Immediate intervention in escalated situations (contain immediate situation and engage with PT to follow-up)
- Parental meeting
- Change of class
- Removal from a class to access support.
- Restorative enquiry: explore what happened; what the trigger/motivation was; identify who has been affected and how; what is needed to repair the harm.
- SLT Monitoring Card
- Exclusion
- Review PTPS preparation for Needs Based Pathway Review

Ensuring consistent standards and quality across the school

Meet and Greet (READY) - Mornings and changeovers.

Senior leaders are positioned at main entrances to meet and greet young people (mornings)

Principal Teachers of curriculum are visible in their corridors meeting and greeting the young people; in split-site faculties, arrangements are agreed within the team to ensure high visibility and presence.

Staff are at the door of their classroom in time for the beginning of the lesson, greeting their students. Where staff are moving around the department PT or SLT are welcoming the class into the room and ask them to get "Ready".

Explicitly continuing to promote a positive and welcoming environment for all (as is our tradition).

Punctuality (READY)

Rationale: Late coming disrupts learning. While it is understood that there are genuine reasons for late coming (meetings, self-regulation, emergencies), when it becomes a regular pattern, it can have a negative impact on learning.

- Remind students when entering the class to knock on the door to ensure the teacher is aware.
- Quick welcome and wellbeing check-in
- Promote readiness by getting young person to work quickly.
- Check in with the young person at a suitable time to ensure there is a reasonable reason for being late.

Pupil support and admin should review late coming via SEEMIS; if any patterns are noticed, especially in Registration, all colleagues should highlight this to the PTPS in the morning or by email.

Mobile Phone Use

Mobile phones should not be used in class unless instructed by the teacher for educational purposes. In these circumstances, provision should be made for those without data, signal or use of a device. Care should be taken when allowing use of mobile phones, considering implications on the cost of the school day and potential financial or poverty challenges.

Pupils should not leave class to go to the toilet with mobile phones. Suggested approaches to this can be leaving it in their bag or on the teacher desk. Where warnings have been repeated and the issue persists, one solution could be that teachers request the mobile phone be placed on their desk until the end of the lesson to support the learning. In some instances, it may be stated in a GIRFme plan to allow the use of mobile phones. Staff can also use their judgement when extended pieces of work are taking place that pupils listen to music.

Prioritising Better Behaviour

Rationale: Poor behaviour can overtake the learning that is going on. All behaviour is communication. While it should be addressed it is important to recognise, acknowledge and promote positive behaviour choices with young people. By having scripted responses, we as a school community can be more consistent.

Two options script:

1. Offer practical solution to the behaviour e.g., move to another area, can I help you get a blazer….
2. Stop and remind student of the agreed behaviour. e.g., we should be respectful to each other, is that displaying a responsible way of behaving?

Where possible avoid prolonged dialogues with pupils.

If a young person responds inappropriately use a standard response e.g. You know the expectations and standards regarding …(issue) Thank you for listening and taking this on board.

Recognition (Responsible)

In class identify behaviours you want to see, e.g., show working, try to use an evaluative word, when you are tired keep trying, language, raise your hand to speak out. Pursue the behaviour you want to see and recognise young person's achievement (age and stage appropriate).

Use things such as, praise cards, certificates, stamps to identify when learners show the desired behaviours, remember bad behaviour does not cancel out the positive.

Rationale:

Being confident in supporting positive behaviour for all is essential.

30 second interventions

Limit formal one to one interventions during lessons to 30 seconds by using scripted language.

Create your own response to young people along the lines of:

This is what I want to see today…. not ……

End it with "Thank you for listening".

Take a note of the behaviour and discuss it at a time when you and the young person are calm. **Ensure you follow up on this.**

Extended Support Meetings

Rationale: These one-to-one meetings are vital when pupil's cross boundaries and need time out with the classroom environment to connect, understand and plan a way forward.

During this time, we help pupils express their feelings and points of view, listening to and empathizing with the pupil. This co-regulation calms their nervous system.

When the pupil is calm, staff then explain why the behaviour is not okay and help the pupil problem solve the situation.

We may discuss alternative ways of addressing the situation in an age- appropriate way and get their input and ideas.

These 'time-in' meetings will always involve a two-way conversation where we actively listen to what the pupil is saying and respect the child's perspective and feelings. Staff will use their relationship with the pupil to share their concerns with such behaviours with a focus on standards and expectations and plan going forward.

Restorative follow-ups

Rationale:

Any person who has been involved in a situation can lead a restorative conversation with young people:

The following process should be adopted to ensure young people can join back in the learning. It is often beneficial to have this meeting in a time that suits the adult.

Follow the process (training available):

1. What happened? (….and then what happened?)
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected by this? How have they been affected?
5. What do you think needs to happen now?

Anti-bullying Policy

Aims:

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. As a Rights Respecting School bullying is in breach of the UNCRC and therefore bullying will not be tolerated. Bullying behaviour potentially infringes on UNCRC Article 12, 28 and 31. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

The aims of this document are to ensure a consistent approach in how bullying behaviour is delt with. The document will provide the anti-bullying strategy based on 'Respect for All: national approach to antibullying', 2017. This will also provide advice to pupils, parents/ carers and staff, of what actions to take when bullying does occur.

Our Commitment:

Taylor High school is committed to ensure that children and young people feel safe and secure and can build up strong and positive relationships with peers and with adults. We C.A.R.E for our pupils and strive to develop a positive ethos within the school. We are committed to developing children and young people's emotional, physical, and mental wellbeing as well as supporting their academic achievements. Bullying behaviour will not be tolerated and it is our aim to ensure that.

- Every child and young person can learn in an environment free from bullying.
- Every child and young person will develop respectful, responsible, and confident relationships with other children, young people, and adults.
- Children, young people, and their parent(s), will have the skills and resilience to prevent and/or respond to bullying appropriately.
- Every child and young person who requires help will know who can help them and what support is available.
- Adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from Early Learning and Childcare onwards.

(Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2017)

What is bullying?

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened, and left out. This behaviour happens face to face and online.

(Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2017)

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

• Being called names, teased, put down or threatened face to face/online

• Being hit, tripped, pushed, or kicked

• Having belongings taken or damaged

• Being ignored, left out or having rumours spread about you (face-to-face and/or online)

• Sending abusive messages, pictures or images on social media, online gaming platforms or phone

• Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)

• Being targeted because of who you are or who you are perceived to be (face to face and/or online).

The reasons bullying is occurring may be clearly identified such as sexual orientation, jealousy, appearance, SEN or disability, race, religion, home circumstances, including young carers and poverty or, it may be for no clearly defined reason. The Equality Act (2010) prohibits discrimination (whether direct or indirect) against people who possess one of the protected characteristics, listed above. It also prohibits the harassment and victimisation of such people. Any breach of this may be seen as a hate crime. At Taylor High school we have a commitment to inclusion and non-discrimination linked to our faith-view that all people are made in the image and likeness of God and therefore are entitled to the same respect and dignity.

Online bullying /Cyberbullying is a form of indirect or social bullying that uses technological communications (text or images) to humiliate, harass, embarrass, tease, intimidate, threaten, or slander an individual or group of people. Cyber bullies use instant messages, text messages, email, chat rooms, mobile phones, social networking or blogs and interactive games. Cyber bullying is the act of being cruel to others by sending or posting harmful material or compromising photographs online or through a mobile phone. Bullying in this form should be reported to the online platform and the police.

When is it not bullying?

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people can bounce back from this type of behaviour. All young people are supported at Taylor high school by a Principal Teacher of Pupil Support, they will help with early interventions. The schools PSHE programme aims to build resilience of the children and young people in our community.

Reporting Bullying:

Bullying will often occur when staff are not present. Pupils should be encouraged to talk about fears and worries with all staff. It is vital that all staff encourage pupils to feel secure by being approachable and supportive. All pupils should be encouraged to report bullying where it is observed.

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow:

- Tell a friend.
- Tell a teacher or adult whom you feel you can trust.
- Tell a parent or adult at home whom you feel you can trust.

Responding to bullying behaviour:

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. When responding to incidents or accusations of bullying the approach should be to ask:

• *What was the behaviour?*

• *What impact did it have?*

• *What does the child or young person want to happen?*

• *What do I need to do about it?*

• *What attitudes, prejudices or other factors have influenced the behaviour?*

Children and young people who are exhibiting bullying behaviour will need help and support to:

• Identify the feelings that cause them to act this way

• Develop alternative ways of responding to these feelings

• Understand the impact of their behaviour on other people

• Repair relationships.

At Taylor High we aim to help children and young people who demonstrate bullying behaviour by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We will challenge prejudice and offer the opportunity to learn and change behaviour.   This is done in line with the schools Ready, Respectful and Responsible strategy.

All reported incidents of bullying will be recorded on the schools SEEMIS system. The following information will be recorded.

 • The children and young people involved, as well as staff or other adults

• Where and when bullying has taken place

• The type of bullying experienced, e.g. name-calling, rumours, threats etc.

• Any underlying prejudice including details of any protected characteristic(s)

• Consideration of personal or additional support needs and wellbeing concerns and

• Actions taken including resolution at an individual or organisational level.

This will allow effective monitoring of incidents within and school. In doing so, we will be able to identify trends or themes emerging and where improvement can be made to support the wellbeing of all children and young people.

Future view:

Moving forward this interim policy will be used as a basis for beginning the *Respect me Reward Programme*.

Taylor High school will also organise formal staff training to ensure the views in the policy reflect practice.

Finally, Taylor High school aims to engage parents in a variety of ways to gather views, inform and engage in the final policy produced.

Taylor High school will review this policy every three years, as suggested by Respect me.

References.

1. Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2017
https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2017/11/respect-national-approach-anti-bullying-scotlands-children-young-people/documents/00527674-pdf/00527674-pdf/govscot%3Adocument/00527674.pdf

The Role of Pupil Support

Vision

"All young people should be known and known well".

What are the main aims of the Pupil Support Team?

The role of the Principal Teacher of Pupil Support is to act as the key adult for young people in their caseload. According to HGIOS 4, **Key adult** refers to the entitlement of all children and young people to have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stage in learning.

In practice this means:

- To support young people with their social, emotional, mental, and physical wellbeing.
- To support all young people with their attainment and achievement and ensure they secure a positive destination post school.
- To support young people in their curriculum choices.
- To work in partnership with parents/carers to ensure effective communication between home and school.
- To work in partnership with external agencies to ensure effective support for young people.

Pupil Support Timeline – Calendar of Events

Dates	Activity
Aug	• Identify vulnerable pupils – update spreadsheet. • P7 Continuity Programme begins – P7 Transition Visits to departments. • Nurture referrals submitted. • Organise House Captains. • Quality Assurance of Option Choices to ensure appropriate course choice. • GIRFme reviews for new S1. • Nurture observations begin. • S1 Boxhall Profiling
Sept	• P5 /P6/7 ASN Transition Meetings • Identify S4/5/6 'at risk' pupils – Literacy & Numeracy (Christmas Leavers) • Identify S4/5/6 'at risk' pupils – Negative Destination (Christmas Leavers) • Monthly Review of attendance/vulnerable pupils with Stage DHT – Update Spreadsheet • S4-S6 SQA Information Evening for parents • S4 tracking reviews. • Pupil Council Meeting • Inclusion Meeting - prepare paperwork. • S1 'settling in' interviews begin. (close 4 October) • S5/6 Tracking Follow Up •
Oct	• S3 Tracking Follow Up • P7 Information Evenings • Monthly Review of attendance/vulnerable pupils with Stage DHT – Update Spreadsheet • Review S4/5 'at risk' pupils – Literacy & Numeracy (Christmas Leavers) • Review S4/5 'at risk' pupils – Negative Destination (Christmas Leavers) • Pupil Council Meeting • Inclusion Meeting- prepare paperwork
Nov	• S2 Tracking Follow Up • S3 Tracking Follow Up • UCAS References Monthly • Review of attendance/vulnerable pupils with Stage DHT – Update Spreadsheet • Review S4/5 'at risk' pupils – Literacy & Numeracy (Christmas Leavers) • Review S4/5 'at risk' pupils – Negative Destination (Christmas Leavers)

	• Pupil Council Conference • Pupil Council Meeting • Inclusion Meeting- prepare paperwork.
Dec	• Pupil Council Meeting • Organise Stage Christmas Hampers • Prepare Stage Christmas Events/Dances • Monthly Review of attendance/vulnerable pupils with Stage DHT – Update Spreadsheet • Pupil Council Meeting • GIRFme QA and review • S2 Options • S4-5 mock options
Jan	• S4 Tracking/Prelim Follow Up • S4 Options Information Evening • Monthly Review of attendance/vulnerable pupils with Stage DHT – Update Spreadsheet • Identify S4/5 'at risk' pupils – Literacy & Numeracy (Summer Leavers) • Identify S4/5 'at risk' pupils – Negative Destination (Summer Leavers) • Pupil Council Meeting • Inclusion Meeting- prepare paperwork. • Care experience review
Feb	• S3 Tracking Follow Up • S4 Options Interviews Begin • S5/6 Options Information Evening • Monthly Review of attendance/vulnerable pupils with Stage DHT – Update Spreadsheet • Review S4/5 'at risk' pupils – Literacy & Numeracy (Summer Leavers) • Review S4/5 'at risk' pupils – Negative Destination (Summer Leavers) • Pupil Council Conference • Pupil Council Meeting • Inclusion Meeting- prepare paperwork
March	• S2 Tracking Follow Up • S5/6 Tracking Follow Up • S3 Options Information Evening • S3 Options Interviews • Monthly Review of attendance/vulnerable pupils with Stage DHT – Update Spreadsheet • Review S4/5 'at risk' pupils – Literacy & Numeracy (Summer Leavers) • Review S4/5 'at risk' pupils – Negative Destination (Summer Leavers) • Pupil Council Meeting • Inclusion Meeting- prepare paperwork
April	• Monthly Review of attendance/vulnerable

	pupils with Stage DHT – Update Spreadsheet • Review S4/5 'at risk' pupils – Literacy & Numeracy (Summer Leavers) • Review S4/5 'at risk' pupils – Negative Destination (Summer Leavers) • Pupil Council Meeting • Inclusion Meeting- prepare paperwork.
May	• S1 Tracking Follow Up • Monthly Review of attendance/vulnerable pupils with Stage DHT – Update Spreadsheet • Pupil Council Conference • Pupil Council Meeting • Meeting- prepare paperwork. • GIRFme review and QA • Care experienced review.
June	• Monthly Review of attendance/vulnerable pupils with Stage DHT – Update Spreadsheet • S6 Pupil Conference • Blackpool Trip – Arrange EV5/Collect Money • Pupil Council Meeting • Inclusion Meeting- prepare paperwork. • Submit Pupil Support Departmental Improvement Report. • Submit Pupil Support Departmental Improvement Plan for next session. • Submit PSHE Timelines

SECTION 1 - Attendance Monitoring Procedures (QI 2.1, 3.1)–

It is the role of the PTPS to monitor all aspects of pupil attendance and timekeeping. The PTPS is responsible for the following:

Daily

- On a daily basis, at the end of the school day, the PTPS should check the daily anomalies on SEEMIS.
- If any anomalies are highlighted, these should be investigated and addressed the following day

Weekly

- On a weekly basis, the PTPS should check for any outstanding TBCs.
- All TBCs should be replaced with the appropriate code.

Fortnightly

- On a fortnightly basis, all PTPS should discuss with SLT link (standard item in agenda) the attendance of their caseload.
- If a pupil's attendance has fallen below 95% the reasons for this should be discussed, logged on the PTPS spreadsheet and appropriate action taken.
- Actions are included in NLC policy

Attendance Interventions

- Discuss attendance concerns with the pupil. Establish the reason for poor attendance concern. Offer support.
- Telephone conversation with parent to discuss attendance concern. Offer support.
- Parental interview.
- Adjustments to the pupil's timetable should be considered; a phased return, reduced or part-time timetable should be offered to support the pupil's return to school. **This should only be done following consultation with the Stage Head and agreement from the CIL.**
- **Reduced timetables should be reviewed on a regular basis and should be planned to increase over time.**
- **Referal to FESA via Cluster Lead.**
- **Use of HSPo for wellbeing visits and planning with home to return to school**

Chronic Non-Attendance

- All chronic non-attenders should have an NLC attendance protocol sheet to record all interventions to improve attendance.
- If you are unable to contact home, a home visit by the HSPO should be arranged.
- Contact should be made with the appropriate Social Work Department.
- If chronic non-attendance persists, despite interventions, a referral should be made to the Children's Reporter.

SECTION 2 – GIRFEC Planning (QI 2.1, 3.1)

GIRFEC Planning

It is the role of the PTPS as the Named Person to promote, safe-guard and support the wellbeing of pupils. They have the responsibility to gather all of the information required, analyse this information and address any wellbeing concerns or needs resulting from this assessment.

The PTPS is responsible for the following:

- Completing the 'What I think tool' with pupils.
- Gather the views of parents around all of the SHANARRI indicators.
- Gather the views of the school from a variety of sources (pastoral notes, referrals, reading/numeracy assessments etc)
- Collate to reflect protective and risk factors.

Following this, the PTPS should consider the need for a GIRFME Plan. When doing this they should take in to account the following:

- What universal strategies have been deployed across this pupil's teachers?
- What has been effective? Can this be shared across all teachers? Do I need to call a staff case conference to further explore effective universal provision?
- Am I convinced that we have exhausted universal supports, and the pupil still has unmet wellbeing or learning needs?

If Universal interventions are identified to be the most appropriate intervention, then the PTPS should update p2 of Wellbeing Assessment sheet detailing the recommendation and conclusions.

If Additional support is required from within the school to meet the pupil's needs, a GIRFME PART 1 (written from the pupil's perspective about 'what supports me') should be completed. This should be shared with staff ensuring that the review date is set and recorded on the Front Cover and in the PTPS own diary.

The PTPS may need to engage with other people or undertake any further assessment using such tools as Support for Learning or using such assessment tools as MALT, YARC, Boxall, BIOS (Behaviour Indicators of Self Esteem) to ensure they have all of the information required.

If all strategies have been exhausted the PTPS should review all my wellbeing assessment information and the initial analysis in light of the My World Triangle documents.

The GIRFME PART 2 should then be completed and p3 of Wellbeing Assessment sheet updated.

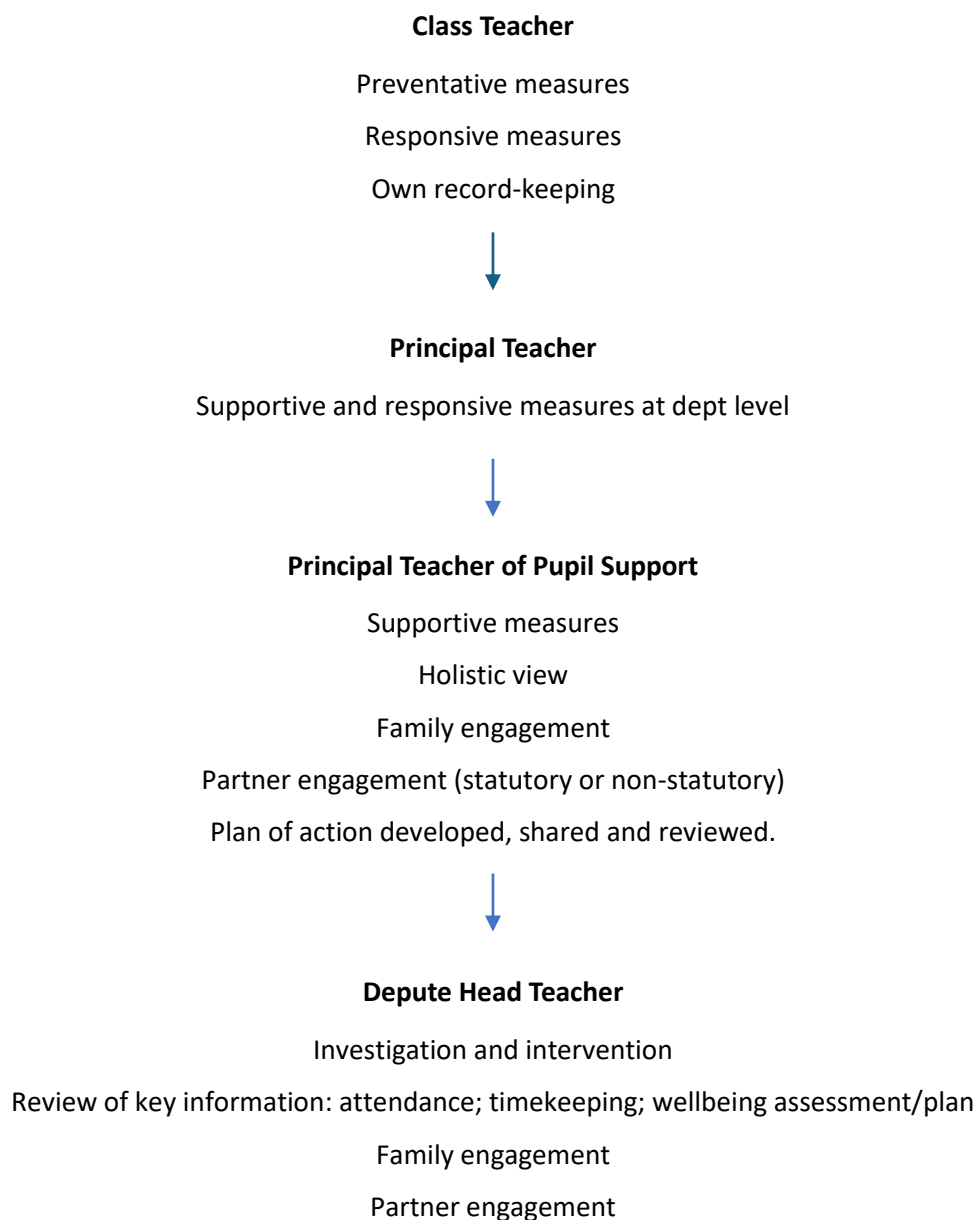All of these steps should be recorded on the GIRFME planning spreadsheet.

SECTION 3 - Staged Intervention (QI 2.4, 3.1)

In order to support all of our young people in access the curriculum it is important that all staff use a Staged Intervention approach when managing pupil behaviour in the classroom and within departments.

A clear and consistent approach to referrals is required and should be based on the GIRFEC wellbeing questions.

At each stage the pupils should be kept fully informed and class teachers/Principal Teachers should be provided with feedback as required.

Staged Intervention - Key Roles & Responsibilities

Class Teacher

Preventative measures

Responsive measures

Own record-keeping

↓

Principal Teacher

Supportive and responsive measures at dept level

↓

Principal Teacher of Pupil Support

Supportive measures

Holistic view

Family engagement

Partner engagement (statutory or non-statutory)

Plan of action developed, shared and reviewed.

↓

Depute Head Teacher

Investigation and intervention

Review of key information: attendance; timekeeping; wellbeing assessment/plan

Family engagement

Partner engagement

SECTION 4 - Supporting Vulnerable Pupils (QI 2.4, 2.7, 3.1)

Some pupils may be more vulnerable than others for a variety of reasons. These reasons may include:

- Care Experienced
- Child Protection Concerns
- Young Carers
- Experienced Adverse Childhood Experiences
- Considered 'at risk' of being accommodated.
- Additional Support Needs
- Disability
- Ill Health
- Bereavement

It is crucial that these young people are identified at the start of the school year and that the PTPS tracks their attendance, progress and attainment more closely than pupils considered less vulnerable. The progress of these pupil should be discussed on a weekly basis with the relevant stage DHT to ensure any concerns are highlighted and addressed.

In Taylor High school these pupils will be highlighted in the pupil support tracking spreadsheet. All of these pupils should have a Wellbeing Assessment which includes the views of the pupil, their carer and the school. This outcome of this assessment will determine the need for a GIRFME Plan.

The PTPS is responsible for writing the plan, identifying the appropriate intervention and reviewing the plan at regular intervals.

Pupil Support Staff are also responsible for liaising with external agencies working with vulnerable young people. These agencies include:

Social Work

Health

Young Carers

CAMHS

Educational Psychologist

Children's Reporter

Virtual School

Pupils Support staff will also be responsible for completing the following:

- Request for Assistance
- Wellbeing Assessments
- Child Protection Paperwork
- GIRFME Plans
- Children's Reporter Reports
- MARAC Reports
- IRD Summaries
- UCAS References
- Job References
- Referrals to the Pathways Programme/Right Track
- Applications for Part-time Timetables
- All pastoral notes, including Significant Events

Pupil Support Staff are expected to participate in the following meetings:

- Meeting with Parents/Carers
- IRDs
- Child Protection Reviews
- Social Work Reviews
- Children's Reporters Hearings
- GIRFEC Meetings
- Professionals Meetings
- HART Meetings

SECTION 5 – Raising Attainment & Achievement (QI 2.4, 3.2)

Options Programme/Curriculum Planning

The PTPS is responsible for arranging the Options Programme for their cohort when they are leading S2, S3, S4 and S5.

They must ensure that all young people are well prepared for making these choices through the PSHE curriculum and through liaison with SDS and the DYW Co-Ordinator.

The PTPS must ensure that all Options Interviews are completed in a timeous manner and, with the relevant DHT has an overview of the Quality Assurance of the programme, ensuring all young people have chosen an appropriate curriculum.

Tracking & Monitoring

The PTPS should monitor the progress of all of the young people in their cohort following each period of tracking.

Pupils who are underachieving should be interviewed and appropriate interventions and targets put in place. The same process applies following an assessment period such as prelims or progress assessments.

The PTPS should highlight concerns with the young person and their parent/carer.

Targeted Support

The PTPS/DHT should work together to identify any young person at risk of not achieving any qualifications. An appropriate action plan should be put in place with targeted interventions. The PTPS should liaise with Faculty Heads and the Stage DHT to ensure the young person achieves their full potential.

Pathways Planning/Support

The PTPS is responsible for gathering post school planning information. This information should be recorded on SEEMIS by school office staff but also on the Pupil Support tracker so that young people can be sign posted to opportunities as and when they arise.

The PTPS should identify potential Summer/Christmas Leavers and ensure they have an appropriate Pathway Plan. The PTPS should liaise with SDS, the DYW Co-Ordinator, the Pathways Programme Co-Ordinator and Right Track to ensure every young person in their cohort achieves a post school positive destination.

The PTPS is also responsible for writing UCAS references, and if responsible for S6, is responsible for implementing the UCAS programme at a whole school level.

Responding to concerns

The PTPS should act as the link between individual staff members and departments. It is their role to address concerns raised with pupils and contact parents/carers as appropriate.

SECTION 6 – Supporting Transitions (QI 2.6, 3.1)

Primary/Secondary

The PTPS will work in conjunction with the PTLS and the Transition DHT to support all aspects of the Primary/Secondary Transition process. Each PTPS are allocated a school to visit and liaise with in the Transition process.

They will be required to participate in enhanced transition visits, GIRFEC planning meetings and social work reviews for any P7 pupil who may require this level of support.

The PTPS will be involved in the P7 Information evening, attend the P7 welcome Mass and visit associated Primary Schools alongside the Transition DHT to gather all relevant transition information.

The PTPS must familiarise themselves with all transition information prior to the Primary Induction days and assist the DHT with the smooth running of this event.

In the October following transition, the PTPS is responsible for arranging S1 'settling-in' interviews.

Options

The PTPS is responsible for arranging the Options Programme for their cohort when they are leading S2, S3, S4 and S5.

They must ensure that all young people are well prepared for making these choices through the PSHE curriculum and through liaison with SDS and the DYW Co-Ordinator.

The PTPS must ensure that all Options Interviews are completed in a timeous manner and, with the relevant DHT has an overview of the Quality Assurance of the programme, ensuring all young people have chosen an appropriate curriculum.

Transitions in School

The PTPS for the relevant stage is responsible for the planning and implementation of transition events, usually a standalone day, for these stages to support their transition in to S4, S5 and S6. This includes arranging guest speakers, workshops, and study skills sessions.

Post School Transitions

The PTPS is responsible for gathering post school planning information. This information should be recorded on SEEMIS but also on the Pupil Support tracker so that young people can be sign posted to opportunities as and when they arise.

The PTPS should identify potential Summer/Christmas Leavers and ensure they have an appropriate Pathway Plan. The PTPS should liaise with SDS, the DYW Co-Ordinator, the Pathways Programme Co-Ordinator and Right Track to ensure every young person in their cohort achieves a post school positive destination.

The PTPS is also responsible for writing UCAS references, and if responsible for S6, is responsible for implementing the UCAS programme at a whole school level.

SECTION 7 – Child Protection (QI 2.1, 3.1)

The PTPS has a key role in Child Protection. It is essential that they are familiar with any pupil in their caseload who is currently or has previously been on the Child Protection Register. These pupils should have an up-to-date Care and Welfare or Child Protection Folder that is updated at least every term with key contacts and chronologies. However, updates may be required on a more regular basis.

It is the role of the PTPS to ensure that all of the relevant paperwork (see appendix 1) is completed and submitted to the Child Protection Co-Ordinator following a Child Protection concern. They may be required to attend IRD meetings, Child Protection Conferences or Child Protection Reviews in addition to the school's Child Protection Co-Ordinator.

The PTPS will also be required to complete the paperwork for Children's Reporters Hearing and attend the meetings in person if required.

The PTPS will be responsible for checking the Care Experienced list issued by the Virtual School and request amendments as necessary.

The PTPS should ensure that all vulnerable, care experienced and children on the Child Protection Register have an up-to-date Wellbeing Assessment and have regular, planned 'check-ins' to ensure their views are gathered prior to meetings or reviews.

SECTION 8 – PSHE Curriculum (2.4, 2.6)

PTPS are responsible for the planning and preparing of all PSHE materials and timelines for their relevant stage.

Where PSHE is not delivered within a discreet period, the PTPS for S4, S5 and S6 must have a planned schedule throughout the school year where the experiences and outcomes can be delivered within other curricular areas or as standalone visiting speakers or workshops.

It is the responsibility of the PTPS to quality assure evaluate the materials and lesson delivery.

In the event of a staff absence, it is the role of the PTPS to provide materials to the cover teacher.

SECTION 9 – Additional Responsibilities

The role of the PTPS is wide and varied and includes a variety of other additional responsibilities. Although not exhaustive, the following list details some of the other responsibilities of the Pupil Support Team:

- Learner Participation & Voice (Pupil Councils)
- Pupil Interviews
- Parent Interviews
- Supporting young people with relationships (peers & staff)
- Completion of individual pupil Risk Assessments
- Organising extra-curricular trips and events.
- Supervision as necessary
- Stage Assemblies
- Departmental Self -Evaluation
- Completion of the Departmental Improvement Plan and Departmental Improvement Report.

Self-Evaluation – HGIOS 4 (QI 1.1, 1.3)

The Pupil Support Team has a key role in promoting quality in the following Quality Indicators as described in HGIOS 4.

LEARNING PROVISION

How good is the quality of care and education we offer?

Quality Indicator	Themes
2.1 Safeguarding & Child Protection	• Arrangements for safeguarding, including child protection. • Arrangements to ensure wellbeing. • National guidance and legislation
2.4 Personalised Support	• Universal support • Targeted support • Removal of potential barriers to learning
2.5 Family Learning	• Engaging families in learning
2.6 Transitions	• Arrangements to support learners and their families
2.7 Partnerships	• The development and promotion of partnerships

SUCCESSES & ACHIEVEMENTS

How good are we at improving outcomes for all our learners?

Quality Indicator	Themes
3.1 Ensuring wellbeing, equity and inclusion	• Wellbeing • Fulfilment of statutory duties • Inclusion and equality
3.2 Raising Attainment & Achievement	• Equity for all learners

Pupil Support staff have a responsibility to self-evaluate both as individuals and as a team by engaging with the relevant QIs.

Self -evaluation activities should generate information and evidence from a range of sources including relevant data, observations, and the views of relevant stakeholders.

The Pupil Support team should document, record and store the information generated as a result of self- evaluation activities which should be stored as evidence.

This rigorous self-evaluation should highlight the key areas of development for the Pupil Support Departmental Improvement Plan.

At the end of the school year, the team should have collated evidence of improvement which will then be detailed in the annual Departmental School Improvement Report.

Key Contact List

SOCIAL WORK

Motherwell Social Work (all of our areas except Holytown) – 01698 332100
Request for Assistance sent to – motherwellchildcare@northlan.gov.uk

Bellshill Social Work (Holytown only) – 01698 346666
Request for assistance to be sent to – bellshillchildcare@northlan.gov.uk

Wishaw Social Work (Some Cleland Pupils) – 01698 348200
Request for assistance to be sent to – wishawchildcare@nortlan.gov.uk

CLUSTER IMPROVEMENT LEAD
Carol McShane
mcshanec@northlan.gov.uk

EDUCATIONAL PSYCHOLOGIST
Paul Murphy
Murphyp@northlan.gov.uk
Office – 01698 332850
Work Mobile – 07983 511 120
(Does not work a Friday)

IMMUNISATION TEAM
Sandra Barrie
barrie@lanarkshire.scot.nhs.uk
0300 303 3229

CAMHS
Office – 01698 755360
Referrals must be sent by post:
CAMHS Glenshirra
Coathill Hospital
Hospital street
Coatbridge
ML5 4DN

TEENTALK
Julia Nimmons
juliateentalk@sky.com
Mobile – 07958 068411
Ross Burgess
Mr.burgess1986@gmail.com

YOUNG CARERS
Amy Alexander
Amy.Alexander@actionforchildren.org.uk

CARE EXPERIENCE SUPPORT TEACHER
Khaled Hussien
Email – husseink@northlan.gov.uk
In Taylor High on a Monday all day

OCCUPATIONAL THERAPY RFA
MotherwellRehabTeam@nortlan.gov.uk

NLC Child Protection Development Officer

Michael Bradley

bradleymic@northlan.gov.uk