

Glenburn Primary Child Protection / Safeguarding Children Policy



At Glenburn Primary School we strive
to be the best that we can be

January 2026

Rationale

"All children and young people (including unborn babies) have the right to be cared for and protected from harm and abuse and grown up in a safe environment in which their rights are respected and their needs met. Children and young people should get the help they need, when they need it and their safety is paramount."

(National Guidance for Child Protection in Scotland 2021, updated 2023).

This policy lays out the responsibilities and expectations for all involved in protecting children in Scotland. The policy also lays out how we should all work together with parents, families and communities to prevent children from harm, abuse and neglect.

Glenburn Primary actively promotes the welfare and wellbeing of its staff and young people. This policy provides the information on how we can all have the knowledge and understanding that we need in relation to our responsibilities in relation to safeguarding/child protection and promoting the welfare of our young people.

In South Ayrshire we work to the national and local guidance detailed within,

- [National Guidance for Child Protection in Scotland 2021 \(updated 2023\)](#)
- [South Ayrshire Council Management Guidance on Child Protection, Safeguarding and Wellbeing 2025](#)

The Glenburn Primary school policy aligns with these guidance documents.

Responsibility

Schools have a very important role to play in the sensitive issue of dealing with known and suspected cases of abuse or neglect. It is essential that all staff in schools must be aware of the arrangements for protecting children, are alert to children's needs and are clear about their own role in ensuring the safety of all children. Staff should follow the procedure which has been laid down in South Ayrshire, including annual training, and follow national guidance contained within the policy document 'National Guidance for Child Protection in Scotland 2021, updated 2023', when a case of child abuse is suspected.

The GIRFEC programme outlines the wellbeing indicators for children; Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included, and will ensure that children and their carers are central to the process of finding solutions and having their needs met.

Everyone working with children are expected to use one consistent approach, actively sharing information to agreed protocols and working more effectively together to improve outcomes for children. Everyone needs to be clear about their personal responsibility to do the right thing for each child. Parents and children, together with schools, professionals and others working with children will benefit from a collaborative approach which results in the development of one plan to meet all the child's needs. This will help them deal more effectively with hazards such as abuse or harassment and to report them.

School staff are well placed to observe physical and psychological changes in a child which might indicate abuse. They are likely to have the greatest level of day-to-day contact with children and they are able to contribute a great deal to the assessment of vulnerable children.

It is equally important that child protection and personal safety programmes are promoted within the curriculum, both formally and informally. Teachers are in an excellent position to develop values, knowledge and skills that children need to assert their rights in order to:

- ❖ raise their awareness of risks,
- ❖ develop skills which will help them to keep safe,
- ❖ help recognise the behaviours in others which may place them at risk,
- ❖ teach them how to respond in order to keep themselves safe.

What is Child Protection?

Child protection means protecting a child from child abuse or neglect. The 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. **(National Guidance for Child Protection in Scotland 2021, updated 2023).**

The abuse of children can take many forms. Children can be subjected to more than one form of abuse at a time. Children rarely tell if they are being abused. However, there may be signs which make you concerned and may be an indication of a child being abused or neglected.

Physical injury

Physical neglect

Non-organic failure to thrive

Emotional abuse/neglect

Sexual abuse

Indicators or abuse/concern may include:

Changes in behaviour	Constantly attention seeking	Poor attendance / timekeeping
Parental drug/alcohol misuse	Repeated or unusual injuries	Persistently hungry unkempt, tired,
Poor concentration	Age inappropriate behaviour and / or language	Takes time to settle in morning
Withdrawn/social isolation/ aggression	Has to live with Domestic abuse	Anxiety at home time

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 after.

Possible signs of Physical Abuse:

- ❖ Unexplained bruising or bruising in an unusual place
- ❖ Unexplained injuries or burns
- ❖ Untreated injuries or delay in reporting them
- ❖ Arms and legs covered in hot weather
- ❖ Withdrawal of physical contact
- ❖ Fear of returning home
- ❖ Aggression towards others
- ❖ Running away (not specific to child abuse)

Emotional Abuse

Emotional abuse is 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 insofar 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 level of emotional abuse is present in all types of ill treatment of a child; it can also occur independently of other forms of abuse.

Possible signs of Emotional Abuse

- ❖ Fear of new situations
- ❖ Sudden speech disorders
- ❖ Fear of parents being contacted
- ❖ Extremes of passivity or aggressive
- ❖ Continual self-deprecation
- ❖ Over-reaction to mistakes

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, to protect a child from physical harm or danger, or 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.

Possible signs of Physical Neglect

- ❖ Constant hunger
- ❖ Poor personal hygiene
- ❖ Constant tiredness
- ❖ Repeatedly worn and dirty clothes
- ❖ Untreated medical problems
- ❖ Frequent lateness or non-attendance
- ❖ Untreated medical problems
- ❖ Destructive tendencies

- ❖ Low self-esteem
- ❖ Neurotic behaviour
- ❖ Poor social relationships
- ❖ Running away
- ❖ Compulsive stealing or scavenging
- ❖ Returning to an empty home

Non-organic Failure to Thrive:

Neglect may also result in the child being diagnosed as suffering from non-organic failure to thrive, where they have significantly failed to reach normal weight and growth or development milestones and where physical and genetic reasons have been medically eliminated. In its extreme form children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation. 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 time.

Possible signs of Physical Non-organic Failure to Thrive

- ❖ Significant lack of growth or weight loss
- ❖ Hair loss and other signs of poor physical state, constant tiredness/hunger
- ❖ Frequent dirty clothes

Possible signs of Emotional or behavioural Non-organic Failure to Thrive

- ❖ Anxious/depressed/withdrawn
- ❖ Disruptive behaviour

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 that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of indecent images or in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways.

Possible signs of sexual abuse are:

Physical

- ❖ Regressed clingy behaviour
- ❖ Withdrawn attitude
- ❖ Increased anxiety
- ❖ Tearfulness
- ❖ Few or no friends of own age
- ❖ Inappropriate play with dolls and peer groups
- ❖ Unable to stay awake at school
- ❖ Fear of adults
- ❖ Poor concentration
- ❖ Angry/ aggressive behaviour towards peers and/or adults
- ❖ Sexualised behaviour
- ❖ Self-harming behaviour

- ❖ Depression
- ❖ Anxiety/panic attacks/phobias
- ❖ Eating disorders
- ❖ Substance abuse

Not all children who are abused or neglected will display these signs and equally a child may display some of the signs and symptoms for other reasons.

Other Types of Abuse

Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use.

- Physical abuse
- Emotional abuse
- Sexual abuse
- Criminal exploitation
- Child trafficking
- Neglect
- Female genital mutilation
- Forced marriage



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Prevent Strategy

The aim of the Prevent strategy is to stop people from becoming radicalised or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

Prevent requires local authorities and departments such as education, to help prevent the risk of people becoming terrorists or supporting terrorism. It sits alongside long-established safeguarding duties on professionals to protect people from a range of other harms, such as substance abuse, involvement in gangs, and physical and sexual exploitation.

Prevent helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes. Every school in South Ayrshire has a Prevent Coordinator and within Glenburn Primary School the Prevent Coordinators are the Head teacher, and in her absence the depute head teacher.

The Prevent strategy is promoted within the school through inputs from police partners.

How Concerns May Arise

- ❖ A member of staff may raise a concern from knowledge of the child or from observing behaviour or appearance of the child or from what a child has said.
- ❖ A child discloses to a teacher or member of staff that abuse has taken place or that the child feels unsafe.
- ❖ A third party expresses concern to a member of staff; this could be a parent, guardian or other pupil.
- ❖ An anonymous allegation is received.

Roles and Responsibilities

Head teacher must:

- ❖ Ensure that child protection procedures are known to all new and visiting staff.
- ❖ Plan a child protection/safeguarding children awareness raising session for all staff who come in to contact with children in the course of the school day - awareness raising taking place at the beginning of each new academic session and to visiting staff on arrival if necessary.
- ❖ Distribute a copy of SAC Child Protection PowerPoint to any new member of staff who joins the school.
- ❖ Place a copy of the Child Protection/Safeguarding Children Policy in the staff shared area, under Policies and also display on the school website for parents to access.
- ❖ Include details of CP Co-ordinator and procedures on our visitor badges.
- ❖ Ensure that child protection procedures are followed within the school and that records are kept in a confidential file and contained within a locked drawer/cabinet.
- ❖ Include and promote child protection and child safety within the curriculum
- ❖ Foster, along with all staff members, an ethos of protection and care within the school
- ❖ Ensure that parents should be made aware of child protection procedures and general content of child safety and child protection within the curriculum
- ❖ Establish positive working relationships with other agencies.

At Glenburn Primary School the **Head Teacher, Mrs Gaynor Hartley** is the **Child Protection Co-ordinator**. In her absence, **Mrs Karen Blackwood** and/or **Mr Craig Martin, Depute Head Teacher** will deputise. In the event that both Head Teacher and Depute Head Teacher are not available, any reports of should be directed to **Mrs Gayle Lang, Principal Teacher**.

Teachers and other staff

- ❖ Must follow child protection procedures as laid down by South Ayrshire Council without delay.
- ❖ Should know how to respond to a disclosure or suspicion of abuse from yearly training.
- ❖ Should be clear that a guarantee of absolute confidentiality **cannot** be given to a pupil.
- ❖ Should be confident in delivering child safety and child protection as part of the school curriculum

Pupils

- ❖ Should be encouraged to seek help from an adult they trust if they think they may be in an abusive situation or if one of their classmates is in an abusive situation.

What to do:

Follow SAC guidelines as detailed below.

You should **OBSERVE, RECORD AND REPORT**

- R** Respond without showing any signs of anxiety or shock
- E** Enquire casually about how an injury was sustained or why a child appears upset
- C** Confidentiality should not be promised to children or adults
- O** Observe carefully the behaviour of the child or the demeanour of the person expressing concern
- R** Record in detail what you have seen or heard
- D** Do not interrogate, rather encourage the child to say what he or she wants to say until enough information is gained to decide whether or not a referral is appropriate

And then **REPORT** to the Child Protection Co-ordinator

School Precautions

School Buildings and Playground Security



Our school has secure entry; visitors are required to sign in and out, wear visitor badges, are monitored whilst on the premises and never left alone with children

Break times and lunch times are monitored by staff to keep children safe and monitor any visitors to the school grounds during these times.

Volunteers



Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures and a disclosure undertaken. A South Ayrshire PVG must be in place before any volunteer can help in school.

Volunteers supporting on school trips need not be disclosed; however, they should not be left unsupervised with children at any time. Volunteers will be subject to the same code of conduct as paid employees of the school.

Allegations against school staff

Where an allegation is made against a member of staff, it must always be taken seriously, and the principles and procedures outlined in this policy must always be followed:

- The person receiving the allegation must inform their line manager or Child Protection Coordinator, who will inform the Director of Education
- Upon receiving the information, the Director of Education will take any necessary action, which may include informing the Police and Social Work services
- Where the allegation is being made against the line manager, Head Teacher or the Child Protection Coordinator, the member of staff receiving the allegation must directly inform the Director of Education

The Director of Education will advise the Head Teacher on any decisions:

- Whether to remove the member of staff from direct access to children and young people
- Suspend the member of staff
- Inform the parents or guardians of the child or young person concerned
- Inform the parents of all children and young people, with whom the member of staff has come into contact and to inform the children's reporter, where it is known that the child or young person is 'looked after' and is alleged to have been abused

CHILD PROTECTION CONCERN IS RAISED OR DISCLOSED



**SHARE THIS DISCLOSURE IMMEDIATELY WITH THE CHILD PROTECTION
CO-ORDINATOR OR HEAD TEACHER WITHIN YOUR ESTABLISHMENT**



IS CHILD AT RISK OF ABUSE OR SIGNIFICANT HARM?



IF CHILD IS AT IMMEDIATE RISK TELEPHONE THE POLICE DIAL 999



TELEPHONE SOCIAL WORK

INITIAL RESPONSE TEAM ON:

01292 267675 OR CALL 0800 328 7758 IF OUT OF HOURS.



COMPLETE THIS CHILD PROTECTION CONCERN FORM

Initial Response Team

InitialResponseTeam@south-ayrshire.gov.uk

Education Concern Mailbox

Education.Concerns@south-ayrshire.gov.uk

Remember to also update your Pastoral Notes on SEEMiS