

Kingcase Primary and EYC



Child Protection and Safeguarding Policy



Created and Updated: August 2025

Rationale:

At Kingcase Primary School and EYC, each member of staff is committed to ensuring the safety, care, protection, welfare and wellbeing of all children. The rights and needs of all children and young people must be placed first. The protection of children and young people is a shared responsibility and staff will work collectively to create a climate of mutual trust, respect and confidence.

In particular, as an organisation we are committed to ensuring:

- children's and young people's rights to care and protection from harm in any form are firmly upheld as outlined within United Nations Convention on the Rights of the Child (UNCRC)
- we fulfil our legislative duties related to safeguarding, including child protection;
- all staff within Education Scotland, including Corporate Services personnel, are suitably trained in how to respond to safeguarding matters. *

We recognise that all agencies involved in delivering children and family services have a responsibility to recognise and actively consider potential risks to a child. All school staff have a crucial role in the support and protection of children as well as the development of their wellbeing and know that they are expected to identify and consider the child's needs and share information and concerns with other agencies to improve outcomes for the child.

We also recognise the importance of the United Nations Rights of the Child (UNCRC), Getting it Right for Every Child (GIRFEC), and the Equality Act 2010 in shaping our practice and policy. We also work very closely with our Local Authority in following their policy and strategic thinking, around issues around child protection and safeguarding.

1. What do we mean by Child Protection and Safeguarding? *

Child Protection – The processes involved in consideration, assessment and planning of required action, together with the actions themselves, where there are concerns that a child may be at risk of harm from abuse, neglect or exploitation.

Safeguarding – This is a much wider concept than child protection and refers to promoting the welfare of children, young people and protected adults. It encompasses protecting from maltreatment, preventing impairment of their health or development, ensuring that they are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children, young people and protected adults to have the best outcomes. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

2. Child Protection and Children's Rights:

At Kingcase, we feel the following Articles from the UNCRC help us to shape our policy and practice around Child Protection and Safeguarding:

Article 2 – Non-discrimination – Children should not be discriminated against in the enjoyment of their rights. No child should be discriminated against because of the situation or status of their parent/carer(s).

Article 3 - Best interests of the child - Every decision and action taken relating to a child must be in their best interests. Governments must take all appropriate legislative and administrative measures to ensure that children have the protection and care necessary for their wellbeing - and that the institutions, services and facilities responsible for their care and protection conform with established standards.

Article 6 - Life, survival and development - Every child has a right to life and to develop to their full potential.

Article 12 - Respect for the views of the child - Every child has a right to express their views and have them given due weight in accordance with their age and maturity. Children should be provided with the opportunity to be heard, either directly or through a representative or appropriate body.

Article 13 - Freedom of expression - Every child must be free to say what they think and to seek, receive and share information, as long as the information is not damaging to themselves or others.

Article 15 - Freedom of association - Every child has the right to freedom of assembly: to meet with other children, and to join groups and organisations, as long as it does not stop others from enjoying their rights.

Article 18(1,2,3) - Parental responsibilities and state assistance - Parents, or legal guardians, have the primary responsibility for the upbringing and development of the child, and should always consider what is best for the child. Governments must provide appropriate assistance to parents and carers to help them. Governments must take all appropriate measures to ensure the children of working parents have the right to benefit from childcare services and facilities.

Article 19 - Protection from all forms of violence - Children have a right to be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation. Governments must do all that they can to ensure this.

Article 23 - Children with disabilities - A disabled child has the right to enjoy a full and decent life in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community. Governments must recognise the right of the disabled child to special care, and ensure the disabled child has effective access to education, training, health care, rehabilitation, preparation for employment, and recreational opportunities.

Article 24 - Health and health services - All children have a right to the highest attainable standard of health, and to health care services that help them to attain this. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy.

Article 28 - Right to education

Every child has a right to education on the basis of equal opportunity. Primary education must be free. Secondary education must be available to every child, with financial assistance available in case of need. Information and guidance on education should be available to all. Governments should take measures to encourage regular attendance and reduce drop-out rates. School discipline should be administered in a manner consistent with the child's human dignity.

Article 29 - Goals of education

Education must aim to develop every child's personality, talents and abilities to their fullest potential. It must encourage the child's respect for human rights, their origins and identity, for other cultures around the world, and for the natural environment.

Article 30 - Children of minorities/indigenous groups - Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of people in the country where they live.

Article 31 – Leisure, play and culture – Every child has a right to rest and leisure, to engage in play and recreational activities, and to take part in a range of cultural and artistic activities.

Article 34 – Sexual exploitation – Governments must protect children from all forms of sexual exploitation and abuse.

Article 39 – Recovery and rehabilitation of child victims – Children who have been the victims of any form of exploitation or abuse; cruel, inhuman or degrading treatment or punishment; or who are victims of war should receive the help they need to recover their health, dignity and self-respect, and reintegrate into society.

GIRFEC:

Throughout this policy, reference will be made to National Practice Models such as GIRFEC and SHANARRI

SIMOA for our children in the Early Years Centre is a framework which was developed by Care Inspectorate and helps Practitioners and Parents consider different steps to take when considering the safety and wellbeing of children when at Nursery.



3. What we do to promote the safeguarding of our children:

Staff Training:

- ✓ Every August, each member of staff within school (including volunteers) take part in annual Child Protection Training. The contents of this are set by the local authority, but we also look for patterns in our child protection concerns and dedicate training time to this.
- ✓ Staff may also decide to take part in wider Child Protection training as per their own Personal Review and Development Plan.
- ✓ Each time a new member of staff, student or volunteer joins Kingcase Primary School and Early Years Centre, they are given an induction by a member of SLT. This involves important information around child protection and safeguarding.
- ✓ The school office ensures that each visitor to the building also reads and signs that they are aware of processes around reporting a child protection concern.

Relationships:

We know that strong and trusting relationships with our children and families allow us to promote a sense of safety for all. It also allows our children and parents/carers to feel that they can talk to a trusted adult in school if they have concerns and/or need help. We do this by:

- ✓ Having an open-door policy for children, staff and parents/carers.
- ✓ SLT being highly visible before, during and after the school day.
- ✓ School 'open-events' for parents/carers to attend.
- ✓ Being transparent with parents/carers when school has a concern. Where we can, we work closely with parents/carers to resolve issues and seek further assistance from other agencies, if required.

Curriculum:

- ✓ Our Health and Wellbeing Curriculum, Assembly Programme, RRS Programme and Digital Skills Programme all have a focus on teaching children about the importance of safety for themselves and others. Teachers and support staff regularly refer to teaching children what to do if they are worried or concerned.

Promoting Pupil Voice and SHANARRI with children and families:

- ✓ Teachers explicitly teach children their rights. This is woven throughout our curriculum.
- ✓ Teachers explicitly teach SHANARRI through our robust Health and Wellbeing programme.
- ✓ Assemblies feature opportunities to explore SHANARRI.
- ✓ Children Complete a Wellbeing Web using the SHANARRI indicators three times a year. The SLT analyse this data closely. The following criteria is used:

SHANARRI SAFE HEALTHY ACTIVE NURTURED ACHIEVING RESPECTED RESPONSIBLE INCLUDED	
PI-7 Wellbeing Web:	Children mark on a scale of 1-10 how they feel using the SHANARRI indicators: active, achieving, respected, responsible, included, Safe, Healthy, Nurtured
Actions	If a child scores themselves below a '7', class teachers speak to the child individually and complete the wellbeing concerns form which is shared with SLT.
As well as the above process being used to track and support individual children, each class will also focus on one theme which emerges as the most common area for low scores within a class.	

Tools and Supports we use to ensure our children have a voice in sharing their concerns:



4. Staff Roles

Child Protection Coordinator	• Deal with all Child Protection Concerns in a professional and timely manner. • Support staff to complete Child Protection Concern forms. • Ensure all staff, including visiting staff and volunteers, are trained in South Ayrshire's Child Protection procedures. • Link with appropriate services to share concerns. • Add significant events on to Pastoral Notes. • Add significant events on Ayr Share • Keep organised Child Protection files for any child on the Child Protection Register behind two locked doors. • Provide staff working with children on the CP Register with appropriate information about the child's situation and the best way to support them.
Deputy Child Protection Coordinator	• Deputise for Child Protection Coordinator and carry out all responsibilities above.
All other staff / visitors	• Report concerns about children's safety and wellbeing to the Child Protection Coordinator at the first opportunity. • Complete a Safeguarding Alert Form – Appendix I • This includes permanent members of staff, supply teachers, students or visiting specialists.

Child Protection Co-ordinators

	
Mr Delaney Head Teacher Child Protection Co-ordinator	Mrs McClure Depute Head Teacher Depute Child Protection Co-ordinator Designated Manager for Care Experienced Children and Young Carers Pupil Support Co-ordinator

5. What is a Safeguarding concern?

Identifying possible risks:

Domestic Abuse, Parental Alcohol and Drug Misuse, Disability, Non Engaging Families, Mental Health problems, harmful sexual behaviour, FGM, Honour based Violence and Forced marriage, Fabricated or Induced illness, Sudden Unexpected Death in infants and children. Complex child abuse investigation including ritual abuse, organised abuse networks, abduction, child historical abuse, online and mobile phone child safety sexual exploitation, trafficking, children who are missing, underage sexual activity, bullying.

What is 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.

Poor attendance can sometimes be a sign of neglect.

Impact of neglect:

- Negative impact on physical health
- Negative impact on brain development
- Negative impact on emotional development
- Impacts negatively on children's relationships
- Impacts negatively on society
- Additional challenges faced by children living in neglectful circumstances where parental alcohol or substance misuse feature

Child abuse is described under one of the following categories:

- Physical abuse
- Sexual abuse
- Non -organic failure to thrive
- Emotional abuse
- Physical neglect.

6. What to do in the event of a child concern:

A concern might be raised due to:

A specific incident, something you see or hear or hear about

A disclosure made by a child or young person or parent/carers

Information from a third party

Adult behaviour/circumstances that may place the child or young person at risk of harm 4

Child/young person behaviour/circumstances that may place the child or young person at risk of harm

A culmination of minor concerns over a period of time.

If you have a concern:

Consider the wellbeing and safety of the child or young person – listen and reassure

Be calm, don't panic.

Act on your concern. Don't ignore.

Don't agree to keep it secret.

Do not interrogate but note what you observe, what you hear, what you are told. Be specific re concerns.

Don't discuss generally with colleagues but do inform the CP coordinator without delay

Don't feel it is not worth saying to the CP coordinator – your concern might be part of a bigger picture

IMMEDIATE ACTION TO TAKE:

Complete an **Appendix I 'Safeguarding Alert'**. These can be found in the staffroom for people without access to the shared area. We are currently considering other means for doing this.

*****This form should be completed and then handed to the CP co-ordinator. *****

Once a member of staff passes on their concerns, the CP Coordinator will progress the risk assessment/action to support the young person. This might involve working with colleagues in Health and Social Work, third sector partnerships, and others.

(Appendix 5) attached outlines the procedures when an Appendix I has been received. In exceptional circumstances if a member of staff is not satisfied with the decision taken by their service or another service in response to the grounds for concern, the member of staff should try to discuss the matter further with the manager responsible. If the member of staff is dissatisfied and continues to have concerns, he/she should contact the area Quality improvement officer (Child Protection) or our Lead Officer.

7. Pastoral Notes:

Chronologies provide a key link in the chain of understanding needs/risks, including the need for protection from harm. Setting out key events in sequential date order, they give a summary timeline of child and family circumstances, patterns of behaviour and trends in lifestyle that may greatly assist any assessment and analysis. They are a logical, methodical and systematic means of organising, merging and helping make sense of information. They also help to highlight gaps and omitted details that require further exploration, investigation and assessment. Chronologies are recorded electronically on SEEMIS through entering as significant events on pastoral notes. This task is done mainly by SLT.

Class Teachers should maintain their own chronology of any concerns on-line in a secure document. This information should be copied/pasted and emailed to the CP co-ordinator. The CP Co-ordinator may not feel this needs any further investigation, but if it does, will do so.

Paper copies of chronologies will be printed for file audits and for meetings as appropriate.

Significant events (positive and negative) E.g., injuries, health concerns, exclusions, incidents reported by other agencies, domestic abuse, substance abuse, offending behaviour.

Significant Changes of Circumstances E.g., change of names or address, care arrangements, school placement, family composition – new baby in family, new partner in household, legal status, loss and bereavement.

Significant Decisions and Arrangements E.g., case conference decisions, looked after review, children's hearing decisions, adoption.

There are no absolute criteria as to what constitutes significant risk as it could be one traumatic significant event or several. A Child Protection Case File will be maintained for any child whose name is placed on the Child Protection Register or where there are specific concerns around vulnerability or safeguarding. For example, a child where a child protection referral has been progressed but no Child Protection investigation /procedures are invoked. Children who have been de-registered from the Child Protection Register will continue to be monitored. All CP files are stored safely and securely ensuring all sensitive information is only accessible to relevant staff.

Safeguarding Alert Form

Date of alert to SLT:

Senior Manager to whom it was reported:

Name of Child/Young Person:

Source of Concern:

- | | | |
|---------------------------------------|-----|--------------------------------|
| a) Personal observation: | Yes | No (Highlight) |
| b) Reported by child or young person: | Yes | No (Highlight) |
| c) Reported by another source: | Yes | No (Highlight) Specify source: |
| d) Telephone Call | Yes | No (Highlight) Specify: |

Please provide details:

Signed:_____

Date:_____

Designation:_____



Time to Chat

Name and Class:	Date of Chat:	Chat with:

Reasons for Chat. Low scores on SHANARRI survey:

SAFE	HEALTHY	ACHIEVING	NURTURE
ACTIVE	RESPECTED	RESPONSIBLE	INCLUDED

SHANARRI indicator	Voice of the Child, when discussing with trusted adult.	Next Steps (Highlight)
		Team Child GMWP Boxall Leaven Scale Observation by ASN coordinator Meeting with Class Teacher Meeting with Parent/Carer Pupil Leadership opportunity Other:
		Team Child GMWP Boxall Leaven Scale Observation by ASN coordinator Meeting with Class Teacher Meeting with Parent/Carer Pupil Leadership opportunity Other:
		Team Child GMWP Boxall Leaven Scale Observation by ASN coordinator Meeting with Class Teacher Meeting with Parent/Carer Pupil Leadership opportunity Other:

Kingcase PS and EYC Safeguarding of Absent Children.

Updated: August 2025

Responsibility of: Clerical Staff and SLT.

Rationale of Policy:	-To ensure we maintain an average of 90% of pupil attendance across the year. -To ensure the safety of absent children. -To plan an appropriate intervention for absent children (where there is a concern).
Useful Contacts:	Iain Leishman (Cluster Inclusion Co-ordinator): Ian.Leishman@south-ayrshire.gov.uk Social Work Response Team: 01292 267675 Jim Hendrie/Cillian Carroll (Education Services – Child Protection).

Steps	Actions by whom:	Comments
1	Class Teachers to send absence by email to office – no later than 9:15	
2	Clerical should update SEEMis accordingly with the information sent by Class Teachers. Care should be taken to use the correct codes.	
3	Step 2 should be complete by around 9:30. Clerical Assistant should then email SLT with absences of key children (PEF and children where there are safeguarding concerns – ‘Red Flag Children’ – see below for definitions).	
4	In the first instance, when a child is unaccounted for, a text messages should be sent out to both emergency contacts of absent children. Where no explanation is found, a further email is sent and a phone-call is made.	This must be done between 10am-10:15 to ensure the rest of the procedures can be followed in a timely manner.
5	If after trying all avenues, a reason is not obtained for any child. the HT/DHT should be informed and a door-step visit would be carried out by two members of staff (one being a member of SLT).	

Monitoring of Pupil Attendance:

The HT or DHT will formally monitor pupil attendance monthly. The office should prepare the report of whole school pupil attendance information for SLT to quality assure.

Definitions

Red Flag Children

- Children who may be open to Social Work
- Where absenteeism is an ongoing issue.
- Where absenteeism is presenting as a barrier to learning/progression.
- Children who are tracked using PEF spend.

Amber Flag Children

- Children where absenteeism is becoming a new thing, or where regular term time holidays are a familial routine.

Green Flag Children

- Children who are very rarely absent, or where absenteeism never drops below 95%.

FAQs from Parents/Carers:

'We are going a family holiday and will be off from between xx to xx'.

We must make clear that this is not an authorised absence and will be recorded as such. This absence may also impact on child's learning. Office should inform Class Teacher and SLT of this. They should also ask the parent for something in writing, which should be added to pupil PPR.

'He/she is off because he has a cold'

Gently remind parents/carers that they can send him/her to school after giving them medicine. Children pick up colds easily, and if he/she is able to come to school then it would be good to see them. The Class Teacher will keep an eye, and we will contact home if they become unwell.

'He/she is off because of a tummy upset'

NHS guidance and school policy is that a child with a tummy upset should remain off school for 24 hours after the last episode of sickness/diarrhoea.

IF CHILD IS AT **IMMEDIATE RISK** TELEPHONE THE **POLICE DIAL 999**

IS CHILD AT RISK OF ABUSE OR SIGNIFICANT HARM?

TELEPHONE SOCIAL WORKER OR

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