



Newton Primary School Child Protection Policy

Rationale

At Newton Primary School we take the care, welfare and protection of our children very seriously. We believe all children have a right to feel safe within the school, home and community. All staff members have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.

School staff help keep children and young people safe and well by:

- Helping them learn about their personal safety
- Being a trusted adult who children and young people may turn to for help, and who will take them seriously
- Identifying when children and young people may need help
- Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being.

Training/CPD

Every staff member undergoes a minimum of one child protection training activity every session. Additional CPD opportunities in specific areas of child protection are available through the gateway system as part of the CPD calendar.

Concerns

Grounds for concern may include:

- a child disclosing that abuse has taken place
- a third party allegation is received
- a child's appearance, behaviour, play, drawing or statement causes suspicion of abuse

If a staff member has concern this must be reported immediately to the Child Protection Co-ordinator who will collate relevant information and take responsibility for reporting concerns to relevant agencies. The member of staff should not share any information with any other members of staff or discuss with child or parent.

A quick reference guide is available for staff. Appendix (i)

The Child Protection Co-ordinator is Mrs Fiona McAvooy, Head teacher. In the absence of the Head teacher, all concerns should be reported to Mrs Leeanne Campbell, Deputy Head teacher.

Concerns folders are present in each class for teachers to record general pastoral concerns regarding a child's appearance, behaviour, attitude etc. A concerns folder is also located in the Head Teacher's office for support staff to record pastoral concerns. Concerns folders are word processed every two weeks and recorded on individual chronologies which may be used to share with other agencies and form Chronology of Significant Events for Child Assessment and Plan paperwork. Further information on what should be included in Chronologies of Significant Events is detailed in appendix (ii).

A list of pupils who have LAAC or Child Protection status is maintained by SMT. A list of vulnerable pupils is also maintained for SMT use. This includes those with LAAC, CP, SEB difficulties or SW involvement. These pupils have their names in capital letters on the class register.

Please note that concerns regarding abuse must be reported **immediately** to the Child Protection Co-ordinator.

Supporting the Child

Respond without showing signs of anxiety or shock. Simply listen with care.

Enquire casually about how an injury was sustained or why a child appears upset. Do not ask any leading questions.

Confidentiality **should not** be promised.

Observe carefully the behaviour or demeanour of the child or person expressing concern.

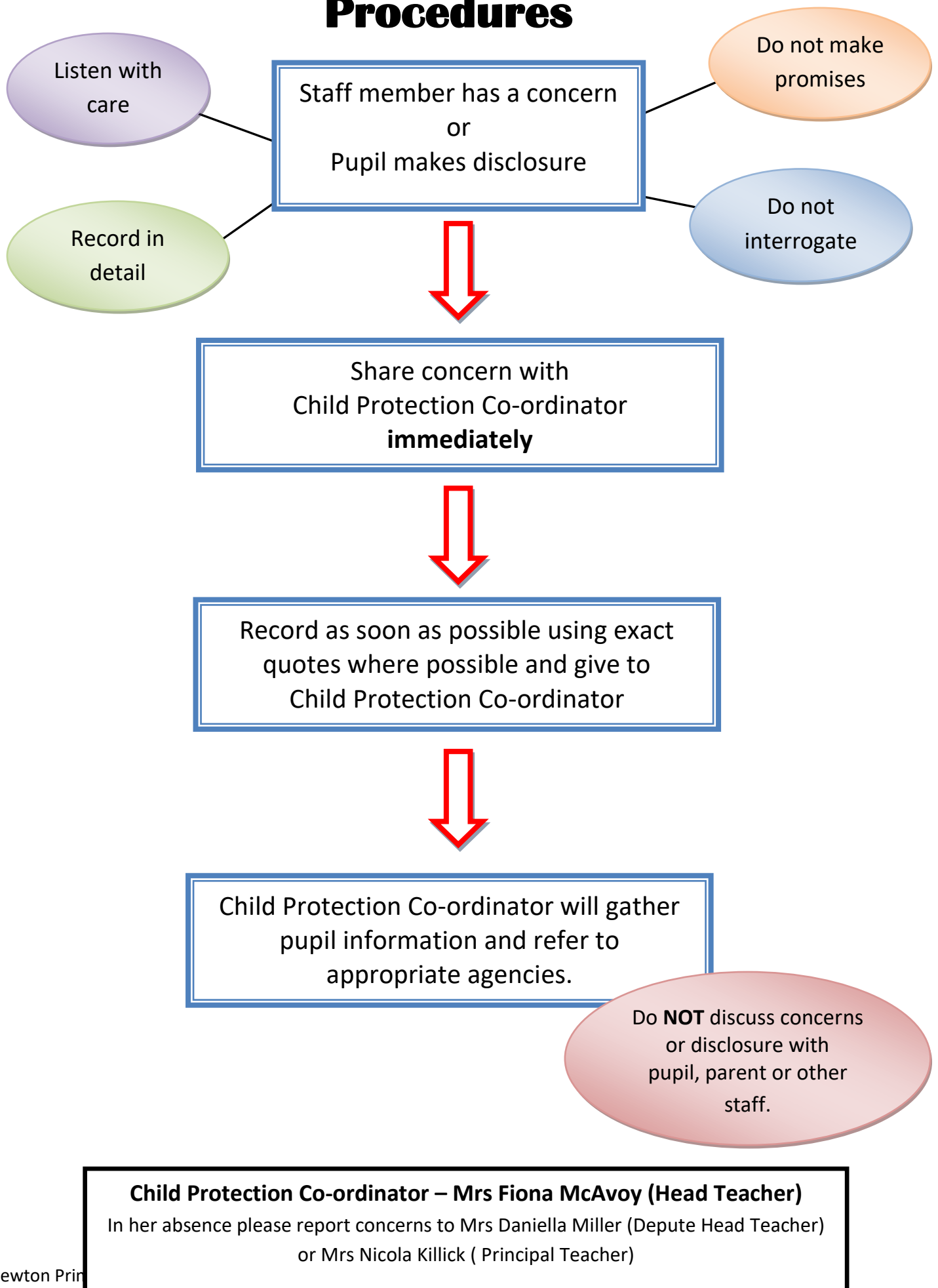
Record in detail what you have seen and heard using the language of the child.

Do not interrogate or enter into detailed investigations.

Recording Concerns

The staff member must record what has happened as soon as possible on the same day using exact quotes wherever possible. It should be dated and signed and given to the child protection co-ordinator, this will be stored securely in child protection files within the office as it may be required as part of the child protection process. South Ayrshire Child Protection Guidelines can be obtained from the Head Teacher's office if required.

Child Protection Procedures



Guidance on the Chronology of Significant Events

The following areas have been identified by each of the agencies as worthy of recording but not every area will be recorded for every child only where it is a relevant key event:-

Education

- Positive or negative changes in family care structure e.g. separation, divorce, bereavement, custodial sentence
- Positive or negative changes in family circumstances e.g. housing, birth of a sibling
- Physical and mental health and wellbeing of child, parents/carers
- Positive or negative changes in performance, attainment or achievement
- Identification of Additional Support Needs within staged intervention process (including requests for support services involvement e.g. psychological service, intensive support team, care and learning)
- If the child has an Individual Education Plan or Co-ordinated Support Plan
- Positive or negative changes in attendance
- Positive or negative changes in parental presence, engagement or support with child's learning
- Episodes of exclusion or re-integration
- Significant periods of absence e.g. illness, pregnancy, truancy
- Social inclusion within the school setting including evidence of bullying or positive support networks
- Decision to initiate an Integrated Assessment.
- Outcomes of internal assessment team or joint support meeting
- Change of teacher or other key member of staff from the child's school
- Change of school
- Any threats or actual incidents of violence to staff by parents or child
- Any other relevant concerns or positive improvements

Late coming and absence information will be recorded as part of monthly attendance monitoring. School office staff will record exclusions as part of formal paperwork.