

Safeguarding, Child Protection
and
Wellbeing Guidance



August 2025

Child Protection Policy

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School Name:

Southcraig School

Child Protection Co Ordinator
(CPC)

Jane Gordon

Child Protection Co Ordinator
Depute (CPCD):

Claire MacKenzie

In absence of Jane Gordon and Claire
MacKenzie, staff should refer to :

Debbie Skeoch (DHT); Nicola Forrester(DHT)

Introduction

This policy aims to provide all members of staff, children and young people, and their families with a clear and secure framework for ensuring that all children in the school are protected from harm, both while at school and when off the schools premises.

As a school, **Southcraig School** believes in supporting all aspects of children and young people's development and learning, and keeping children safe.

We understand that emotional and social aspects of learning create a foundation for all learning. If a child has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children, resolve the small conflicts that arise in day-to-day classroom life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours.

We will work to ensure that:

- Children and young people feel listened to, valued and respected
- Staff are aware of indicators of abuse and know how to share their concerns appropriately
- All staff are given appropriate support and training

We play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage. Southcraig School is committed to referring those concerns via the designated Child Protection Coordinator or Depute to the appropriate organisation, normally local authority children's social work department, contributing to the assessment of a child's needs and, where appropriate, to ongoing action to meet those needs.

In order to ensure children are adequately protected, we will ensure that:

- all staff are trained in Child Protection awareness every year
- all staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children
- parents and carers are aware of the Child Protection Policy
- the child protection policy is reviewed on a regular basis
- we follow South Ayrshire Council Child Protection Guidelines and Procedures
- all staff are aware of the dangers encountered by the pupils on a daily basis and ensure the classroom and school environment is free from potential hazards and dangers.
- we protect children from any form of abuse and to maintain the trust of families and carers without making judgements.
- Parents will be informed when staff have concerns about a child's well being and that this may lead to procedures of Child Protection procedures being implemented.

Children and young people with additional support needs

When working with children with additional support needs, we need to be aware that additional possible indicators of abuse and/or neglect, may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour management
- Invasive procedures

We should also be aware:

- of dangers encountered by our pupils on a daily basis and ensure the school environment is free from potential hazard.
- that children and young people are not always aware of common dangers and may not have the same level of supervision at home.
- we should aim to protect our pupils from any form of danger or abuse and to maintain the trust of families and carers without making judgements.

Child Protection Co-ordinator (CPC)
Child Protection Co-ordinator Depute(CPCD)

Jane Gordon
Claire MacKenzie

PROTECTION OF CHILDREN

We all have a responsibility to make sure that children are safe and protected from abuse, neglect and harm.

The following information is to help your understanding of child abuse, child protection and what to do if you have a concern about a child's safety and protection.

Children will no longer be registered according to categories of abuse – the focus will be on the risk (s) they face.

HOW CONCERNS MAY ARISE

- **A teacher or member of staff** has concerns arising from knowledge of the child and from observing changes, e.g. the child's behaviour or appearance, or from things the 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.

IT IS EVERYONE'S RESPONSIBILITY

- **Awareness**
- **Alertness**
- **Action**

WHAT TO DO

OBSERVE, RECORD, REPORT

- **R** Respond without showing 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 or demeanour of the child or person expressing concern.
- **R** Record in detail what you have seen and heard (using the language of the child)
- **D** Do not interrogate or enter into detailed investigations

WHAT NEXT

REPORT within the same school day to the Child Protection Coordinator (CPC) or in her absence the Child protection Coordinator Depute (CPCD)

ROLE OF THE SCHOOL CHILD PROTECTION CO-ORDINATOR

- If a concern is raised about a child in the school the coordinator will:
- Collate all known relevant information about the child
- Refer to social work or decide no referral is required
- Decide who will inform parents
- Check that all relevant agencies are informed if referring
- Check all records are complete and kept in a confidential file.
- Ensure written feedback is received from social work, this will be filed with the child's records.

The Child Protection Co-ordinators for Educational Establishments in South Ayrshire are:

Contact Details

JIM HENDRIE

Child Protection & Wellbeing Officer
01292 612719
Jim.Hendrie@south-ayrshire.gov.uk



Karen Barlas

Child Protection & Wellbeing Officer
01292 612119
Karen.Barlas@south-Ayrshire.gov.uk

GAYLE FERGUSON

Quality Improvement Manager
01292 612129
Gayle.Ferguson@south-ayrshire.gov.uk



NOTIFICATION OF CHILD PROTECTION CONCERNS

Education.Secure@secure.south-ayrshire.gov.uk

and

InitialResponseTeam@south-ayrshire.gov.uk



Further information can be found by visiting the CP website -
<http://www.south-ayrshire.gov.uk/childprotection>

Recognising Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

Scotland's National Child Protection Guidelines 2021 (amended 2023) widens the definition of child abuse and neglect to include criminal or sexual exploitation, female genital mutilation (FGM), or forced marriage. It also considers harm that can occur pre-birth and via domestic abuse of a parent or through parental substance use. The new guidelines also reflect extra-familial abuse such as maltreatment within a peer network, care placements, community settings or within an online/digital environment.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another - for example where there is fighting or violence in the home.
- It may involve serious bullying (including via electronic media), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Child trafficking

Child trafficking involves the recruitment, transportation, harbouring or receipt, exchange or transfer of control of a child under the age of 18 for purposes of exploitation. Transfer or receipt of the child or young person does not need to be across borders to be considered child trafficking. Examples of and reasons for trafficking include sexual, criminal and financial exploitation, forced labour, removal of organs, illegal adoption, and forced or illegal marriage.

Female genital mutilation (FGM)

This extreme form of physical, sexual and emotional assault upon girls and women involves partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. Such procedures are usually conducted on children and are a criminal offence in Scotland. FGM can be fatal and is associated with long-term physical and emotional harm.

Forced marriage

A forced marriage is a marriage conducted without the full and free consent of both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional abuse. Forced marriage is both a child protection and an adult protection matter. Child protection processes will be considered up until age 18. Forced marriage may be a risk alongside other forms of so called "honour-based" abuse (HBA).

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

All staff have completed the Prevent learning module online to enhance their understanding.

Child Protection Procedures

Staff's Responsibilities

It is the responsibility of all members of staff to ensure that all concerns, both minor and serious, are reported to the CPC as soon as reasonably possible.

If the CPC is not available, inform the CPCD. If neither is available, speak to another senior member of staff.

The CPC may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the CPC may have.

It is never your decision alone how to respond to concerns - but it is always your responsibility to share concerns, no matter how small.

All concerns should be recorded Confidential Child Protection Health & Wellbeing Form

Guidance when making a record of a child protection incident or concern

Reports should be legible and written in ink. All notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made (remember to include the year)
- Name and date of birth of the child(ren) concerned
- A factual account of what happened, and the location where the incident took place (include the actual words spoken by the child where possible)
- A note of any other people involved e.g. as witnesses
- Action taken, and any future plans e.g. monitor and review

- Any other agencies informed
- Printed name of the person making the report
- Job title of the person making the report
- Signature (print name alongside)

You should identify the source of your information e.g. 'Ms Smith, teacher, told me that....'
Or 'I saw Tommy in the playground at break time...'

Information should be factual or based on fact. Record what you saw, heard etc. and try not to be vague or woolly (e.g. 'Jenny was crying and rocking' rather than 'Jenny was upset').

Distinguish clearly between fact and your professional opinion. When recording your professional opinion, make it clear what your opinion is based on (e.g. 'Harry ran and hid under the table when his mother arrived to take him home, and clung to me when I tried to get him out. He appeared to be frightened.')

Try to avoid specialist jargon (e.g. 'he has ASC) which someone from another agency would not necessarily understand.

Safe Practice

Allegations Against Staff

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

All allegations against staff or volunteers should be immediately brought to the attention of the Child Protection Co Ordinator

The CPC should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made
- Contact the Aileen Valenti Quality Improvement Manager (01292 612021)
- Contact the parents/carers of the child, following advice from Aileen Valenti
- Begin an investigation in line with Disciplinary procedures
- Act upon the outcome of the investigation

As the investigation progresses, should the police require to talk to a child in relation to an allegation, the CPC or CPCD should inform the Director/Assistant Director ahead of this, who will give advice.

If an allegation is made against the Head Teacher, this should be brought to the attention of Aileen Valenti -Quality Improvement Manager (01292 612021)

Staff Conduct

In order to protect children, young people and members of staff, we encourage staff to follow our professional code of conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

Staff should always be aware of:

- Being alone with the child / young person
- Physical contact / restraint
- Social contact outside setting / appropriate boundaries
- Gifts & favouritism
- Behaviour support
- Intimate care
- Safe use of technology (Security / Internet / mobile phones / digital images of children, etc)
- Appropriate use of social networking sites

Physical contact with pupils

Some form of physical contact with pupils by staff is inevitable. In some cases it is necessary for reassurance. However, all teachers should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body and must always be at the forefront of everyone's mind during times of intimate care. Staff should avoid situations where they are placed in a vulnerable position by being alone with a child

Visitors

- No visitors, including workmen, should be allowed to wander around the premises unaccompanied when children and young people are present.
- When attending Southcraig, visitors will be alerted as to whom they should raise CP concerns with. Visitors will be signposted to CPC (Jane Gordon, HT) or CPCD (Claire Mackenzie, DHT). Photographs of Miss Gordon and Mrs MacKenzie will be posted on visitors' badges and CP visitors' leaflets, making them instantly recognisable to all.
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.
- Children should not be collected by people other than their parents unless notification has been received in advance;

Use of Force, Restraint and Positive Handling

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.

Staff at a school are allowed to use reasonable force to control or restrain pupils under certain circumstances. In some circumstances, staff can restrain pupils in order to protect them and others. More information will be available in our Behaviour Support Policy which is currently being reviewed .

Confidentiality

All persons working or undertaking a voluntary role in education have a professional responsibility to share relevant information about the protection of children with the appropriate agencies. If a child makes a disclosure of any kind it is important to note that no-one should promise confidentiality but can let the child know that only those who need to know will be informed and that this will be for the child's own sake.

Time should be taken to reassure the child and confirm that information given will be treated sensitively. Reassurance should be given and the adult involved listened to sympathetically and non-judgementally.

Adults should be careful and ensure that information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.

Members of staff, other than the designated member and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil. Sensitive information regarding pastoral issues and for children on the child protection register is kept separately in a folder in the locked in filing cabinets in the Head of Campus's room.

Discretion should be used when talking about the personal, and changing circumstances of children .Care is particularly necessary after attending child protection meetings.

Information received should be treated sensitively and discretion will be needed as issues emerge on a formal and informal basis.

Supporting children at risk

For children at risk, school may be the one stable place from which they can expect security and reassurance. It is not only being alert to potential abuse but providing the support to help children through difficult times. Providing them with the coping skills that can help avoid situations arising and deal with the emotional difficulties afterwards if they do.

Support in school - pastoral care

All staff are responsible for the pastoral needs of the children in their care. This includes maintaining opportunity for children to share their concerns and following the guidance in this document. Care should always be taken in regard to the discussion of sensitive issues and advice should be sought where there are concerns.

Health and Wellbeing Information Reporting

There may be times when staff observe that there have been changes in the general wellbeing of a child/young person, that are unusual or out of the norm. These concerns are reported on a Health and Wellbeing Information Reporting Form and passed to the CPC or CPCD

Support in school - the Curriculum

Within our curriculum there will also be opportunities to discuss issues which some children might find sensitive and disturbing. Care should be taken particularly in relation to discussion about families and their make up. Assumptions about members of families and the presence of both parents should be avoided both in discussion and the presentation of materials. During health and safety discussion and sex and relationship education staff should be alert to the fact that some children will have very different experiences and may find the content 'sensitive' within their own histories. Staff should make themselves familiar with the background of the children in their care in order to avoid children becoming distressed.

Support for staff

Staff will be offered support by members of SMT and if necessary from other agencies eg psychological service: occupational health etc.

Working with parents

The school has an established approach to working with parents. Parents' and children's need for privacy should be respected. It is appreciated that attitudes to and contact with parents should be non-judgemental in order to obtain the most conducive working relationship. The priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different approaches to bringing up children. These differences should be acknowledged and respected provided they do not place the child at risk as defined earlier in the document.

All parents and carers will read and agree to the policy when children and young people join the campus . It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures in advance helps parents to engage better in the process.

Child Protection Training

All members of staff will receive child protection awareness training every year.

In addition, the CPC and CPCD will undertake multi-agency training every year.

A record will be kept of staff having been trained /updated annually.

Staff members who feel they would benefit from further training are encouraged to approach the CPC or CPCD for support and assistance, whereby appropriate CLPL will be facilitated.

Review and monitoring of the policy

This policy will be reviewed on an annual basis or earlier if legislation should change.

All relevant templates to support our Child Protection and Wellbeing policy are in Safeguarding, Child Protection and Wellbeing folders.

Links to Documents

The most up to date GIRFEC and National Child Protection documents are signposted below:

<https://www.gov.scot/policies/child-protection/national-child-protection-guidance/>

[1908 - 13122021 - Management Guidelines on Child Protection Safeguarding and Wellbeing draft.pdf](#) – this is the link to the SAC Guidelines

[Supporting documents - Getting it right for every child \(GIRFEC\): policy statement - gov.scot \(www.gov.scot\)](#)