



***Child Protection and Safeguarding  
Policy  
Guide for Parents***

*Reviewed March 2026*

*The Child Protection Co-Ordinator (Designated Person) for Victoria Park School is:*

**Name:** Mrs. Kirsty McKellar (Head Teacher)

**E-mail:** headteacher@victoriapark.s-lanark.sch.uk

**Telephone:** 01555 750591

*In the event that the Head Teacher is not available the Depute Head Teacher will assume the role of Child Protection Co-Ordinator (Designated Person).*

**Name:** Mrs. Leeanne Inglis (Depute Head Teacher)

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## **Rationale**

At Victoria Park School we recognise we have an explicit duty to safeguard and protect children and young people from abuse and neglect as defined in the National Guidance for Child Protection in Scotland 2021 (updated 2023). We believe that all children and young people have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected.

The overall intention behind the school's Child Protection and Safeguarding policy is underpinned by the fundamental principles of the Children and Young People (Scotland) Act 2021 (updated 2023). Safeguarding sits within the context of the wider "Getting it right for every child" (GIRFEC) approach.



This policy is in line with the

United Nations Convention on the Rights of the Child (UNCRC)

 <p><b>2</b> All children have these rights no matter what their differences are</p>	 <p><b>3</b> Adults must do what's best for me</p>	 <p><b>12</b> I have the right to be listened to, and taken seriously</p>
 <p><b>19</b> I have the right to be protected from being hurt or badly treated</p>	 <p><b>24</b> I have the right to be as healthy as possible</p>	 <p><b>27</b> I have the right to have a proper home, food and clothing</p>
 <p><b>33</b> I have the right to be protected from dangerous drugs</p>	 <p><b>34</b> I have the right not to be touched in ways that make me feel uncomfortable, unsafe or sad</p>	 <p><b>39</b> I have the right to help to get better if I have been hurt or badly treated</p>

## **Aims**

- **To ensure that parents understand how we keep children and young people safe at Victoria Park School.**
- **To clarify what is meant by Child Protection and Safeguarding and what risk factors may cause a child or young person to be at greater risk of abuse.**
- **To ensure parents understand how we respond to child protection concerns.**
- **To have clear guidance about how a parents can identify and report a child protection concern.**

This policy applies to parents.

## **Our Context**

Victoria Park School caters for children and young people within South Lanarkshire who present with complex communication, learning, health and care needs. We have children from Primary 1 to Primary 7. In our school we recognise that children and young people with additional support needs are not only vulnerable to the same types of abuse as their typically developing peers, but there are some forms of abuse to which they are more vulnerable. Our children and young people are more likely to be dependent on support for communication, mobility, manual handling, intimate care and feeding. It is very important that we respond to concerns about a child when doing so they will receive the same standard of service and response as any other child or young person. We will give equal priority to keeping all children and young people safe regardless of their age, disability, race, religion or belief, sex or sexual orientation.

## **Victoria Park School - Our Commitment to Keeping Children and Young People Safe**

At Victoria Park School we all safeguard and protect children by:

- Providing a safe environment for children to learn in and maintaining an ethos where children feel safe and secure.
- Having a named child protection co-ordinator and deputy child protection co-ordinator for all children and young people in the school.
- Ensuring all safety checks are completed when recruiting staff, volunteers and students.
- Providing effective management for staff, volunteers and students through supervision, support, training and quality assurance so that all follow policies and procedures confidently and competently.
- Identifying and responding to children in need of support and/or protection in a timely and holistic manner.
- Ensuring that children have trusted adults in school who they can go to with any worries or concerns.
- Ensuring that children have appropriate methods to communicate and know they will be listened to and respected.
- Ensuring that we include in our curriculum opportunities to teach skills that will keep children safe from abuse. We will support children's development in ways that will foster a sense of self-esteem and independence.
- Ensuring that in all aspects of school life we always take account of the child's best interests e.g. information sharing.
- Having policies and procedures in place that address how we keep children and young people safe.

## Section 1: Policy Overview and Definitions

What do we mean by Child Protection and Safeguarding?

### Child Protection

Child protection refers to 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 of abuse or neglect.

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 abuse or neglect.

### 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 them 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 safeguarding.

What is abuse or neglect?

The Scottish Government's National Guidance for Child Protection in Scotland 2021 (updated 2023) states that abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. There are different types of abuse which can be described within four main categories.

## Physical Abuse

## Emotional Abuse

## Sexual Abuse

## Neglect

**Physical Abuse:** Deliberate physical harm such as hitting, shaking, burning, or poisoning, including physical punishment that leaves a mark or involves implements.

**Emotional Abuse:** Persistent emotional maltreatment causing severe damage to a child's confidence, self-esteem, or development. It includes overprotection, isolation, or exposure to domestic abuse.

**Sexual Abuse:** Forcing or enticing a child to participate in sexual activities, including grooming, sexual exploitation, and viewing inappropriate content.

**Neglect:** The persistent failure to meet a child's basic physical and/or psychological needs, such as failing to provide adequate food, shelter, clothing, or safety.

More information on the types of abuse can be found at:

<https://www.childprotection.scot/typesofabuse>

### **What factors may make a child vulnerable to abuse?**

- Services finding it hard to engage with family.
- Parent(s)/carer(s) with learning disability.
- Parent/carers mental ill health.
- Child experiencing mental health problems.
- Domestic abuse in the home.
- Parental alcohol/drug use.
- Risks associated with new technologies, digital media and internet.

Children with additional support needs are potentially at greater risk of harm due to:

- Communication barriers.
- Power imbalance due to dependence on parents, care givers and service providers for assistance with daily living activities.
- Limited life experiences.
- Increased likelihood of social isolation.
- Multiple and complex health and medical conditions.
- Lack of appropriate support for children and young people and their families.

Children with complex additional support needs may be at increased risk of abuse and/or neglect because of the values, attitudes/beliefs held by parents, carers and staff that may lead to denial or minimization of the impact of abuse and/or neglect and a subsequent failure to respond to or report abuse and/or neglect including unintentional and unconscious neglect. This may include:

- Failure to listen to the child or those who know the child best.
- Failure to recognise abuse and/or neglect within a challenging family context.
- Lack of awareness of the impact of abuse and or/neglect.

## Section 2: Procedures for Child Protection and Safeguarding

**What to do if you have general concerns about a child.**

### **Parents**

Individuals and communities have a role to play in keeping children and young people safe. If you think a child or young person is in danger or experiencing abuse you can contact your local social work office by calling 0303 128 1008 or the police by calling 101.

If you think a child or young person is in immediate danger you should contact the police right away by calling 999.

If you have child protection and safeguarding concerns you can also speak to Victoria Park School's Child Protection Co-Ordinator: Kirsty McKellar, Head Teacher.

### **Parents – Getting Help**

Being a parent or carer isn't always easy, and we all need a bit of support from time to time. Every parent faces challenges, but parenting well helps children be the best they can be.

All parents and carers experience stress, and if you have a lot of stresses in your life it can be hard to meet your child's needs. If you are worried that you are struggling to meet your own child's or children's needs, ask for support from your health visitor, your doctor, a social worker, a teacher or a friend.

You can also contact Parentline or the NSPCC free of charge for advice and support.

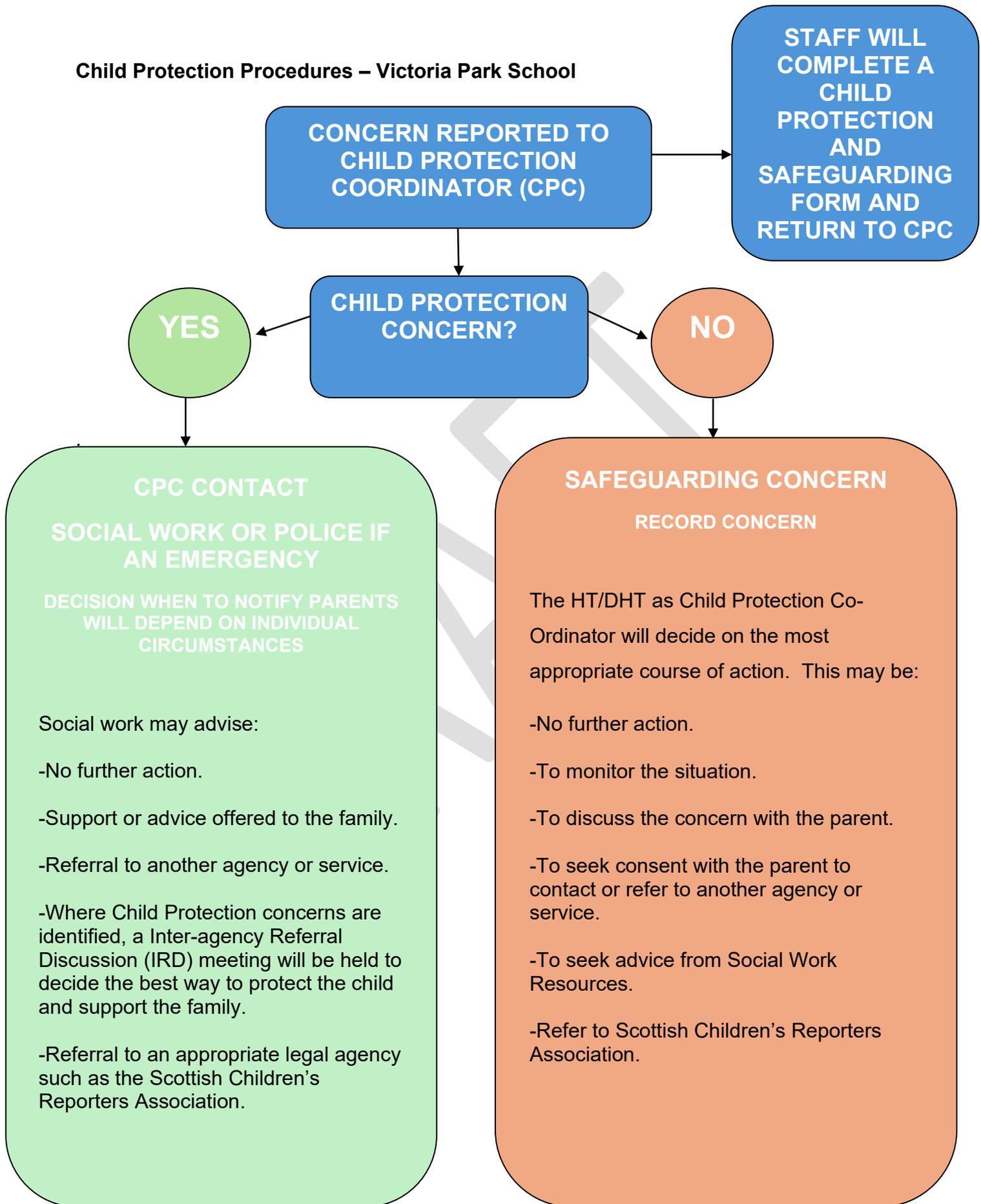
#### **Parentline Scotland**

[www.children1st.org.uk/help-for-families/parentline-scotland](http://www.children1st.org.uk/help-for-families/parentline-scotland)  
Telephone: 08000 28 22 33

#### **NSPCC**

[www.nspcc.org.uk](http://www.nspcc.org.uk)  
Telephone: 0808 800 5000

## Child Protection Procedures – Victoria Park School



## Recurring Care and Welfare Concerns

If there is a recurring care and welfare concern the HT/DHT as Child Protection Co-Ordinator may considered this to be a Safeguarding or Child Protection concern.

Examples of recurring care and welfare concerns that may proceed to Child Protection:

- A pattern of unexplained absence or poor attendance.
- Recurrent health conditions that may not have been addressed e.g. head lice, flea bites, nappy rash, broken healthcare equipment such as glasses, hearing aids and mobility aids.
- Poor hygiene that isn't resolved.
- Lack of parental engagement with school or services to support their child e.g. continence team.

## **Section 3: Additional Safeguarding Procedures**

Staff are required to follow the guidelines and procedures contained within SLC's Child Protection Operating Procedure A22.

Staff will be informed of their responsibilities in being alert to the signs of abuse and the procedures for referring concerns to the Child Protection Co-Ordinator. This will take the form of annual Child Protection Training in August or during staff induction meetings as required.

The Child Protection Co-Ordinator will receive regular training and updates provided by the local authority.

The Child Protection Co-Ordinator is designated for Looked after Children (LAC) and an up to date list of children is regularly reviewed and updated.

### **Accident/Injury Protocol**

Victoria Park School takes seriously its duty of care to Children and Young People, therefore, all incidents of injury including bruising should be reported to the Head Teacher through the use of Accident/Injury forms. The Accident/Injury form is signed off by a member of the senior management team and then a copy kept by the Head Teacher. The form is sent home to parents and contains a section for parents to return acknowledging the accident/injury.

It is important staff are vigilant when supporting individuals and record details of any accidents or incidents that could cause injury. It is, however, acknowledged that it is not always possible to observe when or what has led to injuries due to communication differences children and young people are not always able to disclose the cause. Parents will always be informed of any injuries (including bruises) noticed even if this has not occurred in school and we would encourage parents to let us know the cause of any new injuries. This is not to attribute blame for the injury - it is to ensure that the

parents and school are aware that there has been an injury. The class teacher or member of the management team may decide that it is best to call the parent(s) before an Accident/Injury form is sent home.

### **Additional Guidelines and Procedures**

All volunteers and students will be issued with a SLC Child Protection concertina leaflet which they should keep accessible for quick reference. Visitors can also request a copy of the leaflet.

Parents may access the school's child protection procedures via the school handbook or website.

Records of any concerns regarding a child's wellbeing will be kept on a digital record system called "SEEMIS.

Safeguarding and Child Protection forms will be kept in the Head Teacher's office in a locked cabinet.

Copy of Accident/Injury forms to be kept in the Head Teacher's office.

### **(Protecting Vulnerable Groups) PVG Scheme**

Staff working in Victoria Park School have been part of South Lanarkshire's recruitment and selection procedures. They have been checked by the PVG scheme at point of employment. We follow Disclosure Scotland's PVG scheme requirements with regards to volunteers.

### **End of Day Dismissal Procedure**

At the end of the school day children and young people will be dismissed to their parents or transport. Staff need to be vigilant during dismissal due to the many different people attending pick up. Staff begin dismissal by taking children to SLC Fleet buses. A member of the school management team will then be present for dismissal of children and young people to taxis and parents/carers. In the event that the management team are unavailable a team leader will take on the role of dismissing children. If there is any change to pick up arrangements this is communicated to the management team through the daily attendance record. There are notices at the school pick up points for escorts to display their badges for pick up.

If there are any unexpected changes to pick up then this should be confirmed with the school office or Head Teacher. In the event that there has been no communication of changes then contact should be made with the taxi operator or parent. The school management team should check badges of any escorts or drivers that are new to the school.

### **Complaints Procedure**

Any complaints or concerns that a member of staff has been involved in and/or any form of child abuse must be reported without delay to the Head Teacher (or if the Head Teacher is the subject of the complaint, the report should be to the Executive Director Education Resources or Head of Education (Inclusion)).

The Head Teacher would undertake preliminary enquiries in terms of the appropriate disciplinary procedure.

The Education Officer (Head of Area) would be informed and would agree to an appropriate course of action with the Head Teacher. South Lanarkshire's procedures will be followed by Education Resources.

## **Related Policies**

*Promoting Positive Relationships Policy (2024)*

At the time of writing the following policies are under review and being updated.

*Anti-Bullying Policy*

*Attendance Policy*

*Digital Technologies Policy*

*Personal and Intimate Care Policy*

*Administration of Medications Policy*



Did the child communicate their concern?

*If yes please detail how the child communicated their concern and if you had asked any questions and their response.*

<b>TO BE COMPLETED BY CHILD PROTECTION CO-ORDINATOR</b>		<b>SHANARRI Indicator</b>			
<b>Name:</b>		Safe	Healthy	Achieving	Nurtured
		Active	Respected	Responsible	Included
<b>Is Child on CP Register? YES NO</b>		Has there been previous CP or Safeguarding Concerns?			
		YES	NO		
<b>Action</b>  <i>Note who is to complete action and date action when completed.</i>					
<b>Date Added to Pastoral Notes (DD/MM/YYYY)</b>					