



Stirling Council

**Buchlyvie Primary School**

**Child Protection Policy**



Date agreed: September 2018

Bodies consulted: Staff

Planned review date: September 2019

# Child Protection Policy

## Rationale

*The Scottish Government wants Scotland to be the best place in the world for children and young people to grow up so that they become: successful learners, confident individuals, effective contributors and responsible citizens. All children and young people (including unborn babies) have the right to be cared for and protected from harm and abuse and to grow 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 always paramount.*

(The National Guidance for Child Protection in Scotland, Scottish Government, 2014)

'Child Protection' means protecting a child from child abuse or neglect. Someone may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. A child may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Abuse and neglect are forms of maltreatment of a child and may take many forms, Physical, Emotional, Sexual and Neglect.

Child Protection is set within the wider context of supporting families and meeting children's needs through Scottish Government Policy Getting It Right For Every Child (GIRFEC), which sets out a vision that we will:

- Put the child (and their family) at the centre of everything we (children's services) do;
- Provide earlier intervention in order to ensure that all children achieve their potential;
- Achieve the highest standards of joint working and collaboration to improve outcomes for children;
- Take personal responsibility for ensuring that all children achieve their potential; and
- Focus on improving outcomes for children and young people.

Children need to be Safe, Healthy, Active, Achieving, Nurtured, Responsible, Respected and Included in order to achieve their potential.

The Children and Young People (Scotland) Act 2014 put in place legislation to progress children's rights as set out in the United Nations (UN) Convention on the Rights of the Child. The principles of the UN Convention should underpin all code and practice in child protection:

- Each child has a right to be treated as an individual;
- Every child who can form a view on matters affecting them has the right to express those views if they so wish, and those views should be given due weight in accordance with the child's age and maturity;
- Parents should normally be responsible for the upbringing of their children and should share that responsibility;
- Each child has the right to protection from all forms of abuse, neglect or exploitation;
- Insofar as is consistent with safeguarding and promoting the child's welfare, public authorities should promote the upbringing of children by their families; and
- Any intervention by a public authority in the life of a child must be properly justified and should be supported by services from all relevant agencies working in collaboration.

Within our Local area, The Forth Valley Inter-Agency Child Protection Guidance (2014) details child protection procedures. The Forth Valley Inter – Agency Partnership consists of Stirling Council, Clackmannanshire Council, Falkirk Council, NHS Forth Valley, and Central Scotland Police. The purpose of the guidelines and procedures is to provide a framework for the support and protection of every child in Stirling.

Our rationale takes account of The Children and Young People (Scotland) Act 2014, UN Convention on the Rights of the Child, GIRFEC, Stirling Council Child Protection Policy, and Forth Valley Guidelines and Procedures 2011 to ensure that children in our communities are safe, respected and included. We recognise that existing systems to protect children including sound recruitment practices and appropriate training and support of staff contribute significantly to delivery of our Policy.

## **Aims**

Our aspiration, for all children, at Buchlyvie Primary School is that this Child Protection Policy supports every child to have the best start in life, to flourish and become:

- Responsible citizens;
- Successful learners;
- Confident Individuals; and
- Effective Contributors.

At Buchlyvie Primary School we ensure that the care and welfare of the children permeates through every area of school life. We encourage all members of the school community to treat each other with respect, and, take responsibility for the care and welfare of all those who belong to our community. We strive to create an environment in which everyone feels nurtured, safe and protected.

At Buchlyvie Primary School the Getting it Right for Every Child (GIRFEC) approach underpins the life and ethos of the school to ensure that we put every child at the centre. We strive to ensure that children are listened to and understand decisions that affect them. We support families to gain access to social work, health, education, police, housing and other services to ensure information is shared and that early interventions are put in place to promote, support and safeguard the wellbeing, health and development of the children in our care.

## **Objectives**

Buchlyvie Primary School is committed to protect children by:

- Creating an ethos where children are listened to and their concerns are heard;
- Developing confident individuals who can express their thoughts and feelings;
- Increasing staff knowledge and confidence and ensure they are trained in Child Protection;
- Sharing information with other agencies and other schools at transition, to protect our children;
- Ensuring information is managed confidentially and effectively;
- Systems which allow information to be recorded, monitored and held securely;
- Including information about Child Protection procedures in our school handbook and on our website;
- Supporting parents and carers to access support when needed; and
- Monitoring our practice and review regularly to ensure it meets the needs of and protects our children.

## **Roles and Responsibilities**

Within Buchlyvie Primary School there is a sense of collective responsibility, consistency and high expectations from all members of staff. All staff working in the school has a part to play in ensuring that children are safe. Staff in schools are well placed to observe physical or emotional changes in children that may indicate some form of child abuse. Close and trusting relationships between staff and pupils may mean that a child who is experiencing some form of abuse will share information in some way with them. School staff are likely to have the greatest level of day to day contact with children and young people, so are well placed to observe any physical or emotional changes that may indicate some form of child abuse. They are therefore able to contribute a great deal to the assessment of children in need of protection. If a member of staff has a concern or a child discloses information (related to Child Protection), this information must be reported to the school Child Protection Coordinator immediately.

In Buchlyvie Primary School the Head Teacher, Yvonne Gibb, is the Child Protection Coordinator.

All staff should be familiar with Stirling Council's Child Protection Guidelines contained in the GIRFEC Folder in Staffshare. All members of staff have a role and responsibility in ensuring that the child is safe, well and protected. The five main responsibilities are:

1. Training
2. Prevention
3. Reporting
4. Co-operative working with other agencies
5. Support

### Head Teacher

The Head Teacher undertakes the Named Person role as stated in the GIRFEC approach. It is the Head Teacher's responsibility to promote, support and safeguard children's wellbeing in line with Stirling Council Policy for Child Protection. The Head Teacher is also responsible for:

- Ensuring GIRFEC underpins the delivery of our service;
- Promoting a positive ethos within Buchlyvie Primary through respecting the dignity of individual children and promoting equality and social inclusion;
- Annual Child Protection training of all staff in August;
- Ensuring training of new staff who join Buchlyvie after the annual training has been delivered;
- Maintaining a log of Child Protection training;
- Ensuring the school is a safe environment for children;
- Reporting and responding appropriately to any Child Protection incidents; and
- Ensuring thorough record keeping of all information, related to child welfare and protection is carefully recorded using SEEMIS Pastoral Notes, including chronologies of significant events, and ensure child protection files are securely stored, with clear protocols for sharing of the information;
- Informing and cooperating with other agencies by attending meetings, providing reports and information; and
- Supporting children, parents and staff who are involved in the Child Protection process.

### Senior Leadership Team

The SLT is responsible for:

- Ensuring GIRFEC underpins the delivery of our service;
- Promoting a positive ethos within Buchlyvie Primary through respecting the dignity of individual children and promoting equality and social inclusion;
- Ensuring temporary and student staff in school have received training on Stirling Council policy for Child Protection; and
- Providing information and reports as required.

### Role of the Early Childhood Educator and Class Teacher

Early Childhood Educators and Class Teacher have responsibility for:

- Ensuring GIRFEC underpins the delivery of our service;
- Ensuring that every child has every opportunity to be a Successful Learner, Confident Individual, Effective Contributor and Responsible Citizen;
- Promoting a positive ethos within Buchlyvie Primary through respecting the dignity of individual Children and promoting equality and social inclusion;
- Contributing to a proactive school ethos, which seeks to minimise the risk of harm;
- Equipping children with the knowledge, skills and understanding they need to keep themselves and others safe. Planned Programmes of study on substance misuse, personal safety, using e-technology and bullying;
- Attending Child Protection training and implement guidelines as directed;
- Completing the training log;
- Reporting Child Protection incidents to Head Teacher;
- Responding effectively and promptly to any concerns, especially of imminent risk to a child;
- Contributing to the assessment of a child's needs and support needed;
- Ensuring thorough record keeping of all information, related to child welfare and protection is carefully recorded using SEEMIS Pastoral Notes, including chronologies of significant events;
- Liaising weekly (or more frequently if necessary) with Head Teacher concerning contents of Chronology (if concerns are of a serious nature which could lead to Child Protection); and
- Implementing any actions agreed through Staged Intervention Process.

### Support for Learning Assistants

Learning assistants include all non-teaching staff within school. Staff have responsibility to contribute to the school's Child Protection Policy through their promotion of equality and respect for others by:

- attending Child Protection training and implement guidelines as directed;
- completing training log;
- Reporting any incident / suspicion to Head Teacher immediately;
- Ensuring that every child has every opportunity to be a Successful Learner, Confident Individual, Effective Contributor and Responsible Citizen;
- Contributing to a proactive school ethos, which seeks to minimise the risk of harm;
- Promoting a nurturing environment for children; and
- Reporting to class teacher or principal teacher all changes to a child's physical and/or emotional state.

### Support For Learning Teacher

The Support for Learning Teacher is responsible for:

- Ensuring GIRFEC underpins the delivery of our service;
- Ensuring that every child has every opportunity to be a Successful Learner, Confident Individual, Effective Contributor and Responsible Citizen;
- Promoting a proactive school ethos, which seeks to minimise the risk of harm;
- Identifying individual pastoral needs through a nurturing school ethos and the Charter by the UN Convention on the Right's of the Child;
- Liaising with the Class Teacher to ensure that an agreed action plan is put in place; utilising Staged Intervention Process to identify, assess and plan to meet the needs of children, in line with the GIRFEC approach. This incorporates the use of Wellbeing Assessments for children on Stage 2 and Stage 3.
- Monitoring the success of the action plan and responding as appropriate;
- Ensuring all GIRFEC paperwork, SEEMIS Pastoral Notes and Chronologies are kept up to date;
- Liaising effectively with parents/carers, Children's Services, and outside agencies to ensure the best possible supports for every child; and
- Liaising weekly (or more frequently if necessary) with Head Teacher concerning contents of Chronology (if concerns are of a serious nature which could lead to Child Protection);

### Children

We believe that each member of our school has the following rights: to learn, feel safe, be respected and listened to by others. A child is encouraged to speak to a member of staff if they are anxious or worried. Every child should have the opportunity to develop their potential as a successful learner, responsible citizen, effective contributor and confident individual therefore all children should feel Safe, Healthy, Active, Achieving, Nurtured, Responsible, Respected and Included.

### Parents and Carers

Parents/carers are informed that the school has a responsibility to take action if we think that any child has come to harm as a consequence of possible abuse. This information is given through a statement published annually in the School Handbook. This statement informs parents that we are required to refer any cases of possible abuse or neglect directly to the Social Work Department, the Police or the Reporter. Parents are not normally informed if the school has to refer a child to one of these agencies. Parents and Carers have responsibility for:

- Fostering home/school partnership. Parents and Carers will be encouraged to play an active role in protecting children in our community;
- Familiarising themselves with Buchlyvie Child Protection Policy;
- Informing the school of any incidents; and
- Co-operating with the school and with appropriate agencies (as required).

Should a parent express concern about the welfare of their own or other people's children they should be encouraged to speak to the Head Teacher who will be able to offer support and advice. Staff should also pass on information as appropriate in these instances.

## **Reporting Abuse of harmful behaviour**

If you see, or believe you know about, the harm of a child, you should report it. You should not ignore signs of harm because the child could go on to suffer more ill treatment.

Be prepared to describe what you saw or heard and what your concerns are to the Head Teacher. Give as much information as you can about the child and situation.

In the event of disclosure by a child of personal abuse, listen sensitively, note the information and report to the Head Teacher immediately.

Harmful Behaviour can take many forms. The previous categories of child abuse have been extended from the traditional 5: Physical abuse, Emotional abuse, Sexual abuse, Neglect, Non organic failure to thrive. In 2017 this has been extended because there is a wider range of risks to children that can lead to child abuse. This includes: online and mobile phone safety, harmful traditional practices, such as honour-based violence, forced marriage and FGM (female genital mutilation), Child Sexual Exploitation, Children/young people who are missing, Child trafficking, Non engaging families, Problematic parental alcohol or drug use, Children and young people who place themselves at risk, Radicalisation, Child labour and Fabricated or induced illness.

The following definitions show some of the ways in which abuse may be experienced by a child but are not exhaustive, as the individual circumstances of abuse will vary from child to child:

### **Physical**

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.

### **Emotional**

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.

### **Sexual**

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 (See also section on child sexual exploitation).

### **Neglect**

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. 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.

## Advice on dealing with disclosures (All Staff)

### Listen to what the child has to say

- Listen to what is being said, without displaying shock or disbelief;
- Accept what is said;
- Do not interrupt, if the child is swearing, for example;
- Ask only what, where and when questions;
- Take notes; and
- **Never** carry out an investigation or gather photographic evidence.

### Reassure

- Reassure the child;
- Do not make promises you may not be able to keep, like “I’ll stay with you”; and
- Provide reassurance and alleviate guilt, if the pupil refers to it. For example you could say: “You’re not to blame”.

### Speaking to the child

- Don’t promise confidentiality: you have a duty to refer;
- Do not ‘interrogate’ the child for full details. You are not investigating the allegation – this is the responsibility of the Police and Social Work and is carried out by specially trained staff, following structured procedures;
- Do not ask leading questions, for example: “Did he touch your private parts?” Such questions may invalidate your evidence (and the child’s) in any later prosecution in court;
- Do ask open questions like: “Anything else to tell me?”;
- Do not criticise the alleged perpetrator;
- Do not ask the child to repeat it all for another member of staff; and
- Explain what you have to do next and who you have to talk to about the events.

### Record

- Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible;
- Record what the child has said in their own words;
- Do not destroy your original notes in case they are required later;
- Record date, time, place, any noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual ‘pet’ words, record the actual words used rather than translating them;
- Draw a diagram to indicate the position of any bruising; do not take photographs or video any injuries or bruises;
- Record statements and what you observe, rather than your interpretation or assumptions; and
- Sign and date any notes.

NB Notes must be retained in original form for future reference. Handwritten notes that are dated and signed by you are required. Do not type these up.

### School Procedures

- Follow the School Policy.
- Observe. Record. Report.
- Pass the disclosure/allegation of abuse or concern to the Head Teacher as Child Protection Coordinator without delay; If they are unavailable contact a senior member of staff.  
1. Yvonne Gibb 2. Gail Palmarini 3. Principal Teacher at Buchlyvie Primary School.

### Relax

Get some support for yourself if you need it by speaking to the Head Teacher.

## Responding to Disclosure/Allegations (Child Protection Coordinator)

- Open a confidential Child Protection Referral;
- Record the timing of the reported concerns from the staff member;
- Seek the child's views and always record what they say in their own words;
- Ensure the child is advised of any action taken;
- Identify and respond to the child's immediate needs as sensitively as possible;
- Forward this information using referral form to Social Work with copies;
- Store referral form in Child Protection File; and
- If the child is in immediate physical danger or there is evidence of physical or sexual abuse contact appropriate emergency service.
  - Emergency Services - Ambulance, Fire, Police, Tel: 999
  - Police Scotland , Tel: 101 Forth and Endrick Ward
  - The Doctor <http://nhsforthvalley.com/health-services/local-service-finder/>, or NHS24.com: Tel: 0845 424 2424
  - Local Health Services and Organisations
- Support the staff member who raised the concerns by appropriate debriefing and ensuring they are kept informed of decisions made and actions taken; and
- Provide the child with information about other sources of support e.g. Childline, Social Services, the Reporter, as appropriate.
- A report should be forwarded to the Head of Service designated to the school as instructed in Standard Circular

## Responding to Disclosure/Allegations which involves a member of staff

- Where there is an allegation, which involves a member of staff, other than the Head of Establishment, the referral should be made in normal way. The head of establishment should consider in conjunction with authority personnel whether there is a need to remove the member of staff from access to children or to suspend the member of staff.
- Where an allegation involves the Head of Establishment, the member of staff making the referral should contact: Service Manager Access Services 01786 443253.

## Recording and Reporting

### Teaching Staff

Staff should note Health & Wellbeing concerns in Pastoral Notes in SEEMIS. This may include attendance, late coming, birth of a sibling, bereavement, incident from home, change in behaviour. Teachers should note and date any concerns and on a weekly basis (Friday) share with the Head Teacher. If a concern relate to Child Protection or is a significant Event then the Head Teacher will update the child's Significant Events Chronology.

**Please note that events of a serious nature should be reported immediately.**

### Support for Learning Assistants

Support Staff should inform Class Teachers of any incidents they feel should be recorded in the HWB Jotter.

### Head Teacher

The Head Teacher will record all significant events on the child's chronology sheet. She will also report to all involved agencies as required.



### **Management, Leadership and Quality Assurance**

School aims are shared with staff through the Child Protection Policy. Self-evaluation of the quality of the learning environment is the responsibility of all staff and the Senior Management Team. Quality indicators described in 'How Good is School' and Our Early Learning and Childcare School' will be used to evaluate the on-going effectiveness of this policy. The school policy aims to provide clear and unambiguous guidance for staff. Should any aspect of the policy or the guidance within it be unclear to you then please contact the Designated Person for Child Protection. The policy and associated procedures will be reviewed annually in August and changes made as required. Staff will receive a regular annual briefing on the policy, its operation and any amendments to it.