



SAFEGUARDING AND CHILD PROTECTION POLICY

(updated June 2017)

Definitions

Safeguarding

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

(From: How good is our school? 4th edition)

Child Protection

Child protection means protecting a child or young person from abuse or neglect.

(From: Protecting Children and young people in Education)

Introduction

Safeguarding and Child Protection is part of our approach to getting it Right for Every Child (GIRFEC), the UN Convention on the Rights of the Child and Curriculum for Excellence. Every child and young person has the right to be safe, healthy, active, nurtured, achieving, responsible, respected and included. They have the right to be listened to and to have their views taken into account.

Getting it right for every child

The Scottish Government policy for all children's services sets out a vision that we will all

- Put the child(and their family) at the centre of everything we(in schools) 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
- Focus on improving outcomes for children and young people
- Ensure a single planning process in place for children and young people

In order to achieve their potential Children and Young people need to be

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

These are known as the SHANARRI wellbeing indicators.

If a staff member feels that a child or young person's wellbeing is being affected then they should ask the five GIRFEC questions.

1. What is getting in the way of this child or young person's wellbeing?
2. What can I do now to help this child or young person?
3. What additional help – if any – may be needed from others?

4. Do I have all the information I need to help this child or young person?
5. What can my agency do to help this young child or young person?

Depending on the responses to these questions, the following actions can be taken.

- Member of staff takes appropriate action
- Refer to PT Faculty
- Referral to Guidance Teacher
- Referral to PT ASL/Guidance Teacher
- Referral to Year Head

Guidance teachers must be copied into all communication concerning a pupil in their House Group.

Child Protection

Every child or young person has the right to be safe and protected from any avoidable situation or acts which might result in that child:

- Being physically, sexually or emotionally harmed in any way.
- Put at risk of physical, sexual or emotional harm, abuse or exploitation.
- Having their basic needs neglected or experiencing that their needs are met in ways that are not appropriate to their age and stage of development.
- Being denied the sustained support and care necessary for them to thrive and develop normally.
- Being denied access to appropriate medical treatment.
- Being exposed to demands and expectations which are inappropriate to their age and stage of development.

Child protection means protecting a child or young person from 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 from abuse or neglect.

What is Child Abuse and Child Neglect

Abuse or neglect are forms of maltreatment of a child or young person. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, a significant harm to a child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. There are four primary categories of child abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

More information on these categories can be found in the Aberdeenshire Council Policy "Protecting Children and Young people in Education"

The following procedures for dealing with disclosures have been devised to assist any member of staff who may have to respond to such a situation being brought to their attention.

Where possible, although this may be difficult if a pupil has chosen to make a disclosure to you, please involve a member of the Guidance team or SLT at the earliest opportunity.

Dealing with Disclosures

NB The pupil must be advised, at the earliest opportunity, that confidentiality **cannot** be guaranteed but support will be available.

Receive

- Reassure the pupils, but only so far as is honest and reliable for example, don't make any promises you may not be able to keep, like "*I'll stay with you*"
- **Don't promise confidentiality: you have a duty to refer.**
- Do reassure and alleviate guilt, if the pupil refers to it. For example you could say: "*You're not to blame*",

React

- React to the pupil only as far as it is necessary for you to establish whether or not you need to refer this matter, but don't 'interrogate' for full details.
- **Do not ask leading questions**, for example: "*What did he do next?*" (This assumes he did) "*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?*", "*And?*", "*Yes?*".
- Do not criticise the perpetrator, the pupils may love him/her and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff.
- Explain what you have to do next and who you have to talk to.

Record

- Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible. **Do not destroy your original notes in case they are required by a Court.**
- 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.
- Record statements and observable things, rather than your interpretations or assumptions.
- Child protection concerns need to be passed on immediately. Do not leave until a free period. Seek class cover from SLT if required.
- Try to get some support for yourself if you need it.

Child Protection Procedure in Education Flow Chart

Recognising actual or potential harm to a child



