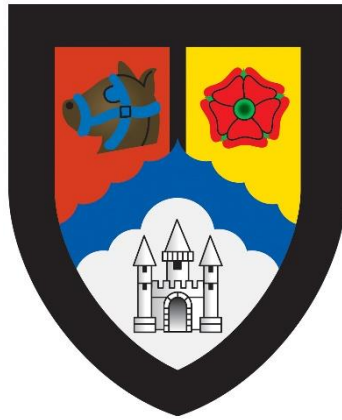


Castlehill Primary School and ELR



Child Protection and Safeguarding

Position Statement

This Child Protection and Safe Guarding Position Statement should be read in conjunction with East Dunbartonshire Council's Child Protection Policy and Procedures, revised April 2019. Child Protection updates are made annually and shared with all staff working within schools in August.

Introduction

This position statement provides all staff, volunteers and students working within Castlehill Primary, ELR and EYC with clear guidance to ensure that all children and young people are protected and their needs met.

As a Gold Rights Respecting School, since 2018, Castlehill is committed to the *United Nations Convention on the Rights of the Child* and to *Getting it Right for Every Child* (2005) which sets out the Wellbeing Indicators for children and young people and highlights the importance of a child-centred, multi-agency approach to meeting children's needs.

Staff, volunteers and students working within Castlehill have a duty of care to ensure that all children and young people are safe from abuse, neglect and exploitation. Close partnership working is essential, with parents and carers and relevant agencies including Social Work, Police, Health Services and the Scottish Children's Reporters Administration (SCRA). It is the sharing of information, collective thinking and collaborative action that enables decisions to be made in the best interests of children.

Rationale

Children and young people spend a large part of their time in education and for some it is the only safe place in their daily lives. All Castlehill staff, volunteers and students who come into contact with children and families have a role to play in ensuring the safeguarding of children, identifying concerns, sharing information and taking prompt action. This position statement outlines actions to be taken by all staff in the event of any safeguarding concerns.

Roles and Responsibilities

The Head Teacher, Mandy Thompson, is designated Child Protection Coordinator. Lesley McLean, DHT will deputise in her absence. This role involves:

- Being the main contact for child protection referrals from staff and ensuring the procedures in EDC's policy are followed;
- Ensuring all staff are informed about child protection through annual in-house child protection training and have access to the child protection training calendar;
- Ensuring information on pupil support and child protection is readily available to parents, staff and pupils;
- Using professional judgement to determine if low level concerns can be resolved through appropriate discussion with parents and carers or if concerns should be referred to Advice and Response. Where doubts about involving parents exist, advice must be sought from Advice and Response;

- Liaising with other agencies to support investigations, court proceedings, child supervision requirements and case referrals;
- Ensuring thorough and confidential record keeping of all information related to child welfare and protection is carefully recorded using SEEMIS Pastoral Notes, including chronologies of significant events;
- Ensuring child protection files are securely stored, with clear protocols for sharing of the information.

All staff, volunteers and students must:

- Ensure they are familiar with EDC's Child Protection Policy and Procedures and the information detailed within this position statement;
- Model the school ethos, which seeks to minimise the risk of harm;
- Follow the Information Sharing guidelines to appropriately share information on an inter-agency basis which is of benefit to a child's wellbeing;
- Focus on preventative, early intervention strategies;
- Respond effectively and promptly to any concerns, especially those of imminent risk to a child;

Definitions of Abuse/Harm

- **Abuse** is an action or inaction that causes injury, death, emotional harm or risk of harm.
- **Harm** is the detrimental impact on the individual caused by the abuse. There are three types of harm: **physical, emotional and psychological**.
- **Significant harm** is harm that is not minor or trivial and may reasonably be expected to cause a substantial, negative impact on safety, welfare or wellbeing.

Signs and Indicators

Neglect	Emotional	Physical	Sexual
<ul style="list-style-type: none"> • Tired/listless • Unkempt • Poor hygiene • Untreated medical conditions • Medical appointments missed • Constantly hungry • Poor growth • Poor/late attendance • Left alone • Dressed inappropriately for poor weather • Withdrawn • Ill equipped for school 	<ul style="list-style-type: none"> • Failure to thrive • Attention seeking • Over ready to relate to others • Low self-esteem • Apathy • Depression/self-harm. • Over protective • Shouting, threatening, demeaning others • Withholding love/affection • Regularly humiliating a child. 	<ul style="list-style-type: none"> • Unexplained injuries • Injuries to certain parts of the body • Injuries in various stages of healing • Injuries that reflect an object used • Flinching when approached • Reluctance to change • Crying/instability • Behavioural extremes • Apathy/Depression • Wanting arms and legs covered. 	<ul style="list-style-type: none"> • Inappropriate sexual behaviour or knowledge. • Promiscuity • Wary of adults • Running away from home • Eating disorders • Depression/self-harm • Unexplained gifts/money • Stomach pains when walking/sitting • Recurrent genital discharge

Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Central to raising standards in education and ensuring all pupils can fulfil their potential is ensuring pupils attend regularly.

It is important that school registers are accurately recorded, and staff take action as detailed in the school attendance policy if a child is not in school.

Basic Principles of Child Protection

Barriers to sharing worries:

- Being blamed
- Threats and fear
- Awareness of the implications
- Lack of communication and vocabulary
- Not recognising the experience as abuse
- Lack of trust
- Feeling responsible
- Lack of opportunity to be heard

Barriers to adult responses:

- Find it hard to believe what we are hearing
- Cannot believe the suspicion that it may be about someone we know
- Fear of getting it wrong - for the child, family and ourselves and that it will make things worse
- Believe the child protection services are stigmatising
- Simply do not want to be involved
- Do not have the information on what to do and who to contact.

How to respond to a disclosure:

Dos

- ✓ Be accessible and receptive.
- ✓ Listen carefully.
- ✓ Take it seriously.
- ✓ Reassure the individual that they are right to tell.
- ✓ Explain what will happen next.
- ✓ Make a careful record of what was said.

Don't

Jump to conclusions especially about the abuser.
Speculate or accuse anybody.
Tell the child you will keep their secret.
Ask leading questions.
Make promises you cannot keep.
Stop a child who is speaking freely.
Investigate only establish context or basic facts

Records of disclosures

All staff, students and volunteers should know how to keep accurate, appropriate written records. You should always keep an open mind when recording and distinguish between fact and opinion. Records should be made as soon as possible after the event/concern is raised. The record should include the date, time, people present, anything said (**verbatim if possible**) and any action taken. Professional opinion should be set apart from factual observations and labelled as such. Judgmental language should be avoided. Discussion should take place between the person with the concern and their CP Lead to reduce the chances of something being missed and/or misinterpreted.

Whistleblowing

All staff, students and volunteers should be able to raise concerns about poor or unsafe practice and potential failures in the schools safeguarding practice and know that such concerns will be taken seriously by the senior leadership team.

At Castlehill we ensure we respect pupils right to privacy and to be looked after, receiving appropriate medical attention. As a Gold Rights Respecting these rights are understood and respected by the whole school community. Expectations for staff, pupils and parents are high assuming mutual respect for all. We respect and celebrate the diversity of our school community, where everyone feels welcome, secure and valued.