



Pinewood School

Policy for Child Protection and Safeguarding

Getting It Right for every young person means that all those people who have a responsibility to help you will make sure that they do their best to keep you safe and healthy and help you achieve your potential. They will assist you in getting the support and advice that you may need and will involve you in decisions that affect you.

“As children and young people, we have a right to be protected and be safe from harm from others” (Protecting Children and Young People: The Charter 2004). The Charter includes 13 statements from children

We expect you to:

- Get to know us
- Speak with us
- Listen to us
- Take us seriously
- Involve us
- Respect our privacy
- Be responsible to us
- Think about our lives as a whole
- Think carefully about how you use information about us
- Put us in touch with the right people
- Use your power to help
- Make things happen when they should
- Help us be safe

and 11 pledges stating that you will:

- get the help you need when you need it
- be seen by a professional such as a teacher, doctor or social worker to make sure you are alright and not put at more risk;
- be listened to seriously, and professionals will use their power to help you;
- be able to discuss issues in private when, and if, you want to;
- be involved with, and helped to understand, decisions made about your life;
- have a named person to help you.

and those helping you will:

- share information to protect you;
- minimize disruption to other parts of your life;
- work together effectively on your behalf;
- be competent, confident, properly trained and supported;
- rigorously monitor services to continually improve how and what is done to help you.

Full copies of the Charter and Edinburgh and Lothian Child Protection Procedures and Nation Guidance can be accessed in staff shared folder.

The designated members of staff are Tracey Morrison (Acting HT) and Louise Queen (Acting DHT)

If they are not in school then school staff should contact the Principal Teachers: Graeme Spence, Nick Mathieson, Lorna Mattocks.

What do we mean by Child Protection and Safeguarding?

Child Protection - 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 from abuse, neglect or exploitation.

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 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 this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

We have a distinctive approach to safeguarding in Scotland linked to Getting It Right for Every Child (GIRFEC) which promotes action to improve the wellbeing of every child and young person. Safeguarding is a golden thread that runs through the curriculum. The aim is to support the development of learner's knowledge, skills and resilience to keep themselves safe and protected, and to develop an understanding of the world so that they can respond to a range of issues and potential risky situations arising throughout their lives. As such, it permeates many features of the education experience including leadership, values, vision, the curriculum, learning and teaching, positive relationships, building learner resilience and suchlike.

It is the responsibility of all school staff to help children and young people to be safe.

This policy outlines guidance on:

- Providing Training
- Definitions of Abuse
- Dealing with an Allegation
- Signs and Symptoms
- Record Keeping
- Learning & Teaching
- Internet Access
- Excursion (home and abroad)
- Keeping Parents Informed

PROVIDING TRAINING

This school will ensure that all members of staff, both teaching and non-teaching, will participate in annual training provided by the Head Teacher or Designated Member of Staff. In addition, new members of staff will have the opportunity to attend West Lothian's CPD opportunity. Members of staff should attend Authority DMS training prior

to taking on the role of Designated Member of Staff if possible or as soon as possible after appointment to the role. Existing Designated Members of staff should attend the Annual training in June each session.

A session on child protection will be delivered to Probationer Teachers during their induction programme in August prior to commencing work within our schools.

All new staff will be given information on Child Protection procedures in school as part of their induction. This will include a personal aide memoir card.

Guidance is also available in the staff handbook.

COVID 19 – All staff have been given access to the Child Protection Training and it is also available on the school server.

DEFINITIONS OF ABUSE

Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or exploitation, resulting in actual or potential harm in the child's health or development. Children may need protection where their basic needs are not being met, in a manner appropriate to their stage of development and they will be at risk from avoidable acts of commission or omission on the part of their parent(s), siblings, other relative(s), carer, other individuals or complete strangers.

CATEGORIES OF ABUSE

Physical Injury

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/carer fabricates the symptoms of, or deliberately induces illness in a child (known as fabricated (sometimes factitious) or induced illness)

Physical 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 misuse.

Protecting Children Living in Families with Substance Problem Use – Guidelines for Agencies in Edinburgh and the Lothians (2005) provides a framework for protecting children affected by all types of problem substance use by parent(s)/carer(s).

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home and abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care givers)

- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Non - Organic Failure to Thrive

Failure to meet expected weight and growth norms or developmental milestones, which does not have a basis in a hereditary or medical condition as medically diagnosed. In its extreme form children can be at extreme 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, reduction in potential stature and with young children in particular, the results may be life threatening over a relatively short period.

Emotional Abuse

Emotional abuse is the **persistent** emotional maltreatment of a child such as causing severe and 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 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, and preventing the child participating in social interaction. It may involve seeing or hearing the ill treatment of another (including being exposed to domestic abuse). It may involve serious bullying, causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non - penetrative acts. They may include non - contact activities such as involving children in looking at, or in the production of sexual online images, watching sexual activities, or encouraging children to act in sexually inappropriate ways.

Unlawful Sexual Activity- Guidance for Edinburgh and the Lothians provides professionals with important guidance where young people are involved in sexual activity under the age of 16 years.

Concerns

Following the introduction of new national guidance concerns identified are to be recorded instead of categories.

Physical abuse

Emotional abuse

Emotional abuse

Neglect

Domestic abuse

Parental drug misuse

Parental alcohol abuse
Parental mental health problems
Child exploitation
Children putting themselves at risk
Non-engaging family
Other

DEALING WITH AN ALLEGATION

Allegation of abuse made to you

The procedures make it very clear that action must be taken on the same day as the abuse is alleged. If a student discloses information to you, you must:

- not promise confidentiality; tell the pupil you will pass the information on if you feel they are at risk to **Tracey Morrison or Louise Queen** who are our designated members of staff (DMS). In their absence the other members of the SLT should be contacted.
- act immediately; follow school procedures to alert Senior Management. They will provide cover if required to allow you to talk to the student.
- reassure, listen carefully and take allegation seriously.
- establish certain facts, ask only

When did it happen?
Where did it happen?
Who did it?
What happened?

Do not extend the interview at this stage. Do not ask leading questions. Be sympathetic and understanding but do not offer any personal experiences. This could affect the evidence.

You must write (not type) a detailed account of what was said on the same working day after the interview has been completed. This must be dated, signed and time recorded before giving it to the DMS as soon as possible.

You may be asked to speak to the pupil again if it is felt this is required.

If, at any time during this process, the pupil either wishes to withdraw the allegation or stop talking about it, you must respect this decision. Write up what happened, date, time and sign and pass to Designated Member of Staff.

It is the DMS responsibility to contact one of the Core Agencies (see Edinburgh and Lothians Inter-Agency Procedures for Child Protection).

All Child Protection referrals should be logged, and detail forms completed. All notes and records of actions taken, and outcomes must be recorded. This information should be kept in the locked Child protection file. Copies of Child Protection Case Conference reports, Panel reports and relevant documents should be held in the pupil's CP file. A chronology should also be kept in the pupil's CP file.

Where allegations are made against staff, the Head teacher should be informed immediately.

Allegations outside of school, e.g., on day excursion should be treated in the same way i.e., the DMS should be informed immediately.

In circumstances when DMS cannot be contacted then it is the duty of the member of staff whom the child has disclosed to follow the procedures and contact one of the core agencies without delay e.g. out of hours.

Suspicion of abuse

If you have reason to suspect abuse, then:

- Make notes; sign and date the report on the same working day.
- Contact the DMS immediately and give them your notes.

MAKING THE DECISION ABOUT WHERE A CHILD GOES AFTER SCHOOL

The DMS must check all information about the child held in school to ensure knowledge of child's status eg legal documents or signed correspondence relating to residency, custody and parental rights

It is the responsibility of the Designated Member of Staff to contact the Duty Senior Social Worker for Child Protection for advice on the most appropriate place for the child to go after school. If Social work are unavailable the DMS must contact either Police (Public Protection Unit) or Pediatrician On Call for Child Protection.

This is to ensure that the most suitable adult is available to receive the child.

SIGNS AND SYMPTOMS

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that an investigation should take place. It should also be noted that there may be no obvious signs and symptoms.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Constant minor injuries
- Unexplained bruising:
 - Bruise marks in or around the mouth
 - Black eyes, especially if both eyes are black and there are no marks to forehead or nose
 - Grasp marks
 - Finger marks
 - Bruising of the ears
 - Linear bruising (particularly buttocks or back)
 - Differing age bruising

- Bite marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behaviour patterns
- 'Frozen' look
- Attention seeking
- Apprehension
- Antisocial behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to PE (undressing)
- Resistance to school medical
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance – repeated infections etc

RECORD KEEPING

A confidential log should be kept in a locked cabinet by the Head teacher of all reported incidents. All Child Protection referrals should be logged, and detail forms completed. All notes, record of actions taken, and outcomes must be recorded. This information should be kept in the pupil's locked Child protection file. Copies of Child Protection Case Conference reports, Panel reports and relevant documents should be held in the pupil's CP file. A chronology should also be kept in the student's CP file.

- All recorded incidents should be reported to the Civic Centre. These will be recorded on authority database (Child Protection Officer)
- DMS will ensure a red dot (or something similar) is placed on a pupil's record card (PPR) to indicate that there is a Child Protection issue about this pupil or a member of their family. (Details will not be given of the issue unless it is necessary for the safety and well-being of the student concerned).
- **Any** concerns, however trivial they seem at the time, must be reported to the DMS

School Chronologies

- Staff write a in a child's chronology any concerns or issue

- Staff should however, alert DMS/SLT if they feel their observation/issue is significant
- Chronologies should be given to SLT monthly. SLT will add any significant entries onto SEEMIS
- DMS/SLT will forward on any significant events onto appropriate partnership agency e.g., social policy
- Staff teams invite a member of SLT to the team meeting if there are any concerns they wish to discuss.
- Minutes to be kept of team meetings, however sensitive material should not be noted here but in chronology with an abbreviation on minute of (see chronology)

LEARNING & TEACHING

The following guidelines will be used to implement this policy:

Curriculum for Excellence, Health & Well Being Programme

For further information please refer to the following programmes in the PSD Curriculum.

- SHARE programme
- Internet Safety etc
- Personal Safety
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INTIMATE CARE

Intimate Care is any care which involves washing, touching or carrying out an invasive procedure that most children carry out for themselves but which some are unable to do due to physical disability, additional support needs associated with learning difficulties, medical needs or needs arising from the child's stage of development.

Staff providing Intimate Care must be aware of the need to adhere to good Child Protection practice to minimise the risks for both children and staff. Staff are supported and trained so that they feel confident in their practice. This training will usually be completed by the school nurse.

Further information can be found in the Pinewood intimate care guidance.

INTERNET ACCESS (West Lothian Council – responsible use of ICT and the Internet)

The use of ICT is an integral part of the curriculum which enables students to access information and resources available on local and worldwide networks and to gain ICT skills essential in our society. However, within this wide range of information there may be material or communications that neither the school nor parents/carers would consider appropriate for pupils to access.

West Lothian Education Services implements software to provide protection from inappropriate material on the internet without impeding the acquisition of information. It must be recognised, however, that no protection can be absolutely guaranteed, and, to this end, pupils must not actively seek inappropriate material and should report any items which make them feel uncomfortable.

West Lothian Education Services has set out some internet rules for students to help minimise the possibility of accessing inappropriate material or communications.

Further information on safe use of the internet is available at:

<http://www.besafeonline.org>
<http://www.thinkuknow.org.uk>

Electronic Protection Measures

The main protection system being used by West Lothian Education Services is called I-Gear.

I-Gear protects in three ways:

- Filtering of banned sites. The company which publishes I-Gear maintains a list of unsuitable sites which is updated weekly. Unsuitable sites can also be blocked by the administrators.
- Filtering using banned words. I-Gear detects words which appear in its banned list it will block any further access to the site. The protection can be varied so that it is very complete or less stringent. For example, a single word might trigger a block for younger children, whilst for older students it might take three words. These levels will be set by the administrators.
- Every access to the Internet is logged. If there is a problem, this trail of evidence can be inspected. If a user continually tries to access unsuitable material, the user will be locked out automatically. The administrator can check the log and decide whether or not there is a problem.

EXCURSION (HOME AND ABROAD)

Please refer to West Lothian Guidelines and/or The Protection of Young People in the Contexts of International Visits.

Also refer to the residential and day trips policy in school.

KEEPING PARENTS INFORMED

Parents are informed of the school's responsibilities regarding child protection through parent's evenings including transition meetings and Parent Forums, newsletters and posters displayed in school.

It is our role as educators to ensure all our students live safely and can reach their full potential. As such all staff in **Pinewood School** will follow the Edinburgh and Lothians Inter-Agency Child Protection Procedures which were introduced on 01.06.07 and refreshed in 2012.