

Currie Primary School



Child Protection Policy

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

Article 16 UN Convention on the Rights of the Child

Every child has the right to protection from violence, abuse and neglect. Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 19 UN Convention on the Rights of the Child

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.

Article 24 UN Convention on the Rights of the Child

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

Article 27 UN Convention on the Rights of the Child

Governments must protect children from all forms of sexual abuse and exploitation.

Article 34 UN Convention on the Rights of the Child

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment.

Article 37 UN Convention on the Rights of the Child

Currie Primary School
Child Protection Policy

Contents Page

Rationale and Aims	3
Getting it Right for Every Child at Currie Primary School	4
What is Child abuse and neglect?	4
What is child Protection?	5
Procedures for school staff to follow in cases of possible child abuse	6
Confidentiality, Parent/Carer information and PVG Scheme	8
Appendix 1. SHANARI Wellbeing indicators	9
Appendix 2. Wellbeing concern form	10
Appendix 3. City of Edinburgh Council Chronology	11
Appendix 4. Advice on dealing with disclosures	12

Rationale

Every child/young person, regardless of age has the right to be protected from abuse and harm at all times and in all situations. This policy guides our school in protecting those rights to help ensure that the child is kept safe. This helps our children have the best start in life, to flourish and become:

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

Aims

At Currie Primary School child protection is the responsibility of all staff and we are committed to creating an environment in which children/young people are safe from abuse and in which any suspicion of abuse is responded to promptly and appropriately. **The well-being of children/young people in our care takes precedence over any other consideration.**

In order to achieve this, we will:

- Follow guidelines on child protection from the City of Edinburgh Council on which this policy is based
- Ensure that all staff have access to appropriate child protection training every three years (two years for the designated CP leads at level 4), supervision and support in order to implement this policy effectively and with the minimum of stress.
- The awareness of all staff working in the school on child protection issues will be refreshed on an annual basis at the start of each new school session by a senior member of staff.
- Update any changes in child protection policy and practice under the guidance from the designated person in the school or from the City of Edinburgh or Scottish Government
- Follow the GIRFEC agenda and work in partnership with parents, carers, City of Edinburgh colleagues and other agencies to promote good practice in the area of child protection.
- We will ensure that we follow all recruitment process correctly for both staff and volunteers working in school. We will ensure that all staff and volunteers have a PVG check before starting at our school.

Staff and volunteers in schools are well placed to observe physical, psychological or emotional changes in children that may indicate some form of child abuse. Also because of the close and trusting relationship that frequently exists between staff and pupils it may be that a child who is experiencing some form of abuse will share information in some way with them.

It is vital that all staff know what action to take should they have any concerns about a child or should they receive information which suggests that the child may be experiencing some form of abuse. The procedures outlined in this policy are designed both to safeguard the wellbeing of the child and to ensure that all school staff know how to respond if they are concerned or become aware that a child may have been abused.

Getting it Right for Every Child at Currie Primary School

All children and young people have the right to be cared for and protected from harm and abuse to grow up in a safe environment in which their rights are respected and their needs are met. Children and young people should get the help they need, when they need it and their wellbeing is paramount.

By following the GIRFEC agenda we adhere to the 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.
- focus on improving outcomes for children and young people.

Children and young people need to be **Safe, Healthy, Active, Achieving, Nurtured, Responsible, Respected and Included** (also known as **SHANARRI** or the Wellbeing Indicators) in order to achieve their potential. (see Appendix 1)

The work on child protection that we carry out within Currie Primary School, the City of Edinburgh Council and with our partners is delivered to keep children **Safe**. Where we believe that a child may be at risk we will act quickly to use our child protection procedures to keep that child **Safe**. We will act to ensure that children are protected from abuse, neglect or harm at home, at school and in the community.

What is Child Abuse and child neglect?

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. Children may be abused in a family, in the community or in an institutional setting, by those known to them or, more rarely, by a stranger.

“Children may be in need of protection where their basic needs are not being met, in a manner appropriate to their age and stage of development, and they will be at risk through avoidable acts of commission or omission”

(Protecting Children: A Shared Responsibility)

Guidelines identify five categories of child abuse:

- Physical Injury
- Sexual abuse
- Physical neglect
- Emotional abuse or neglect
- Non-organic failure to thrive.

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What is Child Protection?

“All agencies, professional bodies and services that deliver adult and/or child services and work with children and their families have a responsibility to recognise and actively consider potential risks to a child, irrespective of whether the child is the main focus of their involvement. They are expected to identify and consider the child’s needs, share information and concerns with other agencies and work collaboratively with other services (as well as the child and family) to improve outcomes for the child.”

(National Child Protection Guidelines)

Procedure for the management of Child Protection at Currie Primary School

Designated Person

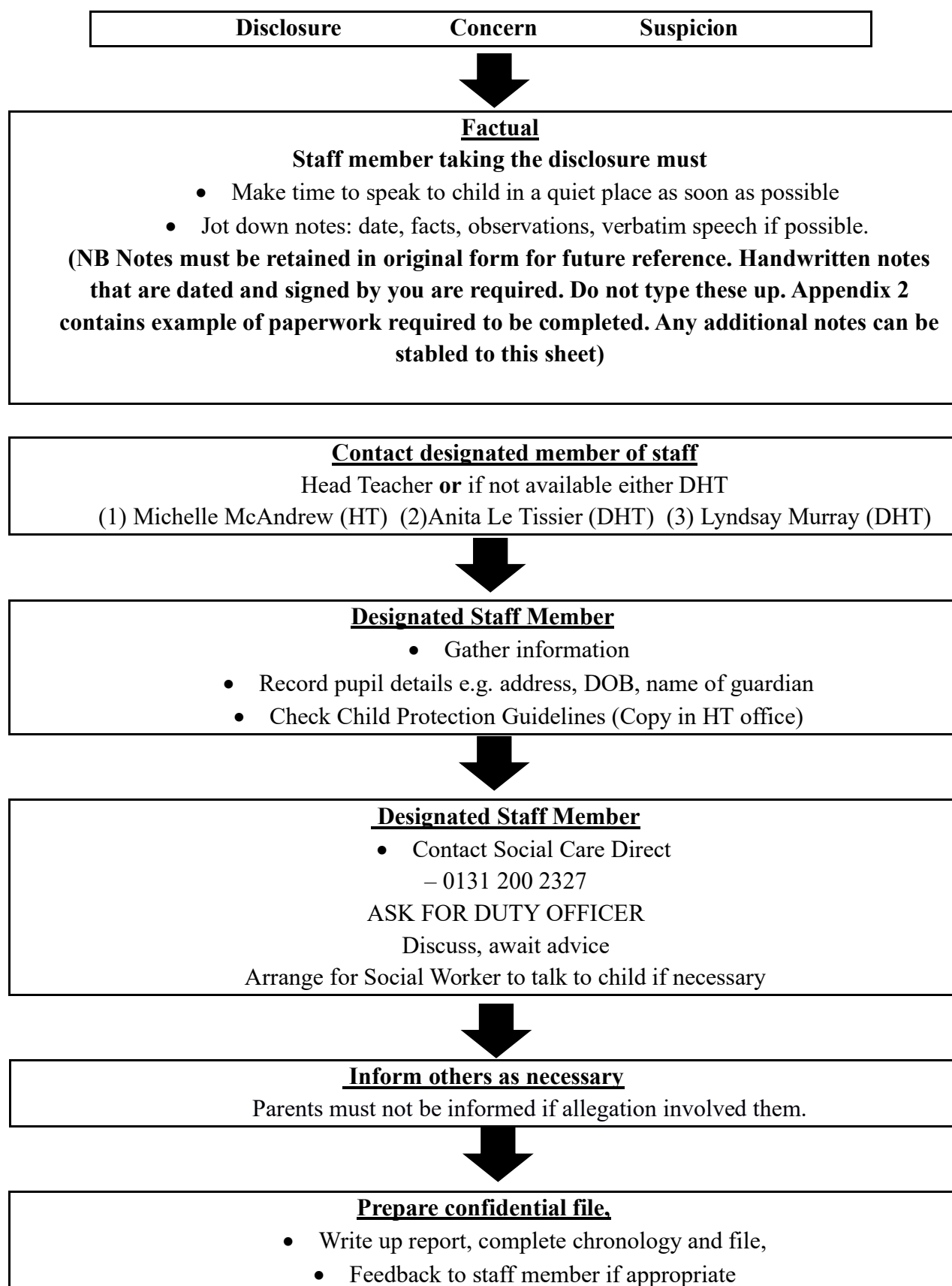
Each school is required to have a designated person responsible for the co-ordination and management of all matters relating to Child Protection. The designated person for our school is the Head Teacher. In handling cases of suspected child abuse the Head Teacher works closely with staff in the school, the Council and partners such as NHS, Police Scotland and Social Work for the benefit of the child.

Any member of staff who is concerned that about a possible allegation of child abuse should speak to the Head Teacher. In the absence of the Head Teacher, staff should contact either of the Depute Head Teachers.

Procedures for school staff to follow in cases of possible child abuse

Full details of the steps that all staff must follow in cases of suspected child abuse are given in the flow chart below. These are also explained in fuller detail after the flow chart.

SCHOOL PROCEDURES: DEALING WITH POSSIBLE CHILD ABUSE



1. A designated member of staff is responsible for co-ordinating action on child abuse within the establishment. Referrals should normally be through this designated person but every employee has the responsibility to make a direct referral if this is necessary.
2. Any member of staff suspecting or identifying child abuse, should, without delay, contact the designated member of staff. If contacting the designated person implies delay beyond the end of the school day or nursery session, an assessment should be made of the child's safety and, if necessary, a direct referral to Social Care Direct should be made.
3. Where the designated member of staff judges that there is evidence of abuse or potential danger to a child then he/she must ensure that Social Care Direct is contacted (this to include discussion as to how parents are engaged). It is important that all staff understand that investigation only needs to establish evidence of the need to investigate abuse. A full inquiry by Education staff must be avoided because collection of evidence is a specialist Police/Social Work role. Inappropriate inquiries may prevent successful prosecution.
4. If it is considered that the child required immediate medical attention, contact the Health Centre, Health Visitor, School Doctor or Sick Children's Hospital as appropriate. If there is a view that the child may risk further abuse if returned home, the Police and Social Care Direct must be informed as soon as possible and preferably well before the end of the day / session.
5. When the designated member of staff considers that further investigation is required before suspicions can be confirmed or rejected, he/she can contact Social Care Direct and any other agency who may be able to assist in any such inquiries or who may have information about the child or family. The designated officer may also check the Child Protection Register.
6. In all cases, incidents should be logged, action taken and recorded in written form using Appendix 2
7. It is possible that employees are implicated in abuse. Indeed, any adult or child may be an abuser and research shows that some abuse may be perpetrated by women or men, or women and men acting in partnership. Disclosure should not be discounted because of the status or role of the alleged abuser.
8. A Chronology should be maintained for any concerns that occur on a day to day basis. These should be recorded using the Chronology Form, Appendix 3. Actions from the concerns should be followed up.

Advice on dealing with disclosures is included in Appendix 4.

Confidentiality

It is essential that staff do not promise confidentiality to a child or young person. Staff who become aware of a possible child protection case should discuss the matter only with the essential personnel referred to above. Any notes made by staff must be passed on to the designated person.

Parental/Carer Information

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 Hand Book. 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.

Protection of Vulnerable Groups (PVG) Checks

The PVG scheme is a Scottish Government scheme. It helps to ensure that those who have regular contact with children through paid or unpaid work do not have a known history of harmful behaviour. The school follows City of Edinburgh policy on the application of the scheme. Staff and volunteers who work with children will need to be members of the PVG scheme.

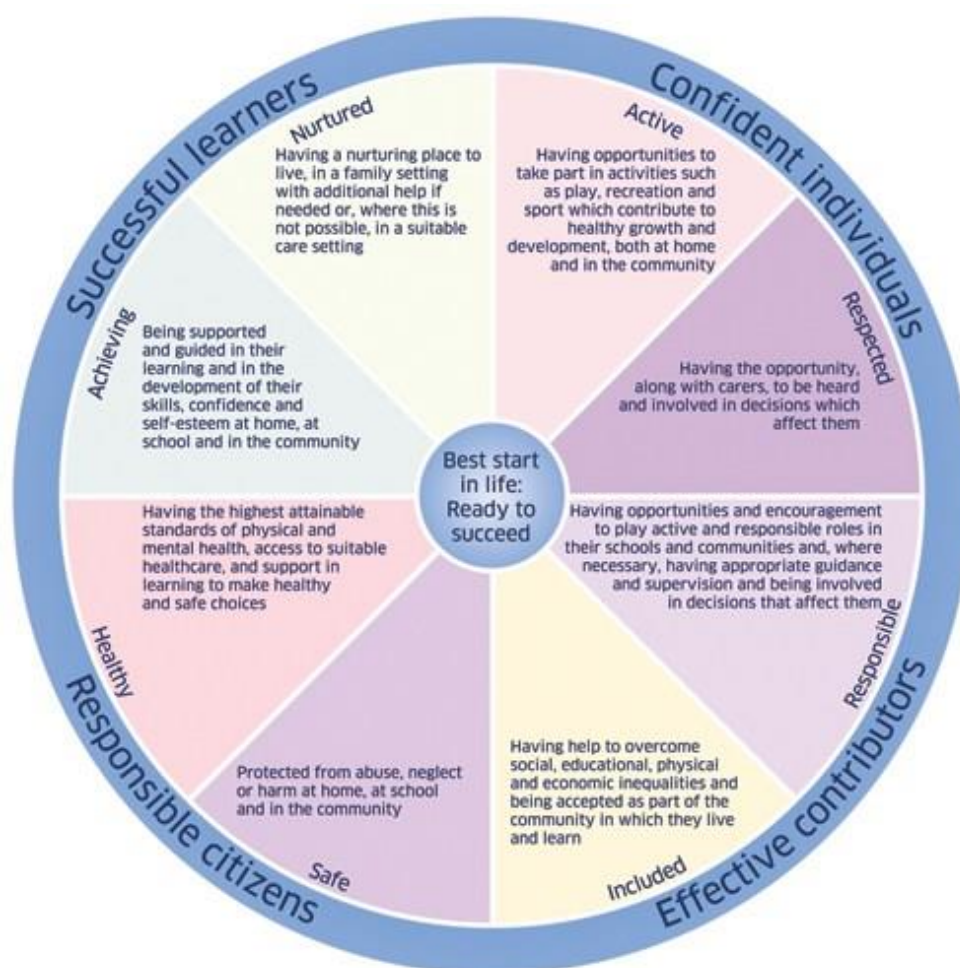
Policy Review Date: August 2025

Appendix 1. SHANARI Wellbeing indicators

Getting It Right For Every Child (GIRFEC) is the Scottish Government's drive to improve outcomes for all children. The aim is that all children in Scotland are safe from neglect or harm and are given every opportunity to develop to their full potential to become confident, responsible, and productive members of society.

In order to meet these goals, an agreed definition of *wellbeing* has been created. It is summarised in the *Wellbeing Wheel*.

SHANARRI



Appendix 2. Wellbeing concern form

Wellbeing Concern Form

**getting
it right**
for every child

BABY'S/CHILD'S/YOUNG PERSON'S DETAILS

Name

Date of birth

PERSON RECORDING DETAILS

Name

Agency /
Establishment

AREA OF CONCERN

Please tick relevant box(es) on 'Wellbeing Wheel' and use these headings to record the details below.



DESCRIPTION OF CONCERN(S)

If appropriate include strategies to address the issue and/or any actions taken. Please also summarise any previous concerns.

Signature

Date

It does not have to be the recorder that discusses the concern with the parent or carer, but agreement should be reached about who is the most appropriate person within the agency to do this and the parent or carer's views recorded here.

Has the concern been shared with the parent/carers?	Yes <input type="radio"/>	No <input type="radio"/>
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What is the parent/carers saying about the concern?

Has the concern been shared with the child/young person?	Yes <input type="radio"/>	No <input type="radio"/>
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What is the child/young person saying about the concern?

ONLY COMPLETE THIS SECTION IF RELEVANT TO AGENCY STRUCTURE

Has the concern been shared with anyone else?

Yes ☐ No ☐ Please specify

Comments/Action:

THIS MUST ALWAYS BE COMPLETED BY NAMED PERSON (or person acting on their behalf)

Action being taken in relation to this Wellbeing Concern?

- | | |
|--|---|
| <input type="radio"/> Continue to monitor | <input type="radio"/> Initiate Child Protection Procedures |
| <input type="radio"/> Carry out Assessment of Need | <input type="radio"/> Discuss with Lead Professional (if allocated) |

Comments:

Feedback given to the referrer

Yes ☐ Date

Name Job title Date

Appendix 3. City of Edinburgh Council Chronology



Chronology

[illegible]

Appendix 4. Advice on dealing with disclosures

The following guidance on dealing with disclosures are provided to assist staff who may have to respond, either as part of their work role or because they have been trusted by the child.

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.
- Take notes

Reassure

- Reassure the child.
- Do not make promises you may not be able to keep, like *“I’ll stay with you”*
- Don’t promise confidentiality: you have a duty to refer.
- 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

- Do not ‘interrogate’ the child for full details. You are not investigating the allegation.
- 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
- 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 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
- Do not take photographs or video any injuries or bruises. Draw a diagram to indicate the position of any bruising
- Record statements and what you observe, rather than your interpretation or assumptions.

School Procedures

- Follow the School guidelines.
- Quickly contact the school Child Protection Coordinator or a member of the SMT if they are unavailable.

- Ensure you have briefed the Child Protection Coordinator or a senior member of staff.

Relax

- Get some support for yourself if you need it.