

Wellington School is committed to being a safe, child-centred school. It believes that all children have the right to be protected. It is fully committed to safeguarding the welfare of all children and young people in its care and promoting and developing all aspects of their wellbeing. The wellbeing of all children and young people is at the heart of Getting it right for every child (GIRFEC). Child Protection has to be seen in the wider context of GIRFEC. All children and young people 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. Everyone in school, and in Scottish society, has an important role to play in preventing the abuse and neglect of children and young people and in responding to any situation where they think a child or young person may be at risk of abuse or harm. School staff play a crucial role in ensuring that children and young people are safeguarded and protected. It is everyone's responsibility.

1. What is a Child Protection concern?

Child Protection means protecting a child from child abuse or neglect. It is closely linked to the risk of significant harm. 'Significant harm' is a complex matter and subject to professional judgment based on a multi-agency assessment of the child and their family. Where there are concerns about harm, abuse or neglect, these must be shared with the relevant agencies so that they can decide together whether the harm is, or is likely to be, significant. Significant harm can result from a specific incident, a series of incidents or an accumulation of concerns over a period of time. 'Harm' means the ill treatment or impairment of the health or development of the child, for example, impairment suffered as a result of seeing or hearing ill treatment of another. It is essential that when considering the presence of likelihood of significant harm that the impact (or potential impact) on the child takes priority. To understand and identify significant harm, it is necessary to consider:

- The nature of harm, either through an act of commission or omission
- The impact on the child's health and development, taking in to account their age and stage of development
- The child's development within the context of their family and wider environment
- The context in which a harmful incident or behaviour occurred
- Any particular needs, such as a medical condition
- The capacity of the parents or carers to adequately meet the child's need
- The wider and environmental family context

The reactions, perceptions, wishes and feelings of the child must also be considered, with account taken of their age and level of understanding. Steps should be taken to ensure that any accounts of adverse experiences given by children are accurate and complete and recorded fully. When a child is thought to be at risk of significant harm, the primary concern will be for their safety.

2. What is Child Abuse and Child Neglect?

Abuse and neglect are a form 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 or an institutional setting, by those known to them, or more rarely, by a stranger.

The following summarises the categories of child abuse, although it must be remembered that child abuse can overlap amongst the categories and may not always fit neatly into one category.

Information has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances.

2.1 Physical Abuse

Physical abuse is the causing of 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.

2.1.1 Bruising

This is the most common accidental injury experienced by children and research shows that the likelihood of a child sustaining accidental bruising increases with increased mobility. Up to 60% of children who are mobile have bruising. Staff must show a proportionate response to any child in school who has bruising and take advice from the Child Protection Co-ordinator if there is any concern that bruising is not accidental.

2.2 Emotional Abuse

This is defined as persistent failure to provide for a child's basic emotional needs so as to have adverse effects on the emotional development of the child. This may include rejection, denigration, inappropriate punishment, being put in a state of terror or extreme anxiety by the use of threats, intimidation, isolation from normal social experiences and preventing the child from forming friendships. Some level of emotional abuse is present in all types of ill-treatment of a child; it can also occur independently of any other form of abuse.

2.3 Sexual Abuse

Sexual abuse is any act that involves the child in any activity for sexual gratification of another person, whether or not it is claimed the child consented. It involves the child being forced or enticed to take part in sexual activities, whether or not the child is aware of what is happening, e.g. involving children in looking at or in the production of pornographic material, or encouraging children to behave in a sexually inappropriate way.

2.4 Neglect

This occurs when a child's essential needs are not met and this is likely to cause impairment to physical health and psychological development. Such needs include food, clothing, cleanliness, shelter and warmth. A lack of appropriate care results in persistent or severe exposure, through negligence, to circumstances which endanger the child.

Additionally, failure to secure appropriate medical treatment for a child or a child being permitted to follow a lifestyle inappropriate to the child's development needs, are categorised as physical neglect. Neglect may also result in the child being diagnosed as suffering from Non-Organic Failure to Thrive where the child has significantly failed to reach normal growth and developmental milestones (i.e. physical growth, weight, motor, social and intellectual development) where physical and genetic reasons have been medically eliminated and a diagnosis of non-organic failure to thrive has been established. This may include withholding food as a form of punishment and/or the sufficiency/suitability of food.

3. Recruitment and Selection of Staff and Governors

The School will ensure its procedures for recruitment and selection of staff and governors is robust and any new appointment is made under the Protection of Vulnerable Groups (PVG) Scheme and that governors are registered Scheme members. Additionally, staff applying for posts are required to provide a full employment history with names and addresses of previous employers. An applicant's current employer will always be approached and written references will be taken up. Contracts will only be signed once all the above checks have been completed and professional qualifications are verified.

3.1 Code of Conduct for Staff

The climate of suspicion that has developed with regard to child abuse poses a real dilemma for caring adults. It is a natural inclination that staff comfort and reassure children through physical contact but this should only happen once a considered assessment of the situation has been made. Adults touching children must operate within understood limits. This will vary according to the age of the child and the role of the adult. It is impossible to lay down rigid rules but informed common-sense is a good guide. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivations and intentions. Staff interactions with pupils must be transparent and they should be wary of allowing situations to develop which could lead to allegations of impropriety. A Code of Conduct (Appendix 1) will serve to confirm to staff what is best practice and each member of staff will be issued with this, will sign for it, and a record kept.

3.2 Social Media

Any communication with pupils should be in line with school policy, for educational purposes and approved by the SMT. Teachers should never share information with pupils in any environment – including social media – that they would not willingly or appropriately share in a school or school related setting. Innocent actions can be misconstrued or manipulated.

3.3 One-to-One Situations

Opportunities for abuse exist in all schools, in one-to-one situations, e.g. tutorials, music lessons, etc. The simplest advice would be to try, so far as possible, to avoid being alone with a child or young person. This may prove difficult but where one-to-one contact is necessary, it should be arranged sensibly, with others, where possible, within earshot or vision. When alone with a pupil, never have the door locked and, where possible, keep a physical barrier between you and the child. If possible, doors should have built-in windows. Encourage pupils to be self-confident enough to point out if they are not comfortable with an adult's attitude or behaviour. In order to protect pupils and prevent conflict of interest, it is not recommended that pupils babysit/childmind the children of staff.

3.4 'Hands On' Educational Instruction

Any 'hands on' education should only be used when no other form of instruction, e.g. verbal or role-modelling, is possible and this should be done within earshot or vision of others. Where it is necessary for purposes of aiding the child or for health and safety reasons, staff should seek the young person's permission appropriate to their age and level of understanding and must explain to them what they are about to do.

3.5 Physical Contact

Physical contact should only be for the purpose of care, instruction or restraint. Staff should always be able to justify a resort to physical contact in any situation. The nature of the contact should be limited to what is appropriate. Where physical restraint on a child is necessary, the absolute minimum (reasonable) force is only permissible. The initial response should be to de-escalate the situation and once the child is under control, let go. Where possible summon a witness. Do not restrain pupils by placing hands on joints. All incidents of restraint should be logged, dated and signed, in a log kept for that purpose with the Child Protection Co-ordinator.

3.6 Verbal Remarks

Staff must be aware of the difference between 'banter' which emerges in the context of positive relationships and when this crosses the line to hurtful and embarrassing remarks. Salacious or demeaning remarks should never be made to or in the presence of children and young adults.

Remarks about a child's physical characteristics or development, or suggestive or derogatory comments could fall into this category. Staff should not make unfavourable comparisons to a child and 'picking on' particular children.

3.7 Relationships with Pupils

You are strongly advised to share your concerns with the Child Protection Co-ordinator if you suspect that a pupil is becoming inappropriately attached to you or to another member of staff or helper, or your relationship with or feelings towards a pupil are placing you at risk of unprofessional behaviour. Unless staff have already established relationships with a pupil(s) through friendships with parents or with their own children, they should not have contact with pupils for the purpose of securing a personal friendship or relationship.

3.8 Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns made in good faith, without fear of repercussion. In working with children and young people, staff, through ill-considered actions, can expose themselves to allegations of abuse. Their best protection is to encourage a climate of respect and openness within the school community where pupils feel confident to point out aspects of behaviour they do not like or do not feel comfortable with. Any concerns can be reported to the Child Protection Co-ordinator or the Headmaster (if it is about the Child Protection Co-ordinator) or the Chair of the Board of Governors (if it is about the Headmaster).

3.9 Inappropriate or Abusive Behaviour

The list below includes examples of inappropriate or abusive behaviour. The list is not exhaustive nor is it meant to suggest that all the actions are in themselves abusive but must be seen in context. Staff should bear these in mind and exercise their professional judgement.

- Physical – hitting or tapping, pushing or jabbing, throwing missiles, shaking.
- Emotional – sarcasm, unfavourable comparisons, threats, intimidation, scapegoating, systematic personal criticism, isolating.
- Sexual – any sexual activity with a pupil, inappropriate touching or comforting, suggestive remarks, sexual harassment, indecent materials, grooming.

From time to time, all staff should reappraise their relationships with pupils and ask : 'Are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equitably?'

3.10 Allegations of Abuse against Staff

Employees have a duty of care to their employees and any member of staff facing an allegation will be provided with effective support and advice. The allegation will be dealt with quickly and in a fair and consistent way that provides effective protection for the child and at the same time supports the member of staff who is the subject of the allegation. Allegations may be genuine, malicious or misplaced. They may arise from differing perceptions of the same event, which nevertheless are distressing and difficult for all concerned.

Where any allegation against a member of staff suggests child abuse this will be taken seriously and acted on. It will become a police matter and the Child Protection Co-ordinator or Headmaster will take advice from the police on the course of action that will be taken. The member of staff will be advised to contact their Professional Association/Trade Union representative or an independent colleague for support. A precautionary suspension may be used without prejudice in certain circumstances. Further detailed guidance is available in the SCIS Guidance on Child Protection 2018

and the National Guidance for Child Protection in Scotland 2014.

Where the information is unclear or does not suggest child abuse, an initial assessment will take place to establish the context of the interaction and the intent of the member of staff. The School's Disciplinary Policy may be invoked. Staff will be informed of any concerns or allegations as soon as possible and will also be given an explanation of the likely course of action, in line with police guidance, if necessary.

In the event of an allegation, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

In the event of a malicious or deliberately invented allegation, the Headmaster will decide on the course of action to take.

4. Good Practice in Safeguarding and Protecting Children and Young people

4.1 Bullying

The school has a robust anti-bullying policy based on the 'Respect for All' Guidelines 2018. It has a streamlined process for recording and monitoring bullying incidents. Further information can be found in the school's Anti-Bullying Policy 2018. By effectively preventing and tackling bullying, the school can help to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.

4.2 Mentoring and Buddying

All mentoring and buddying takes place in the classroom, in communal areas or within sight of teachers. S6 buddies are given basic child protection training.

4.3 Children Missing in Education

Where a child goes missing from education, the school will make extensive enquiries to try and locate the child. If this is not successful, the school will make a referral to Children Missing in Education through South Ayrshire Council.

4.4 Residential Visits Including Trips Abroad and Outdoor Education

Staff and their deputies organising such trips should be trained in child protection to the appropriate level in the context of 'Safe Trips' either by an external delivery provider or by the Child Protection Co-ordinator until the next external training opportunity becomes available. Staff should be trained in the guidance provided in Going Out There – Scottish Framework for Safe Practice in Off-Site Visits (2016). This document is available for all staff and will be provided to staff organising trips.

Excursions out of school, especially residential excursions, can provide opportunities for abuse. Care should be taken to ensure that there are sufficient adults of appropriate sexes to provide proper supervision and that a risk assessment has been carried out using the appropriate school paperwork. On trips taking place during the holidays, there will be a greater degree of informality, however, there is a significant difference between a more informal approach and failure to exercise due care. In particular:

- Young people should not be permitted to wander alone in unfamiliar places
- Staff should not fraternize with or be over-familiar with pupils
- Free time for pupils does not equate with free time for staff

Should a child protection incident occur, the school emergency contact for the trip and the Child

Protection Co-ordinator should be contacted. A referral should be made to the relevant police service in the area where the alleged offence took place. It should be noted that particularly in relation to sexual activity, different countries have markedly different ages of consent. Contact with the parents/carers of those directly involved should be made in line with child protection procedures. Significant delay in contacting other parents/carers should be avoided, given the availability of mobile phones and other forms of electronic communication, and should be the responsibility of the Headmaster/Child Protection Co-ordinator. More information can be found in the National Guidance for Child Protection in Scotland 2014 and SCIS Guidance on Child Protection 2018.

4.5 Exchange Visits Abroad and Home Stay

The school has a vibrant and exciting programme of exchange visits which enrich the language curriculum and the cultural learning of the pupils. In providing this, it also has responsibility for the wellbeing, safety and protection of children during any exchange visit arranged and for considering how best to minimize risk of harm to those children involved. The school will do everything reasonable, including risk assessment, to ensure the safety and wellbeing of pupils on exchanges. Group leaders should make daily contact with all members of the group to check that all is well and pupils and their parents should have emergency contact numbers in the case of any problems which may arise. A Code of Conduct will be agreed in advance by pupils, parents and staff and signed. In planning a trip involving a homestay abroad, the school will liaise with partner schools and agree a set of standards for the care, accommodation and supervision with the 'host' organiser. The school will do everything reasonable to ensure the safety and wellbeing of the pupils and will ensure that all host families complete the Host Family Stay Information Form (Appendix 2) and take up references. There will be the expectation, that if Government Guidance/procedures exist for checking families, this is followed.

In planning a homestay in Scotland, the school will ask host families to complete the Host Family Stay Information Form (Appendix 2). Being a host parent is a 'regulated activity' with children as per Schedule 2 of the PVG Act. Any parent who is knowingly barred from doing regulated work with children and who subsequently applies to be a host parent would be committing an offence. The school is currently considering advice from Disclosure Scotland with regards to accessing PVG checks for homestay parents and Enhanced Disclosure Checks for any person aged 16 or over who lives in the same house as the host parents.

4.5.1 Outdoor Education

Schools have a duty to satisfy themselves that selected centres have clear Child Protection, Security and Health and Safety policies and procedures and risk assessments in place and that any staff employed by the school are checked according to the PVG scheme.

4.6 Work Experience

The school will check that:

- Organisations have been assessed for their suitability
- The nature of the work is suitable
- Any involvement with other vulnerable members of the community is safe for both them and the pupil volunteers
- Pupils are fully prepared in terms of health and safety
- Contact with the school is always available
- Arrangements are in place for the placement provider to contact the school should difficulties arise or the young person fails to arrive

- Transport arrangements are in place and known by all concerned, including travelling arrangements whilst on placement with individual member of the placement team
- Parental consent will be sought for work experience and any travel whilst on placement with an individual member of the placement team

More details can be found in the School's Work Experience Paperwork. This school is currently working with the Chamber of Commerce to develop the Work Experience Programme.

4.7 Online Safety

E-technologies bring a variety of risks from adults and peers, such as: exposure to obscene, violent or distressing material; bullying, coercion or intimidation through social media platforms and online cyber-bullying, identity theft and abuse of personal information; pro-eating disorder, self-harm or suicide sites; and sexual exploitation by online predators. The use of E-technology has become a significant component of child protection concerns. The breadth of issues within online safety is considerable but can be categorised into three areas of risk:

1. Content: being exposed to illegal, inappropriate or harmful material.
2. Contact: being subjected to harmful online interaction with other users.
3. Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

4.7.1 Sexting

Sexting is defined as 'the production and/ or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts'. Key concerns relate to non-consensual forwarding to peers or images being posted online and the associated emotional and social consequences. The school will take seriously any instances of sexting and will involve parents at as early a stage as possible.

4.7.2 Pornography

Research findings suggest more children are more likely to report unintentional rather than intentional viewing of pornography. Boys are more likely than girls to view online pornography. The school will incorporate the issues surrounding online pornography as part of its wider PSE programme. The school will take seriously any instances of viewing online pornography on the school premises and will involve parents at as early a stage as possible.

The school will ask pupils to sign an Acceptable User Agreement.

4.8 Photographs and Videos of Children and Young People

Any photographs and videos of children and young people should be taken on school devices and not on staff personal devices. Staff must check that there is permission to publish before posting these anywhere online. All photographs/videos taken and/or retained should be compatible with GDPR.

4.9 The Curriculum including CEOPS/ PSE

The school will provide broad E-safety advice through PSE/Assembly, etc., to build children's digital resilience with a focus on developing critical ability and technical competency in terms of education and Internet usage and also supporting children online and offline to become confident, competent and safe users of the Internet. The school will continue to highlight changes and new risks. Any pupil who seeks help will be supported.

Further details can be found in the School's Anti-Bullying Policy 2018

5. Child Protection in Specific Circumstances

5.1 Prevent

Prevent places a legal duty on the school to have “due regard to the need to prevent people from being drawn into terrorism.” The school has robust procedures in place for sharing information about vulnerable individuals (where appropriate to do so) and these procedures link with existing safeguarding good practice. The Child Protection Co-ordinator is also the Prevent Lead and single point of contact for Prevent, and liaises with local authority Prevent leads, Education Scotland and SCIS in order to benefit from best practice. She sits on the Ayrshire Multi-Agency Prevent Group and demonstrates an understanding of the local and national multi-agency Prevent governance arrangements. The school is compliant with the duty and demonstrates that it is willing to undertake Prevent awareness and other training that could help staff to prevent young people from being drawn into terrorism.

5.2 Under-Age Sexual Activity

Increasing numbers of young people are engaging in a range of sexual activity before the age of 16, however, the law continues to make it clear that society does not encourage sexual intercourse in young people under 16 as it can cause concern for their wellbeing.

Not every case will constitute a child protection concern and it is important that a proportionate response is made. There may still be needs to be met on a single agency or multi-agency basis.

Child protection procedures must be instigated:

- If the child is, or is believed to be, sexually active and is under the age of 13;
- If the young person is currently 13 or over but the sexual activity took place when they were under 13; and
- Where the ‘other person’ is in a position of trust in relation to that young person.

When a member of staff becomes aware that a young person (i.e. 13 or over) is sexually active or is likely to become sexually active, they should take advice from the AHT (Pupil Welfare) in the Senior School/Child Protection-Co-ordinator who will conduct an assessment of risk and needs in line with the GIRFEC National Practice Model. The school has a duty of care to ensure that the young person’s health and emotional needs are addressed and to assess whether the sexual activity is of an abusive or exploitative nature.

5.3 Domestic Abuse

If a child witnesses, or is subject to, domestic violence, it is not only traumatic but is likely to have an adverse impact on a child’s wellbeing and they may be at an increased risk of significant harm. Children and Young People can also be affected by domestic abuse even when they are not witnessing it or being subjected to it. Staff must be familiar with the signs of domestic abuse and anyone who sees a distinct change in the wellbeing of a pupil should seek the advice of the Child Protection Co-ordinator. Domestic abuse can have a profound impact on children and young people, both in the short and long term.

5.4 Children and Young People Experiencing or Affected by Mental Health Problems

The emotional wellbeing of a child or young person is just as important as their physical wellbeing. Certain risk factors make some children and young people more likely to experience mental health problems than others. In recent years, the incidence of self-harm and suicide among young people has increased. For some young people, mental health problems will severely limit their

capacity to participate actively in everyday life and will continue to affect them into adulthood. The causes of mental ill-health in children and young people are bound up with a range of other factors: environmental, social, educational and biological. Waiting to access CAMHS should not be a justification for inactivity on the part of staff or other agencies. Teachers who suspect a change in a child or young person's mental health should seek the advice of the appropriate Year Head who will liaise with the AHT (Pupil Welfare) in the Senior School.

Parental mental health issues can have a detrimental effect on a child's development. If you suspect this is the case you should seek the advice of the AHT (Pupil Welfare) in the Senior School.

Key school staff have been trained in Mental Health First Aid. The training focus going forward will be LIAM – Let's Introduce Anxiety Management.

5.6 Harmful or problematic sexual behaviour

In children and young people, this can be difficult to identify. Practitioners' ability to determine if a child's sexual behaviour is developmentally typical, inappropriate or abusive will be based on an understanding of what constitutes healthy sexual behaviour in childhood as well as issues of informed consent, power imbalance and exploitation.

5.7 Parental Substance Misuse

There is an increased risk of violence in families where parents abuse substances such as drugs and alcohol. As such, children can suffer from physical and emotional neglect, lack boundaries and live chaotic lives.

5.8 Fabricated or Induced Illness Syndrome (FIIS)

An adult suffering from FIIS appears to seek the security and support of the medical environment and is driven by masochistic urges. In FIIS by a parent or carer, the adult uses the child to obtain medical attention by creating medical symptoms in the child, often induced by dangerous procedures such as asphyxiation, poisoning or ensuring that invasive tests or surgical procedures are carried out on the child.

Children that are affected by this form of abuse can have a greater frequency of illness and a higher than normal absence rate from school.

5.9 Children and Young People Who Place Themselves at Risk

If you suspect a child is placing themselves at risk from serious harm from their own behaviour you should seek the advice of the Child Protection Co-ordinator. Concerns may include:

- Self-harm/suicide attempts
- Running away/going missing
- Alcohol and/or drug misuse
- Inappropriate sexual behaviour
- Criminal activity
- Violent behavior

6. Responding to Concerns/Allegations of Abuse about Children/Young People/ Reporting, Information Sharing and Recording

The role of school staff is to recognise, respond, report and record (the 4 Rs)

1. Recognise when the child's behaviour and demeanour is a cause for concern or they have told you something that suggest that they may be at risk of harm.
2. Respond by following the guidance in this document.
3. Report their concerns as quickly as possible and on the same working day to the Child Protection Co-ordinator.
4. Record.

And then REPORT to the Child Protection Co-ordinator on the same day as the concerns arise. Remember to keep contemporaneous notes and make a record of them on the same working day.

Staff should:

1. Listen with care
2. Reassure the child that he/she is not to blame
3. Not show disbelief
4. NOT GUARANTEE CONFIDENTIALITY
5. Take allegations seriously
6. Avoid being judgemental
7. Not interrogate a child. Staff, however, can ask the W questions:
 - What happened?
 - Where did it happens?
 - Who did it?
 - When did it happen?
8. Refer the matter to the Child Protection Co-ordinator

Checklist for staff in all cases if:-

- you suspect a child may have been abused
- a child discloses abuse
- a third party expresses concerns to you you should OBSERVE, RECORD and REPORT

Respond without showing signs of disquiet, anxiety or shock

Enquire casually about how an injury was sustained or why a child appears upset

Confidentiality should never be promised to children or to adults

Observe carefully the behaviour or demeanour of the child or the person expressing concern

Record in detail what you have seen or heard

Do not interrogate or enter into detailed investigations; rather encourage the child to say what he or she wants to establish the basic facts. Questioning and testing of evidence is not a matter for school staff. This is the responsibility of Police and Social Work. Such an approach could prejudice further action.

6.1 Reporting a Child Protection Cause for Concern

Any child protection concerns should be recorded on the appropriate Cause for Concern Referral Forms (Appendix 3).

Child Protection Cause for Concern Referral Forms must be sent to the Child Protection Co-ordinator on the same day as the concern is raised. The Child Protection Co-ordinator will then complete Part 2 and store the Referral Form on paper outwith the child's Educational Record and electronically in Public/Staff/GIRFEC-Child Protection Cause For Concern.

The Child Protection Co-ordinator will make a separate note indicating date and nature of concern (i.e. Child Protection) and record this on the Cross Referencing proforma in the pupil's Educational Record cross referencing to the Child Protection Record. A red dot on the child's Educational Record will also identify a child protection concern.

The Child Protection Co-ordinator will implement Child Protection procedures, if appropriate. This information will be shared with on a need-to-know basis according to the terms specified in this policy and local policies and working practices.

6.2 Recording Information

This will be the job of the Child Protection Co-ordinator.

Decision-making depends on having sufficient, succinct accurate and accessible records. A distinction should always be made between facts, hearsay and opinions. Records should include note of:

- Child's name and any other name the child has or is known by;
- Child's date of birth;
- Any unique identifying number: all pupils in schools in Scotland have an identity number, known as the Scottish Candidate Number (SCN);
- Details of the cause for concern (s);
- Details of staff contact with children and families;
- The child's view and emotional well-being;
- Actions and decisions and the rationale behind them;
- Outcomes of interventions;
- The Child's Plan (or Child Protection Plan, where the child is assessed as being at risk of significant harm); and
- A chronology of significant events involving the child and their family/carers.

6.3 Information Sharing

Procedures for sharing information in relation to child protection matters will be dictated by national legislation. Practitioners may continue to share proportionate and relevant information to appropriate authorities where necessary to protect the vital interests of the child and the reliance on consent may be prejudicial to that purpose. In all circumstances, the welfare and protection of a child is paramount.

6.4 Storage and Retention of Records

Any pupil whose file contains information of a child protection nature will be known to the Child Protection Co-ordinator.

All files will be clearly identified by a cross referencing proforma and a red dot and the files themselves will be retained by the Child Protection Co-ordinator. A copy will also be stored electronically in: Public/Staff/GIRFEC-Child Protection Cause For Concern.

No other staff, except the Child Protection Co-ordinator, her Deputies and the Headmaster, or any member of staff delegated by them or the Headmaster, will have access to them.

All staff should understand their responsibilities with regard to recording, storing and sharing information.

Procedures should be in place for the management, storage, retrieval, retention, disposal and disclosure of information/records.

Clear protocols should be in place to support the sharing of paper and electronic files. All records should be compatible with GDPR.

6.5 Education Records

A Pupil's Education Record should be kept for a period of 5 years.

6.6 Child Protection Records

The primary duty to keep Child Protection Records falls to Social Work. Whilst there may be individual cases where the school will retain a Child Protection Record beyond five years, there must be a clear and recorded rationale for this.

6.7 Transfer of a child protection file to another school

When a pupil changes school, the Child Protection Co-ordinator will transfer the Child Protection Record and have a face-to-face meeting with the equivalent member of staff in the new school. If this is not possible the file will be sent, separately from the Child's Educational Record, tracked and confirmation of receipt will be requested.

7. Roles and Responsibilities

7.1 The Child Protection Co-ordinator is Mrs Natalie O'Connell. Her role is to:

- Liaise directly with the Head on all Child Protection issues
- Maintain the Child Protection Policy for Wellington School
- Review the Child Protection Policy at regular intervals, ideally annually or in light of new legislation or guidelines
- Supply new members of staff with a written copy of the school's Child Protection Policy, Code of Conduct and emphasise the importance of these
- Co-ordinate any action in the school in relation to specific children about whom concerns have been raised
- Liaise with external agencies within South Ayrshire which have a responsibility for protecting children and safeguarding their welfare and co-ordinate any action
- Have a knowledge of how South Ayrshire conduct a Child Protection Case Conference and Review Conference and be able to attend and contribute to these effectively
- Work within Ayrshire & Arran Good Practice Guidance on Information Sharing
- Ensure that all staff are fully aware of their responsibilities according to school policy.
- Ensure that complete confidentiality is maintained at all times when dealing with child protection issues, only sharing that information as appropriate in the interests of the child and in accordance with GDPR.
- Work within SCIS framework for Child Protection Learning and Development
- Work within the confines of the Children and Young People (Scotland) Act 2014
- Organise an updated briefing for all staff annually
- Organise Specific Contact Workforce staff training on child protection procedures for new staff (NSPCC Online)
- Organise Specific Contact Workforce staff training for all staff every 2 - 3 years (NSPCC Face-to-Face)
- Undergo Intensive Contact Workforce training on child protection every 3 years or more frequently, if possible

- Organise Intensive Contact Workforce staff training for Child Protection Deputies and the Headmaster every 3 years or more frequently, if possible
- Understand the specific needs of children in need, particularly those with additional support needs and young carers
- Oversee the provision whereby pupils are made aware of how to protect themselves from the risk of abuse through PSE, etc.
- Listen and respond to concerns raised by staff, pupils and parents in relation to child protection and support staff who raise concerns
- Co-ordinate any action which may be deemed necessary within the school
- Ensure that child protection records are maintained according to robust procedures
- Delegate responsibilities to the most appropriate person, e.g. in situations where the CPC may not be the most appropriate person to support a particular child when an allegation has been made
- Review the school's procedures annually
- Audit and undertake quality assurance of child protection at regular intervals (Safeguarding Committee)

N.B. The Deputy Child-Protection Co-ordinator is **Mr Alistair McDougall in the Senior School** and **Mr Jimmy Cox in the Junior School**. They should be the next point of contact if the CPC is unavailable.

7.2 Governance

The Chair of the Board of Governors and the Board are accountable for ensuring their school has effective Child Protection Procedures in place. A designated Governor will be appointed with particular responsibility for safeguarding and child protection. This is Mrs Laura Wilson. A Safeguarding Committee will exist for the monitoring, auditing and quality assurance of child protection.

8. The Legal Context

Privacy and confidentiality is governed by legal provisions that aim to safeguard personal information, particularly:

- the Children and Young People (Scotland) Act 2014;
- the UN Convention on the Rights of the Child (1989);
- the Human Rights Act (1998);
- GDPR (2018);
- professional codes of conduct.

This policy takes account of the following legislation and guidance:

- Children and Young people (Scotland) Act 2014
- National Guidance for Child Protection in Scotland 2014
- SCIS Guidance on Child Protection 2018
- South Ayrshire Council Child Protection Committee Inter-agency Guidance
- Under-age Sexual Activity Protocol
- 'Promoting the Wellbeing of Children and Young People affected by Parental Substance Misuse
- Wellington School Anti-Bullying Policy 2018
- Wellington School Whistleblowing Policy
- Wellington School Disciplinary Policy
- Prevent Guidance



Wellington
SCHOOL

Child Protection Policy Statement

- Going Out There – Scottish Framework for Safe Practice in Off Site Visits (2013)
- CME

This policy will be reviewed annually in accordance with changes in legislation and guidance on the protection of children.

N. O'Connell
December 2018