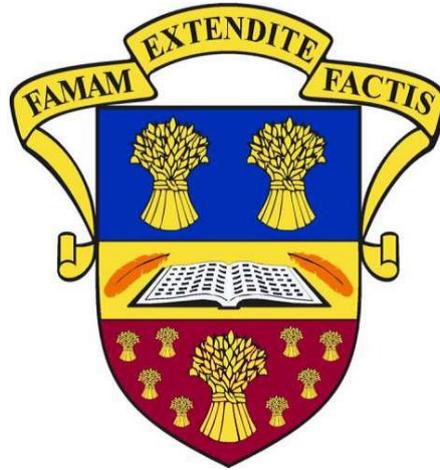


Ellon Academy



SAFEGUARDING AND CHILD PROTECTION POLICY

ELLON ACADEMY CHILD PROTECTION COORDINATOR: FRASER
McLACHLAN (ROOM: G17 EXTENSION 2017)

(updated June 2018)

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Background and rationale

School Aims and Linked National Priorities

The Scottish Government's vision for education in Scotland is:

Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

The key priorities to deliver the vision are:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Ellon Academy Vision, Values and Aims

To contribute towards delivering the national priorities, Ellon Academy has developed an aspirational vision, a set of core values that underpin the school's work, and ambitious aims. Collectively, these drive our work to help ensure pupils acquire a broad range skills and capacities at the highest level, and that pupils have the best opportunity to succeed regardless of social circumstance or additional needs.

Ellon Academy Vision:

“At Ellon Academy we work together to achieve and exceed our personal best in all that we do, striving to ensure that all learners have equal opportunities and are able to raise their aspirations, reach their goals and realise their full potential.”

Ellon Academy Values:

Respect: we treat everyone in our school and community with kindness and respect

Responsibility: we take responsibility for ourselves, our actions and how they affect others

Excellence: we ensure that we give of our very best in everything we do

Equality: we ensure that everyone is treated fairly and equally

Aspiration: we never settle for ordinary, we aim to be extra-ordinary and to stand out from the crowd

Dedication: we demonstrate focus and commitment to doing our best for ourselves, our school and our community

Integrity: we are open, honest, reliable and trustworthy



Ellon Academy Aims:

Lifted Leadership We are leaders of learning and our leadership sets the context for lessons at Ellon Academy. We are committed to leadership development at all levels for pupils and staff.

Elevating Ethos Our vision, aims and values are consistent across the school and have been shaped collaboratively.

Transformational Teaching We are committed to professional learning to improve pupil experiences and outcomes in the classroom.

Limitless Learning We know our learners well and we work collaboratively to remove barriers to learning and ensure that their universal and targeted support needs are met.

Aspirational Attainment and Achievement We encourage our learners to give and exceed their personal best academically and in developing and recording skills through wider achievement.

Excellence and Equity We have high expectations of our learners as individuals and we work to ensure equality and equity for all.

Promoting Partnerships We work with all stakeholders and the community to build relationships and partnerships to enhance pupil experiences and outcomes.

All our work in the 6 areas above focuses on ensuring positive outcomes for all learners and fostering a growth mindset to ensure that all young people believe in their own ability to progress and succeed.

The United Nations Convention on the Rights of The Child underpins all Ellon Academy policies, procedures and practices to ensure that pupils' rights and responsibilities, along with respect for all are promoted. This links into our United Nations Rights Respecting School Framework.

Policy Aim(s)

This policy aims to ensure that all pupils are safe from harm and that safeguarding and child protection procedures are in place to ensure that pupils' health and wellbeing is central to our core business in school.

This policy is generally concerned with practice in relation to QIs 2.1 and 3.1 ensuring the best possible outcomes for learners) in 'How Good is Our School 4'.

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
- Child Protection Coordinator or member of SLT

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. **Ideally you would contact Fraser McLachlan in the first instance.**

Dealing with Disclosures

As advised on the August inset please contact Fraser McLachlan as soon as you have a child protection concern. However should you be required to record information from a pupil below is some advice.

N.B. 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 must 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.

- 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.
- The CP officer will feedback to you in person after the event.

N.B. Please always err on the side of caution with all CP issues.



Child Protection Procedure in Education Flow Chart

Recognising actual or potential harm to a child

