



Child Protection Policy

Rosneath Primary School & Early Level and Childcare
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This policy has been prepared for Rosneath Primary School and Early Learning and Childcare in line with Argyll and Bute's Child Protection in Education Settings policy (2022, Argyll), Argyll and Bute's Education Management Circular 3.23 on Child Protection and Safeguarding and National Guidance for Child Protection in Scotland (Updated 2023). The right to protection is a founding principle of the United Nations Convention on the Rights of the Child (UNCRC) this approach to child protection is set within the Getting it right for every child (GIRFEC) approach to planning and providing support and care to children and families.

At Rosneath Primary School and Early Level and Childcare, all staff recognise the active role they play in the protection of children. As an establishment we must provide a caring, positive, safe and stimulating environment which promotes a child's wellbeing.

Our policy applies to all staff, volunteers and partners working in the school and Early Level and Childcare. All adults who work or volunteer in Rosneath Primary and Early Level and Childcare must read this guidance and understand the actions required if a child protection concern is raised.

All staff; educational and auxiliary, at Rosneath Primary and Early Level and Childcare will engage in annual child protection training as part of the August in-service days. Individual sessions will be delivered by the Head Teacher to all staff who are absent or whose start date is later than the August in-service days. Individual training will also be delivered to volunteers and partners through the school year.

What is child protection?

Child protection refers to 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. Child protection guidance provides overall direction for agencies and professional disciplines where there are concerns that a child may be at risk of harm, through abuse and or neglect.

What is child abuse and child neglect?

Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use. Appendix A provides explanations and signs of different types of abuse.

Reporting a Concern

A member of staff, volunteer or partner must report grounds for concern about the possibility of abuse/a disclosure to the Child Protection Coordinator or person deputising for them immediately with or without the consent of the child or children concerned.

The member of staff or supporting partner agency should not consult with, nor share the information with anyone else other than the Child Protection Co-ordinator or any person deputising for them.

Child Protection Co-Ordinator/Named Person

The Child Protection Co-ordinator for Rosneath Primary School and Early Level and Childcare is Adele Flynn (Head Teacher). In the absence or event of being uncontactable the Principal Teacher, Gemma McCauley assumes the role. In the event of the Head Teacher and Principal Teacher being unavailable, the Education Officer, Simon Easton should be contacted.

The Named Person for all Primary School pupils is Adele Flynn. For Early Level and Childcare pupils, the Health Visitor is the Named Person.

Teacher/Support Staff/Volunteer's Actions:

1. Immediately report the grounds for concern to the Child Protection Co-Ordinator (Head Teacher). If Child Protection Co-Ordinator is not immediately contactable discuss with clerical staff the best way to locate and contact the Child Protection Co-ordinator. Do not discuss matter with clerical staff, matters should be dealt with confidentially and shared with no one else.
2. Staff member must follow the instructions given by the Child Protection Co-ordinator, including providing a written account of the child's disclosure or the concerns raised. This must be signed and dated. (Appendix B).
3. Staff member must stay calm, listen to what the child is saying and be discreet. The member of staff must reassure the child they have done the right thing by talking. Confidentiality must not be promised, explaining that any disclosure has to be shared with The Child Protection Co-ordinator.
4. Responses should only be offered as necessary. Do not ask closed questions, instead using open-ended questions.
5. The staff member must explain their next steps to the child.

Child Protection Co-ordinator Actions:

1. Treat the grounds of concern as reported by the member of staff as a priority for action.
 - Consider immediate needs of all children involved.
 - Take emergency action if required.
 - Gather information and if appropriate seek clarification (not proof).
 - Ask staff to record relevant information.
 - Keep information in a password protected file.
- (a) Act immediately to ensure medical treatment if a medical emergency exists. First aid and urgent access to a hospital accompanied by an appropriate member of staff should be a priority, followed by immediate notification to social services and police, as appropriate. The appropriate member of staff will be the Head Teacher/Principal Teacher.
- (b) Report immediately to the Helensburgh and Lomond Children and Families Duty Senior Social Worker all cases where you have grounds for concern about child abuse or neglect. Discuss with the Duty Senior Social Worker the action to be taken, including when and by whom parents will be informed and the child or children interviewed. If a member of staff is alleged to be involved in child abuse then contact should be made with the Director of Community Services or the appropriate Head of Service. Decisions will then be made regarding appropriate action and the involvement of other services.
- (c) Record on the same day, the grounds for concern and action taken using the Child Protection Recording Form. Send the original report and three copies as detailed on the form. Keep a copy of this information, signed and dated, in the password protected file.
- (d) Police assistance may be required in urgent circumstances such as immediate avoidance of further abuse, immediate pursuit of an alleged abuser or avoidance of destruction of evidence.
2. Cooperate fully with all statutory agencies who may become involved.
3. Support the child or children involved as necessary and appropriate.
4. Ensure password protected file contains all relevant information. Upload required documents to the Wellbeing Application on Seemis. Update pastoral notes on Seemis.

Appendix A

Types of Abuse

Physical Abuse

Physical abuse is the causing of physical 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.

There may be some variation in family, community or cultural attitudes to parenting, for example, in relation to reasonable discipline. Cultural sensitivity must not deflect practitioners from a focus on a child's essential needs for care and protection from harm, or a focus on the need of a family for support to reduce stress and associated risk.

Emotional Abuse

Emotional abuse is persistent emotional ill treatment that has severe and persistent adverse effects on a child's emotional development. 'Persistent' means there is a continuous or intermittent pattern which has caused, or is likely to cause, significant harm. Emotional abuse is present to some extent in all types of ill treatment of a child, but it can also occur independently of other forms of abuse.

It may involve:

- Conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person
- Exploitation or corruption of a child, or imposition of demands inappropriate for their age or stage of development
- Repeated silencing, ridiculing or intimidation
- Demands that so exceed a child's capability that they may be harmful
- Extreme overprotection, such that a child is harmed by prevention of learning, exploration and social development
- Seeing or hearing the abuse of another

Sexual Abuse

Child sexual abuse (CSA) is an act that involves a child under 16 years of age in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.

For those who may be victims of sexual offences aged 16-17, child protection procedures should be considered. These procedures must be applied when there is concern about the sexual exploitation or trafficking of a child.

The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of indecent images, in watching sexual activities, using sexual

language towards a child, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a person under 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology. Children who are trafficked across borders or within the UK may be at particular risk of sexual abuse.

Criminal Exploitation

Criminal exploitation refers to the action of an individual or group using an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity in exchange for something the victim needs or wants, or for the financial or other advantage of the perpetrator or facilitator. Violence or the threat of violence may feature. The victim may have been criminally exploited, even if the activity appears consensual. Child criminal exploitation may involve physical contact and may also occur through the use of technology. It may involve gangs and organised criminal networks. Sale of illegal drugs may be a feature. Children and vulnerable adults may be exploited to move and store drugs and money. Coercion, intimidation, violence (including sexual violence) and weapons may be involved.

Child Trafficking

Child trafficking involves the recruitment, transportation, transfer, harbouring or receipt, exchange or transfer of control of a child under the age of 18 years for the purposes of exploitation. Transfer or movement can be within an area and does not have to be across borders. Examples of and reasons for trafficking can include sexual, criminal and financial exploitation, forced labour, removal of organs, illegal adoption, and forced or illegal marriage.

Neglect

Neglect consists in persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. There can also be single instances of neglectful behaviour that cause significant harm. Neglect can arise in the context of systemic stresses such as poverty, and is an indicator of both support and protection needs.

Female Genital Mutilation

This extreme form of physical, sexual and emotional assault upon girls and women involves partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. Such procedures are usually conducted on children and are a criminal offence in Scotland. FGM can be fatal and is associated with long-term physical and emotional harm.

Forced Marriage

A forced marriage is a marriage conducted without the full and free consent of both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual, and emotional abuse. Forced marriage is both a child protection and adult protection matter. Child protection processes will be considered up to the age of 18. Forced marriage may be a risk alongside other forms of so called 'honour-based' abuse (HBA). HBA includes practices used to control behaviour within families, communities, or other social groups, to protect perceived cultural and religious beliefs and/or 'honour'.

Appendix B



**Rosneath Primary School and Early Level and Childcare
Concerns Recording Proforma**

Child's Name:	
Child's Teacher:	
Completed by:	
Date:	
Time:	

<u>Concerns</u>

Received by:	Designation:
Date:	Time:

<u>Actions Taken</u>

National Policies and Protocols

[National-guidance-child-protection-scotland-2021-updated-2023.pdf \(www.gov.scot\)](#)

This guidance sets out the responsibilities and expectations for all involved in protecting children.

[The National Risk Assessment Framework to support the Assessment of Children and Young People](#)

[Argyll and Bute Professionals](#)

Argyll and Bute Child Protection for Professionals

<https://www.argyll-bute.gov.uk/publications-practice-and-guidance>

Argyll and Bute information on Child Protection for professionals.
Multi-agency Child Protection guidance and protocols

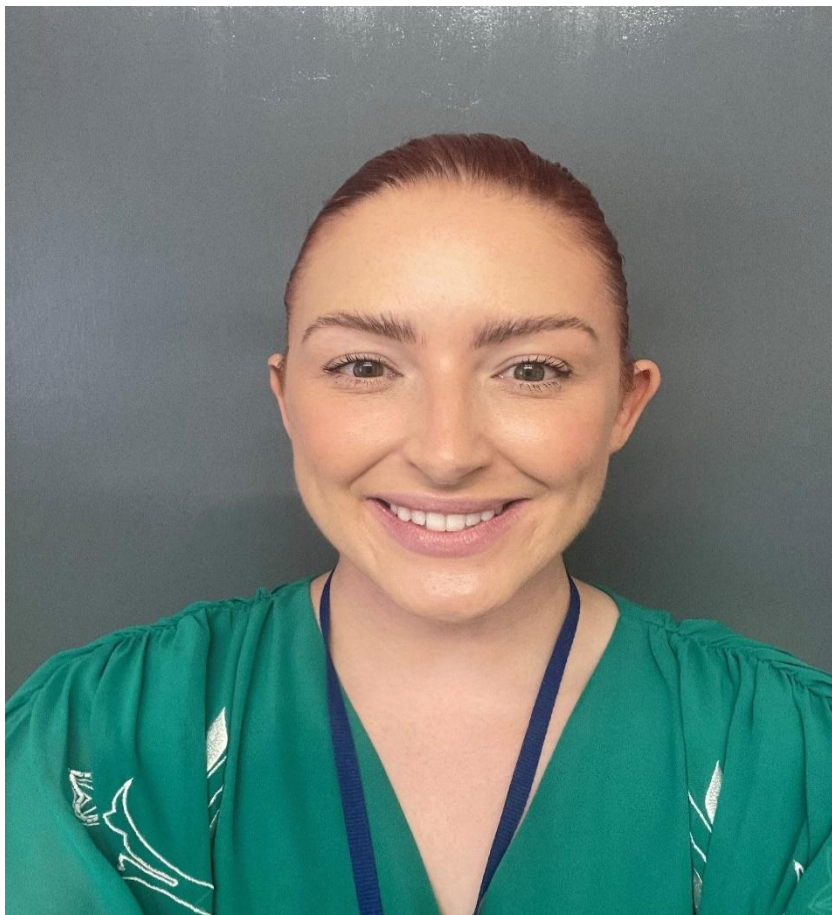
[Chronology Guidance](#)

[Argyll and Bute Practitioners](#)

Argyll and Bute GIRFEC for Practitioners.

[Argyll and Bute Child Protection Committee](#)

Rosneath Primary School and Early Level and Childcare
Child Protection



Adele Flynn
Head Teacher
Child Protection Co-Ordinator and Care Experience Designated Manager



Gemma McCauley
Principal Teacher