

Safeguarding and Child Protection

Yester Primary School

2022-2023



Part 1 CHILD PROTECTION

Recognising Child Protection Concerns

- How well does the current child protection framework for protecting children and young people take account of the National Guidance for Child Protection in Scotland (2014)?
- What arrangements are in place to ensure that all staff (including volunteers and partners) are aware of their responsibilities in line with the National Framework for Child Protection Learning and Development (2012)? How effectively do these arrangements ensure that staff (including the Designated Member of Staff for Child Protection) are kept informed with new developments in child protection, such as Female Genital Mutilation, Prevent?

Evidence

We use the local processes and procedures set out in Edinburgh and Lothian's Child Protection Procedures, 2015. This document reflects the Scottish Government's National Guidance for Child Protection 2014 and Additional Notes for Practitioners – Protecting disabled children from abuse and neglect. Additional single and multi-agency procedures and protocols have been developed to consider children and young people at risk in specific circumstances, such as Children and Families affected by Problem Alcohol and Drug Use (CAPSM), Underage Sexual Activity, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), Honour Based Violence (HBV), and Forced Marriage. We as a school use the above as our manual for Child Protection as instructed by the Council.

The East and Midlothian Public Protection Committee's Learning and Development Sub-group quality assures the delivery of all Public Protection training, which includes child protection training. They also have an overview on all training available/provided. The core of all child protection training for schools includes an awareness and knowledge of how to access the aforementioned procedures, policies and guidance, an understanding of what areas of concern may be around for a child/young person and how to identify them (this includes FGM, HBV, CAPSM, Forced Marriage, CSE and Child Trafficking), what action to take should a staff member have concerns, what their own role is in the process and the role of others and also an understanding of the potential risks and implications for children and young people in the use of new technologies.

The Head teacher, Debbie Mercer, is the Designated Member of Staff (DMS) for Child Protection and in her absence, it is the PT, Iain Devereux. All staff are aware of this and are reminded on an annual basis at the August in-service day. All new staff are made aware of who to contact within the school about any concerns they may have as part of their induction process and a sign displaying the same information is visible on the main school door to notify partners and visitors to the school.

All paid and unpaid staff/volunteers working directly or indirectly with children and young people in school are required to complete face-to-face Child Protection Awareness Raising and Response Training for the Specific Contact Workforce every two years. In addition to this, all staff are reminded of their child protection duties at the start of each academic year by a senior member of staff from within the school, normally the Head Teacher or the DMS for Child Protection. These annual updates also include a refresher on Prevent (Raising awareness of Children and Young People who may be vulnerable to being radicalised). The Head Teacher / DMS for Child protection completed Prevent (Workshop to Raise Awareness of Prevent in August 2022).

All new staff are advised about the schools child protection processes and procedures to support them to carry out their role and responsibilities effectively until they can access face to face Child Protection Awareness Raising and Response training within their own or another East Lothian School.

Head teachers, DMS for Child Protection, Deputes and other staff as designated by the Head teacher will receive additional specialist training to support their role either directly from colleagues within East Lothian Education or via the East and Midlothian Public Protection Committee who produce an annual training calendar of public protection learning and development opportunities. Training courses currently being provided include, 'Protecting Children and Young People with Disabilities' (Awareness Raising and Advanced), 'Working with Non Engaging Families', 'Understanding and Responding to Children and Young People experiencing Domestic Abuse' (Awareness Raising and Level 2), 'Children Affected by Parental Substance Misuse', 'Child Sexual Exploitation Awareness' and 'Harmful Practices'. Other courses are also added and advertised.

All DMS for CP and nominated deputes undertake the full day multi-agency 'Child Protection Risk Assessment and Processes Training' and subsequent refresher training every five years.

All staff sign the school's training log annually to acknowledge they have received an update and refresher on child protection and safeguarding procedures. A record is also kept by Debbie Mercer within the school when staff undertake Awareness Raising and Response Training to ensure that this training is accessed by all staff on a two yearly basis. All other additional more specific Child Protection training accessed by members of staff within the school is also recorded within this training log.

Sharing Child Protection Concerns

- How effectively do you share child protection information to ensure children and young people are well supported following a child protection concern?

Staff are fully aware of GIRFEC and the eight wellbeing indicators. All staff members use the Wellbeing Concerns Form when they have a concern regarding a pupil who is presenting or behaving in a way that indicates the child’s needs are not being consistently met or the child’s health or development may be being impaired. These completed forms are then passed to the DMS for Child Protection to decide on action. **Any Child Protection concerns are passed verbally to the DMS for Child Protection without delay.** Staff are fully aware of how to report any concerns and know these are acted upon by the DMS for Child Protection. Appropriate and proportionate feedback is provided to the member of staff reporting the concern.

The school has very positive relationships with all partners and have no hesitation in contacting colleagues to discuss any concerns with them. Child Planning Meetings are held regularly across East Lothian, where with parental consent, partner agencies can work together to formulate a support plan for children and young people where there are increasing or ongoing concerns. These plans are reviewed by key staff.

Should the concern raised be about a child who is an open case to children and families social work, we would consult directly with the allocated social worker or their team manager where known. In all other circumstances, where we believed we had a child protection concern, we would contact one of the core agencies without delay. If out with normal office hours, we would contact Emergency Social Work Service and if a child was thought to be in immediate danger we would call 999. We have up to date child protection contact numbers displayed throughout the school. All staff also have their own individual prompt cards which provide a reminder of how to respond to concerns, what actions to take and also a note of the contact numbers should there be no senior staff within the building.

Child Protection Planning

- How do you monitor the progress of children and young people, currently and previously, on the child protection register?

Evidence

Good record keeping is an important part of our school's accountability to children and their families and supports us to monitor, risk assess and plan for children and young people. It also helps us to ensure that timely, informed and appropriate decisions are taken to improve outcomes for learners.

Every child or young person who has a single or multi-agency plan has an up to date chronology and specifically children referred to the Children's Reporter, Children who are on the Child Protection Register, on a Compulsory Supervision Order, Looked After at home and Looked After and Accommodated.

Regular review meetings are held with key staff where we discuss each individual child's progress paying particular attention to our most vulnerable children. We track progress, achievements, specific barriers to learning and use Pupil Equity Funding, as part of the 2017 National Improvement Framework and Improvement Plan to plan interventions to implement long term, sustainable change (additional support and advice from other agencies is also utilised where required).

Regular discussions as appropriate take place between staff, children and young people and their parents. With parental consent, children and young people may be discussed at Team Around the Child / Wellbeing Meetings, in particular where needs are getting more complex and a multi-agency approach may be required; where referral to the Children's Reporter is being considered; where a child/young person has recently been removed from the Child Protection Register and / or from a compulsory supervision requirement and no longer have a social worker directly allocated to them.

A key member of staff supports any child and/or young person who is involved in a child protection investigation.

All Child Protection Files are stored separately from all other records relating to the child and are kept securely in a lockable cabinet located in the HT's office. Access to these files are restricted to the DMS for Child Protection and the Headteacher. The Child's PPR is marked with a sticker (indicating other file) to indicate the presence of this separate confidential file. For electronic files, a flag is used to indicate the presence of these same files and access privileges to these electronic files are limited to the DMS and Head Teacher and any other staff member deemed appropriate by the Head teacher. These folders are organised in line with East Lothian guidance and contain chronologies.

The progress of all children currently and previously on the child protection register is monitored by Debbie Mercer. We retain the child protection folders after the child stops being on the CP register, following the Council's retention period guidelines.

The Head teacher monitors LAC/LAAC children's progress. Key monitoring activities take place through annual review meetings.

Please provide self-evaluation evidence related to the following areas of safeguarding focusing on any relevant issues you have been addressing and/or improvements you have been making.

- **Curriculum:** developing children's and young people's understanding and awareness of safeguarding issues and developing their resilience
- **Digital technology:** ensuring children and young people use the internet including social media and mobile technology safely
- Clear policies and practices related to **physical intervention and restraint**
- **Bullying and recording of violent incidents**
- **Complaints:** Please provide brief details of any recent or current complaints, concerns or allegations which should be drawn to the attention of the inspection team.
- Arrangements for **first aid and administration of medicines**
- Arrangements for **risk assessments**

Evidence

Curriculum -

IN PSE, we follow the following programmes

- *RSHP for every year group to promote positive relationship and sexual health.*
- *Rights respecting schools has raised children's awareness of their rights and how these can be respected. All classes have created a class charter and children are continuing to engage with the language of their rights. Staff are also beginning to use the language of rights when speaking to their children, encompassing the articles of the UN Convention on the Rights of the Child (1991)*
- *All children and young people are aware of the GIRFEC's policy eight indicators of wellbeing – safe, healthy, active, nurtured, achieving, respected, responsible and included.*
- *Teachers work hard to ensure pupils are included, engaged and involved in their education.*

Digital Technology-

- Keeping myself safe e safe programme in P7
- Community Police Officer internet safety chats with P5-P7 / secondary pupils
- Community Policy Officer delivers internet safety evening to parents and visits PSEW classes to discuss issues.
- Regular discussions in school around social media apps
- Digital parenting magazine shared with parents

Physical Intervention and Restraint eg

- Behaviour support plans
- Team Teach training is available

Violent incidents

The council REVO system is used to log staff incidents in line with H&S at work. We follow this process. In addition, we have our own internal process for any incidents. There is a debriefing for staff on this.

- Pupil to pupil incidents are logged in various ways depending on the type of incident. Normally this is logged in line with the school's Positive behaviour policy and takes account of the interventions and the use of risk assessments, behaviour plans, IEPs and other information to reduce the chance or reoccurrence. It is important that the victims are also supported through this process.

Equalities-Bullying log

Yester Primary School take all forms of bullying seriously. Details of all bullying, violent and prejudicial incidents are recorded on a form along with any investigations carried out and actions taken. A bullying incident summary log is also kept to provide us with a means to identify trends and support early intervention. The data is also used at SLT meetings to ensure that any equality issues/concerns in the school are picked up early.

All children and young people are encouraged to speak out and any identified issues are raised within school assemblies, the curriculum, school policies and one to one meetings.

Data about school incidents including bullying, racism, violent incidents and what action you took following any of these to reduce/prevent re-occurrence e.g. how are you reviewing and acting on behaviour plans? How are you supporting victims of incidents? How are you informing (and involving if relevant) parents?

The Equality Act 2010 defines these as 'protected groups'. Looked-after children, young carers and children and young people from poor backgrounds can also be included as equalities groups.

The same process is followed for Cyber-bullying which is bullying behaviour that takes place via mobile phone or social media

Attendance and exclusions

Yester Primary School aims to promote children and parents positive attitudes to attendance. This includes raising the awareness of parents to the effects on attainment and access to life chances if children do not attend school regularly, or are persistently late.

Our school handbook promotes attendance and is clear in the expectations of parents / carers in relation to notifying the school of any absence (on the first day of absence), length of absence and reasons. On return to school, parents / carers are required to provide a signed note detailing the absence of the child or young person.

If there is no significant change to attendance for a child or young person and all resources and supports have been fully explored then a referral to Children's Services requesting further assessment is made noting all of the actions previously exhausted.

- Overall attendance figures are consistently very high (currently 97.47.) HT tracks attendance monthly and discusses any individual concerns with the admin team and appropriate action is taken. 3 families are currently being individually tracked regarding attendance(in regular contact with parents)

Medication and First Aid

We have a locked medicines cabinet in the photocopying room for the safe keeping of all prescribed medication and first aid resources. All administration of medicines is in line with Health care plans and with full signed consent form the parent/carer. Supporting Children and Young People with Healthcare Needs in Schools Guidance 2017 is followed and a record of medication administered in school is kept (witnessed and signed by two members of staff).

Examples:

- ✓ Health care plans are in place, updated annually or when required
- ✓ Support staff are severe allergies trained
- ✓ 8 staff are first aid trained
- ✓ All medication is monitored and medication cards are updated immediately when a child receives medication or uses their inhaler
- ✓ An accident report form is completed when there has been an injury to a pupil and the school have had to administer an ice pack or send a pupil to hospital for an x-ray.

Complaints log

Yester Primary School is dedicated to providing the best possible education and support for all its pupils. This means having a clear, fair, and efficient procedure for dealing with complaints so that any issues that arise can be dealt with as swiftly and effectively as possible. A record of all complaints made about our setting, the children who attend and/or the adults working in our setting is kept. A summary of all complaints is recorded in a summary log. The procedures outlined within East Lothian Council's 'Complaints Handling Procedure is followed.

Allegations against Staff

Any information, suggestion, allegation or complaint against a member of staff (including volunteers) about possible child abuse/harm towards a child is treated seriously and the response taken is prompt. One of the Core agencies will be contacted immediately by the Headteacher/DMS/DHT on becoming aware of the allegation against a member of staff to allow for an inter-agency referral discussion to be initiated.

Risk Assessments

- We use risk assessments for individual children to ensure adequate support is in place, for the whole school to have an overview of the support we need to manage risks, and for transport and school outings when individual arrangements are required. These risk assessments are shared with staff to ensure support is in place for our pupils.

Continue further pages if required

ADDITIONAL INFORMATION

EXAMPLES

Through learning discussions with children at all stages, most are able to identify key resilience themes (CEC Building Resilience programme introduced in January).

HT (with ASL responsibility) and Support for Learning teacher have responsibility for overseeing administration of and monitoring of a range of assessments in identifying children's specific needs.

Many partners have expressed that they feel very welcome in school and part of the team. They also say regularly that the school is very strong in its approaches to supporting individual children and ensuring the best possible outcomes.

Support staff run a number of nurture groups in our nurture setting.

Restorative approaches are used to facilitate a more positive and satisfactory outcome to conflict between individuals.

A few children have individual timetables involving some settings out-with their own classes, time with SLT and key partners to support them in accessing the school day. This supports our inclusive approach.