



Safe guarding and Child Protection

As a community we grow

Barrhead High School

RAISE THE BARR



Safe Guarding and Child Protection Policy

Rationale

We are committed to upholding our young people's rights to care and protection from harm in any form, as outlined in the United Nations Convention on the Rights of the Child. This policy provides a framework for staff, both individually and collectively, to understand their responsibilities regarding safeguarding, child protection, and promoting the welfare of young people.

Aims of Policy

This policy outlines the procedures in place at Barrhead High School to protect and safeguard those in our care. It incorporates current documentation that supports our strategic planning. This policy should be read alongside the following documents:

- Education Scotland. (2023). Child Protection and Safeguarding Policy
- Education Scotland. (2017). Curriculum for Excellence Health and Wellbeing Across Learning: Responsibilities of All
- Scottish Government. (2022). Getting it Right for Every Child
- Scottish Government. (2021, Updated 2023). National Child Protection Guidance
- The UNCRC (Incorporation) (Scotland) Act 2024.
- East Renfrewshire Council. Revised (June 2024) Standard Circular 57.

What is Meant by Child Protection and Safeguarding?

This policy utilises the definitions and approaches outlined in Education Scotland's Child Protection and Safeguarding Policy (2023):

Child Protection

The processes involved in consideration, assessment, and planning of required actions, together with the actions themselves, when there are concerns that a child may be at risk of harm.

Safeguarding

A broader concept than child protection, safeguarding refers to promoting the welfare of children, young people, and protected adults. It involves protecting from maltreatment, preventing impairment of health or development, ensuring safe and effective care, and taking action to enable optimal outcomes for all children, young



people, and protected adults. Child protection is a component of this definition, focusing on activities undertaken to prevent children from suffering or being likely to suffer significant harm.

In Scotland, we have a distinctive approach to safeguarding linked to Getting It Right for Every Child (GIRFEC), which promotes actions to improve the wellbeing of every child and young person. Safeguarding is woven throughout the curriculum, aiming to support the development of learners' knowledge, skills, and resilience to keep themselves safe and protected, while fostering an understanding of the world to respond to various issues and potential risks throughout their lives. This approach permeates many aspects of the educational experience, including leadership, values, vision, curriculum, teaching, positive relationships, and building learner resilience.

Arrangements for Safeguarding, Including Child Protection

Arrangements for safeguarding and child protection are reviewed regularly to align with national legislation. Guidance on safeguarding and child protection is shared with staff annually during our August in-service day.

All staff receive a copy of the school policy, which includes a flowchart detailing how we record and manage concerns. Information about safeguarding and child protection procedures is shared with partners and visitors upon signing into the school.

All supply and temporary staff are provided with a copy of the policy as part of their welcome pack. Information is also shared with learners through assemblies and pastoral lessons.

Safeguarding and child protection are discussed on a termly basis at the Board of Guidance. This time is utilised to reflect on emerging issues and management strategies to identify areas for improvement.

Arrangements to Ensure Wellbeing

Barrhead High School identifies RESPECT as central to our community. We actively promote the Children's Rights Charter and have been awarded the Rights Respecting School Gold Level by UNICEF in recognition of our efforts. Our strong ethos promotes tolerance and understanding, covering themes such as bullying, LGBT issues, Islamophobia, gender violence and asylum in our core PSHE



curriculum, acknowledging their importance in society. We strive to treat all staff and young people with respect, providing a positive and safe learning environment. We recognise that individuals who identify as having a protected characteristic may face additional barriers to accessing support, as outlined in the Equality Act (2010):

- Age
- Disability
- Religion and Belief
- Sex
- Sexual Orientation
- Gender Reassignment
- Race
- Pregnancy and Maternity
- Marriage and Civil Partnership Status

All young people are assigned a pastoral teacher with whom they can confide. This relationship begins as part of the primary transition programme. For those requiring additional support, our in-house counsellor is available for self-referral or referral from a pastoral team member. Trained staff volunteers also support young people through "walk n talk" sessions to promote wellbeing.

For young people who have experienced trauma or attachment issues, we may recommend "nurture check-in" classes, providing weekly contact with a specialist teacher to manage social, emotional, or behavioural needs. Typically, young people are identified for this support from primary school, but can also be referred by pastoral staff through file checks, wellbeing interviews, and JST. Regular meetings with their pastoral teacher occur weekly through timetabled pastoral classes.

National Guidance and Legislation

The CP Coordinator and pastoral staff stay updated on legislative procedures and changes, discussing necessary updates at pastoral support meetings.

Staff members are reminded that any concerns regarding safeguarding or child protection should be communicated to a member of the Senior Leadership Team (SLT) or pastoral team before the end of the school day. All concerns will be documented in pastoral notes on Click and Go, and appropriate actions taken in consultation with relevant services.

Our child protection records undergo an annual review by East Renfrewshire Council, with recommendations communicated and acted upon.



Child Protection Procedures Flowchart

Staff member becomes aware of a potential child protection issue. If a young person seeks out a member of staff to tell them about a worry or a concern. Staff member should:

- Be supportive and assure info will only be shared with those who need to know.
 - Listen and don't ask too many questions.
 - Reassure the child.
- Record in child's own words what they have said.
 - Sign and date any notes.



Staff member raises concern with Head Teacher (F. Johnston) or Child Protection Coordinator (K. McShane).



Head Teacher or Child Protection Coordinator may seek advice from Request for Assistance Team on course of action, if any to be taken.



If HT considers child is at risk of abuse a Child Protection Referral should be made by calling the Social Work Request for Assistance Team. A Child Protection Referral Form should be completed and a copy sent that day to:

- Social Work request for Assistance
 - Lead Officer (HT)
- Head of Education (Equality & Equity)
- Principal Educational Psychologist (if child has ASN)
 - School Nurse



Where a child is in immediate danger, the police should be contacted.



Safeguarding Procedures

If a member of staff is concerned about the wellbeing of a young person they should complete a **Cause for Concern** on Click and Go and mark it for the attention of the young person's pastoral teacher, ticking the box '**for information only**'.

Please note that where any member of staff identifies child protection concerns, immediate action should be taken in keeping with the school's child protection procedures.



The pastoral teacher will assess the wellbeing concern, using the following key questions:

1. *What is getting in the way of this young person's wellbeing?*
2. *Do I have all the information I need to help this young person?*
3. *What can I do now to help this young person?*
4. *What can the school do to help this young person?*
5. *What additional help, if any, may be needed from other services/agencies?*
6. *What is the view of the child and family?*

The assessment may involve further discussion with the referring member of staff, the young person, parents / carers and relevant others. The pastoral teacher and SLT will consider the information gathered in the context of other information that is known and held about the young person.



Following this initial assessment the pastoral teacher and SLT will decide whether the young person:

- can access current school supports (Universal) meaning no further action is required, or
- can access current school supports, however, specific actions are required to meet these in the long term (ASN Profile), or
- requires a Single Agency (Education) Assessment and Plan (Stage 1) to be initiated / updated, or
- requires a Single Agency (Education) Assessment and Plan to be initiated / updated and referral to the Joint Support Team (JST) is required for advice and support from other services and agencies (Stage 2).

Any action points will be followed through and communicated to relevant members of staff and parents where necessary.