



# Barthol Chapel School

## Child Protection Policy

### Introduction

Legislation and practice in child protection are underpinned by principles derived from Articles of the United Nations Convention on the Rights of the Child:

#### **Article 3**

*The best interests of the child must be a top priority in all things that affect children.*

#### **Article 12**

*Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.*

#### **Article 13**

*Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.*

#### **Article 19**

*Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.*

#### **Article 36**

*Governments must protect children from all other forms of bad treatment.*

In the context of these guidelines, the term "Child Protection" incorporates suspected as well as actual abuse of children. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Provided there are reasonable grounds for suspicion, each instance of actual or suspected child abuse must be reacted to and followed up as indicated in these guidelines.

All staff should familiarise themselves with the Aberdeenshire Council Child Protection Folder - "**Protecting Children and Young People in Aberdeenshire**". This is located in the Staffroom. Categories of child abuse listed in the guidelines are physical injury, non-organic failure to thrive, emotional abuse/neglect, sexual abuse and physical neglect. Where there is a possibility that a child could be at risk, the school is required to follow strict procedures which are outlined in this policy. Any intervention by a public authority in the life of a child must be properly justified and should be supported by services from all relevant agencies working in collaboration.

### Principles

- The first priority is the safety and wellbeing of each child. Management of suspected abuse must put the safety of the child first.
- All staff are responsible for the implementation of procedures. Prevention of abuse is as important as reacting to suspicions of abuse.
- Management of abuse should always reflect the possibility of criminal investigation and subsequent charges. However the safety of the child has overriding priority.
- The child's views should always be listened to and taken seriously

## **Procedures**

1. All educational establishments should designate a senior member of staff as responsible for co-ordinating action on child abuse within the establishment. At Barthol Chapel School this is the **Head Teacher, Mr Adrian Anderson**. Referrals should normally be through this designated person but every employee has the responsibility to make a direct referral if this is necessary.
2. If any member of staff has any concerns relating to a child at risk from any form of harm, the following procedures must be followed.
  - Discuss your concerns immediately with the Child Protection Co-ordinator (CPC) Mr Adrian Anderson (Head Teacher), or in his absence, Mrs Elaine Rodgers (Class Teacher).
  - If they are not available then advice may be sought from another establishment Head Teacher: (Mrs Adrienne Guy, Head Teacher, Methlick School TEL: 01651 806203).
  - If the incident happens out of hours, or it is not possible to speak to any school contacts, then it is important that you do not wait but immediately contact the duty Social Worker, or if you believe a crime has taken place, the Police directly.
3. **The 3 key questions in Child Protection are**
  - Is this child or young person at immediate risk?
  - What is placing this child at immediate risk?
  - What needs to happen to remove this risk now?
4. In all cases, incidents should be logged, action taken and recorded in line with Child Protection Flow Chart. (See Appendix 1)
5. It is essential to maintain strict confidentiality in all child protection matters. Breach of confidentiality is a serious disciplinary matter and must be reported immediately to the line manager.
6. **The Head of Establishment should:**
  - a) Ensure that all the staff, including new staff, on an ongoing basis, are made familiar with the contents of this policy and a staff training record is maintained.
  - b) Consider in the planning of any curricular provision designed around, for example, social and life skills, elements related to self-protection from risk of abuse.
7. It is possible that employees are implicated in abuse. Indeed, any adult or child may be an abuser and research shows that some abuse may be perpetrated by women or men, or woman and men acting in partnership. Disclosure should not be discounted because of the status or role of the alleged abuser.

Investigation by school staff only needs to establish evidence of the need to investigate abuse. Collection of evidence is a specialist Police/Social Work role – inappropriate inquiries may prevent successful prosecution. A written record of incidents and action taken should be kept. The Child Protection Flow Chart included within this policy outlines the correct procedure to follow and correct forms to use.

The following guidelines 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.

### Dealing with Disclosures

#### **Receive**

Listen to what is being said, without displaying shock or disbelief.  
Accept what is said.  
Take notes.

#### **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)

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 ask the pupil to repeat it all for another member of staff.

Explain what you have to 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 on the GIRFEC Concern Sheet **GC1 Form**.

Do not destroy your original notes in case they are required by a court attach them to the **GC1 Form**.

Record statements and observable things, rather than your interpretations or assumptions.

#### **Remember**

To follow the Aberdeenshire Council's Guidelines.

#### **Relax**

Try to get some support for yourself if you need it.

## Checklist for the Management of Child Protection in Educational Establishments

1. Is there a named person responsible for child protection?  
**Yes, Mr Anderson – Head Teacher**
2. Is there a copy of the Authority Child Protection Guidelines available for teachers, all other staff and parents?  
**Yes, Folder in Staffroom – “Protecting Children & Young People in Aberdeenshire” Along with School Policy.**
3. Is there an annual review of child protection requirements involving assessment of policy, assessment of training requirements, and reminder to all staff about importance of policy?  
**Yes, August training (annually).**
4. Are there arrangements to inform new and temporary staff about authority and establishment policy and the name and location of the designated person?  
**Yes, Staff Induction ensures clear information is shared and new staff member will be asked to read the Policy.**
5. Are there appropriate curriculum experiences where children may learn about the value of positive parenting?  
**Yes, Health & Wellbeing work including Living and Growing, Rights Respecting School work and the My World Triangle Posters around the school**
6. Do children know whom they can talk to about bullying or child protection matters in private?  
**Yes, any member of staff/adult they trust. They also know about the service ChildLine through assembly work and posters displayed in school.**

### Appendices

1. Aberdeenshire Council Child protection Flow Chart Procedures
2. **GC1** Concern Sheet
3. **RC1** Child Protection Telephone Checklist
4. **RR1** Child protection record of Referral Form

## APPENDIX 1: Flow Chart: Child Protection Procedures. Recognising actual or potential harm to a child.

Child discloses concern or staff member has a concern



Staff member speaks to Child Protection Co-ordinator or Depute Co-ordinator or designated person for Child Protection. Open GC1 Form.  
CPC gathers further information, if appropriate, including that about siblings, from other staff, in particular the named person.



Child(ren) is in need of protection without delay



Child is not in need of further protection at this time



CPC advise HT and continue with referral to Duty Social Worker.

(Ellon)

**01358 720033**

**(Out of hours – 03456 08 12 06)**



Child will require **GIRFEC Single Agency Assessment**



1. Telephone call using the referral checklist (**RC1**)
2. Follow up with electronic record of child protection referral form (**RR1**) (within 48 hours)
3. Debrief referrer and inform Named Person



**Identify need for support from partner agencies**



**Identify need for support from within school or service**



### **Support Child:**

- Reassure child
- Ensure child is in a place of safety within the school
- Await Social Work advice



Named Person to update chronology and begin GIRFEC Multi Agency Action Planning Process



Named Person to update chronology and begin GIRFEC Single-Agency Planning process



Open Child Protection Education Case File and include paper copy of referral form. Blue dot placed on child's PPR.



Copy of referral record sent to Head Teacher (if not CPC), Named Person, Social Worker and QIO within 48 hours.

