

Tollcross Primary School



Child Protection Policy

Created : 2018

Review : 2022



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Child Protection Policy

1. Principles

Within our school we aim to create an environment in which all pupils are safe and feel safe in school. There is a strong, robust and proactive response from adults that reduces the risk of harm to children. Adults working with them know and understand the indicators that may suggest that a child/young person is suffering or is at risk of suffering harm. (*Ref: How good is our school 4th Edition*)

We follow the procedures set down in the Interagency Child Protection Procedures Edinburgh and the Lothians 2014. This document states that:

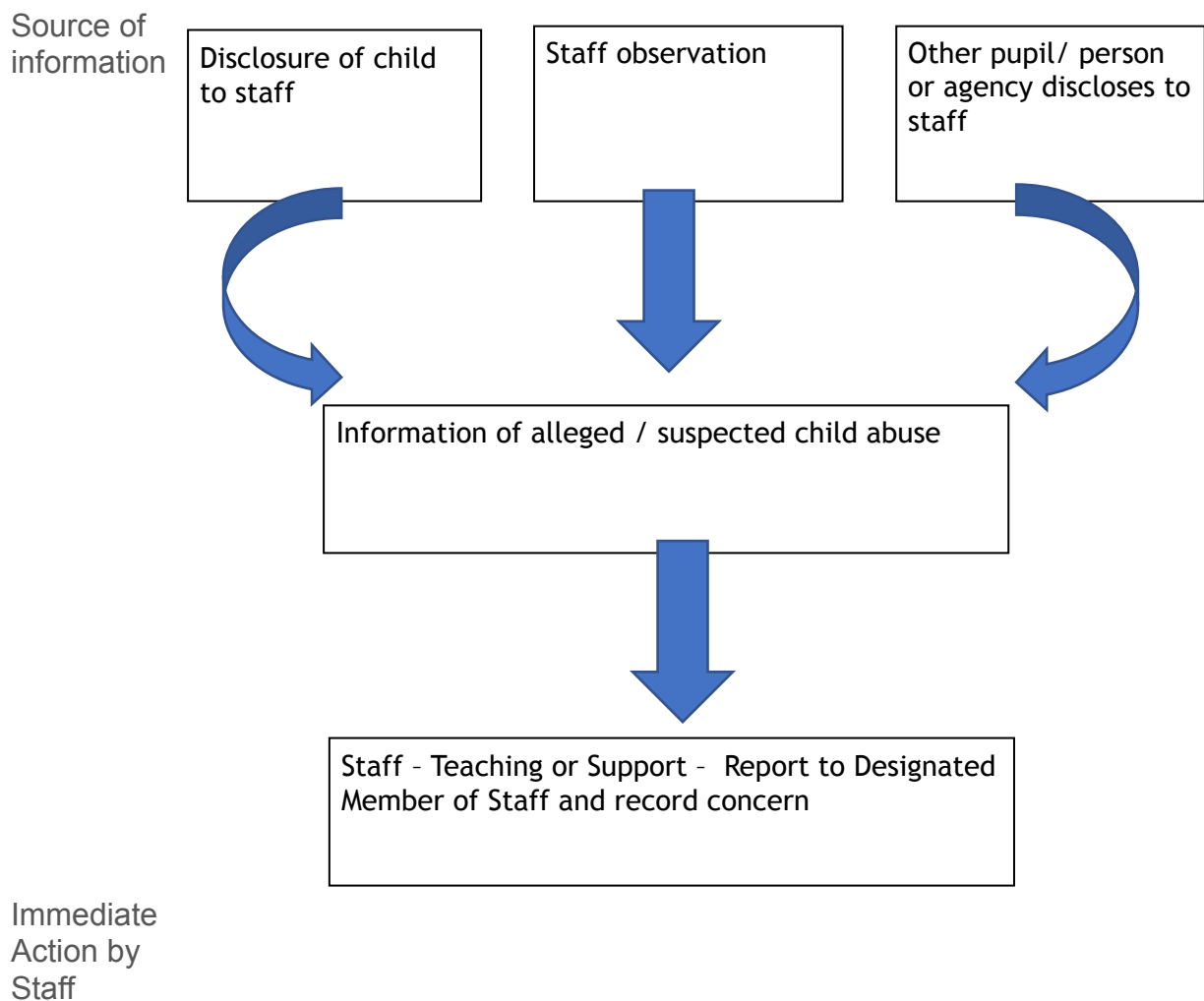
- All education staff have important roles in protecting children from abuse and neglect and in identifying children who may be at risk of abuse.
- The protection and wellbeing of the child must remain at the heart of all considerations and decisions

2. Procedures

Should an allegation of abuse be reported you **must** follow the procedures outlined below. For the purposes of child protection, the Designated Member of Staff (DMS) in your school is Lynn Brand, Head Teacher.

If the DMS is not available concerns should be passed to Social Care Direct.

2.1. Flow chart for managing a child protection concern



2.2. Action

Initial responses by staff to a child (see 2.3 and 2.4)

- (a) A guarantee of confidentiality must not be given to the child
- (b) Any initial questioning or discussion must be limited to establishing the basic facts
- (c) Open-ended questions must be used
- (d) The member of staff questioning the child should not introduce either personal experiences of abuse or those of other children
- (e) The child must be told that the Head Teacher will have to be informed
- (f) The matter must be referred to the Head Teacher immediately
- (g) In exceptional circumstances a member of staff may feel that the guidelines have not been implemented at school level. Should the matter remain unresolved the member of staff must seek advice from the Senior Education Manager, Schools and Lifelong Learning.
Action by Head Teacher

Action by Head Teacher

The Head Teacher will contact Social Care Direct on 0131 200 2327

Guidelines for responding when a child discloses abuse

- First** Listen
- Second** Reassure the child
- Third** Do not give the child a guarantee of confidentiality regarding the disclosure
- Fourth** Take the allegation seriously
- Fifth** Refer to the flow chart (Section 2.1)

Children who are traumatised may experience a range of feelings, such as sadness, anger, anxiety or depression. Affirm whatever feelings the child has and avoid telling the child how they feel. Don't ask 'why' questions

Avoid being judgemental about information supplied by the child.

2.3 Basic Principles about responding when a child discloses abuse

1. Only ask enough questions to gain basic information
2. Take the allegation seriously and support – do not interrogate
3. Use open-ended questions
4. Avoid leading questions

What happened? ✓

Did somebody hit you? ✗

When did it happen? ✓

Did it happen last night? ✗

Where did it happen? ✓

Did she come into your bedroom? ✗

Who did it? ✓

Was it mum? ✗

3. Allegations against staff

Occasionally, an allegation of abuse may be made against a member of staff. To minimise risk, it is important that all staff are aware of the ways in which inappropriate behaviour/ abuse may be manifested. The list is neither definitive nor exhaustive or is meant to suggest that all actions below are in themselves abusive; they must be seen in the context of interaction with the child and the intention of staff. They are meant to aid and advise staff in minimising risk and to encourage good practice.

3.1 Physical Abuse

Any form of physical assault including the attempt to:

- Kick
- Punch
- Slap
- Shake
- Throw a missile

3.2 Sexual Abuse

- Abuse of position of trust
- Any form of sexual assault
- Possession of indecent or abusive photographs or images of children
- Showing indecent or pornographic material to children
- Suggestive remarks or gestures
- Inappropriate touching or behaviour towards a child
- Grooming
- Sexual harassment

3.3 Emotional Abuse & Neglect

- Racial / homophobic comments or behaviour, or failing to address this in others
- Isolation e.g. locking a child in a room
- Persistent sarcasm or belittling children
- Threats
- Bullying children, or failing to address it in others
- Inappropriate punishments

Care

Staff's practice is motivated by the best interests of the pupils entrusted in their care. Staff show this through positive influence, professional judgement and empathy in practice.

Integrity

Honesty, reliability and moral action are embodied in integrity. Staff exercise integrity through their professional commitments, responsibilities and actions.

- Creating a climate of fear
- Failing to prevent a child from physical danger

Trust

Staff's relationships with pupils, colleagues, parents, school management and the public are based on trust. Trust embodies fairness, openness and honesty.

- Overprotection or the prevention of socialisation

3.4 Safe Working Practices

- All staff are expected to behave in a manner consistent with the schools Code of Conduct
- A relationship between an adult and child or young person cannot be a relationship between equals. There is a potential for exploitation and harm of vulnerable children. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification
- All staff are expected to behave in a manner that maintains appropriate professional boundaries and to avoid behaviour which might be misinterpreted by others

Respect

Staff uphold human dignity and promote equality and cognitive development.

Staff demonstrate respect for the spiritual and cultural values, diversity, social justice, freedom democracy and the environment.



**Our
Values**