



POLICY STATEMENT

CHILD PROTECTION

Child Protection Policy: Introduction

This policy reflects the guidelines issued by Glasgow City Council to all schools to ensure the safety and welfare of our young people, in particular Management Circular 57. These guidelines reflect the principles and practice that underpin GIRFEC, incorporating the key components of the Children and Young Persons Act (2014). They take account of the United Nations Convention on the Rights of the Child and the 10 Standards of Personal Support as outlined in the “Happy, Safe and Achieving their Potential Report” of 2004.

At Cardinal Winning Secondary pupils are taught that they have rights; we recognise that these rights are immutable; we aim to ensure that they are equally balanced with responsibilities and encourage our pupils to take responsibility for their actions in order to develop an awareness of how they affect the rights of others. At Cardinal Winning Secondary we recognise our responsibility for safeguarding and promoting the welfare of children. All children have a fundamental right to be protected from harm and pupils cannot learn effectively unless they feel secure. We aim to provide an environment, which promotes self-confidence, a feeling of self-worth and the knowledge that pupils' concerns will be listened to and acted upon irrespective of ethnicity, gender, disability, sexual orientation or background. At Cardinal Winning Secondary we believe that it is always unacceptable for a child or young person to experience abuse of any kind and we recognise our shared responsibility to safeguard the welfare of all children and young people, by a commitment to practice that protects them.

Aims and Objectives of the Policy:

To provide clear direction to all staff, visitors and volunteers working at Cardinal Winning Secondary about the expected behaviour when dealing with child protection issues. This policy makes explicit our commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways that support the child's needs.

There are three main elements to our Child Protection Policy:

1. Prevention:

- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- To raise awareness to all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To ensure that all adults within our school who have access to children have been rigorously checked as to their suitability using safe recruitment procedures.



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2. Protection: We will:

- Systematically monitor children known or thought to be at risk of harm.
- Ensure accurate attendance monitoring procedures take account of children known or thought to be at risk of harm
- Ensure that procedures are put into place when we suspect that a child is being abused and that these are followed by all members of staff.
- Endeavour to develop effective working relationships with all other agencies involved in safeguarding children.

3. Support: We will:

- Ensure that key concepts of Child Protection are integrated within the curriculum and that pupils are educated about the risks associated with internet use and new technology.
- Ensure that children are listened to and their concerns are taken seriously and acted upon.

Roles and Responsibilities:

All adults working with or on behalf of children have a responsibility to protect children. However there are key individuals in our school who have specific responsibilities under child protection procedures. These are outlined as follows:

The Head Teacher:

- Ensure that all staff adhere to the Child Protection policy.
- Ensure that all staff are aware of the Child Protection procedures and that they are followed **(Appendix 1)**
- Enable staff to attend inter-agency meetings and strategy discussions as appropriate.
- Address allegations against staff and volunteers and consult the local authority designated officer to ensure that the matter is dealt with in an objective and transparent manner.

The Senior Designated Person for Child Protection:

- Will ensure every staff base and the staffroom, as well as all offices will display the Child Welfare and Safety Summary of Reporting, Recording and Monitoring Procedure
- Ensure all staff have been provided with a copy of the Child Protection Policy and have attended or have access to the Child Protection presentation delivered annually on Inset Day 1
- Ensure that staff know about the signs and symptoms of abuse and know how abusers behave.



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- Ensure information is shared appropriately.
- Consult initially with the children's social care teams to talk about any doubts or uncertainty.
- Ensure that all members of staff and volunteers are aware of the Child Protection procedures.
- Contact Social Care Direct, if there are concerns about a child's welfare, possible abuse or neglect.
- Keep child protection records in a secure place, ensuring that they are kept confidential.
- Liaise with other agencies and professionals if there are concerns about a child.
- Ensure that an appropriately informed member of staff attends case conferences and multi-agency meetings, contributing information known to the School.
- Ensure that all members of staff receive basic Child Protection training annually and any new members of staff are given induction training.
- Attend Glasgow City Council training as required (twice per year)

All Staff: all members of staff working at Cardinal Winning Secondary will:

- Attend child protection training/presentation on an annual basis. This training will include content and focus as directed by Glasgow City Council.
- Be aware of the signs of abuse and report their concerns to the Designated Person for Child Protection immediately and in person. Concerns should then be recorded using the Record of Concern Form
- Comply with the policy and procedures for child protection.

Training and Support:

All members of staff will receive appropriate training to develop their:

- Understanding of signs and indicators of abuse
- Understanding of how to respond to a pupil who discloses abuse.
- Understanding of the procedures to be followed in sharing a concern of possible abuse or a disclosure of abuse.

All staff will also receive regular updates regarding safeguarding and child protection. New staff, supply staff and volunteers will be advised of the School's child protection arrangements and contact details of the Designated Person, as part of their induction.

Definitions and Principles:

The following definitions of abuse are set out in the National Guidance for Child Protection 2014 and provide a framework for responding to risk to children. Abuse and neglect are forms of maltreatment. A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger.



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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.

Emotional abuse: Emotional abuse is persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve the imposition of age - or developmentally - inappropriate expectations on a child. It may involve causing children to feel frightened or in danger, or exploiting or corrupting children. Some level of emotional abuse is present in all types of ill treatment of a child; it can also occur independently of other forms of abuse.

Sexual abuse: Sexual abuse is any act that involves the child 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. 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 or in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways

Neglect:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to, a child's basic emotional needs. Neglect may also result in the child being diagnosed as suffering from "non-organic failure to thrive", where they have significantly failed to reach normal weight and growth or development milestones and where physical and genetic reasons have been medically eliminated. In its extreme form children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation. This can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. With young children in particular, the consequences may be life-threatening within a relatively short period of time.

Further Definitions: As well as the definitions above, there are circumstances which can be indicative of abuse, or constitute abuse and are in any case, damaging to children. All staff at Cardinal Winning Secondary should be aware of the need to act on concerns about the following:



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Female Genital Mutilation: Female genital mutilation is a culture-specific abusive practice affecting some communities. It should always trigger child protection concerns. The legal definition of female genital mutilation is “to excise, infibulate or otherwise mutilate the whole or any part of the labia majora, labia minora, prepuce of the clitoris, clitoris or vagina” It includes all procedures which involve the total or partial removal of the external female genital organs for non-medical reasons. There are four types of female genital mutilation ranging from a symbolic jab to the vagina to the partial or total removal of the external female genitalia. The Prohibition of Female Genital Mutilation (Scotland) Act 2005 makes it illegal to perform or arrange to have female genital mutilation carried out in Scotland or abroad. A sentence of 14 years imprisonment can be imposed. There are also several options that should be considered to protect children and prevent female genital mutilation occurring including Child Protection Orders.

Forced Marriage: A forced marriage is defined as 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 pressure. A clear distinction must be made between a forced marriage and an arranged marriage. An arranged marriage is one in which the families of both spouses are primarily responsible for choosing a marriage partner for their child or relative, but the final decision as to whether or not to accept the arrangement lies with the potential spouses. Both spouses give their full and free consent. The tradition of arranged marriage has operated successfully within many communities for generations.

Child Trafficking: child trafficking typically exposes children to continuous and severe risk of significant harm. It involves the recruitment, transportation, transfer, harbouring and/or receipt of a child for purposes of exploitation. This definition holds whether or not there has been any coercion or deception, as children are not considered capable of informed consent to such activity. It applies to activity within a country as well as between countries. It should also be noted that the Palermo Protocol broadens the scope of a child to under 18 and local procedures should reflect this. When enrolling foreign nationals, Glasgow City Council procedures will be adhered to; Social Care Direct will be contacted to help try to establish the status of any child for whom a concern may exist upon enrolment.

New technologies, digital media and the internet are an integral part of children's lives. Whether on a computer at school or at home, a tablet, a games console or mobile/smart phone, children and young people are increasingly accessing the internet whenever they can and wherever they are. This has enabled entirely new forms of social interaction to emerge, for example, through social networking websites and online gaming. But these new technologies also bring a variety of risks from adults and peers, such as:

- exposure to obscene, violent or distressing material
- bullying, coercion or intimidation through email and online (cyber-bullying)
- identity theft and abuse of personal information
- pro-eating disorder, self-harm or suicide sites
- sexual exploitation by online predators – for example, grooming, including radicalisation.



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Bullying

Staff should be aware of and act in accordance with the school's and GCCs Anti-Discrimination and Bullying Policy.

Abused: Responding To Patterns of Concern

If you recognise signs of abuse pass this information on directly to the Child Protection Officer, without delay and certainly within 24 hours of noting the concern. More information may be sought or clarification required before referring any concern to Social Care Direct; it is the role of the Child Protection Officer to undertake these tasks either through discussion with PT Pupil Support, other agencies or in some cases directly with parents. No contact will be made with parents if it would jeopardise the child's safety, for example:

- There are concerns about sexual abuse
- The child appears very frightened of their parents and fears reprisals

Recording

When staff become aware of possible abuse, they must make full written record as soon as possible and always within 24 hours of the situation arising. This may be recorded directly onto a Record of Concern Form or if there is a lot of detail, be recorded in a separate appended document. Recording should include as many of the following details as you know:

- Index details of the child, and if known, their family, or carers, alleged offenders, witnesses, other involved children.
- Index details are names, dates of birth, addresses, gender
- As much information as possible about the incident of concern i.e. what lead up to it, what was heard or witnessed, staff member's responses, location of the event, date, time and details of anyone present
- Any action taken by the member of staff as a result of the incident
- Other relevant background information.

When you record:

- Always record the child's first name and surname on the record of concern.
- Distinguish between fact and opinion
- Try to describe what happened fully but succinctly
- Make the recording legible and write in pen sign and date the recording and ensure your name and designation are clearly typed or printed.
- If the child shows you any injuries to their body this must be recorded on a body map for an accurate record that cannot be misinterpreted. **You should record only what you can see without removing additional clothing. Do NOT ask to see any injuries or take any photographs.**



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All records of child protection issues will be kept in a central, lockable cabinet. The records will only be shared on a need to know basis.

How to Respond to a Disclosure

Sometimes you will be concerned about abuse because of what child says to you. If this happens you should:

- Stay calm and reassuring.
- Respond with tact and sensitivity and do not make judgments
- Find a quiet place to talk and allow the young person to speak in their own time (this should still be in the open but away from the crowd and you should tell someone else where you are going and with whom).
- Believe in what you are being told; take allegations or suspicion of abuse seriously.
- Listen, possibly confirm details but **do not press for information or ask leading questions** as this may void any disclosure you receive in a court case or investigation.
- Make brief notes using the person's own words. Do not interpret what has been said or make assumptions.
- Say that you are glad that the young person told you.
- Acknowledge that the young person may have angry, sad or even guilty feelings about what happened, but stress that the abuse was not the young person's fault.
- Report to the Child Protection Officer who will contact the police or social services as required.
- Ensure the safety of the young person and that they are away from the alleged abuser.
- Follow procedures for reporting allegations and suspicions to the Designated Officer for Child Protection

Do not:

- Promise confidentiality, but do discuss with the child who you need to tell.
- Investigate the allegation yourself and do not contact the parents/carers until advised to do so by the local authority/officer in charge of the allegation.

Supervision:

Dealing with Child Protection Issues can be upsetting. Occasionally you may feel that you need help dealing with your own feelings. This additional support will be provided to you through supervision which could include a follow up session or counselling. Staff feeling that this is required should consult the Child Protection Officer.



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Suspensions about Members of Staff

It is essential that any allegation of abuse made against a member of staff or volunteer is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

What Is Meant By an Allegation against a Member of Staff?

You should be concerned if you believe that a member of staff has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they are unsuitable to work with children

This part of the guidance applies whether the child is someone with whom the member of staff is acquainted through their work, is a family member, friend, or stranger. As well as the safety and well-being of the subject child and other involved children, it is important to consider the staff member's long term attitude, access and level of risk to children. This part of the guidance applies to all staff whether the member of staff is paid, a volunteer, a permanent, or an agency member of staff. It includes anyone who has access to children, or data about them. Any such concern should be passed immediately to the Child Protection Officer,

Confidentiality and Information Sharing

Information may be shared to protect a child or vulnerable person, or to prevent a crime. Early sharing of information is the key to providing effective early help where there are emerging problems. The *Data Protection Act* is not a barrier to sharing information, but provides a framework to ensure that personal information about living persons is shared appropriately. In order to keep children safe, we recognise the importance of keeping child protection matters confidential and that the sharing of this information only ever takes place on a 'need to know' basis. To ensure that this happens we:

- Ensure that the designated person for child protection only discloses information about a pupil to other members of staff on a need to know basis.
- Ensure that all staff are aware that, when working with children, guarantees of absolute confidentiality must not be given. Those working with children should tell them that information will be shared if it is necessary to keep a child or vulnerable adult safe.
- Discuss with parents the need to contact Social Care Direct unless this puts the child at greater risk of harm.
- Staff should be open and honest with the child (and their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

CARDINAL WINNING SECONDARY SCHOOL



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Supporting Vulnerable Children:

There is an acknowledgement that children who are abused or have witnessed abuse may develop a low sense of self-worth. As such, it is imperative that our school provides an environment in which young people feel safe and secure so that they can flourish. This will be done by:

- Ensuring our pastoral care teachers in particular provide a level of personal support that satisfies nationally defined standards
- Ensuring that staff make children feel secure and encourage them to talk, knowing that they will be listened to.
- Ensuring that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Providing across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Educating pupils about risks associated with internet use and new technology.
- Giving pupils the skills to know what behaviour is acceptable and what is not (for example in tutor time lessons and focus assemblies).

Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the Parent Council and the Senior Leadership team and will be reviewed on an annual basis.

Key Contact Information**Local Authority Contacts:**

Social Care Direct: 0141 287 0556

Partick Social Work: 0141 276 3112

Royston Social Work: 0141 276 7010

Easterhouse Social Work:

School Nurse: 0141 211 1421

In school contacts:

Designated Child Protection Officer: Ms ML Macdonald, Head Teacher (ext 18222)

In the absence of CPO concerns should be directed to: Mrs A Wilson, Depute Headteacher (ext 18219)

PT Pupil Support:

S1 and S2: Mrs Taylor

S3 and S6: Ms Ralph

S4 and S5: Ms Reid

Please be aware Ms Ralph is our Designated Care Experience Manager.

ML Macdonald

Head Teacher

June 2025

Please direct any queries about this circular to the head teacher