

New Deer School and EL&C



GIRFEC and Child Protection





This policy is written in accordance with the Aims at New Deer School.



Safe

- ✓ We recognise that the health and wellbeing of pupils and staff is at the heart of our school.
- ✓ An inclusive holistic approach provides for the emotional, physical and social needs of all pupils and staff.

Confident

- ✓ We promote independence and resilience so that learners feel confident in making good learning and life choices.

Achieving

- ✓ We celebrate all strengths and achievements, and support all learning needs.
- ✓ We emphasise literacy and numeracy as key skills for life.

Responsible

- ✓ We encourage respect for ourselves and others, play a positive role in our community and develop an understanding of our role as citizens of the wider world.

Friendly

- ✓ We provide a welcoming and nurturing environment which listens to and values the opinions of all.
- ✓ We deliver a fun, stimulating curriculum, giving many opportunities to cooperate, persevere and achieve.





GIRFEC

Getting it Right for Every Child

is the Scottish Government's policy for all children's services.

The aims of GIRFEC sets out a vision where all adults who work with children are committed to working with the child, family and other agencies to ensure all our children reach their potential.

Children and young people need to be ...

Safe
Healthy
Achieving
Nurtured (Also known as the SHANARRI or
Active wellbeing indicators)
Respected
Responsible
Included

.....in order to achieve their potential.

The Five GIRFEC Questions all staff should know are:-

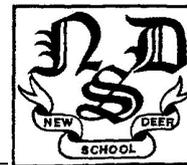
- What is getting the way of the young person's wellbeing?
- Do I have all the information I need to help this child?
- What can I now do to help this child?
- What can my agency do to help this child?



- What additional help, if any, may be needed from others?

If a child is at risk of harm then the school child protection protocols require to be followed immediately – see Child Protection Section

- If there are concerns of a possible wellbeing concern, this must be recorded and passed onto the head teacher, who will record it on the child's chronology.
- An assessment will be made by the school. In most cases the school will be able to action the support required by the child (single agency planning) On occasions the school will require support from other agencies within Education and Children's Services (single agency planning).
- If the child's needs cannot be met through the school or ECS alone, a referral will then be made to call a Multi Agency Action Planning (MAAP) meeting.



Chronologies

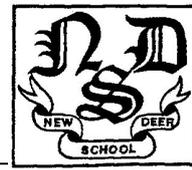
A chronology is used to record, concerns or changes in the child's life (positive, or negative)

The following areas have been identified by each of the agencies as worthy of recording but not every area will be recorded for every child, only where it is a key event:

- Positive or negative changes in family/ care structure separation/ divorce/ bereavement/ custodial sentence
- Positive or negative changes in family circumstances e.g. housing / birth of sibling
- Physical and mental health and wellbeing of child / parents / carers
- Referrals to Specialist Services e.g. Pupil Support (Behaviour or Learning Support), Psychological Services etc.
- Positive or negative changes in attendance
- Positive or negative changes in performance, attainment or achievement
- Positive or negative changes in parental presence, engagement or support with child's learning
- Episodes of exclusion or re-integration
- Significant periods of absence e.g. illness, pregnancy, etc.
- Social inclusion within the school setting including evidence of bullying or positive support networks.
- Any change of school
- Any threats or actual incidents of violence to staff by parents or child
- Any other relevant concerns or positive improvements

This list is not intended to be exhaustive. Children and young people experience a wide range of life styles & home circumstances and react to pressures and opportunities in ways particular to them. Information that is relevant to the child's own circumstances should be considered and recorded as appropriate.

New Deer School Chronologies are stored in a locked cabinet in the head teacher's office. Each teacher should read the chronologies, when accepting a new child into their class.



Records of significant conversations about a child, and a record of significant behaviour issues are also stored in the chronology folder.

Child Protection

The Children Scotland Act 1995 highlighted each child's right to be protected from abuse, neglect or exploitation. This act has been strengthened by the 2014 act.

Categories of abuse

Physical

- may involve hitting, shaking, throwing, poisoning, burning, drowning or suffocating
- Physical harm may also be caused when a parent feigns the symptoms of, or deliberately causes, ill health to a child

Emotional

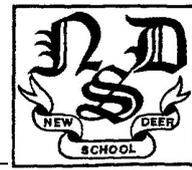
- may involve conveying to a child that they are worthless, unloved or inadequate
- may involve the imposition of age or developmentally inappropriate expectations on a child
- may involve causing children to feel frightened or in danger

Sexual

- may involve 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
- may include non contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate behaviour.

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.
- 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.



Indicators of a potential child protection problem for a child.

Physical Indicators

- Frequently dirty, hungry or inadequately dressed
- Left in unsafe situations or without medical attention
- Constantly put down, insulted or sworn at.
- Seems afraid of parents / carers
- Unexplained bruising in soft tissue areas, black eyes, repeated injuries
- Burns, scalds & bites
- Marks from implements
- Injuries to the mouth
- Inconsistent stories about the injuries

Behavioural Indicators

- Inappropriate sexual awareness or sexually active
- Domestic violence in the home
- Drug alcohol abuse in the home
- Unexplained changes in behaviour
- Difficulty in making friends
- Distrustful of adults
- Excessive attachment to adults
- Reluctance to go home
- Reluctance to remove clothing
- Change in attendance pattern

Three Key Questions in Child Protection

- 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?

If the answer to the first question is yes then Child Protection protocols must be followed immediately



If you have a concern about a child

- Any concerns about a child must be shared
- Share child protection concerns with the Child protection Coordinator or depute, or our designated out of school supporter
- We do not take concerns home with us – if there is any doubt about a child's welfare it must be passed on

If a child or young person discloses information

- Try and not to react to this by showing any feelings of horror etc you may have. The child will read this as being a feeling you have about them rather than what has happened to them.
- Give reassurance
- Allow the child to speak
- Only ask enough questions to understand what you think you have just been told.
- Do not change the child's language or correct swearing
- Do not offer new information eg by suggesting reasons for why someone did what they are alleged to have done.
- Let the child know in a sensitive way that We have a responsibility to share this information
- Do not investigate the situation.
- Pass the information on to the designated child protection officer, who will decide next steps, eg contact social work.

As soon as possible after any disclosure write down what has been said . verbatim.
Notes should:-

- be factual, accurate and timely
- include a description of any physical injury
- describe the child's behaviour and emotional state
- include your actions
- be signed and dated

Anything shared with the child protection coordinator should be treated confidentially.



Further Support Available

Aberdeenshire GIRFEC website
Aberdeenshire Protecting Children and Young People Documentation
National Child Protection Guidelines 2014

Appendix 1 Chronology Proforma

Appendix Chronology Slip

Appendix 2 New Deer School Child Protection Flow Chart



Day to day monitoring of the policy is the responsibility of the head teacher.

This policy has been shared with pupils and parents.

All staff have read and agreed with this policy.

For Parental comments