



Mosshead Safeguarding Policy

Safeguarding refers to promoting the welfare of children, young people and protected adults. It encompasses protecting from maltreatment, preventing impairment of their health or development, ensuring they are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children, young people and protected adults to have the best outcome. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

We have a distinctive approach to safeguarding in Scotland linked to Getting It Right For Every Child (GIRFEC) which promotes action to improve the wellbeing of every child and young person. Safeguarding is a golden thread that runs through the curriculum. The aim is to support the development of learners' knowledge, skills and resilience to keep themselves safe and protect themselves and to develop an understanding of the world so that they can respond to a range of issues and potential risky situations arising throughout their lives. As such, it permeates many features of the educational experience including leadership, values, vision, the curriculum, learning and teaching, positive relationships, building learner resilience, etc.

Child Protection and Safeguarding Policy, Education Scotland, April 2018

The aim of this policy is:

- To protect and ensure the safety and wellbeing of all children in Mosshead Primary School
- To provide all staff and adults with the necessary information that guides our approach to safeguarding and child protection

Our safeguarding policy applies to all teaching staff, non teaching staff, students, volunteers (including parents and carers), visiting specialists, partners and any other adult working with or supporting the school.

We have a shared responsibility to promote the welfare of all children and to keep them safe. We are committed to teach and engage with young people in a way that keeps them safe and protects them. This policy has been written on the basis of law and guidance that seeks to protect children namely:

- The Children (Scotland) Act 1995
- Children and Young People (Scotland) Act 2014
- National Guidance for Child Protection in Scotland May 2014
- Getting It Right For Every Child

In Mosshead Primary, we recognise that:

- All children regardless of age, disability, gender, race, religion or sexuality have a right to equal protection from all types of harm or abuse.
- Some children are additionally vulnerable due to the impact of previous or current experiences, additional support needs, communication needs or other issues.

UNCRC article links

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- Working in partnership with children, parents/carers and other agencies is essential in promoting the welfare and wellbeing of all children.

Child Protection

The named child protection co-ordinator within our school is **Susan Yeoman**, Head teacher.

- ❖ Our child protection and safeguarding practices must be clearly understood by all staff and adults working with our children.

All staff must:

- Ensure they are fully conversant with EDC Child Protection Guidelines
 - Contribute to the proactive school ethos, which seeks to minimise the risk of harm
 - Follow information sharing guidelines/ GDPR policy to appropriately share information on an inter-agency basis which is of benefit to a child's wellbeing
 - Focus on preventative, early intervention strategies
 - Respond effectively and promptly to any concerns, especially if imminent risk to a child
 - Contribute to the assessment of a child's needs and pupil support
 - Contribute to the assessment and recording of all child welfare and child protection concerns, using a chronology of significant events and related documents
- ❖ All staff must be vigilant in responding to or reporting welfare or child protection concerns by adhering to advice outlined in the EDC Child Protection policy.

Guidance for all education service employees who have been notified of a concern by a child (EDC Child Protection Policy, 2019)

- Remain calm, no matter how difficult it is to listen to the child
- Listen to the child and take them seriously. Reassure them they were right to tell.
- Keep any questions to a minimum, for clarification purposes, and never interrupt
- Tell the child what you are going to do next and tell them that you are going to have to speak to someone who can help.
- As soon as it is practical write down everything that the child has told you using the child's exact words if possible. Make a note of the date, time, place and people who were present.
- Act promptly and immediately report your concerns to your line manager or designated Child Protection officer.

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- All concerns must be reported to a member of the Senior Management Team. All concerns are recorded and SMT follow advice as outlined in the EDC Child Protection policy.
 - The child protection co-ordinator works in partnership with other agencies to support children and their families when a child is on the child protection register.
 - Child Protection information is stored securely following EDC Guidelines
- ❖ The following is in place for children who are on the Child Protection register:
 - Wellbeing regularly monitored and action taken through universal/targeted support as appropriate
 - My World Triangle completed to identify support for child and family
 - Record key info/ significant events through pastoral notes/chronology as appropriate
 - Discuss child(ren) regularly through PSG.
 - ❖ Staff at all levels participate in CLPL related to safeguarding. This includes:
 - Annual inservice training in August, provided by EDC and delivered at school by HT (these reflect current and new developments in Child Protection)
 - Head teacher attends CP co-ordinators meetings
 - Procedures are in place to implement CP training for new staff joining the school during the year
 - Multi-agency training, differentiated for all staff (provided by EDC)
 - Intensive – Head teachers
 - Specific – DHTs, PT, Class Teachers, SLAs, Classroom assistants
 - General – Office, Janitorial, Cleaning, Catering staff
 - ❖ Child Protection leaflet provided to supply staff and visitors/volunteers working with children.

Security

To ensure the highest levels of security in Mosshead Primary we have the following in place:

- ❖ Adherence to EDC GDPR policy – annual training on August Inservice Day
- ❖ Secure communication of sensitive material
 - Use of Egress secure email by SMT and Office staff.
 - EDC Data Sharing policy in place – Confidential/ Restricted/ Protect
- ❖ Staff use encrypted pen drives for sensitive data e.g. reports
- ❖ Information is stored professionally and securely
- ❖ Confidential information is shared on a need-to-know basis

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- ❖ Staff have a 'clean desk' policy – all sensitive materials are put away at the end of a working day
- ❖ Staff and Visitor ID badges are in use.
- ❖ Visitors are all signed in and accompanied round the school by a member of staff
- ❖ All new staff go through rigorous checks before employment commences – EDC Recruitment and Selection Policy
- ❖ PVG system is in place. All volunteers must have had their PVG check completed. Any visitors without a PVG check, including parents, are not left alone with children.
- ❖ Annual Data Check forms are completed every August
- ❖ Staff and Pupils/ Parents sign up to the ICT Safe User policy and permission is sought from parents with regard to the use of children's photos in media.
- ❖ Advice for dealing with a bomb threat phone call has been shared with office staff and a script/ prompts printed for quick reference.

School Environment

- ❖ To ensure there is a safe physical environment for our children, staff and visitors we apply health and safety measures in accordance with law and regulatory guidance. These include:
 - Emergency Fire Action Plan
 - Fire Risk Assessment
 - Health and Safety Records (termly)
 - Fire Drills (termly – announced then unannounced)
 - Grab Bag
 - Business Continuity Plan
 - Risk Assessments
 - Pupil Management Plans
- ❖ School gates and doors are closed once children are in the building and all visitors enter through main security entrance
- ❖ Support staff supervise at break and lunchtimes in the playground
- ❖ SMT supervise the lunch hall
- ❖ Any absences are reported to the office by 9:15am and 1:15pm and office staff follow absence procedures to account for all children.

First Aid and Administration of Medicines

- ❖ All medical needs are gathered on annual data forms and key info shared with relevant staff
- ❖ Medical needs are recorded on Seemis

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- ❖ Dedicated First Aiders are trained (at least one person completing a 3 day first aid course and 3 further staff trained on a 2 day first aid course)
- ❖ All support staff supervising in playground have basic first aid bags
- ❖ Training of staff for health issues undertaken as required by medical staff/ parents/ online tutorials/ etc e.g. for diabetes/ epipen/ etc
- ❖ Medicines are stored in a secure area in the school offices
- ❖ Some medicines e.g. epipens are kept securely in classes
- ❖ Children can carry own inhalers as agreed with parents
- ❖ Medicines are checked regularly to ensure they have not expired.
- ❖ Administration of Medicine paperwork completed by parents
- ❖ Medicines are administered by support staff/ office staff
- ❖ Medicines are taken on excursion for identified children
- ❖ Staff member always on duty when extra-curricular clubs are taking place
- ❖ Medical needs are considered for curricular activities e.g. PE, Food Technology, etc

Accidents and Injuries

- ❖ Accidents and injuries are recorded in a log book
- ❖ A First Aider checks any head bumps
- ❖ Parents are always contacted for serious injuries and any head bumps/injuries
- ❖ Pupils have a first aid sticker to show parents if they have received any medical attention
- ❖ When appropriate, HS1A forms are completed and signed by the HT and sent to Health and Safety

Monitoring and Tracking Systems

- ❖ All pupils are tracked regularly and rigorously in line with GIRFEC policy to ensure that the needs of all pupils are identified and met through effective support, including multiagency support where appropriate
- ❖ HWB monitoring is carried out using the SHANARRI wheel (P1-3) and a SHANARRI questionnaire (P4-7) in term 1. Results are analysed and teachers discuss any concerns with pupils, recording these on the tracking system. Any issues are highlighted to SMT
- ❖ Pupils Support (universal and targeted) is reviewed for each stage 3x annually and more often for certain pupils as required
- ❖ Attendance, latecoming and exclusion is monitored monthly by the Head teacher
- ❖ Tracking and monitoring is in place for vulnerable pupils, including those affected by the poverty related attainment gap
- ❖ Teachers engage in professional discussion meetings termly with SMT

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- ❖ Pupil Support Group meetings (PSGs) take place monthly and include the Educational Psychologist
- ❖ Extra curricular events are tracked and each stage has an opportunity for an extra-curricular club each term

Learning and Teaching

- ❖ School vision, values and aims are clear and a behaviour code of Responsible, Respectful and Safe is in use.
- ❖ Children are supported to develop the 4 capacities of Curriculum for Excellence (successful learners, confident individuals, responsible citizens and effective contributors). These skills support them to seek help from appropriate peers and adults as required.
- ❖ Working with relevant agencies as appropriate, we provide our children with regular opportunities to develop their understanding of safety issues in relation to the wellbeing indicators including online safety, anti-bullying, equality, staying safe, etc.
- ❖ We have clear safety messages and permissions in place for use of digital technology and have a termly focus on staying safe online with a progressive programme in place for P1-7.

Pupil Voice

There are many opportunities for pupils to have a voice regarding safeguarding issues relevant to them and to promote safety messages across stages and the whole school.

- ❖ Pupil Council
- ❖ Learning Reps
- ❖ House Captains and Vice Captains
- ❖ Digital Leaders
- ❖ JRSOs

Partnership Working

- ❖ The development of positive, trusting and respectful relationships between school and families is key to all of our work
- ❖ Communication with parents is through a variety of means including phone, email, written reports, newsletters, policies, booklets, Class Dojo, etc.
- ❖ Parent Council work with the school to support safeguarding
- ❖ PTA have appropriate safeguarding in place for events and liaise closely with the school as appropriate

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- ❖ Relevant information/ concerns/ strategies are shared with children, parents and other agencies as appropriate following GDPR guidelines. Meetings for Targeted Support, Child Protection, etc take place with all key stakeholders to ensure best outcomes for pupils
- ❖ Active Schools work closely with the school to help provide volunteers with all the necessary checks and certificates to provide and support additional school activities.

Other Relevant Policies and Procedures

- ❖ EDC Critical Incidents Handbook
- ❖ EDC Child Protection Policy and Procedures
- ❖ EDC Getting It Right For Every Child policy
- ❖ EDC Including Every Learner policy
- ❖ Anti Bullying policy and procedures
- ❖ Severe Weather Procedures

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