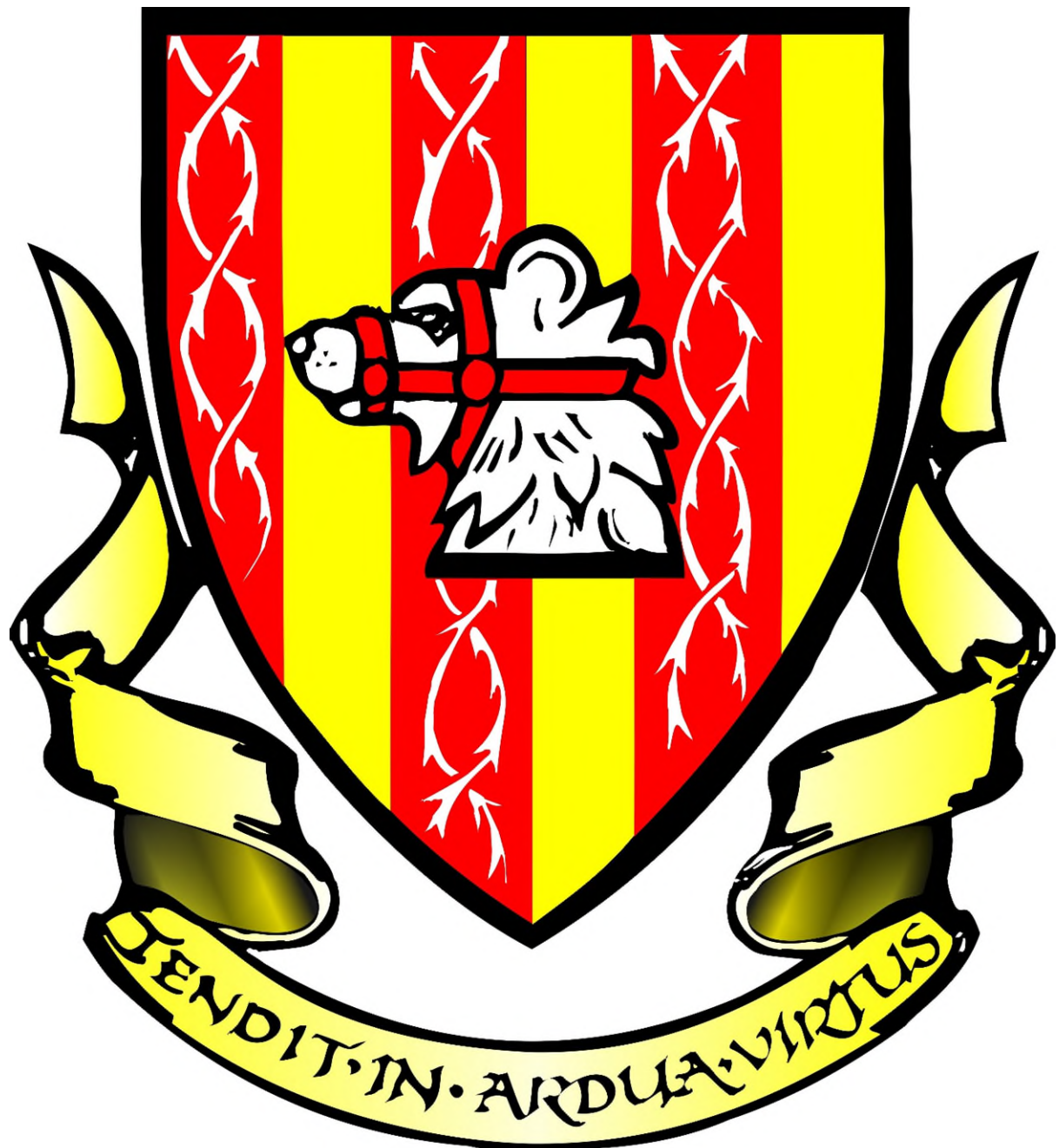


MACKIE ACADEMY



Safeguarding and Child Protection Policy and Procedures

Introduction

Mackie Academy strives to educate all pupils within an environment which promotes the values of integrity, teamwork, excellence, and commitment. As a UNICEF Rights Respecting School, we understand the importance of ensuring that young peoples' rights are always considered and in all decisions made about our pupils. Safeguarding and Child Protection is part of our approach to Getting it Right for Every

Child (GIRFEC), the UN Convention on the Rights of the Child and Curriculum for Excellence. Every child and young person has the right to be safe, healthy, active, nurtured, achieving, responsible, respected and included. They have the right to be listened to and to have their views considered.

Definitions

Safeguarding

Safeguarding is a much wider concept than child protection and refers to promoting the welfare of children. It encompasses protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children and young people 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.

(How good is our school? 4th edition)

At Mackie Academy we aim to safeguard and promote the welfare of all pupils by:

Promoting positive relationships

Providing a safe environment

Adopting a restorative approach to incidents between all members of our school community

Providing education around health and wellbeing, which includes personal and social development

Working in collaboration with parents and carers

Promoting safe use of technology and social media

Supporting pupils to develop resilience

Child Protection

Child protection means protecting a child or young person from abuse or neglect. **Abuse or neglect need not have taken place**; it is sufficient for a risk assessment to have identified a **likelihood or risk of significant harm** from abuse or neglect.

Every child or young person has the right to be safe and protected from any avoidable situation or acts which might result in that child:

Being physically, sexually, or emotionally harmed in any way.

Being at risk of physical, sexual, or emotional harm, abuse or exploitation.

Having their basic needs neglected or having their needs met in ways that are not appropriate to their age and stage of development (e.g.: being allowed to watch adult films, stay up late, being left in the care of an underage sibling, being left alone for long hours in the home...)

Being denied the sustained support and care necessary for them to thrive and develop normally.

Being denied access to appropriate medical treatment.

Being exposed to demands and expectations which are inappropriate to their age and stage of development.

We recognise that every adult has a role in ensuring the safety and well-being of children and young people. The school is committed to the career long professional learning and development of staff in relation to child protection. In educational establishments, staff are in a strong position to contribute to the safety and wellbeing of children and young people – acting to challenge, minimise or prevent harm; to provide on-going support, and to educate about risks and how these can be managed. **All staff** share this responsibility.

There are four broad categories of child abuse, which are:

TYPE	DEFINITION
Physical	This may involve hitting shaking, throwing, poisoning, burning or scalding, drowning or suffocating. It 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	This may involve conveying to child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve expecting a child to undertake duties or tasks which are inappropriate for their age. It may involve exploitation or corruption of children, causing them to feel frightened or placing them in danger.
Sexual	Any act involving the child or young person in an activity for the sexual gratification of another person.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs which is likely to result in serious impairment of the child's health or development.

Getting it Right for Every Child

The Scottish Government policy for all children's services sets out a vision that we will all:

- Put the child (and their family) at the centre of everything we (in schools) do
- Provide earlier intervention in order to ensure that all children achieve their potential
- Achieve the highest standards of joint working and collaboration to improve outcomes for children
- Take personal responsibility for ensuring that all children achieve their potential
- Focus on improving outcomes for children and young people
- Ensure a single planning process is in place for children and young people

To achieve their potential children and young people need to be:

- Safe
- Active
- Healthy
- Respected
- Achieving
- Responsible
- Nurtured
- Included

These are known as the SHANARRI wellbeing indicators.

Possible Indicators of Child Abuse

PHYSICAL	BEHAVIOURAL
Frequently dirty, hungry or inadequately dressed	Inappropriate sexual awareness or sexual activity
Left in unsafe situations or without medical attention	Drug & alcohol misuse in the home
Unexplained bruising in soft tissue areas, black eyes, repeated injuries	Distrustful of adults
Burns, scalds and bites	Excessive attachment to adults
Marks from implements	Reluctance to go home / chronic running away
Injuries to the mouth	Reluctance to remove clothing
Inconsistent stories about injuries	Has more money than previously/carries lots of money, has more than one mobile phone
Domestic violence in the home	Change in attendance patterns
Poor personal hygiene	Constantly put down, insulted or sworn at
Self-harm	Unexplained changes in behaviour
	Seems afraid of parents/ carers
	Difficulty in making friends / social isolation
	Risk taking behaviour
	Developmental regression
	Lack of concentration

Dealing with Disclosures

Please reference the [Child Protection in Education Responding to Concerns flowchart](#) in this set of circumstances.

The following procedures for dealing with disclosures have been devised to assist any member of staff who may have to respond to such a situation.

Where possible, although this may be difficult, if a pupil has chosen to make a disclosure to you, please involve a member of the Pupil Support and Attainment (PSAT) team or SLT at the earliest opportunity.

The pupil MUST be advised that confidentiality cannot be guaranteed but that support will always be available.

Receive

- Reassure the pupil, but only so far as is honest and reliable. For example, avoid making promises you can't keep like *"I'll stay with you"* or *"Everything will be fine"*.
- Do reassure and alleviate any guilt if the pupil refers to it. For example, you could say *"You're not to blame"*.

React

- React to the pupil only as far as it necessary for you to establish whether you need to refer this matter. Do not interrogate the pupil for full details.
- **Do not ask leading questions** as such questions may invalidate any evidence in any later prosecutions in court. For example, do not ask *"What did they do next?"* (this assumes the person did something) *"Did he touch your private parts?"*

- Do not criticise the possible perpetrator, the pupil may love him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff.
- Do ask open questions like: “*anything else to tell me?*” or “*and?*” or “*yes?*” Explain what you must do next and who you must talk to.

Record

- Make some very brief notes at the time on any paper you have to hand and write them up as soon as possible. **Do not destroy your original notes in case they are required by a Court.**
- Record date, time, place, any noticeable non-verbal behaviour, and the words used by the pupil. If the pupil uses sexual ‘pet’ words, record the actual words used rather than translating them.
- Draw a diagram to indicate the position of any bruising.
- Record statements and observable things, rather than your interpretations or assumptions.
- Child protection concerns need to be passed on **immediately**. Please do not leave them until you have a free period but seek class cover immediately if required.
- Seek support for yourself if you need it – your line manager, SLT link or the Aberdeenshire Employee Assistance programme can help.

The designated member of staff for child protection is the Child Protection Co-ordinator, **Fiona Stark (DHT)** and in her absence Gavin Morrison **(DHT)** or any other member of SLT.

Any member of staff with an issue or concern relating to a pupil’s welfare should immediately discuss this with the people named above who will then decide on an appropriate course of action.

Concerns about a child:

If in school contact Fiona Stark as Child Protection Co-ordinator (CPC), Gavin Morrison (DHT Acting CPC) or any other member of the Senior Leadership Team.

If out of school hours, contact the Social Work Duty Officer on 01467 537111 or out of work hours on 03456 081206.

Please do not take it home – please seek support if required.

Remember – React, Record and Report.

Protection of Your Professional Integrity

All staff should be aware that allegations of abuse can be made against them. The following advice is offered:

- Do maintain appropriate professional relationships with pupils. Be aware of professional boundaries.
- If you have to arrange to see pupils on their own when there is no one else around, please be mindful of the potential risk of doing so.
- Do not touch pupils except for care and safety.
- Do not use suggestive or sexual language.
- If you are uncomfortable with what you are seeing or hearing in relation to a colleague’s interactions with pupils, share this with your line manager or the school Child Protection Co-ordinator

Useful websites/numbers

The following website is extremely useful for finding out additional information about Child Protection policy, procedure, paperwork, guidelines, CPD opportunities:

www.girfec-aberdeenshire.org/childprotection

Child Protection Co-Ordinator – Fiona Stark 01467 538547

Police Scotland – 101

Police Emergency – 999

Key Sources Consulted:

National Framework for Child Protection (2012)

National Guidance for Child Protection (2014)

How Good is Our School 4 (2015)

Protecting Children & Young People in Aberdeenshire – identifying and responding to concerns (August 2018).

Appendix One: Child Protection in Education Resource Document

Every child or young person has the “right to be protected from all forms of harm and abuse”. [National Guidance for Child Protection in Scotland 2021](#). Abuse and neglect are forms of maltreatment and may involve inflicting harm or failing to act to prevent harm.

Child Protection is the responsibility of all who work with children and families

Education staff are required to -

- Understand what is meant by Child Protection
- Be able to recognise signs of child abuse and neglect
- Know what to do if they have a concern for a child or young person
- Know how to respond if a child or young person discloses abuse or neglect to them
- Understand the 'Getting it Right for Every Child' approach

Below are key resource documents which education staff should have **an awareness of or be familiar with**, depending on the workforce category they are in within the Child Protection in Education Professional Learning Framework which is held within the [Child Protection Tile](#) of the [ASN, Inclusion, Equity & Wellbeing website](#)

Guidance	Link
Single Agency Guidance: Child Protection in Education	Aberdeenshire Additional Support Needs Inclusion, Equity and Wellbeing webpage
Multi-Agency Child Protection Guidance	Multi-Agency Child Protection Guidance
Aberdeenshire Easy Read Practitioner Guide provides Child Protection information and advice.	Child Protection Concern Information and Advice Leaflet
Child Sexual Exploitation: 7-minute briefing for education staff	CSE 7 Minute Briefing
The Children Equal Protection from Assault (Scotland) Act 2019: 7-minute briefing for multi-agency staff	Equal Protection Briefing
Neglect: 7-minute briefing	Neglect 7 Minute Briefing
PREVENT and Radicalisation Spotlight Briefing	PREVENT and Radicalisation
INCEL Spotlight Briefing	INCEL
Domestic Violence Spotlight Briefing	Domestic Violence
Suicide Prevention Spotlight Briefing	Suicide Prevention
Aberdeenshire Easy Read Practitioner Guide if you are attending a Child Protection Case Conference (CPCC). <i>From Jan 2023 known as Child Protection Planning Meetings (CPPM)</i>	Child Protection Case Conferences Child Protection Case Conferences - No Clear Consensus

Aberdeenshire guidance on attending a Child Protection Core Group meeting	Child Protection Plans and Core Group
Guidance on supporting a child with a disability during the child protection process	Child Protection and Disability
Guidance on best practice when we are aware that children are sexually active.	Working with Children and Young People Sexually Active
On ALDO in addition to the Child Protection Basic Awareness course, a range of multi-agency Child Training and resources are available on the GIRFEC PORTAL	

This appendix will be updated on an annual basis by Aberdeenshire Council.