



Redmyre Primary School

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School

Safeguarding Policy

In accordance with

Rights Respecting Schools

Articles: 3, 12, 18, 19, 28, 29 & 31

Reviewed June 2018

Article 3 – (best interests of the child)

The best interests of the child must be a top priority in all actions concerning children.

Article 12 – (respect the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 18 – (parental responsibilities; state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must help parents by providing services to support them, especially if the child's parents work.

Article 19 – (protection from all forms of violence)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 28 – (right to education)

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 – (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 – (leisure, play and culture)

Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

What do we mean by Child Protection and Safeguarding?

Child Protection

Protecting a child from child 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.

Safeguarding

This is a much wider concept than child protection and refers to promoting the welfare of children. It encompasses protecting from maltreatment, preventing impairment of their health or development, ensuring that they are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children 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 learner's 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 education experience including leadership, values, vision, the curriculum, learning and teaching, positive relationships, building learner resilience, etc.

Working in partnership with stakeholders, we seek to ensure that:

- we enable children to be safe, nurtured, achieving, healthy, active, included, respected and responsible
- children become successful learners, confident individuals, responsible citizens and effective contributors in centres of learning, the workplace and community.

We do this by:

- always putting the needs of children at the forefront;
- promoting high quality equitable outcomes for all learners by eliminating inequity that exists amongst learners from different backgrounds and particular vulnerable groups. All staff recognise their professional and legal obligations to protect children, particularly those at risk.

This policy aims to ensure that:

- all employees who have opportunities to engage regularly with children in the course of their normal duties be members of the Protecting Vulnerable Groups (PVG) Scheme and to participate in relevant professional learning;
- we create a safe environment for children and the adults who work with them;
- staff are equipped with the information, knowledge, support and guidance to keep children at risk, safe and protected
- we take account of local inter-agency child protection guidelines and each local authority's legal obligation to safeguard and protect any group at risk, including children and protected adults.

Principles of this Policy

- The welfare of all children is always the primary concern.
- Protecting children is everyone's responsibility.
- Every child should be treated as an individual and has a right to a positive sense of identity.
- All children have the right to be protected from all forms of abuse, neglect and exploitation.
- All children have the right to express their views on matters affecting them.

To promote these principles we will:

- Treat everyone with respect and encourage children to respect others;
- Promote the rights, including privacy and dignity, of children as defined by the United Nations Convention on the Rights of the Child (UNCRC);
- Respect confidentiality and only share information and concerns about children, young people and protected adults with those who need to know;
- Take action to stop any inappropriate verbal or physical behaviour and emotional abuse, including bullying;
- Treat all concerns and allegations seriously and respond appropriately, operating within our agreed policy, procedures and guidance;
- Refer, not investigate.

Everyone has a responsibility to protect children and every child, has, at all times, a right to feel safe and protected from any situation or practice which may result in

physical or emotional harm. Above all, the welfare of children is the paramount consideration and we must all work together to ensure they are protected.

Policy and legislative context

The Children (Scotland) Act 1995 places a duty on schools and local authorities to safeguard and promote the welfare of children.

<http://www.gov.scot/Publications/2005/08/0191408/14360> Safeguarding sits within the context of the wider Getting it right for every child (GIRFEC) approach, <http://www.scotland.gov.uk/Topics/People/YoungPeople/gettingitright>, the Early Years Framework, <http://www.scotland.gov.uk/Publications/2009/01/13095148/0> and the UN Convention on the Rights of the Child, http://www.unicef.org.uk/Documents/Publicationpdfs/UNCRC_PRESS200910web.pdf.

The Scottish Government wants Scotland to be the best place in the world for children and young people to grow up so that they become successful learners, confident individuals, effective contributors and responsible citizens. All children and young people have the right to be cared for and protected from harm and abuse and to grow up in a safe environment in which their rights are respected and their needs met. Children and young people should get the help they need, when they need it and their safety is always paramount.

GIRFEC promotes action to improve the wellbeing of all children and young people in eight areas. These wellbeing indicators state that children and young people must be: healthy, achieving, nurtured, active, respected, responsible, included and, above all in this context, safe. The primary indicator for child protection is to keep a child safe and, in so doing, attention is given to other areas of wellbeing as appropriate.

The Children and Young People (Scotland) Act 2014 sets out duties on a range of public bodies to report on how they are taking forward children's rights as set out in the UNCRC. Moreover, ratified by the UK Government in 2009, the UN Convention on the Rights of Persons with Disabilities stipulates that in order for disabled children to be able to realise the rights mentioned above, they need to be provided with disability and age appropriate assistance.

In addition to the Convention, the Children's Charter was drawn up following consultation with children and young people as part of the Scottish Government's child protection reform programme. The Charter sets out a list of demands children should feel entitled to make including the need to be safe. The Framework for Standards 2004 (<http://www.gov.scot/Publications/2004/03/19102/34603>) is the detailed means for translating the commitments made in the Children's Charter into practice. In working with children and their families, all practitioners should strive to adhere to the following best practice standards.

Developed with reference to Child Protection and Safeguarding Policy Education Scotland.

The National Guidance for Child Protection in Scotland 2014

<http://www.gov.scot/Resource/0045/00450733.pdf> provides a national framework within which agencies and practitioners at local level – individually and jointly – can understand and agree processes for working together to support, promote and safeguard and the wellbeing of all children. It sets out expectations for strategic planning of services to protect children and young people and highlights key responsibilities for services and organisations, both individual and shared.

All agencies, professional and public bodies and services that deliver adult 5 and/or child services and work with children and their families have a responsibility to recognise and actively consider potential risks to a child, irrespective of whether the child is the main focus of their involvement. They are expected to identify and consider the child's needs, share information and concerns with other agencies and work collaboratively with other services (as well as the child and their family) to improve outcomes for the child.

Across Scotland, local arrangements are now well established to meet local geographic and demographic demands and service user needs. Chief Officers are responsible for determining the most appropriate child protection arrangements for their respective area(s). Chief Officers' Groups have strategic responsibility for their Child Protection Committees (CPCs). Further information on the role and functions of CPCs can be found in the National Guidance for Child Protection in Scotland 2014.

Child protection policy must pay due attention to equality and diversity issues. Access to, and delivery of, child protection services should be fair, consistent, reliable and focused on individual outcomes and enablement. Service users should be listened to, respected and responded to. There should be no discrimination on the grounds of race, disability, gender, age, sexual orientation, religion or belief, gender reassignment or on the basis of pregnancy and maternity. The Equality Act 2010 <http://www.gov.scot/Topics/People/Equality> restates, streamlines and harmonises equality legislation.

The 'Common Core of Skills, Knowledge & Understanding and Values for the "Children's Workforce" In Scotland' (2012) -

<http://www.gov.scot/Resource/0039/00395179.pdf>) describes the essential characteristics that everyone should have if they work with children, young people and their families. These essential characteristics embody the values of the GIRFEC approach are cross-referenced to the guiding principles of the UNCRC:

- Non-discrimination
- Best interests of the child
- The child's right to life, survival and development

Developed with reference to Child Protection and Safeguarding Policy Education Scotland.

- Respecting the views of the child.

Education Scotland has a support and monitoring duty within the context of safeguarding in relation to Prevent, Section 26 of the Counter-terrorism and Security Act, 2015, which places a duty on central bodies to have 'due regard to the need to prevent people being drawn into terrorism'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445978/37_99_Revised_Prevent_Duty_Guidance_Scotland_V2.pdf

The Children and Young People (Scotland) Act 2014 puts Corporate Parenting on a statutory footing and introduces a new framework of duties and responsibilities for the 24 public bodies listed in Schedule 4 as corporate parents. These duties were commenced on 1 April 2015 and require all corporate parents to collaborate with each other to promote the wellbeing of looked after children and care leavers in their care and enable them to achieve the best outcomes.

6 The statutory guidance for Corporate Parenting provides corporate parents with information and advice about how they should fulfil the duties set out in Part 9 (Corporate Parenting) of the 2014 Act. Corporate parents compliance with the legislation will be monitored through the review of corporate parenting reports (by Scottish Ministers), independent inspection mechanisms (such as those provided by the Care Inspectorate, Education Scotland, Healthcare Improvement Scotland and Her Majesty's Inspector of Constabulary in Scotland) and corporate parents' existing governance arrangements (such as councillors, parliamentarians and non-executive board members).