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***“ At Rutherglen High School we work together to create high quality and inclusive learning experiences which promote sustained and positive outcomes for our learners”***

**RUTHERGLEN HIGH SCHOOL**

**Child Protection & Safeguarding Policy**

**"Above all, the welfare of children, young people and protected adults is the paramount consideration, and we must all work together to ensure they are protected."**

**Child Protection and Safeguarding Policy, Education Scotland (2021)**

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Description automatically generated**Rutherglen High School**

**Child Protection and Safeguarding Policy & Procedures**

At Rutherglen High School, we recognise that all staff have a crucial role in the support and protection of young people, as well as the development of their wellbeing.

All staff know that they are expected to identify and consider the young person’s needs and share information and concerns with other agencies to improve outcomes for the young person.

We strive to create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

* Ensuring as far as possible that the school environment is a positive, safe space for young people.
* Ensuring that young people are respected and listened to.
* Providing a point of support for young people (Principal Teacher of Pastoral Care)
* Ensuring programmes of health and personal safety are central to the curriculum.
* Ensuring that staff are aware of child protection issues and procedures.
* Conducting open conversations inside and outside the classroom to help young people recognise potentially abusive behaviours, identify trusted adults who they can talk to and offer information about support services.
* Providing young people with opportunities to learn about sexual health and relationships through our Personal and Social Education (PSE) curriculum.
* Providing young people with opportunities to learn about drug and alcohol education, relationships, honour-based violence, FGM, e-technology, bullying through our PSE curriculum.
* Establishing and maintaining close working relationships with all other agencies to make sure that professionals collaborate effectively in protecting young people.

**WHAT DO WE MEAN BY CHILD PROTECTION AND SAFEGUARDING?**

**Child Protection** is the process involved in consideration, assessment and planning of required action, together with the actions themselves, where there are concerns that a young person may be at risk of harm from abuse, neglect or exploitation.

**Safeguarding** is a much wider concept than child protection and refers to promoting the welfare of young people. 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 acting to enable all young people to have the best outcomes.

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Description automatically generated**CHILD PROTECTION FLOW CHART**

At Rutherglen High School, it is the responsibility of every member of Staff, all Partners and all Visitor to help ensure all our young people are safe.

This includes:

* Protection from any form of abuse
* Spotting signs of poor wellbeing and neglect

Staff member becomes aware of a potential child protection issue. If a young person seeks out a member of staff to tell them about a worry or a concern. Staff member should:

* Be supportive and assure info will only be shared with those who need to know.
* Listen and don’t ask too many questions.
* Reassure the child.

Staff member should report concerns to **R. Millar, Child Protection Coordinator**, as soon as feasibly possible. Concerns should be made in person/telephone rather than via e-mail. If R. Millar is unavailable, please see G Johnson / L Cuthbertson, Deputy CP Coordinator.

CP Coordinator will ask staff member to send written account of concern recording what they have said/seen and send to CP coordinator.

CP Coordinator will risk assess the situation and make decision on any action to be taken. CP coordinator may seek advice on course of action, if any to be taken.

If CP coordinator considers child is at risk of abuse a Notification of Concern should be made by calling SW Helpline 03031231008 or/ Allocated Social Worker / POLICE Scotland 101. Notification of Concern form should be completed by CP Coordinator and a copy sent that day to appropriate SW Locality / Named Person Service and Alex MacLeod This must also be recorded in Pastoral Notes under significant events and be recorded in Child’s CP / VP file.

If you have any concerns please report them to Mr Millar, our Child Protection Coordinator immediately. If Mr Millar is not available, please contact Mrs G Johnston / L Cuthbertson.

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| --- | --- | --- | --- | --- |
| Mr R Millar  HT (Ext 260)  Child Protection Coordinator | headteacher photo | Mrs G Johnston (Tue – Fri)  (Ext 256)  Ms L Cuthbertson (Mon)  (Ext 256)  Deputy CP Coordinator |  | A collage of a person  AI-generated content may be incorrect. |

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**LEGISILATION, GUIDANCE & POLICY**

This policy is written to adhere to the following Legislation, Guidance and Policy;

**Education (Scotland) Act 1980 Section 135** The definition of a Parent ‘includes guardian and any person who is liable to maintain or has Parental responsibilities (within the meaning of section 1 (3) of the Children’s (Scotland) Act 1995) in relation to, or has care of a child or young person.

**The Education (Additional Support for Learning) (Scotland) Act 2004** requires education authorities and other agencies to make provision for all pupils who require additional support to overcome barriers to their learning. Providing additional support may help children and young people to engage more fully with school. A Coordinated Support Plan (CSP) may be required for some children and young people. **This right is also defined in Article 28 of the United Nations Convention on the Rights of the Child**.

**The Children and Young People Act (Scotland) 2014** enshrined the Getting It Right for Every Child into being. The (GIRFEC) model aims to ensure that every child and young person gets the right help, at the right time and from the right people to become successful learners, confident individuals, responsible citizens and effective contributors. Glasgow City’s response to the GIRFEC agenda is clearly set out in the Tiered Intervention Framework which provides a continuum of provision, enabling early intervention. Supporting Children’s Learning; Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) 2017 sets out the responsibility of all Education and Children’s Services employees.

**The Children and Young People (Scotland) Act 2014, (Part 9)** sets out the role of all staff, as corporate Parents, to promote school attendance for LAC. The National Guidance for Child Protection in Scotland (2014) recognises that children and young people are at greater risk when not in school, including those who do not remain on school premises after initial registration. Part 4 of the National Guidance for Child Protection in Scotland (2014) states; “Significant harm” is a complex matter and subject to professional judgement based on a multiagency assessment of the circumstances of the child and their family.

**Included, Engaged and Involved: A Positive Approach to the Promotion of Attendance in Glasgow Schools - January 2020** replaces ‘Management Circular No.5: Children and Young People Absent or Missing from School and outlines the revised process for managing pupil absence and the process for children and young people missing from school.

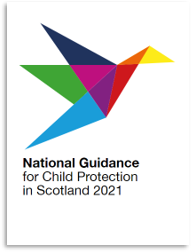
This policy, follows South Lanarkshire Council’s Operating Procedure …. Available by clivking on this link.

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Relevant Guidance.

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Websites:

<https://www.gov.scot/policies/child-protection>

<https://www.gov.scot/policies/girfec/>

<https://www.legislation.gov.uk/asp/2014/8/contents/enacted>

<https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/>

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>