



## Child Protection Policy

### Purpose of Policy

We aim to provide an environment in which children and young people will feel safe, secure and cared for, the purpose of this policy is to provide the staff and parents of Fernhill Nursery with guidelines and support on the subject of child abuse and how they can act to assist in the protection of children and young people in the setting.

### The Guidance in context

Fernhill School Nursery works in accordance with “**The Protection of Children (Scotland) Act 2003**”. **We also refer to the following legislation:**

- **The National Guidelines for Child Protection in Scotland 2014**
- **GIRFEC (Getting it right for every child)**
- **Early Years Framework**
- **The UN Convention on the Rights of the child**
- **The Children's Charter.**

**A copy of all documents above is available at nursery for all staff and parents to view or it can be viewed online**

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 (including unborn babies) have the right to be cared for and protected from harm and abuse and 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.

Child protection has to be seen in the context of the wider Getting it right for every child (GIRFEC) approach, the Early Years Framework and the UN Convention on the Rights of the Child. 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.** (SHANARRI)

GIRFEC is the national approach to improving outcomes through public services that support the wellbeing of children and young people. The GIRFEC approach ensures that services are brought together more effectively to provide help and support for children, young people and their parents when they need it.

Children have a right to protection from being hurt, and from violence, abuse and neglect (United Nations Convention on the Rights of the Child, Article 19)

### Definitions

For child protection purposes this policy refers to any child aged 0 – 16 years (18 years for Children with Additional Support Needs). When the Children and Young People (Scotland) Act 2014 comes into force, a “child” will be defined for the purposes of all Parts of that Act, as someone who has not attained the age of 18.



A **parent** is defined as any person who has parental responsibilities over a child. For example: a mother or father. We may also include in this; foster and adoptive parents and carers, including those who may have substantial care of a child.

A **child/carer**: These people may not have specific parental responsibilities but nonetheless have a duty of care for the child. This is **inclusive** of Fernhill School Nursery staff.

### **What is Child Abuse?**

Child Abuse is the term used to describe ways in which children are intentionally or inadvertently harmed or placed at risk of harm, usually by adults, and often by people that they trust.

### **Categories of Abuse**

- **Physical Injury:** This is defined as any injury inflicted or knowingly not prevented by any person having custody or care of a child. Physical abuse is often defined by injuries that cannot be explained by the normal play activities of a child, and is defined as hitting or hurting a child on purpose.
- **Neglect:** This is defined as the wilful failure to meet the basic needs of a child, for example, not clothing, feeding or caring for a child adequately and leaving them without adequate supervision.
- **Emotional Abuse:** This is defined as any abuse or torment which would have an effect on the mental health and wellbeing of a child. Most commonly emotional abuse is categorised as shouting at a child, making a child feel worthless, exposing a child to inappropriate and never punishment and inconsistency of behaviour towards a child.
- **Sexual Abuse:** This is defined as the exploitation of children in order to meet the demands of adults or other children. Sexual abuse may include: involvement of children in masturbation, involvement of children in pornographic activity, including taking pornographic photographs and involving children in watching or viewing pornographic materials, involvement of children in sexual activity, including; rape, sodomy, oral sex and sexual intercourse with a child, even with their consent.
- **Bullying:** Bullying is defined as any form of abuse on a child which is inflicted upon them by their peers, this abuse can be subtle, including, teasing, being ignored or left out, being pushed or pulled about, or having money or possessions taken.

### **Recognition of Child Abuse**

It is not in the remit of members of staff at Fernhill School Nursery to identify the specific category of abuse that a child may be experiencing but rather to highlight any causes for concern to the appropriate person and organisations.

The following list although not exhaustive may be indicative of some of the signs and symptoms of child abuse, it should be noted that some children may display some of these signs in times of stress; it does not necessarily mean that they are being abused.

### **Indicators of Abuse**

- Injuries to the child that are not consistent with the normal play activities of a child, either in position or type.
- Inconsistent or unreasonable explanation of an injury by a child, parent or carer
- Inconsistent or inappropriate behaviour such as sexually explicit remarks or actions, mood swings, uncharacteristically quiet/aggressive, severe tantrums.



- Becoming isolated socially
- Overeating, loss of appetite, weight loss, weight gain.
- Inappropriately dressed or ill-kept and/or dirty
- Self-inflicting injury
- Open distrust of, or discomfort with, parent or carer
- Delayed social development, poor language and speech
- Excessively nervous behaviour, such as rocking or hair twisting
- Low self esteem

### **General indicators of abuse, though often typical of sexual abuse**

- Recurring Abdominal Pain
- Reluctance to go home
- Flinching when approached or touched
- Recurring headaches

### **Recording and Reporting of an Incident – Suspicions of Abuse**

All staff should be aware that any incidents must be recorded. It is also very important for staff to communicate about matters of this kind.

If a member of staff suspects that a child is under threat there are a number of steps that must be taken.

1. Inform the owners / manager or the [named] person responsible for Child Protection in the setting, in the event that the owners/manager is not available staff should refer to the local authority child protection guidelines for details of their local social work area office or the out of hours telephone number.
2. Report the specific concerns that you have to the manager or the person responsible for child protection for the setting
3. Record your suspicions and give them to the manager or the person responsible for child protection for the setting, records of suspicions must include the following information:
  - The nature of the suspicion
  - Details of any injury
  - Times, dates and any other relevant information
  - Dates, times and names of other adults involved with the child who may substantiate the suspicion
  - The manager or person in charge will then determine the situation and refer the case to Social Work Children and Families or the police

### **Disclosure of Abuse**

If a child discloses to you that they have been abused, the member of staff should:

Inform the child that in order to help them you have to tell your line manager, the member of staff should tell the child who this person is and reassure the child that they can trust them and that they have done the right thing in telling you what has been going on.

Listen to the child and note down what they say to you **in their own words**. It is important at this stage that you do not interrupt the child and you do not ask questions.

### **Disclosure of Abuse (CONT)**

Report the disclosure to the owners / manager or person responsible for child protection in the setting The manager will then contact the relevant agency or the police who will investigate the disclosure. If the manager or member of staff dealing with the situation at the time thinks that the



case is serious enough to involve Social Work Children and Families immediately, then please contact the relevant social work children and families office for the area, or contact social work out of hours service. If it is felt that the child is in immediate danger then the manager or member of staff should contact the police.

It should be noted that if a member of staff is named in the disclosure the member of staff should be as discrete as possible and inform the Head teacher as soon as possible. In addition to this if a member of staff observes another member of staff harming a child they should report this to the Head Teacher who will act according to the Protection of Children (Scotland) Act 2003.

In addition to this if the manager is named in the disclosure the member of staff should be discrete and contact the Head teacher:

Fernhill School Nursery recognises that it can be a traumatic experience for a member of staff to be witness to a child's disclosure of abuse; therefore all staff will be offered information on counselling services to help them through this time.

### **General Information on Child Protection**

Child Protection involves several agencies working together, these include; Children 1<sup>st</sup>, Local Authority, Social Work Departments and Childcare organisations.

In order to maintain the levels of protection, all persons working with children must have an Enhanced Disclosure / PVG through Disclosure Scotland and have completed an application process, interview and have 2 references.

### **Responding to a Child who confides in you**

- Stay Calm
- Do not make promises you cannot keep
- Offer reassurance and support
- Immediately tell your line manager
- Record the facts and discussion in the child's own words and give a copy to your manager
- Do not take control of the situation yourself
- Maintain confidentiality  Keep records
- Talk to the right people

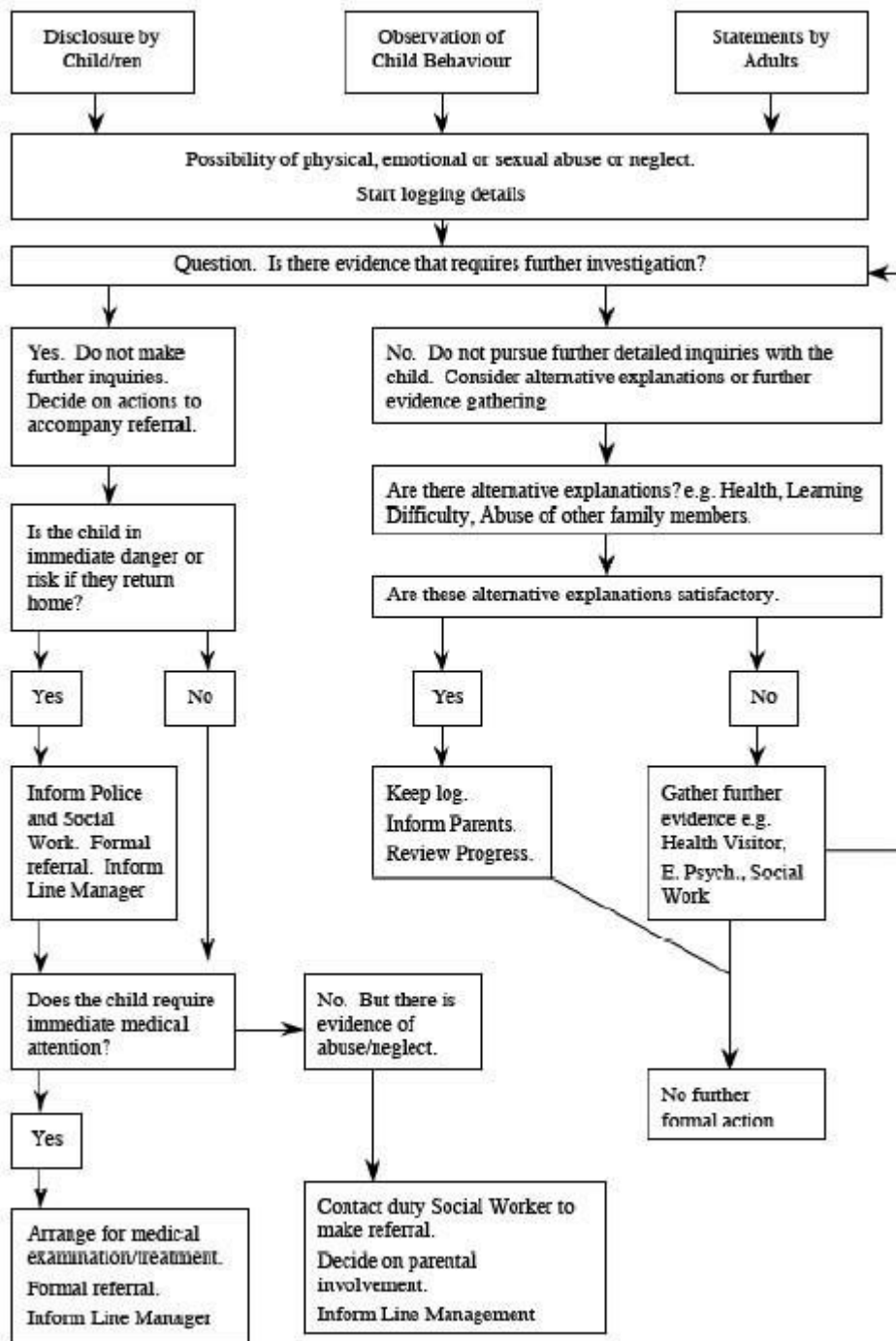
### **End Note**

All parents should be aware that members of staff attend regular child protection training in order that we keep your children safe from harm.

The Nursery has a duty to report any suspicions of abuse and neglect to any of the contacts below who have a duty to investigate such matters:

### **Child Protection Flowchart**

This chart is to be used as a guide to the organisational procedures for The Protection of Children. For further information please refer to the local authority Child Protection Guidelines. All paperwork is included at the end of the policy and available on the server and in nursery blank forms



### **Child Protection Code of Conduct**

Fernhill Nursery supports the **Protection of Children Scotland Act 2003** and as such all members of staff are required to abide by the code of conduct as detailed below;

#### **All Members of Staff Should:**

- Play your part in helping to develop an ethos where all people matter and are treated with equality, and respect and dignity.
- Always put the care, welfare and safety needs of a child first.



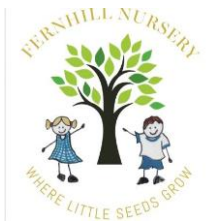
- Respect a child's right to be involved in making choices and decisions which directly affect them.
- Listen attentively to any ideas and views a child wants to share with you.
- Respect a child's culture (for example, their faith and beliefs)
- Respect a child's right to privacy and personal space.
- Respond sensitively to children who seem anxious about participating in certain activities
- Speak to a member of staff immediately if you suspect that a child is experiencing bullying or harassment.
- Be aware of the vulnerability of some groups of children to being isolated and hurt.
- Ensure that when you are working with children you are at least within sight or hearing of other adults.
- Listen carefully when a child 'tells you' (sometimes through drawings and behaviour as well as words) that they are being harmed and report what you have discovered immediately to your line manager.
- Report immediately any suspicion that a child may be at risk of harm or abuse.
- Never dismiss what a child tells you as lies or exaggeration
- Only restrain a child who is at imminent harm of inflicting harm to themselves or others.
- Never underestimate the contribution that you can make to the development of safe communities for children.

#### **Members of Staff Should Not:**

- Exaggerate or trivialise another workers concerns about a child or ignore an allegation or suspicion of abuse in the hope that it will either go away or that someone else will deal with it.
- Discuss personal issues about a child or their family with other people except where it concerns the wellbeing of the child.
- Be drawn into derogatory remarks or gestures in front of the children or young people.
- Allow a child or young person to be bullied or harmed by anyone else in the organisation
- Allow children to swear or use sexualised language unchallenged.

#### **Members of Staff Should Never:**

- Engage in sexually provocative games, including horseplay
- Never allow others to or yourself engage in touching a child in a sexually provocative manner
- Never make sexually suggestive comments to a child, even in fun
- Engage in rough or physical contact unless it is permitted within the rules of a game or sports activity or conforms to the guidance on appropriate physical restraint
- Never form inappropriate emotional or physical relationships with children
- Harass or intimidate a child or worker because of their age, race, gender, sexual orientation, religious belief, socio-economic status or disability
- Unnecessarily invite or allow children to stay with you at your home.\*



## Safeguarding Concern Form Part 2

To be completed by the Child Protection Coordinator (or the Deputy Child Protection Coordinator if Child Protection Coordinator is unavailable). Answer every question; continue on a blank sheet if necessary.

### Details of person at risk

Name of person

DOB:

### About the safeguarding concern

1. Have there been previous wellbeing concerns regarding the child/young person

Yes  No

If yes, please summarise with dates

2. Did you as the Child Protection Coordinator speak to the child/young person to establish basic facts?

Yes  No

If yes, what did the young person say? Note the date the concern was shared. If not shared, please explain why? (e.g. the child is too young?)

3. Has the concern been shared with the child/young person's parents/carers?

Yes  No

If yes, what was the parent/carer response? Note the date the concern was shared. It does not have to be the Child Protection Coordinator who discusses the concern with the parent/carer. However, agreement should be reached about who is the most appropriate person within the school to do this. The parent/carer view should be recorded here:

4. Is the child/young person currently on the child protection register?

Yes  No

If yes, the concern must be referred on the day to the allocated social worker or their senior

Name of Social Worker \_\_\_\_\_

Date contacted \_\_\_\_\_ Time Contacted \_\_\_\_\_



<p>5. Was the concern shared with anyone else?</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, please specify below: The decision about who shares what with the parents is taken following advice from one of the statutory agencies involved in the Inter-Agency Referral Discussion</p>																																																									
<p>6. Does the concern involve any of the following types of abuse/risk factor?</p>	<table border="0"> <tr><td>1. Sexual abuse</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>2. Physical abuse</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>3. Emotional abuse</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>4. Physical neglect</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>5. Domestic abuse</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>6. Parental alcohol and/or drug misuse</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>7. Disability</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>8. Non-engaging family</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>9. Child affected by parental mental health problems</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>10. Child with mental health problems</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>11. Child displaying problematic sexual behaviours</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>12. Female genital mutilation</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>13. Honour-based violence or forced marriage</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>14. Fabricated or induced illness</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>15. Sudden, unexpected death of a child</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>16. Child exploitation</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>17. Child placing themselves at risk</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>18. Being radicalised or vulnerable to the messages of terrorism/extremism</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> <tr><td>19. Other (please specify)</td><td>No <input type="checkbox"/></td><td>Yes <input type="checkbox"/></td></tr> </table>	1. Sexual abuse	No <input type="checkbox"/>	Yes <input type="checkbox"/>	2. Physical abuse	No <input type="checkbox"/>	Yes <input type="checkbox"/>	3. Emotional abuse	No <input type="checkbox"/>	Yes <input type="checkbox"/>	4. Physical neglect	No <input type="checkbox"/>	Yes <input type="checkbox"/>	5. Domestic abuse	No <input type="checkbox"/>	Yes <input type="checkbox"/>	6. Parental alcohol and/or drug misuse	No <input type="checkbox"/>	Yes <input type="checkbox"/>	7. Disability	No <input type="checkbox"/>	Yes <input type="checkbox"/>	8. Non-engaging family	No <input type="checkbox"/>	Yes <input type="checkbox"/>	9. Child affected by parental mental health problems	No <input type="checkbox"/>	Yes <input type="checkbox"/>	10. Child with mental health problems	No <input type="checkbox"/>	Yes <input type="checkbox"/>	11. Child displaying problematic sexual behaviours	No <input type="checkbox"/>	Yes <input type="checkbox"/>	12. Female genital mutilation	No <input type="checkbox"/>	Yes <input type="checkbox"/>	13. Honour-based violence or forced marriage	No <input type="checkbox"/>	Yes <input type="checkbox"/>	14. Fabricated or induced illness	No <input type="checkbox"/>	Yes <input type="checkbox"/>	15. Sudden, unexpected death of a child	No <input type="checkbox"/>	Yes <input type="checkbox"/>	16. Child exploitation	No <input type="checkbox"/>	Yes <input type="checkbox"/>	17. Child placing themselves at risk	No <input type="checkbox"/>	Yes <input type="checkbox"/>	18. Being radicalised or vulnerable to the messages of terrorism/extremism	No <input type="checkbox"/>	Yes <input type="checkbox"/>	19. Other (please specify)	No <input type="checkbox"/>	Yes <input type="checkbox"/>
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<p>7. What action is being taken in relation to this concern? Please tick the appropriate box:</p>	<p>Continue to monitor <input type="checkbox"/></p> <p>Carry out an Assessment of Need (an In-House School Assessment) <input type="checkbox"/></p> <p>Call a Child's/Young Person's Planning Meeting (Multi-Agency Meeting) <input type="checkbox"/></p> <p>Discuss with a Lead Professional (if allocated) <input type="checkbox"/></p> <p>Initiate Child Protection Procedures <input type="checkbox"/></p> <p>Other (Please state details below) <input type="checkbox"/></p>																																																									

**Declaration:** I have completed all sections of this form to the best of my knowledge

Name	
Signature	
Date	



