



ST ALOYSIUS'
COLLEGE

Safeguarding and Child Protection Policy for all Pupils, Parents, Staff and Governors St Aloysius' College

The College's Safeguarding Policy and Procedures follow the SCIS Guidance on Child Protection for schools June 2018 (<https://www.staloyusius.org/media/scisguidanceonchildprotection.pdf>)

The relevant contacts within the College are as follows:

- | | |
|---|--|
| 1. Head Master: | Mr Matthew Bartlett |
| Lead Safeguarding Officer: | Mrs Isabelle Erskine (Senior School) |
| Assistant Safeguarding Officers: | Mr Ryan Ferrie (Senior School)
Miss Emma Doherty (Junior School) |
| 2. Chair of Governors: | Dr Isabelle Cullen |
| 3. Safeguarding Governor: | Mrs Katy Lang |
| 4. Safeguarding Team: | Mrs Isabelle Erskine, Lead Safeguarding Officer
Mr Ryan Ferrie, Assistant Safeguarding Officer SS
Miss Emma Doherty, Assistant Safeguarding Officer JS |

Table of Contents

1. Introduction
2. Legal Framework
3. Principles
4. Procedures
5. Roles and Responsibilities
6. Appendix 1 - Signs of possible Child Abuse
 - Appendix 2 - Guidance on how to respond to a disclosure from a child or young person
 - Appendix 3 - College procedures on dealing with a child protection concern

1. Introduction

St Aloysius' College is committed to promoting and safeguarding the wellbeing and protection of children and young people. The College believes it is everyone's collaborative responsibility to keep children and young people safe. The College upholds every child's right to the care and protection that promotes their human growth and sense of personal worth and dignity. This policy sets out the College's principles and procedures for putting into practice its commitment to the wellbeing of its pupils, in the matter of child protection.

This policy applies to and provides clear direction to all staff, volunteers, governors, parents and pupils and it is our firm belief that we share the responsibility to create a culture of protection.

2. Legal Framework

Core principles, values and shared standards of practice form the foundation for effective child protection practice, and include key legislation and guidance, including the UN Convention on the Rights of the Child and 'Getting it Right for Every Child' (GIRFEC) which is enshrined in the Children and Young People (Scotland) Act 2014.

Related Policies and Procedures

This policy should be read in conjunction with;

- Anti-bullying Policy
- Physical Contact and Safe Touch Policy
- Discipline Policy
- Additional Support Policy
- Health and Safety Policy
- Attendance Policy
- Acceptable Use Policy
- Trips Policy
- Related Data Protection Policies
- Substance Misuse Policy
- Accessibility Policy
- Visitors' Policy
- Persons in Vulnerable Groups (PVG) and Criminal Check Policy
- Getting it Right for Every Child (GIRFEC)
- Children and Young People (Scotland) Act 2014

3. Principles

All safeguarding procedures are underpinned by the following principles:

- At all times the needs and wellbeing of the child or young person are paramount. All staff should make sure their approach is child-centred.
- The College will adopt a co-ordinated and unified approach to identifying concerns, assessing needs, agreeing actions and outcomes, based on the wellbeing indicators.
- All staff have a duty to be competent in recognising, responding, recording and reporting issues of a wellbeing or child protection nature.
- Staff should work in partnership with parents/carers to promote the wellbeing, health and development of children and young people.
- Child Protection is everyone's responsibility.
- All children and young people whatever their age, culture, racial origin, disability, gender, language, sexual orientation, gender reassignment, religion or belief have a right to protection.
- Children and young people should be respected, listened to, and where there are concerns, staff must follow the College safeguarding reporting procedures.

- Children and young people have a right to express views on all matters which affect them should they wish to do so.

The College recognises the need to work in partnership with children, young people, their parents, carers and other agencies in promoting children and young people's wellbeing.

When necessary, sharing information about children and young people will be relevant, necessary and proportionate and limited to those who need to know.

The College recognises the fundamentals of Getting it Right for Every Child (*GIRFEC*)

4. Procedures

The College will seek to keep children and young people safe by:

- Staff taking responsibility to provide a safe environment in which children and young people can learn and will therefore always act in their best interest by valuing, listening to and respecting them.
- Having systems within the College which support safeguarding through policy, practice and procedures.
- Appointing designated Lead Safeguarding Officer (LSO), Assistant Safeguarding Officers (ASOs) and a Governor with a safeguarding remit.
- Providing appropriate safeguarding and child protection training and giving guidance and support if required. Appendix 1 - Signs of possible Child Abuse.
- Ensuring that reporting procedures are clear and that staff are confident and prepared to report concerns if necessary. Appendix 2 – Guidance on how to respond to a disclosure from a child or young person. Appendix 3 – College procedures for dealing with a child protection concern.
- Working closely with relevant agencies, where appropriate, to ensure best outcomes for children and young people. When information is shared a record will be kept within our secure systems.
- Acknowledging that the Governors are also accountable for the wellbeing and protection of pupils, they have systems in place where these are evaluated and formally reported to them.
- Taking all appropriate steps to recruit staff who are safe to work with children and young people.

5. Roles and Responsibilities

- All staff have responsibility to identify children and young people who may be in need of extra help or are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action.
- The Lead Safeguarding Officer has the broad responsibility for safeguarding and child protection in respect to making referrals, training, raising awareness and managing and reviewing the reporting and recording systems.
- The Head has the responsibility for appointing the Lead Safeguarding Officer and then working closely with them, being attentive to the concerns raised by him or her. The Head should also provide appropriate support in order for the Safeguarding Team to carry out this role.
- The Governing Body are responsible for ensuring the College has effective Child Protection Policies and Procedures in place. The College has a designated Governor with a particular responsibility for safeguarding and child protection.
- The Safeguarding Committee is an internal group of staff including medical, Human Resources, Safeguarding Officers and the PSHE coordinator. This group have no responsibility for decision making on child protection matters, they act as a support to the Safeguarding officers by exploring relevant issues affecting children and young people.
- The Safeguarding Commission is an external body of Independent Consultants who support the Head and the Safeguarding Officers in quality assuring their practice and policies. This body has no responsibility for decision-making on child protection matters within the College.

Policy Owner: Lead Safeguarding Officer, Mrs Isabelle Erskine

Version 1.0 Policy Created: February 2019

Policy reviewed by Lawyers: February 2019

Policy reviewed by Audit Risk and Governance Committee: February 2019

Policy reviewed by Safeguarding Team: Mrs Erskine, Mr Ferrie, Miss Sharp, January 2020

Policy updated September 2021

This policy will be reviewed annually by: Lead Safeguarding Officer, Mrs Isabelle Erskine

6. Appendices

Appendix 1

Signs of possible Child Abuse

It is important to remember that lists such as the one below is neither definitive nor exhaustive. The information has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances.

These are general indicators that the child or young person may be troubled though not necessarily about abuse. The child or young person may have some of these problems or none at all. It is the combination, frequency and duration of the signs that will alert to a problem. Try to notice all changes in usual behaviour.

There can be an overlap between all the different forms of child abuse and all, or several, can coexist.

1. PHYSICAL ABUSE

Signs of possible physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries, or delay in reporting them.
- Excessive physical punishment.
- Arms and legs kept covered in hot weather.
- Fear of returning home.
- Aggression towards others.
- Running away.

When considering the possibility of non-accidental injury, it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

2. PHYSICAL NEGLECT

Signs of possible physical neglect:

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Frequent lateness and/or unexplained non-attendance at school.
- Untreated medical problems.
- Low self-esteem.
- Poor peer relationship.
- Stealing.

3. NON--ORGANIC FAILURE TO THRIVE

Signs of possible non-organic failure to thrive:

- Significant lack of growth.
- Weight loss.
- Hair loss.
- Poor skin or muscle tone.
- Circulatory disorders.

4. EMOTIONAL ABUSE

Signs of possible emotional abuse:

- Low self-esteem.
- Continual self-deprecation.
- Sudden speech disorder.
- Significant decline in concentration.
- Socio-emotional immaturity.
- 'Neurotic' behaviour (e.g., rocking, head banging).
- Self-mutilation.
- Compulsive stealing.
- Extremes of passivity or aggression.
- Running away.
- Indiscriminate friendliness.

5. SEXUAL ABUSE

Not all children are able to tell parents that they have been assaulted. Changes in behaviour may be a signal that something has happened. It is important to remember that in sexual assault there may well be no physical or behavioural signs.

Signs of possible sexual abuse:

Behavioural

- Lack of trust in adults or over familiarity with adults.
- Fear of a particular individual.
- Social isolation - withdrawal or introversion.
- Sleep disturbance (nightmares, irrational fears, bed wetting, fear of sleeping alone, needing a nightlight).
- Running away from home.
- Girls taking over the mothering role.
- Reluctance or refusal to participate in physical activity or to change clothes for activities.
- Low self-esteem.
- Drug, alcohol or solvent abuse.
- Display of sexual knowledge beyond child's years.
- Unusual interest in the genitals of adults or children or animals.
- Expressing affection in an age inappropriate way, e.g., 'French kissing'.
- Fear of bathrooms, showers, closed doors.
- Abnormal, sexualised drawing.
- Fear of medical examinations.
- Developmental regression.
- Poor peer relations.
- Inappropriate or sexually harmful behaviours.
- Compulsive masturbation.
- Stealing.
- Psychosomatic factors, e.g., recurrent abdominal pain or headache.
- Having unexplained/abundance of sums of money and/or possessions.
- Sexual promiscuity.

Physical/Medical

- Sleeplessness, nightmares, fear of the dark.
- Bruises, scratches, bite marks to the thighs or genital areas.
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis.
- Pain on passing urine or recurrent urinary infection.
- Stained underwear.

- Unusual genital odour.
- Anxiety/depression.
- Eating disorder, e.g. anorexia nervosa or bulimia.
- Discomfort/difficulty in walking or sitting.
- Pregnancy - particularly when reluctant to name father.
- Venereal disease, sexually transmitted diseases.
- Soiling or wetting in children who have been trained.
- Self-mutilation/suicide attempts.

Appendix 2

Guidance on how to responding to a disclosure from a child or young person

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is said seriously
- Note down what has been said

2. Respond

- Reassure the child or young person that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep
- Do not promise confidentiality: you have a duty to refer
- Reassure the child or young person that information will only be shared with those who need to know

3. React

- Establish whether or not you need to refer the matter, but do not interrogate for full details
- Make sure all questions are open, not for example “Did he/she....?”
- Explain what you have to do next and who you have to talk to

4. Record

- Make some hand-written brief notes at the time and write them up as soon as possible
- Do not destroy these notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child.
- Ensure that as far as possible you have recorded the actual words used by the child or young person
- Record statements and observable things rather than your interpretations or assumptions

5. Report

- Contact a member of the Safeguarding Team immediately (Mrs Isabelle Erskine or Mr Ryan Ferrie for Senior School, Miss Emma Doherty for Junior School).
- The Safeguarding Team may be required to make appropriate records available to other agencies.

Appendix 3

College procedures for dealing with a child protection concern

