Safeguarding and Child Protection Guidelines
Overview for Staff : Updated September 2026

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Overview

The school's aim is to ensure that pupils and staff live and work together in a safe environment. In this environment children will be able to approach adults about matters of concern to them, confident that they will be treated with respect and listened to.

All staff must be alert to the potential indicators of abuse, neglect and exploitation and attend mandatory safeguarding training to equip them with the skills to know what to do, where to report and how to record effectively if they are concerned about the safety or welfare of a child. All staff are responsible for the positive and pro-active safeguarding culture of Lomond School and should model honesty, vigilance and integrity as part of a safe environment where children can learn and be listened to.

Our role when working with children and young people (CYP) is to primarily ensure they are safe and to report any concerns you may have about that CYP to the School's CPC.
This document provides an overview of Safeguarding and Child Protection. If you require further information/guidance please see

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Nicki McKenzie – Child Protection Coordinator and Designated Safeguarding Lead- Senior School

This guidance should be read alongside the National Guidance for Child Protection in Scotland 2021 – updated 2023, relevant legislation, local multi-agency child-protection procedures and the School's safeguarding policies. Any safeguarding action must be discussed fully with the CPC (Senior) or CPC (Junior), as appropriate. If there is any doubt, staff must consult the relevant CPC without delay.

This guidance reflects the principles and expectations set out in the National Guidance for Child Protection in Scotland 2021 – updated 2023 and takes account of subsequent developments in Scotland's legislative and policy landscape, including the commencement of the UNCRC (Incorporation) (Scotland) Act 2024.

The School is committed to respecting, protecting and promoting the rights of every child. Safeguarding decisions will have full regard to the United Nations Convention on the Rights of the Child, including children's rights to protection from harm, to have their views heard and taken seriously, and to be involved appropriately in decisions affecting them.

Staff should familiarise themselves with the following guidance and resources:

- National Guidance for Child Protection in Scotland 2021 – updated 2023
- Scottish Government statutory guidance on the UNCRC (Incorporation) (Scotland) Act 2024
- Children and Young People's Commissioner Scotland: UNCRC articles

The school is committed to ongoing professional learning. As part of this, Lomond School is enrolled on the SCIS 3-Year Child Protection Training Pathway (2025–2028). This ensures all staff receive up-to-date training through a combination of annual webinars and a virtual face-to-face session led by safeguarding experts. This structured approach supports consistent understanding of staff responsibilities and current safeguarding risks.

If you feel a child is at risk of radicalisation of any sort, please refer to this policy: https://www.gov.uk/government/publications/prevent-duty-guidance-for-specified-authorities-in-scotland?utm_source=chatgpt.com) and have an immediate conversation with the relevant CPC, who will consider the evidence before making a decision on a referral.

The School's Prevent arrangements are reviewed against the current statutory Prevent duty guidance for specified authorities in Scotland. Relevant staff have access to the Prevent National Referral Form for Scotland and current PMAP guidance. Staff training is refreshed in response to updated guidance, changes in risk and the School's assessed training needs, with completion recorded centrally.

SCIS's professional learning framework for child protection and wellbeing is structured to ensure that member schools can effectively meet their responsibilities in relation to staff training and development. The training provided is tailored specifically for SCIS schools and is aligned with current Scottish legislation, national guidance, and best practice. It draws directly on the National Framework for Child Protection Learning and Development in Scotland 2024, relevant Scottish Government policies, and the principles of Getting it Right for Every Child (GIRFEC). This ensures that staff at all levels are equipped with the knowledge, skills, and confidence to recognise, respond to, and report safeguarding concerns appropriately within the Scottish context.

Child protection learning and development 2024: national framework Scottish Government Policies

GIRFEC Principles
Safeguarding - Getting it Right for Every Child
Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

At Lomond School, the Getting it right for every child (GIRFEC) model is at the centre of our practice. At the heart of the GIRFEC approach is early, proactive intervention in order to create a supportive environment that can identify and provide any additional support that may be required. This ensures that all children get the help they need, when they need it.

Our focus is the eight indicators of wellbeing (SHANARRI), and with this in mind, we adapt our practice, both in and out of the classroom to ensure a culture of wellbeing is promoted.

Junior School

Safe

- All staff are recruited using our Safe Recruitment policy and PVGs are maintained in line with guidance.
- All teaching and support staff receive regular training in Child Protection. They are familiar with Child Protection Policy and are encouraged to be vigilant and to raise any concerns immediately with the Head of Junior School.
- Small class sizes and our "family" ethos allow strong links to be developed with families. We have daily contact with many parents and are therefore in the best situation to be able to identify if there is a significant change in a child or family circumstance. We encourage two way communication and work with families to provide the best support for every child. Teaching staff have regular 1-1 meetings with the Head of Junior School to discuss the progress and development of each child
- Our PSHE programme teaches children about a range of issues such as safe use of the internet, smoking, drugs and sexual education (at an age appropriate level). This is delivered through classes, assemblies and is carried out in close collaboration with the School Nurse. Keeping safe is a key part of this programme.
- Our Outdoor Learning and Play programme allows children the freedom to be outdoors and encourages them to approach risks and develop resilience and communication in a supported way.

Healthy/Active

- Health and Wellbeing is taught across the curriculum in all year groups
- All children receive specialist P.E. classes at least twice per week
- Active play is encouraged and our grounds are designed with this in mind.
- Our Outdoor Learning and Play programme allows children to spend extended periods of time outdoors and encourages them to see being outdoors as an important part of being happy and healthy.
- There are several extra-curricular sporting opportunities such as trampolining, rugby, hockey, netball and football. There is a range of competitive and non-competitive options available.
- We also operate a house system in the Transitus department and all children are encouraged to participate in a range of activities

- Children are encouraged to participate in extra-curricular activities, and there is a wide programme of clubs available
- Healthy, balanced school meals are available to all pupils

Achieving

- Achievement is regularly recognised at school assemblies
- Formal assessment is carried out at set periods through the year and progress is tracked by the Head of Junior School and Support for Learning, alongside class teachers. Interventions and additional support is put in place whenever necessary
- Teachers meet with the Head of Junior School regularly to review progress and development
- Individual programmes are put into place for children who require additional support
- Small class sizes allow teaching staff to tailor lessons to meet the needs of individuals
- Teachers regularly assess children using formal and informal methods
- Regular targets are set which are reviewed and discussed with the class teachers

Nurtured

- Our family environment and high staff ratio ensures that children are looked after by people who know them well. Strong relationships are developed with children and families allowing us to provide the very best support.
- We have a buddy system in place to help our youngest pupils feel supported as they begin their journey through the Junior School.
- Respected/Responsible
- We promote a culture of mutual respect throughout our school. Good manners are actively encouraged and children are taught about respect through lessons, assemblies and good role modelling
- Children are given responsibilities within each class. J5 act as “buddies” to our J1 pupils and there are a number of leadership opportunities for upper classes.
- All classes have regular class meetings and pupil voice is an integral part of our learning ethos. Children are encouraged to voice their opinions, ideas and concerns and to take action when they can.
- Included
- We want all pupils to feel part of the Lomond Family. Pupils are well looked after by staff who know them well. Pupils are encouraged to take part in group activities, both during school and through our extra-curricular programme. Our Outdoor Learning and Play programme places a strong emphasis on trust and teamwork. Children are taught about friendships, relationships and conflict resolution through our PSHE programme and teachers work closely with pupils and parents to help guide pupils through any friendship issues.

Getting it Right for Every Child
Senior School

Safe

- All staff are recruited using our Safe Recruitment policy and PVGs are maintained in line with guidance.
- All teaching and support staff receive regular training in Child Protection. They are familiar with Child Protection Policy and are encouraged to be vigilant and to raise any concerns immediately with the Head of Senior School.
- Small class sizes and our “family” ethos allow strong links to be developed with families. We have regular contact with many parents and are therefore in the best situation to be able to identify if there is a significant change in a child or family circumstance. We encourage two way communication and work with families to provide the best support for every child.

- Our PSHE programme encompasses Relationships Education, Relationships and Sex Education, and Health Education. It also includes topics such as economic wellbeing, careers and enterprise education, and personal safety — including assessing and managing risk and staying safe online. This is delivered through timetabled classes and assemblies across the senior school and is designed to be inclusive, accessible, and relevant to all pupils, regardless of background or additional needs.
- The curriculum is overseen by the Head of S1–S3 and the Head of S4–S6, who are jointly responsible for ensuring that content is age-appropriate, responsive, and aligned with safeguarding priorities. A regular audit is carried out to review and evaluate the effectiveness and relevance of the curriculum in light of student needs, safeguarding trends, and national guidance.
- In addition to the core programme, bespoke lessons and assemblies are delivered throughout the year in response to emerging safeguarding concerns and current issues affecting young people. These have included themes such as misogyny, online safety, consent, peer-on-peer abuse, discrimination, and mental health. Content is shaped by pupil voice, staff input, and wider societal trends to ensure it remains current and meaningful.
- Participation in Outdoor Learning and in particular in the Duke of Edinburgh Awards Scheme and sailing as part of the curriculum encourages pupils to be aware of the opportunities to become risk aware under managed conditions.
- As part of the school's commitment to safeguarding and promoting positive digital habits, pupils in the Senior School have agreed, through discussion in PSHE, that school should be a mobile-free environment. Senior pupils support and model this agreement by not using mobile phones during the school day. S1 pupils are encouraged to hand their phones in to their Year Head or leave them at home, reinforcing a culture of mutual responsibility and digital wellbeing.

Digital Safety and Online Wellbeing

Lomond School recognises that online safety is an essential component of child protection. Pupils are educated about digital harms including grooming, image-based abuse, exposure to inappropriate or violent content, online coercion, and emerging risks associated with AI-generated content and deepfakes. These topics are addressed through PSHE, assemblies, and targeted digital wellbeing sessions, tailored to be age-appropriate and responsive to current issues.

Staff receive ongoing training to help them recognise signs of digital harm and understand how to respond appropriately, in line with guidance from the UK Safer Internet Centre and CEOP (Child Exploitation and Online Protection Command).

Healthy/Active

- Health and wellbeing are embedded across the curriculum in all year groups, supporting pupils' physical, emotional, and social development.
- All pupils receive specialist Physical Education (P.E.) teaching to promote fitness, skill development, and a positive attitude toward physical activity.
- Social spaces are actively used at break and lunchtime, with both informal and organised activities encouraging movement, interaction, and play.
- A wide-ranging extracurricular sports programme is offered, including traditional team sports such as rugby and hockey, as well as sailing, skiing, and fitness clubs.
- Sport is inclusive and offered at both competitive and recreational levels, with a focus on participation, enjoyment, and developing lifelong habits of physical activity.
- The House system fosters involvement and team spirit, promoting mutual support and a sense of belonging across the school community.
- Pupils are encouraged to take part in the wider extracurricular programme, which includes a variety of clubs that nurture creativity, leadership, and personal interests.

- Healthy, balanced school meals are available to all pupils, supporting positive nutrition and wellbeing throughout the school day.

Nurtured

- Pupils are supported by teachers, Heads and Assistant Heads of Year, the wider Pastoral Team and the School Nurse
- In boarding they receive support from Head of Burnbrae, Resident Tutors and Matrons
- The school devotes care and attention to providing warm and welcoming spaces for both day and boarding pupils
- Residential pupils have great scope for contributing to the ethos and physical environment of the boarding
- house.
- The pastoral team meet on a regular basis and information is shared to class teachers as necessary
- Recent initiatives include the introduction the Young Carers team working more closely with the school, a dedicated register for pupils from military families, and the Forces for Good Club. These support structures ensure pupils with specific responsibilities or circumstances receive tailored pastoral care.

Achieving

- Achievement is regularly recognised at school assemblies, the school newsletter, through social media and in the local and national press.
- Academic Achievement in S4-6 is recognised through Prize Giving, Academic Ties and Academic Effort awards
- Sporting achievement is recognised.
- Achievement in other areas of the school can be recognised at school assemblies
- Formal assessment is carried out at set periods through the year and progress is tracked by SLT, Heads of Year and Support for Learning, alongside class teachers. Interventions and additional support is put in place whenever necessary. They will also ensure that praise and commendation is communicated to pupils who are doing well.
- Small class sizes allow teaching staff to tailor lessons to meet the needs of individuals
- Teachers regularly assess children using formal and informal methods

Respected/Responsible

- We promote a culture of mutual respect throughout our school. Good manners are actively encouraged and children are taught about respect through lessons, assemblies and good role modelling
- Young people can be given responsibilities within each class and in Upper Sixth and Lower Sixth all pupils are given the opportunity to take on prefect roles, where extra responsibilities are issued.
- Young people are afforded opportunities to participate in Committees both as day and boarding pupils. Prominent in these are the Pupil Learning Council, Pupil Voice, Forces for Good (peer support for pupils with parents in the military)
- Young People will often be engaged as ‘buddies’ for new pupils joining the school.
- Young People are encouraged through schemes such as DofE and in Music to engage with the wider community in supporting civic pride and responsibility through volunteering and supporting events in Helensburgh and Lomond.
- In Sixth Form a number of pupils have the opportunity to apply to be trained as Peer Mentors who act in support of the Pastoral Team. Peer Mentors receive Childline training and act as accessible, supportive figures within the school, helping to promote pupil-led wellbeing and peer support across year groups.

- Included
- We want all pupils to feel part of the Lomond Family. Pupils are well looked after by staff who know them well. Pupils are encouraged to take part in activities, both during school and through our extra-curricular programme. Many activities such as Duke of Edinburgh and Sport place a strong emphasis on trust and teamwork. Young people are taught about friendships, relationships and conflict resolution through our PSHE programme and Heads of Year and the Pastoral Team work closely with pupils and parents to resolve issues.
- For young people dealing with mental health/issues with anxiety/low mood/stress the pastoral team run lunchtime sessions focusing on wellbeing and mindfulness by discussing different ways to manage stress and anxiety within a group setting.
- Young people are also encouraged to work through the Live Life to the Full Programme as an extra layer of support if required
- Young people have access to external agencies and helplines they can access out of school hours.
- Using the Indicators

Teaching staff assess each child's well-being using each of the 8 indicators as a guide. Whenever necessary, additional support is put in place to help each child be as happy and healthy as they can be. Most of the time, this will be very low level support delivered by the class teacher, where a child may simply receive extra encouragement or guidance.

Pupils on a tier 3 and 4 may have a single or multi-agency chronology to allow pastoral staff to determine whether other interventions are required

If a child or young person requires more support, the school may work with parents to put a School Plan in place. Sometimes additional agencies, such as Health may be required to contribute to this, in which case Child's Plan will be written and actioned.

Child Protection
Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm.

Key Objectives
1. Listen to children and take what they say seriously. The school aims to build up relationships of trust with children who should feel able to raise concerns about safety and wellbeing in the knowledge that staff will listen sensitively and make every effort to deal with their problems.

2. Handle concerns raised with sensitivity, without promising confidentiality Confidentiality CANNOT be promised to children or adults when they share a concern; in circumstances of serious risk, a staff member will be obliged to pass on the information to the Child Protection Co-ordinator (CPC).

3. Ensure effective procedures for dealing with Child Protection matters. The major focus will always be on protecting the child from further harm. Staff are reminded by the Child Protection Co-ordinator (CPC) of procedures at the start of the new academic year and staff receive appropriate training for their job roles

4. Liaise effectively with external agencies involved in Child Protection. Child Protection depends on effective inter-agency communication and understanding the roles played by the different agencies involved.

5.Communicate and consult with parents appropriately.

Staff work in partnership with parents to promote the wellbeing of children; parents should feel able to raise concerns about safety and wellbeing in the knowledge that these will be dealt with sensitively. Whilst Child Protection issues may cause anxiety, stress and tension within families, parents should be reassured that the school will always act in the best interest of the child.

6. Physical contact
Physical contact between adults and children in our care should be zero, unless the following situations are relevant:

o Protect a student from immediate danger/harm
o Compassionate reasons

If you witness physical contact which makes you feel uncomfortable, please raise this concern directly with the CPC, who will then investigate.

What does 'significant risk of harm' mean?
Significant harm can result from a specific incident, a series of incidents or an accumulation of concerns over a period of time. It is essential that when considering the presence or likelihood of significant harm that the impact (or potential impact) on the child takes priority and not simply the alleged abusive behaviour. There are no absolute criteria for judging what constitutes significant harm.

Siblings and other children
In accordance with the *National Guidance for Child Protection in Scotland 2021 – updated 2023*, when a child-protection concern is identified, consideration must also be given to the safety and wellbeing of the child's siblings and any other children within the family, household or relevant care environment. Any potential risk of harm to those children must be shared promptly with the relevant CPC and the appropriate statutory agencies in accordance with the School's child-protection procedures.

What is Child Abuse and Child Neglect?

Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use.

Types of Abuse

Physical abuse
Physical abuse is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm 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. There may be some variation in family, community or cultural attitudes to parenting, for example, in relation to reasonable discipline. Cultural sensitivity must not deflect practitioners from a focus on a child's essential needs for care and protection from harm, or a focus on the need of a family for support to reduce stress and associated risk.

Emotional abuse
Emotional abuse is persistent emotional ill treatment that has severe and persistent adverse effects on a child's emotional development. 'Persistent' means there is a continuous or intermittent pattern which has

caused, or is likely to cause, significant harm. Emotional abuse is present to some extent in all types of ill treatment of a child, but it can also occur independently of other forms of abuse. It may involve:

● conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person
● exploitation or corruption of a child, or imposition of demands inappropriate for their age or stage of development
● repeated silencing, ridiculing or intimidation
● demands that so exceed a child's capability that they may be harmful ● extreme overprotection, such that a child is harmed by prevention of learning, exploration and social development
● seeing or hearing the abuse of another (in accordance with the Domestic Abuse (Scotland) Act 2018)

Sexual abuse
Child sexual abuse (CSA) is an act that involves a child under 16 years of age in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.

For those who may be victims of sexual offences aged 16-17, child protection procedures should be considered. These procedures must be applied when there is concern about the sexual exploitation or trafficking of a child.

The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of indecent images, in watching sexual activities, using sexual language towards a child, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation (CSE) is a form of child sexual abuse.
It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a person under 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology. Children who are trafficked across borders or within the UK may be at particular risk of sexual abuse.

Criminal exploitation
Criminal exploitation refers to the action of an individual or group using an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity in exchange for something the victim needs or wants, or for the financial or other advantage of the perpetrator or facilitator. Violence or the threat of violence may feature. The victim may have been criminally exploited, even if the activity appears consensual. Child criminal exploitation may involve physical contact and may also occur through the use of technology. It may involve gangs and organised criminal networks. Sale of illegal drugs may be a feature. Children and vulnerable adults may be exploited to move and store drugs and money. Coercion, intimidation, violence (including sexual violence) and weapons may be involved.

Child trafficking
Child trafficking involves the recruitment, transportation, transfer, harbouring or receipt, exchange or transfer of control of a child under the age of 18 years for the purposes of exploitation. Transfer or movement can be within an area and does not have to be across borders. Examples of and reasons for

trafficking can include sexual, criminal and financial exploitation, forced labour, removal of organs, illegal adoption, and forced or illegal marriage.

Neglect
Neglect consists in persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. There can also be single instances of neglectful behaviour that cause significant harm. Neglect can arise in the context of systemic stresses such as poverty, and is an indicator of both support and protection needs.
'Persistent' means there is a pattern which may be continuous or intermittent which has caused, or is likely to cause significant harm. However, single instances of neglectful behaviour by a person in a position of responsibility can be significantly harmful. Early signs of neglect indicate the need for support to prevent harm.

The GIRFEC SHANARRI indicators set out the essential wellbeing needs. Neglect of any or all of these can impact on healthy development. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); to protect a child from physical and emotional harm or danger; to ensure adequate supervision (including the use of inadequate caregivers); to seek consistent access to appropriate medical care or treatment; to ensure the child receives education; or to respond to a child's essential emotional needs.

Faltering growth refers to an inability to reach normal weight and growth or development milestones in the absence of medically discernible physical and genetic reasons. This condition requires further assessment and may be associated with chronic neglect.

Malnutrition, lack of nurturing and lack of stimulation can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. For very young children the impact could quickly become life-threatening. Chronic physical and emotional neglect may also have a significant impact on teenagers.

Female genital mutilation
This extreme form of physical, sexual and emotional assault upon girls and women involves partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. Such procedures are usually conducted on children and are a criminal offence in Scotland. FGM can be fatal and is associated with long-term physical and emotional harm.

Forced marriage
A forced marriage is a marriage conducted without the full and free consent of both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual, and emotional abuse. Forced marriage is both a child protection and adult protection matter. Child protection processes will be considered up to the age of 18. Forced marriage may be a risk alongside other forms of so called 'honour-based' abuse (HBA). HBA includes practices used to control behaviour within families, communities, or other social groups, to protect perceived cultural and religious beliefs and/or 'honour'.

Recent research explored issues that arise for social workers around discovering and confronting parental neglect in affluent families. Significant findings were:

- The vast majority of the cases described by the participants concerned emotional neglect, although other forms of maltreatment, such as sexual abuse and child sexual exploitation were also identified.

- Commonly encountered cases involved struggling teenagers in private fee-paying and boarding schools, who were often isolated from their parents physically and emotionally and had complex safeguarding needs.
- All of the participants described difficulties in maintaining focus on the child because of the way that parents used their status and social capital to resist child protection intervention and many also displayed a sense of entitlement to do as they pleased and that they know best.
- Participants consistently cited that highly resistant parents were more likely to use legal advocates or the complaints procedure to challenge social workers. All of the participants also experienced the challenges of interagency working with private fee-paying and boarding schools when child protection concerns were raised.

Responsibilities of protecting Child or Young Person

YOU MUST

- Treat all pupils with respect
- Avoid any inappropriate relationship or sexual contact with pupils at our schools. The latter is a criminal offence.
- Always try to be an exemplary role model for pupils
- Respect a pupil's right to personal privacy, but do NOT guarantee confidentiality.
- Ensure that there is another adult present or that you are within sight or hearing of others if you intend to discuss sensitive issues with a pupil
- Remember that someone else might misinterpret your actions, no matter how well-intentioned
- Be aware of the school's policy regarding the internet and the downloading of inappropriate material
- Be aware of potential child protection issues relating to the use of photographic images of children
- The CPC and DSL's will take account of the UNCRC in making decisions which affect a young person. Children's Rights and the UNCRC in Scotland: An Introduction

YOU MUST NOT

- Have inappropriate physical or verbal contact with children or young people
- Make suggestive or derogatory remarks or gestures in front of pupils
- Show favouritism to any individual
- Rely on your good name or that of the school to protect you
- Believe 'it could never happen to me'
- Exaggerate or trivialise child abuse issues
- Jump to conclusions or make assumptions about others without checking facts
- Allow yourself to be drawn into inappropriate attention-seeking behaviour

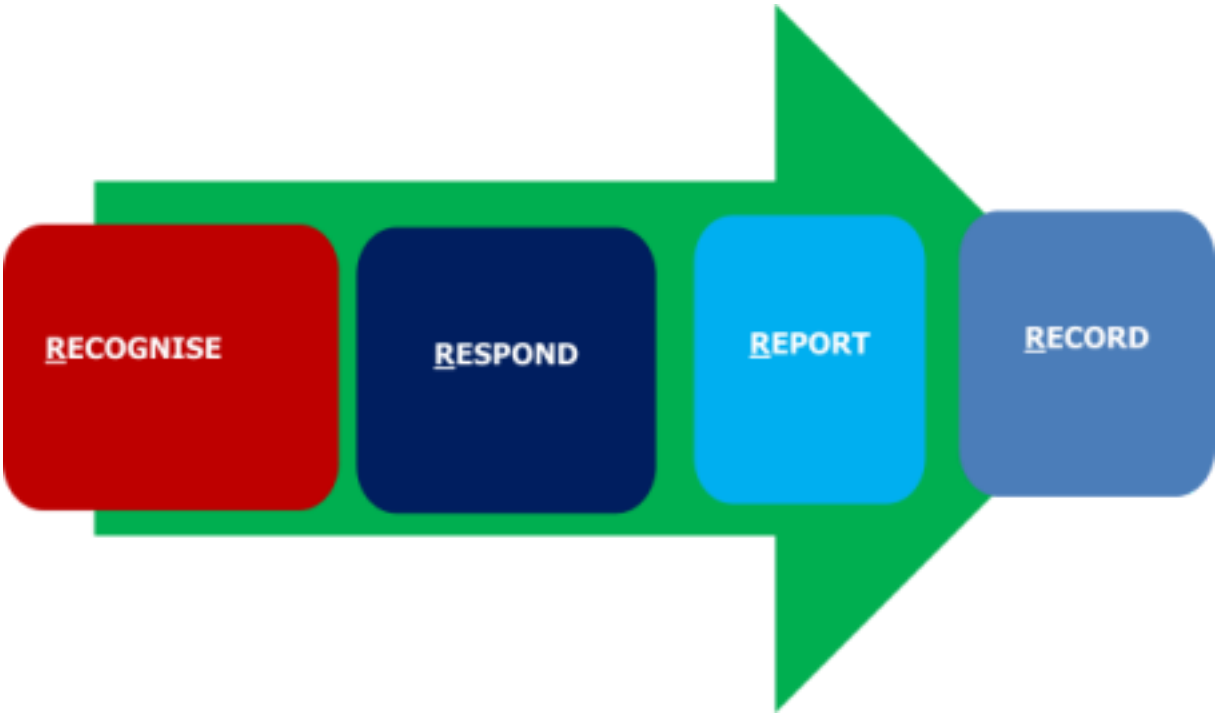
Responding to concerns about a CYP

Be Vigilant:

There are opportunities in a boarding school to observe signs of unhappiness or abuse that may otherwise pass unnoticed.

What are your responsibilities?

The 4 R's:



Staff should:

- Listen with care.
- Reassure the child that he/she is not to blame.
- Not show disbelief.
- Not give a guarantee of confidentiality.

An example of Framing a conversation:
“I appreciate that this might not be easy for you right now, but I think it is important that we are able to have an open and honest conversation. I have to make it clear that if you tell me anything that suggests you are at significant risk of harm to yourself or others, I have a duty of care to share that information. I am not able to promise confidentiality for you but please be aware that I will always try and act in your best interest.”

Take the allegation seriously.

- Affirm the child’s feelings as expressed (don’t tell the child how he/she should feel).
- Avoid being judgmental about the information given by the child.
- Avoid a “whodunit” approach (a casual enquiry about who did it is all right, but do not pursue the matter; remember, it can be distressing for children to be faced with persistent questioning).
- Refer to the Child Protection Co-ordinator in accordance with school guidelines

Whilst the primary function of school staff is to listen and record, some casual questioning may be appropriate. The child should not be interrogated. Any questions should aim to obtain basic information. If the child does not respond, the matter should not be pursued further. The pursuit and recovery of evidence is a matter for the police, if necessary. Where questions are asked, “open-ended” questions should be used rather than “leading” questions which suggest possible answers. Avoid questions beginning with ‘how’ or ‘why’.

The 4 W's
Keep questions open ended.
Do not prompt or suggest to obtain the answer you think you want to hear.

Some examples of:

Open ended Questions / Leading Questions:

WHEN When did it happen? Did it happen last night?
WHERE Where did it happen? Did he/she come into your bedroom?
WHO Who did it? Was it daddy//baby-sitter/John?
WHAT What happened? Did such and such happen?

Record notes of initial disclosure, (record factual information any specific comments from child), complete Child Protection form and ensure you speak to the Child Protection Co-ordinator (CPC) immediately.

Referral to CPC MUST happen on the same day as the disclosure made.

If you are in any doubt – TAKE ADVICE

DO'S

- Stay calm
- Listen and show concern
- Keep questions to a minimum
- Reassure the child they were right to tell
- Explain what you will do next

DON'T'S

- Ask leading questions
- Agree to confidentiality
- Show or express disbelief
- Say you believe them or can make it 'better'
- Express shock or anger
- Investigate
- Delay passing concern on

Recording - Key Principles
Staff understand the importance of recording any concerns held about a child and ensure that records comprise of a clear and comprehensive summary of the concern.

- Factual, consistent and accurate
- Written/recorded as soon as possible after an event has occurred
- Observations may be recorded.
- Records are legal documents - They can be called into court for evidence
- They can be used in relation to professional conduct matter
- They will be audited and reviewed for in-house quality assurance and for HMIe & CI inspections.
- Alterations/amendments dated and signed
- Remember to open & continually update chronology

WHAT TO DO

If a pupil discloses to you abuse by someone else:

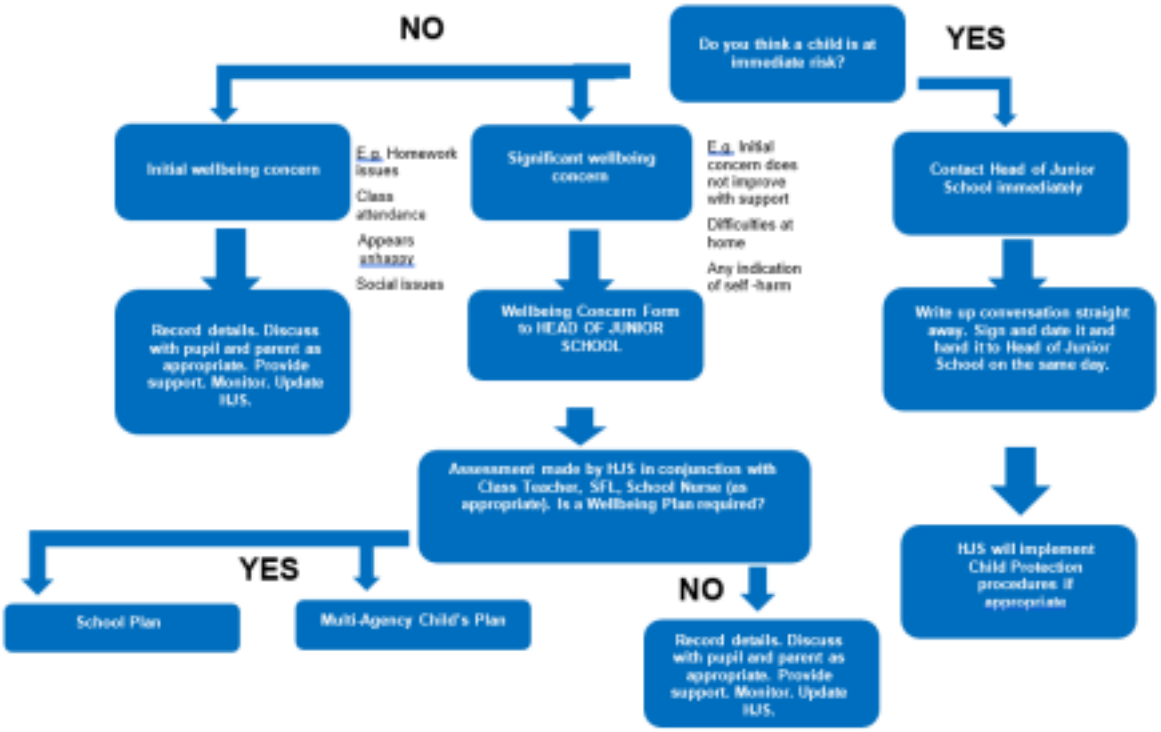
- Offer immediate support, understanding and reassurance explaining that you must pass on the information and that you cannot promise confidentiality
- Take the allegation seriously
- Allow him or her to speak without interruption, accepting what is said but do not investigate
- Alleviate feelings of guilt and isolation, while passing not judgemental statements like 'I believe you', 'it's not your fault' and 'I'm going to help you'
- Let the child know you are glad he or she has shared this information with you and that you will have to pass the information on to someone else in the school
- If you suspect a pupil is being abused emotionally, physically or sexually or if you receive an allegation about any adult:
- Immediately inform the Child Protection Co-ordinator (CPC) –
- If the concern is in relation to the school's CPC, report the matter directly to one of the Deputy CPC's, who will escalate your concern to the Principal's line management chain.
- If the concern is in relation to the Principal, as above.
- You MUST NOT contact the adult that the concern has been raised against.
- Ensure no situation arises which could cause further concern.

Pastoral Decision-Making and Risk Response
Safeguarding concerns are recorded in line with school procedures to allow effective tracking, review, and timely intervention. As part of this process, pastoral meetings include consideration of whether a chronology or risk assessment is required, depending on the nature and level of concern. A tiered risk system informs the level of pastoral or inter-agency support needed. Risk assessments are used proactively, where required and following discussion at a pastoral meeting, to ensure pupils' safety and respond appropriately to emerging needs.

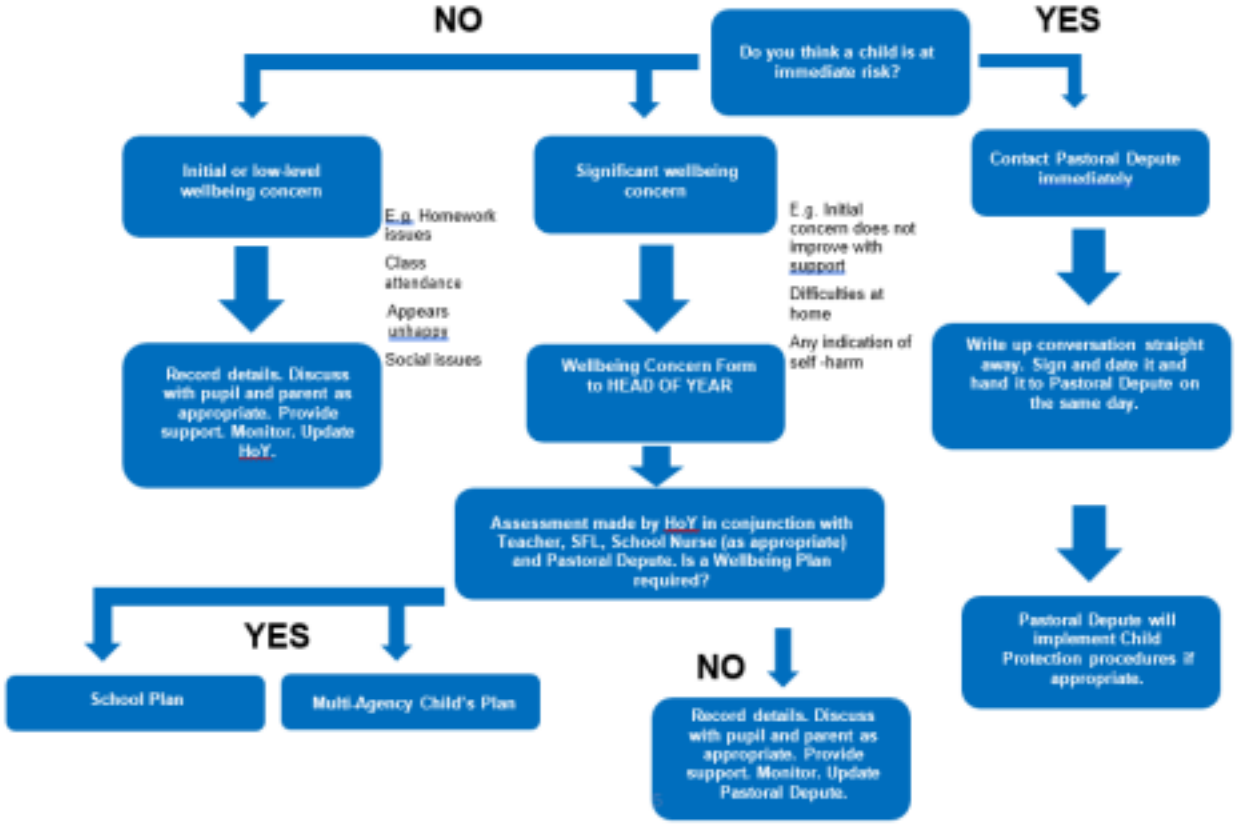
In all cases:
Write up a record of the facts using the Child Protection Concern and report these to the Child Protection Co-ordinator, in person, on the same day.
You must refer; try to establish some basic facts - you must not investigate

Who to Contact

Junior School Safeguarding Pathway



Senior School Safeguarding Pathway



Emergency and out-of-hours reporting arrangements

Any safeguarding or child-protection concern should be reported immediately to one of the School's Child Protection Coordinators/Designated Safeguarding Leads:

Ailsa Lawn — CPC/DSL Junior
Telephone: 01436 672476
Email: a.lawn@lomondschool.com

Nicki McKenzie — CPC/DSL Senior
Telephone: 01436 672476
Email: n.mckenzie@lomondschool.com

Email should not be relied upon for an urgent safeguarding concern. Staff should make direct verbal contact wherever possible.

If a child is believed to be in immediate danger or requires urgent medical attention, staff must contact the emergency services by telephoning 999. They must then inform a CPC/DSL or the senior member of staff on duty as soon as it is safe to do so.

If a safeguarding concern arises outside normal school hours, including during evenings, weekends or school holidays, staff should contact the senior member of staff or boarding staff member on duty. For pupils residing in Burnbrae, the Houseparent or senior boarding staff member on duty must be informed immediately.

Where urgent statutory support or advice is required, staff may contact:

Argyll and Bute Social Work — Monday to Friday, 9.00 am–5.00 pm: 01546 605517
Argyll and Bute Emergency Social Work Standby Service — out of hours: 01631 566491 or 01631 569712
Police Scotland — non-emergency: 101
Emergency services: 999

Staff must not delay contacting social work, Police Scotland or the emergency services because a CPC/DSL or senior leader is unavailable. All concerns, attempted contacts, decisions and actions taken must be recorded as soon as practicable and shared with a CPC/DSL.

Action by Staff in exceptional circumstances
By law, any person with concerns about a child has a right to make a report direct to the CPU and/or the Reporter to the Children's Panel. In exceptional cases, where a member of staff feels that concerns about a child are not being taken seriously, or followed through appropriately or with sufficient speed, it is perfectly legitimate for that member of staff to refer the matter directly to the Reporter.

Any member of staff can make a referral directly to Statutory Social Services if you are concerned about a child and believe it is not being managed appropriately by the school.

Whistle Blowing
Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The Lomond School Whistle Blowing policy can be found in the Employee Handbook.
Policy Review and Quality Assurance

The Safeguarding and Child Protection Guidelines are reviewed annually by the Designated Safeguarding Lead and the CPCs. Regular reminders are issued to staff to reinforce expectations and ensure continued familiarity. Regular audits of safeguarding practice and curriculum content are carried out by the DSL to ensure that the school remains responsive to emerging issues and maintains best practice.

Safer Recruitment
All staff and volunteers are recruited in accordance with safer recruitment procedures. This includes membership of the Protection of Vulnerable Groups (PVG) Scheme, appropriate references, and full vetting checks to ensure suitability for working with children and young people.

All teaching staff must be registered with the General Teaching Council for Scotland (GTCS), ensuring they meet national professional standards.

New staff receive a safeguarding induction as part of their onboarding process, including training on school procedures, how to report concerns, and expectations around professional conduct.

Annex A: Indicators of Abuse
(Please note this is not an exhaustive list, keep vigilant for all signs) There is no single definition of abuse, but it normally falls within one of 5 categories

(a)PHYSICAL ABUSE
(b) PHYSICAL NEGLECT
(c) NON-ORGANIC FAILURE TO THRIVE
(d) EMOTIONAL ABUSE
(e) SEXUAL ABUSE

Spotting these abuses may be very difficult. The following signs may, however, be used as indicators of one or more abuses. It is important to remember that the lists below are neither definitive nor exhaustive. The information in such lists should 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.
There can be an overlap between all the different forms of child abuse and all or several can co-exist.

PHYSICAL ABUSE

Signs of possible physical abuse include

● Unexplained injuries or burns, particularly if they are recurrent
● Improbable excuses given to explain certain injuries
● Refusal to discuss injuries
● Untreated injuries or delay in reporting them
● Signs of physical punishment
● Arms and legs kept covered in warm weather
● Fear of returning home or to bedroom in the boarding house
● Aggression towards others
● Running away

PHYSICAL NEGLECT

Signs of possible physical neglect include

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

NON-ORGANIC FAILURE TO THRIVE

Signs of possible non-organic failure to thrive include:

● Significant lack of growth
● Weight loss
● Hair loss
● Poor skin or muscle tone
● Circulatory disorder

EMOTIONAL ABUSE

Signs of possible emotional abuse include:

● Low self esteem
● Continual self-depreciation
● Sudden speech disorder
● Significant decline in concentration
● Socio emotional immaturity
● 'neurotic' behaviour (e.g. rocking, head banging)
● Self-harm
● Compulsive stealing
● Extremes of passivity or aggression (this may include persistent vandalism) ● Running away
● Indiscriminate friendliness

SEXUAL ABUSE

Not all children are able to tell adults, especially their parents, that they have been sexually assaulted. Changes in behaviour may be a signal that something has happened.

The following are general indicators that the child may be troubled although not necessarily about a sexual assault. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem.

Behavioural indicators include:
● Lack of trust in, 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 night light)
● Running away from home/school
● Girls who adopt a mothering role to other children
● Reluctance to participate in physical activity of to change clothes for activities ● Low self esteem
● Drug, solvent or alcohol abuse
● Display of sexual knowledge beyond child's years
● Unusual interest in the genitals of adults, other children or animals ● Expressing affection in inappropriate ways
● Fear of bathrooms, showers, closed doors
● Abnormal sexualised drawings
● Fear of medical examination
● Developmental regression
● Poor peer relationships
● Over-sexualised behaviour
● Compulsive masturbation
● Stealing
● Psychosomatic factors e.g. recurrent abdominal pain or headache ● Sexual promiscuity
Physical/medical indicators include:
● Sleeplessness, nightmares, fear of the dark
● Bruises, scratches, bite marks to the thighs or genital areas
● Itching, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
● Pain on passing urine or recurrent urinary infections
● Stained underwear
● Unusual genital odour
● Anxiety/Depression
● Eating disorders
● Discomfort/difficulty in walking or sitting
● Pregnancy – reluctance to name the father
● Sexually transmitted diseases
● Soiling or bed wetting
● Self-harm/attempted suicide

STAFF ACTION
It will almost certainly be the case that children will choose to tell the member of staff they trust most about abuse or perceived abuse. This may be a teaching or non-teaching member of staff. It is important that that person follows certain guidelines.

Pupils may confide in staff obliquely rather than directly because of the emotional stress involved. Once confided in the member of staff must not keep this information to him or herself but must undertake to pass it on the school's Child Protection Co-ordinators, or in their absence the Principal. Members of staff have an obligation to warn pupils that they may need to pass on relevant information. The pupil's permission, where possible, should be gained

WELLBEING CONCERN FORM – PART 1

PART 1: To be completed by the person who has the concern

- The purpose of this form is to pass on wellbeing concerns about a child/young person where these are unable to be met by parents and/or through the routine support systems in your school.
- This form should be either handwritten or completed electronically and passed onto the Named Person as soon as possible.
- It should be kept in a secure place, separate from the pupil's Educational records, in accordance with Data Protection requirements.
- **If you have any doubts as to whether you have a wellbeing or child protection concern, you should take advice from your child protection co-ordinator.**

1. Child/Young Person's Details

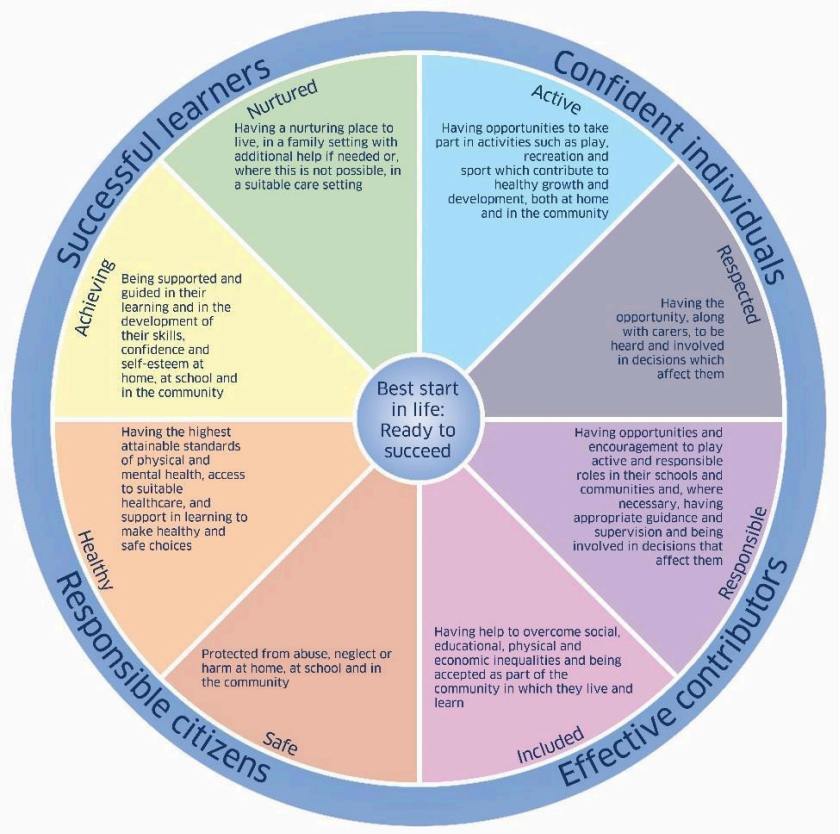
Name	Date of Birth	Year group / Class

2. Person recording the concern

Name	Role/Designation

3. Area of Concern

Please any relevant areas of the Wellbeing Wheel.



4. Description of concern(s). Use the heading(s) you have ticked on the Wellbeing Wheel to record the details below. If appropriate include any action taken to address the issue. Include dates when action was taken.

Signed:_____**Date:** _____

Name:_____ **Time:** _____

Role/Designation:_____

WELLBEING CONCERN FORM – PART 2

PART 2: To be completed by the Named Person

1. Have there been previous wellbeing concerns? Yes □ No □ Don't know □ if Yes, please summarise with dates.
2. Has this concern been shared with the child/young person? Yes □ No □ (If Yes what is the child/young person saying about the concern? Note the date when the concern was shared. If No, please explain why not e.g. child too young.)
3. Has this concern been shared with the child/young person's parents/carers? Yes □ No □ (If Yes, what was the parent's response? Note the date when the concern was shared. **It does not have to be the Named Person who discusses the concern with the parent or carer, but agreement should be reached about who is the most appropriate person within the school to do this and the parents or carer's views recorded here.**
4. Has the concern been shared with anyone else? Yes □ No □ If Yes, please specify:

5. What action is being taken in relation to this concern(s)? Please tick the appropriate box.

□ Continue to monitor

□ Carry out an Assessment of Need (an In-house School Assessment)

□ Call a Child's/Young Person's Planning Meeting (Multi-agency Meeting)

□ Discuss with Lead Professional (if allocated)

Contact name & telephone number: _____

□ Initiate child protection procedures

6. Feedback given to the referrer. Yes □

Name:_____ Role/Designation_____

Date: _____

Name of Named Person:_____Signed:_____

Date: _____

CHILD PROTECTION CONCERN FORM – PART 1

PART 1: To be completed by the person who has the concern.

- If a member of staff knows or suspects that a child/young person has been, is being or is at risk of being harmed, this form must be completed and the concern must be passed onto the Child Protection Co-ordinator as soon as possible and on the same working day.
- This form should be either handwritten or completed electronically, provided it is signed and dated in writing on the day. Do not delay in completing the form if you do not have all the information.
- It should be kept in a secure place, separate from the pupil's Educational records, in accordance with Data Protection requirements.

1. Child/Young Person's Details

Name	Date of Birth	Year group / Class

2. Person recording the concern

Name	Role/Designation

3. Details of concern (The member of staff must record the facts as accurately as possible, using the child's own words.)

Name: _____

Role/ Designation: _____

4. Did the child/young person express a view?

Signed:_____Date: _____

CHILD PROTECTION CONCERN FORM – PART 2

PART 2: To be completed by the Child Protection Co-ordinator

Name of Child Protection Co-ordinator: _____

Date Concern Form Received:_____ Time: _____

You should now open a child protection file and chronology.

1. Have there been previous child protection concerns? Yes □ No □ If yes, give details:
2. Is the child currently on the Child Protection Register? Yes □ No □ If yes, the concern should be referred on the day to the allocated social worker or their senior. Name of social worker: Date contacted: Time:
3. Did you as Child Protection Co-ordinator speak to the child/young person e.g. to establish basic facts? Yes □ No □
4. Was this concern shared with anyone else? Yes □ No □ If Yes, please specify: **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.

5. Does the concern involve any of the following types of abuse/ risk factors?

1. Sexual abuse	No□	Yes □
2. Physical abuse	No□	Yes □
3. Emotional abuse	No□	Yes □
4. Physical neglect	No□	Yes □
5. Domestic abuse	No□	Yes □
6. Parental alcohol and/or drug misuse	No□	Yes □
7. Disability	No□	Yes □
8. Non-engaging family	No□	Yes □
9. Child affected by parental mental health problems	No□	Yes □
10. Child with mental health problems	No□	Yes □
11. Child displaying problematic sexual behaviours	No□	Yes □
12. Female genital mutilation	No□	Yes □
13. Honour-based violence or forced marriage	No□	Yes □
14. Fabricated or induced illness	No□	Yes □
15. Sudden, unexpected death of a child	No□	Yes □
16. Child exploitation	No□	Yes □
17. Child placing themselves at risk	No□	Yes □
18. Being radicalised or vulnerable to the messages of terrorism/extremism	No□	Yes □
19. Other (please specify)	No□	Yes □

6. What action is to be taken in relation to this concern(s)? Please tick the appropriate box.

□ Discuss with Lead Professional (if allocated and available on the day)
Contact name & telephone number: _____

□ Initiate child protection procedures

□ Carry out an Assessment of Need (In-house School Assessment)

□ Call a Child's/Young Person's Planning Meeting

□ Continue to monitor

7. If child protection procedures are initiated, record details of the discussion with social work services/police or other statutory agency as per your local Inter-agency guidelines

Date: _____Time:_____ Name of contact: _____

Details of discussion

Outcome of discussion

8. If the referral goes to an IRD and is being investigated and assessed by the statutory agencies, the Child Protection Coordinator should record details of his/her further involvement in the case and further communication from the statutory agencies involved. (See Guidelines on Chronology).

9. Child placed on the Child Protection Register

Yes □ No □

If Yes, indicate the date:

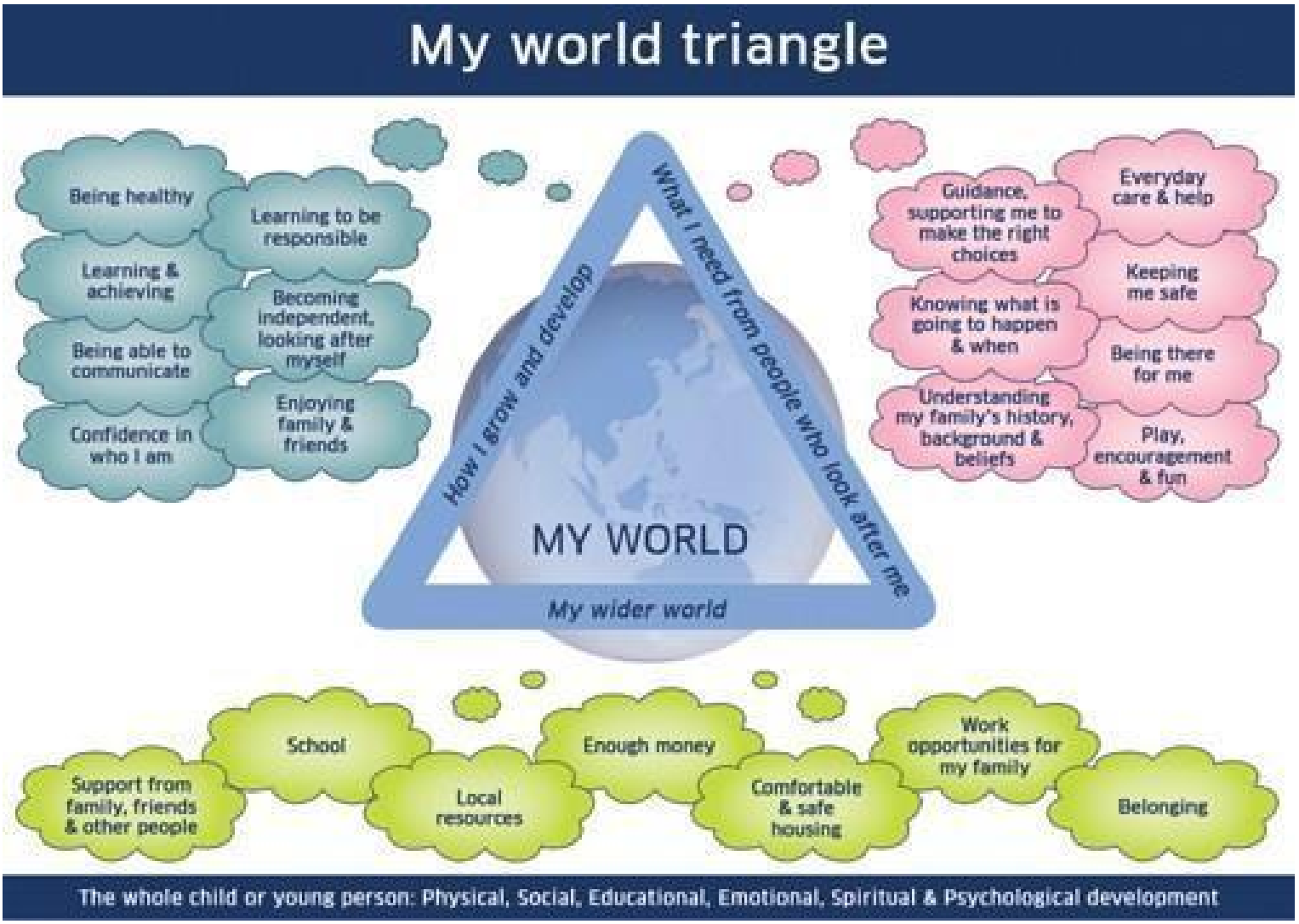
10. Child removed from the Child Protection Register Date:

11. Following deregistration was the child/young person made the subject of a Child's Plan?

Yes □ No □

Name:_____Date:_____Time:_____

Role/ Designation:_____


My world triangle
Being healthy
Learning to be responsible
Learning & achieving
Becoming independent, looking after myself
Being able to communicate
Enjoying family & friends
Confidence in who I am
How I grow and develop
What I need from people who look after me
MY WORLD
My wider world
Guidance, supporting me to make the right choices
Everyday care & help
Keeping me safe
Knowing what is going to happen & when
Being there for me
Understanding my family's history, background & beliefs
Play, encouragement & fun
School
Enough money
Work opportunities for my family
Support from family, friends & other people
Local resources
Comfortable & safe housing
Belonging
The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development