

FAIRVIEW

-INTERNATIONAL SCHOOL-
BRIDGE OF ALLAN

Child Protection Policy and Procedures

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Table of Contents

1. INTRODUCTION	3
2. GUIDING PRINCIPLES	4
3. FORMS OF ABUSE AND NEGLECT	5
4. ACTION FOLLOWING CONCERNS	8
4.1. Receiving a disclosure or concern	8
4.2. Disclosure of abuse perpetrated by a school staff	9
4.3. Disclosure of abuse perpetrated by another pupil	10
4.4. Referrals to Outside Agencies	10
4.5. Confidentiality	10
5. OVERSIGHT AND RESPONSIBILITIES	11
5.1. The Child Protection Team	11
5.2. Staff Training	12
5.3. Storage, Retention and Disposal of Child Protection Records	13
5.3. Transfer of a Child Protection file to another School	13
6. CONTACT DETAILS	14
Appendix A – Getting it Right for Every Child (GIRFEC)	15
Appendix B - The Wellbeing Indicators (SHANARRI)	16
Appendix C - Signs of Possible Child Abuse	18
Appendix D – Flowchart for managing a CP concern	21

1. INTRODUCTION

Fairview International School, Bridge of Allan is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers will be appropriately briefed and trained such that they can honour and embody this commitment. This policy is applicable to all staff, directors, parents and students at Fairview International School, Bridge of Allan.

This policy has been developed with reference to the following guidance:

- Children and Young People (Scotland) Act 2014 – [click here](#) to view
- National Guidance for Child Protection in Scotland (updated 2023) - [click here](#) to view
- United Nations Convention on the Rights of the Child (UNCRC) - [click here](#) to view
- Getting it Right for Every Child (GIRFEC) – [click here](#) to view
- National Training Framework for Child Protection Learning & Development in Scotland (2024) – [click here](#) to view

This policy should be read in conjunctions with the following:

- Recruitment Policy (for Safer Recruitment)
- Promoting Positive Behaviour Policy
- Preventing Bullying Policy
- Online Safety

Child protection is the responsibility of all staff at Fairview International School. Professionals working with children are required to work together to share information, assess needs and risks and plan and deliver services jointly in a coordinated manner. In doing so, professionals can reduce the risk of harm to children and also promote their welfare. Sharing information is essential to child protection. Scottish Government and agency expectations are explicit:

'Where there is reasonable cause to suspect or believe that a child may be at risk of harm, this will always override a professional or agency requirement to keep information confidential'.

Child protection refers to the processes involved where there are concerns that a child may be at risk of harm, which may be from abuse or neglect. Child protection procedures are initiated when police, social work or health professionals determine that a child may have experienced or be at risk of significant harm. Where a child is thought to be at risk of harm, the primary concern will be for their safety and staff

must contact the Designated Child Protection Lead (DCPL) or Designated Child Protection Officers (DCPO) in the first instance. **If in doubt, pass it on.**

2. GUIDING PRINCIPLES

Fairview International School is committed to the following principles:

- A child's welfare is paramount. Each child has the right to be protected from harm and exploitation and to have their welfare safeguarded in line with the United Nations Convention On The Rights of the Child (UNCRC) and Getting It Right For Every Child (GIRFEC) Scotland (Appendix A) which incorporates the SHANARRI wheel (Appendix B)
- Each child is unique. Action taken by child welfare organisations should be child centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Staff will report suspected incidents of child abuse or neglect whenever there is reasonable cause to believe that a child has suffered, or is at significant risk of, harm. We will investigate all reported incidents or concerns and keep appropriate records
- Children, parents and staff will be made aware of their responsibilities and their rights, together with information about the Child Protection Team, local authorities and other external agencies to intervene in their family circumstances
- Each child has a right to be consulted about courses of actions taken by others on their behalf
- The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in safeguarding children's welfare
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration
- Personal information will be kept confidential and in a locked area of the office. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual pupil and on a strict "need to know" basis

- The Child Protection Team should be aware of the effects of intervention upon students and upon family life and the impact and implications of what they say and do. Communication should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms
- Early intervention in providing support services is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

3. FORMS OF ABUSE AND NEGLECT

Abuse and neglect may involve inflicting harm or failing to act to prevent harm. Children may be abused at home, within a family or peer network, in institutions and/or in the online and digital environment. Those responsible may be previously unknown, familiar or in positions of trust. The abuse may have been a single event or an accumulation of concerns.

- **Physical abuse** is the causing of physical harm to a child. It may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating, or when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after
- **Sexual Abuse** 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. 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 is a form of child sexual abuse, which 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. It does not always involve physical contact and can occur through the use of technology

- **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. 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; or seeing or hearing the abuse of another
- **Neglect** is the 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. 'Persistent' means there is a pattern which may be continuous or intermittent which has caused, or is likely to cause significant harm. There can also be single instances of neglectful behaviour that cause significant harm. Neglect indicates the need for both support and protection. The GIRFEC SHANARRI indicators set out the essential wellbeing needs, and neglect of any of these can impact on healthy development. Neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment), protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate caregivers), seek consistent access to appropriate medical care or treatment, ensure the child receives education or respond to a child's essential emotional needs
- **Criminal exploitation** refers to the action of an individual or group using an imbalance of power to coerce, control, manipulate or deceive a child 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. It may feature: physical contact; violence or the threat of violence, the sale of illegal drugs, moving or storing drugs or money or the use of technology. The victim may have been criminally exploited, even if the activity appears consensual
- **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

- **Female genital mutilation** is an extreme form of physical, sexual and emotional assault upon girls and women, which 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 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** 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 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'.

Signs of possible abuse can be found in Appendix C.

4. ACTION FOLLOWING CONCERNS

4.1. Receiving a disclosure or concern

If a child makes a disclosure to you:

- Do not give a guarantee of confidentiality. Tell them why and with whom you will share the information
- Keep calm and listen with care
- Question to establish the basic facts without interrogating. Use the 'W' Questions – What happened? Where did it happen? Who did it? When did it happen?
- Ensure the child's feelings are expressed
- Reassure the child (that they are not to blame)
- Take the allegation seriously. Do not show disbelief or be judgmental
- Do not introduce information from your own experiences or those of other children
- Do not make comments about the person against whom the allegation is being made
- Observe carefully the behaviour or demeanour of the child or the person expressing concern
- Write down as many details as you can remember and report it to the DCPL or a DCPO as a matter of urgency, and certainly on the same day.

If the child draws back from speaking to the staff member, the child should be informed of the possibility of making a private and confidential telephone call to Childline on 0800 1111. Childline's approach is to listen to the child, discuss options and encourage the child to seek help from a trusted adult. A member of staff who is concerned about a child in these circumstances should inform the DCPL that the child appears to have some concerns. No child should be exposed to danger where someone knows of that danger and it is everyone's responsibility to ensure that agencies responsible for the protection of children are informed without delay. In the exceptional circumstance where the DCPL and DCPOs are not available and cannot be contacted, staff must (without delay) refer their concern to Social Work (Children and Family Services) or police for advice.

Questioning and testing of evidence is not a matter for school staff; this is the responsibility of the police and social work. Such an approach by staff could prejudice later investigations. If you have a concern from something you have noticed or comments from a third party (rather than a direct disclosure), the role of school staff is to **recognise, respond, report, record (the 4 R'S)**:

1. **Recognise** when the child's behaviour is a cause for concern, or that a concern is being raised to you
2. **Respond** by taking action and sharing what you will do
3. **Report** the concerns as quickly as possible to the DCPL
4. **Record** in detail on the Child Protection Concern Form and sign and date the form what they have seen and heard, and when they did so. Signs of physical injury should be described in detail. Any comment by the child concerned, or by an adult who might be the abuser, about how the injury occurred should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made, and sign and date the report on the day.

Once you have passed a concern to the Child Protection Team then do not discuss it with colleagues, students or parents. Every referral will be investigated and necessary action taken to safeguard the child. All child protection concerns are discussed in a weekly meeting, and reviewed in the Safeguarding Committee meetings four times per year. Parties are informed of subsequent decisions and actions, where necessary.

4.2. Disclosure of abuse perpetrated by a school staff

If a school staff member is implicated in an allegation of abuse, then you should report the concern to the DCPL **and** the Headteacher. Any criminal element to the

allegation will involve police investigation and referrals to outside agencies. The fact that a member of staff offers to resign will not prevent the allegation procedure reaching a conclusion.

4.3. Disclosure of abuse perpetrated by another pupil

If a pupil is suspected of abusing another pupil, depending whether the situation is categorised as bullying, action taken shall refer to the Preventing Bullying Policy and Promoting Positive Behaviour Policy.

4.4. Referrals to Outside Agencies

Referral should be considered when a child shows evidence that his/her health, development or achievement may be adversely affected (see the SHANARRI wellbeing indicators in Appendix B).

- Age appropriate developmental progress is not being made and the causes are unclear;
- The child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority or outside agency;
- The child's health or development is likely to be impaired, or further impaired without the provision of such services;
- The child is at risk or suffering significant harm that requires statutory intervention. In order to both understand and establish significant harm, it is necessary to consider the family context, within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

4.5. Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. In regard to child protection matters, a guarantee of confidentiality should never be given to a child as some information may need to be disclosed to others, especially when the child is at risk of any abuse. Nonetheless, consent should be obtained whenever possible before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child

dictate that the information should be shared. In the event of any conflict with local law in this instance, the advice of the school's legal team will be sought.

5. OVERSIGHT AND RESPONSIBILITIES

5.1. The Child Protection Team

The child protection team consists of the following:

- Designated Child Protection Lead (DCPL)
- Deputy Child Protection Officers (DCPOs)

The DCPL is responsible for the overall management of Safeguarding and Child Protection and leading the Named Person Service at the School. The DCPL works with the local authorities and other agencies to provide support to staff about child protection issues. The DCPL will keep a log of any Child Protection allegations or investigations which will be kept in secure storage. Access to these files shall be restricted to the DCPL, the Headteacher and any member of staff delegated by the Headteacher. In the absence of the DCPL, the DCPO will take the role of the DCPL in the School as they are fully trained. The DCPOs will have access to the log in the event of absence of the DCPL.

There is a Child Protection Director, whose role is to review the CP policies and procedures annually with the DCPL to ensure that they are robust. The CP Director will report to the Board should there be a concern raised regarding Child Protection brought forward by the DCPL.

Duties and Responsibilities of CP Team:

- Ensure that all staff know who is responsible for child protection issues
- Maintain staff awareness and confidence regarding child protection procedures and ensure new staff are aware of these procedures
- Coordinate action where child abuse is suspected
- Attend case conferences
- Update Child Protection records, including outcomes of case conference - to be secured in a confidential file and disseminated only on a 'need to know basis'
- Keep up to date with current practice by participating in training at the highest level
- Review and update Child Protection Policy and Procedures on a yearly basis.

5.2. Staff Training

Training in child protection is essential for everyone who has contact with students. The CP team will receive training on the law and the operation of procedures. The National Training Framework for Child Protection Learning & Development in Scotland (2024) details the competencies, knowledge and skills required by the workforce. Every school should have a Child Protection Training Plan and this should be updated annually.

All staff in schools should:

- undergo regular updated Child Protection training to make them aware of the risks to children and understand their particular responsibilities in keeping children safe
- ensure children and young people are taught to keep themselves safe including online safety. This may require additional training for staff as part of the overarching approach for a safe, child centred school
- have ready access to appropriate, relevant and up-to-date guidance that tells them what action to take if they are concerned about a child's wellbeing and protection
- understand what, how and when to record and share information, to keep children safe and be able to do so
- have knowledge of other services who may play a role in protecting children
- know who to report to and where they can seek advice from if they need it
- have appropriate support from the DCPL when they are concerned about a child or when they are involved in child protection processes.

5.3. Storage, Retention and Disposal of Child Protection Records

The Scottish Government has clarified that the primary duty to keep Child Protection records falls to Social Work where the retention periods are outlined in the Children and Family Services Record Retention Schedule. Given the nature of non-recent allegations of abuse (previously known as 'Historic Abuse') which often arise long after an individual has left school, there may be individual cases where a school would wish to retain child protection records longer. If a school decides to retain a file for longer than the recommended retention period, the rationale for keeping the file must be recorded and it should be compatible with GDPR.

5.3. Transfer of a Child Protection file to another School

Where a pupil changes schools, the DCPL needs to ensure that their Child

Protection file is transferred to the new school as soon as possible. Best practice, if possible and practical, would be for the DCPL to have a conversation with their equivalent in the new school. The file should be transferred separately from the Pupil's Education Record, sent tracked and confirmation of receipt should be obtained.

6. CONTACT DETAILS

Designated Child Protection Lead	Victoria Gamble (Headteacher) Tel: 01786 657804, ext 201 Mob: 07862 037 408 E-mail: v.gamble@fairviewinternational.uk
Designated Child Protection Officer	Emily Irwin e.irwin@fairviewinternational.uk
Child Protection Director	Michelle Chian m.chian@fairviewinternational.uk
Police Scotland	Tel: 101 or 999 in an emergency
Stirling Council Social Work	Weekdays (9am to 5pm) Tel: 01786 404040 Weekends/evenings Tel: 01786 470 500
Clackmannanshire Council Social Services	Weekdays (9am to 5pm) Tel: 01259 225 000 Weekend/evenings Tel: 01786 470 500
Falkirk Council Social Services	Weekdays (9am to 5pm) Tel: 01324 506070 Weekends/evenings Tel: 01786 470 500
Scottish Children's Reported	Tel: 0131 224 8700

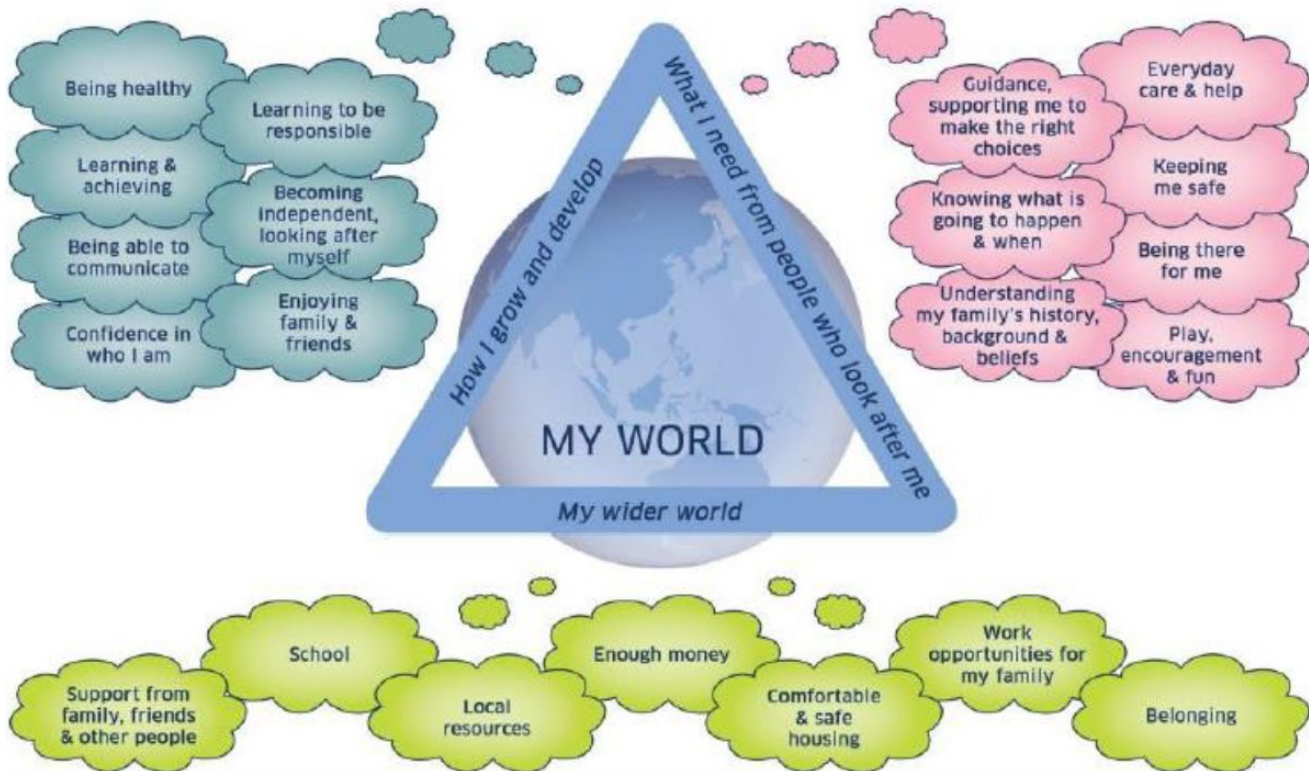
NSPCC Childline	Tel: 0800 1111
Samaritans	Tel: 0845 909090
NSPCC 24-hour helpline	Tel: 0800 800 5000
Prevent	If urgent – Tel 999/101 If non-urgent – Tel 0800 789 32

Appendix A – Getting it Right for Every Child (GIRFEC)

Wellbeing, Safeguarding and Child Protection at Fairview International School is underpinned by the GIRFEC framework. Wellbeing sits at the heart of the GIRFEC approach and reflects the need to tailor the support and help that children, young people and their parents are offered to support their wellbeing.

All members of staff have a duty of care to pupils in the School and must act at all times in a manner which safeguards and promotes pupils' physical, emotional and moral welfare. These provisions apply equally in the case of all pupils, whether or not they are legally classed as adults. At Fairview we take that responsibility seriously by ensuring that procedures reflect the National Guidance for Child Protection in Scotland 2021.

My world triangle



The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development

A child or young person's wellbeing is influenced by everything around them and the different experiences and needs they have at different times in their lives.

Appendix B - The Wellbeing Indicators (SHANARRI)

The indicators show what a child has the right to receive. If any indicators are not being met, professionals have a duty to investigate).



Safe Where staff proactively work to ensure the children are protected from abuse, neglect or harm and take appropriate action if staff have concerns.

Healthy Where children experience the highest standards of physical and positive mental health opportunities, and are supported to make healthy, safe choices.

Achieving Where staff hold high expectations and all children receive strong support and guidance in their learning and development of skills to be the best they can be.

Nurtured By providing positive role models and caring relationships and interactions that help children to grow, learn and thrive.

Active Where children have opportunities to take part in a wide range of activities and play that facilitate skill development, enjoyment and challenge.

Respected Where children know that they are listened to and have a voice by being involved in the decisions that affect their wellbeing and their learning.

Responsible Where children take an active role in their school, families and communities with appropriate and meaningful responsibilities to help themselves and others.

Included Where children have help and guidance to overcome social, educational, physical and economic inequalities and are

accepted as full members of their communities.

Appendix C - Signs of Possible Child Abuse

It is important to remember that lists such as the one below are 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. The child may have some of these problems or none at all. There can be an overlap between all the different forms of child abuse and all, or several, can coexist.

1. PHYSICAL ABUSE

- Bruising is the most common presenting feature
- 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.

2. 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. FAILURE TO THRIVE

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

4. 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

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.

i) Behavioural

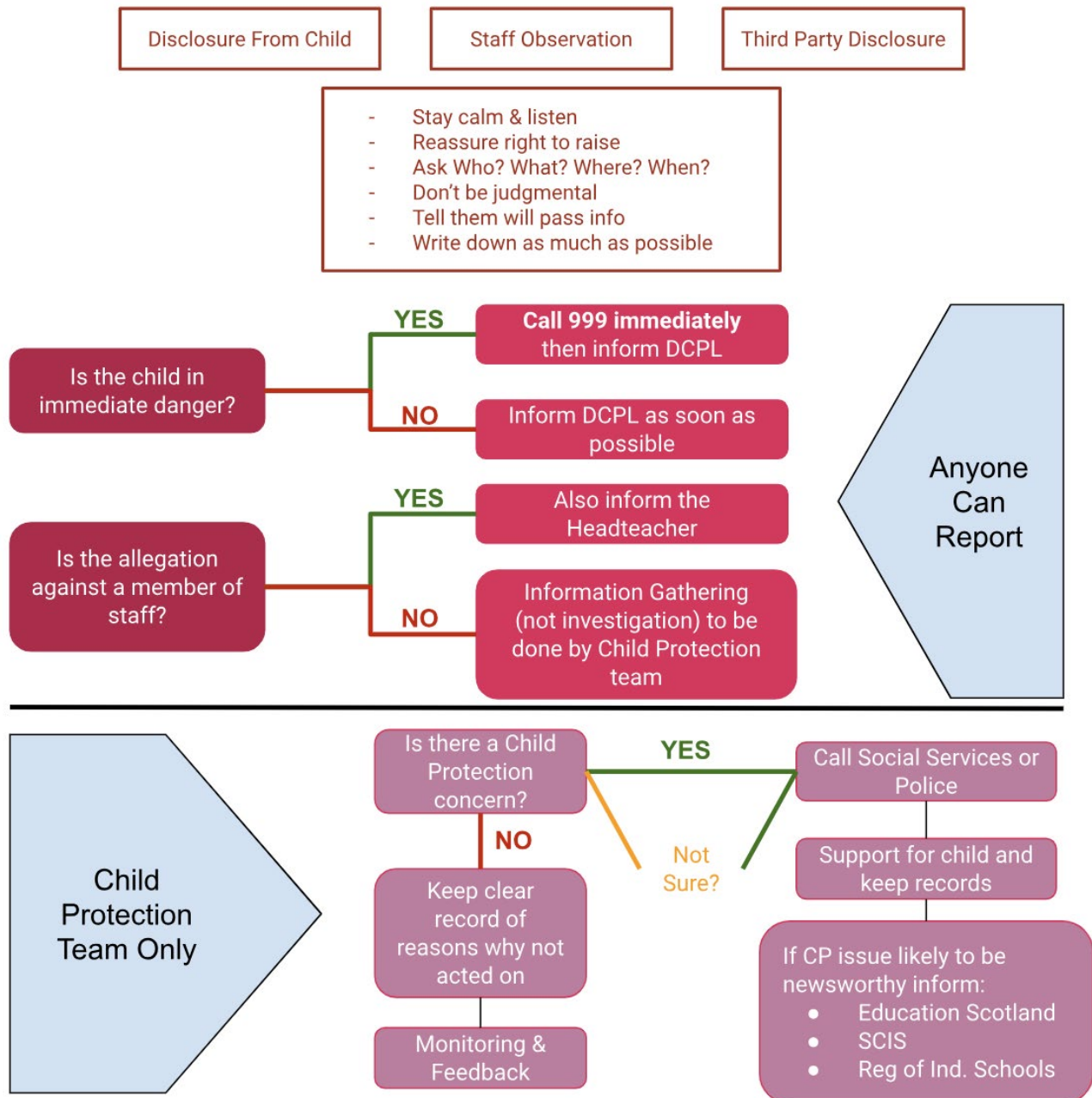
- Lack of trust in adults or over familiarity with adults
- Fear of a particular individual
- Social isolation - withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears, bed wetting, fear of sleeping alone, needing a nightlight)
- Running away from home
- Girls taking over the mothering 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
- Criminal activity
- Psychosomatic factors, e.g. recurrent abdominal pain or headache
- Having unexplained/abundance of sums of money and/or possessions
- Sexual promiscuity.

ii) 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 D – Flowchart for managing a CP concern



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