



# Hazlehead School Safeguarding Policy

## **Rationale**

Hazlehead School is committed to ensuring that all children and young people get the best start in life and are safe from harm. In order to achieve this Hazlehead School has systems and processes to identify and address any potential risks to pupil wellbeing. Hazlehead School places great importance on empowering children and young people to understand their rights and know how to keep themselves safe by making informed decisions and confidently taking action.

This Safeguarding Policy complements our Child Protection Policy and other associated policies by detailing the proactive and preventative measures that are taken to reduce the number of risks escalating to a potentially harmful level.

## **What is Safeguarding – A Definition**

Safeguarding is a much wider concept than child protection and refers to promoting the welfare of children and young people. It encompasses protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children and young people to have the best possible outcomes. Child Protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

In its simplest form safeguarding practices may be regarded as preventative, whilst Child Protection processes as reactive.

## **Aim of this Policy**

This policy aims to ensure that Hazlehead School has safeguarding practices which are carefully monitored to realise a reduction in the number of risks escalating and requiring a Child Protection response. We will achieve this by:

- Placing positive child wellbeing at the forefront of practice and responding to any wellbeing concerns in keeping with Aberdeen City Policy and Guidance
- Raising awareness of the holistic safeguarding agenda and how it complements already well established arrangements for keeping children safe
- Embedding safeguarding in all aspects of curriculum delivery to develop child resilience and knowledge of how to stay safe including staying safe online
- Supporting children and young people to develop an understanding of the 8 Wellbeing Indicators allowing them to set a positive benchmark of wellbeing and recognise deviations from this
- Empowering children and young people to be aware of their right to be protected from being hurt or badly treated, (Article 19, UNCRC), and know where to seek support
- Tracking the impact of our Safeguarding arrangements and using this data to improve the school Safeguarding arrangements

The need to review this policy will be considered annually in light of available evidence.

## **The Role of All Adults in Supporting Safeguarding Arrangements**

### **All adults in the School Community**

All adults are responsible for creating a school ethos where safeguarding is at the forefront of all actions. To achieve this all staff in Hazlehead School actively challenge discrimination and celebrate diversity.

“The ethos and vision of the school strongly promotes equality, challenging all forms of discrimination (2.1). In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement (3.1).” HIGIOS 4

All Teachers have a responsibility to nurture and empower all learners through delivery of the health and wellbeing curriculum; therefore this policy cannot be limited to children. All adults within Hazlehead School, be those directly employed by Aberdeen City Council, students, volunteers, commissioned services or parents and carers have a responsibility in safeguarding children. This includes consideration of the wellbeing of all adults who have contact with children, as poor adult wellbeing can impact negatively upon children and compromise child safety.

All staff working in Education and Children’s Services have responsibilities with regards to Positions of Trust as stated in the Sexual Offences (Scotland) Act 2009. In Hazlehead School there is a culture of transparency enabling Practitioners to report any concerns regarding breaches of professional conduct. This is inclusive of concerns relating to signs of grooming or abuse from adults in positions of trust. All staff has a duty to report any concerns to their Line Manager without delay, it is not their role to investigate. All claims of misconduct against staff in Hazlehead School by a child will be fully investigated and appropriate action taken. All staff in Hazlehead school is fully aware of profiles of potential victims and perpetrators through undertaking annual Child Protection Training to enable them to be alert to vulnerabilities. [Positions of trust policy](#)

Hazlehead School follows the Aberdeen City Council Safe Recruitment Policy and as part of the interview, ask behavioural questions to ensure preferred candidates have the capability to make positive contributions to the vision, values and aims of Hazlehead School. All applicants are required to provide details of their training, qualifications, experience and references. All positions in Hazlehead School require preferred candidates to have a Protecting Vulnerable Groups (PVG) Scheme and be registered with an appropriate professional body and comply with standards expected of them. [EMPRSMangingRecruitmentSelectionShortpdf.pdf](#)

### **Additional Roles and Responsibilities of Senior Leaders**

Senior Leaders play a significant role in our safeguarding arrangements. These include:

- creating an environment which gives all children and young people a sense of belonging and acceptance
- a responsibility to oversee and quality assure the many policies and procedures that support safeguarding
- displaying transparent relationships encouraging early reporting of concerns to enable swift action to be taken to support individual children
- using available data to inform both school and ASG Improvement Planning
- auditing the confidence of staff and provision of professional learning to ensure that the team are aware of any emerging risks or new agendas to enable staff to take appropriate and proportionate action at least on an annual basis or more frequently if required to support the school community

- keeping records of training delivered
- routinely updating this policy to complement professional learning with an early review when new risks are identified

A number of Aberdeen City Council single and multi-agency ‘Grab and Go’ Guides have been developed to support Practitioners to identify risk and take action. These guides are available from the [tinyurl.com/abdncpt2017](http://tinyurl.com/abdncpt2017) online drive.

### **The Named Person**

The Named Person has a responsibility to support and promote wellbeing and work within the Aberdeen City GIRFEC Operational Guidance to ensure that appropriate plans are put in place when necessary. They will work with others to monitor the impact of any interventions. The Named Person duties will be delivered by the following professionals listed below and further details regarding provision can be accessed on Aberdeen City Council’s GIRFEC Operational Guidance 2016;

<b>Age</b>	<b>Professional Responsibility</b>
<ul style="list-style-type: none"> <li>• Birth until first day at primary school</li> </ul>	<ul style="list-style-type: none"> <li>• Health Visitor or Family Nurse Partnership.</li> </ul>
<ul style="list-style-type: none"> <li>• From the first day in primary 1 until the first day they attend secondary school, despite attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary School Head Teacher or nominated member of the school’s Management Team.</li> </ul>
<ul style="list-style-type: none"> <li>• From the first day at secondary school until leaving school, despite attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• An agreed member of the school’s Management or Pastoral Team.</li> </ul>

### **The Role of Parents and Carers**

Parents and Carers are valued partners and Hazlehead School recognises the key role they play in safeguarding children and young people. Information on emerging safeguarding risks are routinely shared to empower families to support their children and young people. In addition positive relationships are fostered with families to encourage collaboration through the provision of the Named Person Service.

### **The Legislation Governing Safeguarding Arrangements**

**The Children and Young People Act (Scotland) 2014** enshrined **Getting it Right For Every Child (GIRFEC)** into legislation and introduced the provision of a Named Person for every child or young person. GIRFEC is a national approach to improve outcomes by supporting and promoting the wellbeing of children and young people by offering the right support at the right time from the right people. Hazlehead School makes full use of primary prevention strategies to reduce risk and thus reduce the number of children requiring targeted and specialist interventions. Hazlehead School continually strives to build a strong universal provision focussed on prevention to limit escalation.

The United Nations Convention on the Rights of the Child (UNCRC) is an international statement outlining principal aims to safeguard and promote the rights and best interests of all children. Duties under Part 1 of the Children and Young People (Scotland) Act 2014, requires Local Authorities to report on progress made towards fully embracing the **United Nations Convention on the Rights of the Child (UNCRC)**.

**The Equality Act (2010)** places a duty on schools and Local Authorities to not discriminate against children and young people based on protected characteristics, this statutory requirement is integral to the entirety of this

policy. All individuals, inclusive of children and young people, practitioners and students, will be supported to reach their full potential regardless of race, ethnicity, religion, age, gender, sexual orientation and identity, physical disability, socio-economic background or intellectual ability. A commitment to anti-discriminatory practice is fundamental to application of this Safeguarding Policy and development of a supportive and empowering school ethos.

### **Development of our Safeguarding Arrangements**

Hazlehead School does not view the Safeguarding agenda as complete upon delivery of this policy but rather as an area to be continually improved over time to ensure that it meets the needs of children and young people. This policy is based on the premise that every wellbeing and child protection incident provides a learning opportunity. Patterns of incidents will be analysed to identify actions to be taken to improve safeguarding arrangements. Consideration of Safeguarding cannot be isolated from other school policies. Aberdeen School works within the policy framework set by Aberdeen City Council and explicit advice on how to intervene in particular circumstances is contained in Local Authority policies. On-going review of safeguarding arrangements may trigger a need to review associated school policies or feed into a review of Local Authority Policy.

### **Links with Aberdeen City Policy and Guidance**

Effective safeguarding arrangements will help reduce the number of children and young people at risk of harm and of significant harm and in need of a **child protection** response. Staff will continue to be equipped to recognise a situation that presents a risk to children and young people and be empowered to follow child protection arrangements immediately. All staff in Hazlehead school are fully equipped to identify indicators of all categories of child abuse and neglect as set out in the School Child Protection Policy and the Short Practitioner's Guides focusing on;

- Neglect
- Female Genital Mutilation
- Child Sexual Exploitation
- Child Trafficking
- Forced Marriage
- Domestic Violence
- Management of Bruises
- Online Safety
- Children Missing from Education
- New Psychoactive substances
- Multiagency Guidance to Self-Harm
- Multiagency Guidance on Suicide
- Grooming

The number of concerns requiring a child protection response will be carefully monitored to support a review of the school safeguarding arrangements, trends will be shared with the Local Authority to inform a review of agreed partnership guidance. Aberdeen Schools Child Protection Policy is aligned with the **Aberdeen City Council Corporate Child Protection Policy and Procedure (2017)** and the **National Guidance for Child Protection in Scotland (2014)**.

## Looked after Children

Schools have a legal duty to consider if every Looked After Child requires a Co-ordinated Support Plan (CSP). The need to consider is most easily undertaken during a multi-agency meeting. If a full assessment of wellbeing shows that a child does not need additional support to benefit from school education the decision to not put a CSP in place will be recorded and the provision of a Childs Plan will suffice.

In order to meet the criteria for a CSP, a child or young person must meet all of the following criteria:

- The education authority is responsible for the school education of the child or young person;
- The child or young person has additional support needs arising from one or more complex factors or multiple factors;
- Those needs are likely to continue for more than a year;
- Those needs require significant additional support to be provided by one or more appropriate agencies as well as by the education authority.

Based on the criteria above Hazlehead school will evidence that robust multi-agency discussions have taken place about whether or not a Looked After Child meets the criteria for a CSP and that there is a clear process in place for review.

The school policy on **physical intervention and restraint** will continue to be carefully monitored to ensure that children and young people experiencing distress are effectively and proactively supported. The ultimate aim is to reduce the frequency of physical intervention by reducing distress through the use of de-escalation. The number of incidents requiring physical intervention will be carefully monitored and reported to ascertain the effectiveness of approaches in reducing distress.

In keeping with the school **Anti Bullying Policy** all incidents of a bullying nature will be logged with support afforded to both parties. A bullying incident is defined by the perception of the child or young person experiencing bullying behaviour, not the potential child or young person displaying bullying behaviour or practitioner's perception. In situations where a child or young person experiencing bullying does not want to report it due to fear of potential consequence, the responsibility lies with practitioners to do so, whilst also reducing anxieties of the child or young person experiencing bullying behaviour. Any emerging trends will inform a review of the school Anti-Bullying Policy and help inform approaches to safeguarding. Preventative and reactive response to all incidents of bullying will be in full alignment with Aberdeen Schools Anti-bullying Policy and **Aberdeen City Council's Anti Bullying Policy**. Particular vigilance will be paid to protected characteristics which may result in increased vulnerability such as:

**Asylum Seekers  
Refugees**

**Transgender  
LAC**

**Homophobic bullying  
Race and Ethnicity  
Religion**

**Belief Sectarianism  
Body Image**

**Sexism and Gender**

**Social and Economic  
Prejudice**

**Disablist Bullying**

**Young Carers**

**Cyberbullying**, or online bullying, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. Online harassment is a crime. The production and distribution of sexting images' involving anyone under the age of 18 is illegal and will often result in child protection arrangements being followed including a referral to Police Scotland. Advice on dealing with activities which may be considered as Sexually Harmful Behaviour can be found at: [Brook Traffic Light Tool](#)

**Hate crime** is defined as any crime which is perceived by the person experiencing it or any other person as being motivated by malice or ill will towards a social group. Perpetrators of hate crime focus upon demonstrating malice or ill will towards individuals on the basis of their actual or presumed, sexual orientation, transgender identity, disability, race or religion. All incidents of Hate Crime are reported be reported to Police Scotland in person or through the Hate Crime Reporting Form.

<https://www.scotland.police.uk/secureforms/hate-crime/>

Hazlehead School fully embraces the **Anti-Weapon/knife** pledge. There are key messages to safeguard children from the potential dangers of weapons embedded in the curriculum and in keeping with the **Aberdeen City Anti-Weapons Policy**. Focus is given to weapon facts, law relating to weapon/knife crime, consequences of knife crime, personal safety and strategies to manage risky situations with curriculum delivery regularly reviewed to inform improvement.

All staff in Hazlehead School are fully committed to the **National Prevent Strategy** are aware of the Single Point of Contact who has responsibility for dealing with all Prevent concerns relating to the potential radicalisation of vulnerable children, young people and their families. All staff in Aberdeen School have undertaken WRAP training and are aware of who the WRAP Facilitator within school is. All staff in Aberdeen has an appropriate awareness of signs of potential radicalisation enabling them to keep an effective watching brief on upon children and young people. Staff makes full use of WRAP training undertaken to empower children and young people minimise risk of radicalisation. [www.prevent@aberdeencity.co.uk](http://www.prevent@aberdeencity.co.uk)

Hazlehead School takes its responsibility to safeguard children and young people from potentially harmful and inappropriate on line material and make use of **360 Safe** to empower learners to stay safe on line.

<https://360safescotland.org.uk/> **Our IT Acceptable Use Policy** establishes expected on-line behaviour and is understood by children, young people, parents and staff. Any breach of policy triggers a review of the schools policy and changes made as appropriate. Staff have access to professional learning to support them to understand this increasingly complex risk. Aberdeen school is vigilant in receiving online safety updates from Central Officers and acting upon these appropriately.

All staff in Hazlehead School meet their responsibilities in relation to **substance misuse** through fully adhering to **Aberdeen City Council's 'Policy and Procedure for Managing Substance Misuse Incidents Involving Children and Young People in Schools'**. All incidents are recorded and reported informing safeguarding arrangements and policy review. This allows for appropriate, timely and proportionate support for children involved in a substance misuse incident, in full alignment with Local Authority procedure.

Children who are **Missing from Education (CME)** are a particularly vulnerable group and Aberdeen School adheres to **Aberdeen City Policy on Children Missing from Education**. Analysis of cases will inform local safeguarding arrangements and Local Authority Policy revision.

The Aberdeen City **Attendance Policy** promotes good school attendance. Careful monitoring of attendance enables Aberdeen School to identify and address any truancy before a pattern becomes established. We recognise that children and young people are at greater risk when not in school and have arrangements in place to monitor attendance, lateness or children and young people who do not remain on school premises after initial registration

The school Health and Safety Policy sets out a procedure to log **Violent Incidents and Near Misses** on the corporate system. The number of incidents will be carefully tracked to inform a review of how effectively the school supports vulnerable children and young people.

The school **Positive Behaviour Management** Policy sets out how the school promotes positive behaviour. Scrutiny of the effectiveness of the policy will support on-going monitoring of our safeguarding arrangements.

Monitoring the frequency and impact of **Person Centred Risk Assessments** will enable the school to review how best to support vulnerable learners in keeping with the Local Authority continuum of provision and **Staged Intervention Framework**.

Any incidents of Exclusion are managed in keeping with the **Aberdeen City Minimising Exclusion Policy and Guidance**. Attendance and exclusion are carefully monitored so that any emerging trends can be addressed through either a review of internal systems or refinement of the universal or targeted offer to support and promote wellbeing. [Minimising Exclusion - Policy.pdf](#)

The **School Complaints Log** will be monitored to review the current complaints, concerns or allegations which could inform a review of the school safeguarding arrangements.

Consideration of how to quality assure first aid and administration of medicines procedures will be established with learning informing school safeguarding arrangements. All arrangements are in keeping with the **Aberdeen City Administration of Medicines Policy**.

Incidents of **self-harm** can be an indicator of a wellbeing need. All incidents are managed in accordance with Local NHS Guidance with advice sought from the School Nursing Team where necessary. [Multi-Agency Guidance; working with children and young people at risk of self-harm.PDF](#)

Aberdeen City schools keep a watching brief and acts upon all guidance and resources disseminated by Central Education Officers in relation to water safety, road safety and other safety initiatives to minimise risk to children when in school, at home and in the community and maximize learning opportunities. Aberdeen City Council is supported by partners such as Police Scotland, RNLI, RLSS, Scottish Fire and Rescue Service and Absafe in delivering safety inputs to schools and raising awareness of key safety messages.

### **Embedding Safeguarding in the School Ethos**

Hazlehead School is a Right's Respecting School. The key principles underpinning the UNCRC inform the vision, values and ethos of the school community. We use all four contexts for learning to highlight Article 19 of the UNCRC to teach children and young people that;

- They have the right to be protected from being hurt or badly treated
- Their lives should be free from violence and abuse
- They all have the basic human right to dignity.

Great importance is placed on fostering positive relationships with learners and supporting them to both identify risks to their own wellbeing and know of adults who can be approached for help. This focus extends across all areas of the curriculum with the quality of relationships featuring in all quality assurance processes.

### **Embedding Safeguarding in the Curriculum**

Our curriculum design is reviewed on an annual basis to ensure that the totality of the curriculum offered reflects the needs of our community, the experiences and outcomes of a Curriculum for Excellence and any emerging risks identified through data. As such, approaches to safeguarding are embedded within the health and wellbeing curriculum.

We prioritise supporting learners to develop an age appropriate understanding of wellbeing by engaging with a range of tools based on the SHANNARI Indicators in order to help learners to appreciate and support their own wellbeing and develop resilience by knowing how to support themselves.

The health and wellbeing curriculum provides regular proactive lessons to promote and support wellbeing. In addition the school responds proactively to any known risks and tailors programmes depending upon the

needs of the community at any one given time. External expertise is sought when beneficial to do so with the aim always being to:

- Establish the rights of the child as set out by the UNCRC
- Identify any potential risks to the child
- Recognise concerns
- Empower the child to seek support and know where that support can be sourced
- Build resilience

Hazlehead School currently makes effective use of relevant topics such as modern studies, social subjects, RME, history and PSE which provide an effective context to educate and empower children and young people about positive wellbeing and how to recognise deviations from this, radicalisation, FGM, human trafficking, CSE, online safety, forced marriage, substance misuse, sexual health, domestic violence and grooming. Senior management within Hazlehead School ensure these sensitive topics are delivered as appropriate to the age and stage of children and young people and that this is reflected in forward plans and lesson plans. Staff within Hazlehead School keep up to date with and make full use of relevant publications and supporting materials published by Education Scotland such as;

- <https://education.gov.scot/improvement/learning-resources/Prevent%20duty%20guidance>
- [https://education.gov.scot/improvement/learningresources/Female%20genital%20mutilation%20\(FGM\)](https://education.gov.scot/improvement/learningresources/Female%20genital%20mutilation%20(FGM))
- [https://education.gov.scot/improvement/learning-resources/Child%20Sexual%20Exploitation%20\(CSE\):%20The%20national%20plan%20and%20key%20resources](https://education.gov.scot/improvement/learning-resources/Child%20Sexual%20Exploitation%20(CSE):%20The%20national%20plan%20and%20key%20resources)

The curriculum will be kept under routine review with data used to analyse the impact of approaches and trigger a review of the curriculum offered. This ensures that Aberdeen School provides the curriculum to meet the needs of children and young people.

School communities can make a significant contribution to improving the health of children and young people and we value working with partners to support our safeguarding arrangements.

### **Establishing systems for peer support**

Hazlehead School recognises that peer to peer support can be an effective means of safeguarding children and young people.

### **Supporting Safeguarding during periods of Transition**

Hazlehead School recognises that transition periods can be distressing for children and young people. All transitions are carefully planned to meet the needs of learners with individual arrangements made for more vulnerable groups.

### **Collecting and Analysing the Data**

Appendix 1 contains a pro forma to aid collection and analysis of the impact of current safeguarding practice. Data around child protection and safeguarding will be reviewed collectively to see how effectively safeguarding arrangements are reducing the number of incidents requiring an immediate and reactive child protection response. This review will form an important part of the school improvement planning cycle.



Bi-annually, but more frequently if trends are emerging, the following data will be collated, reviewed and could trigger a review of this and associated policies.

### Child Protection Data

Number of Referrals to JCPT	Number of Referrals to the Reception Team	Number included on the Child Protection Register
Number of Child Protection Case Conferences	Number of Referrals to the Children's Reporter	Number of requests for assistance from Police Scotland

### Safeguarding data

Number of incidents of bullying including category	Attendance data and number of children arriving late	Exclusion statistics
Quality Assurance of administration of medicines	Current and recent complaints	Accidents, incidents and near misses
Number of weapon incidents	Number of Children Missing from Education	Number of violent incidents
Number of physical interventions or restraints	Participation and Engagement	

Where possible, this data will be considered in the context of the Associated School Groups and Associated Partnership Forums to enable a partnership response to any emerging trends. At this point data will be shared with the Local Authority to inform Local Authority planning.

### Reflective Questions for Practitioners and Senior School Leaders

Hazlehead School effectively uses this policy to not only to inform and improve practice, but as a tool for self-evaluation to ensure robust application of the principles underpinning the Safeguarding agenda. Senior managers within Aberdeen School make regular use of the reflective Safeguarding reflective questions below to ensure the needs of children, staff and parents and carers are fully met.

- Do all staff understand the definition of safeguarding and their role in keeping children safe?
- Do all staff, children, young people, parents and carers understand the definition of bullying as detailed in Respect for All?
- How does the ethos and culture in our school ensure we eliminate all types of bullying behaviour?
- How does our curriculum enable children and young people to explore and discuss relevant issues that may present risks to their wellbeing?
- Is the curriculum is regularly reviewed through a safeguarding lens to ensure it reflects current best practise to empower children and minimise risk?
- How good are our procedures for supporting children and young people following a safeguarding concern (both victim and perpetrator)?
- Do children in the school know how to report concerns and can identify a trusted adult?
- Are all staff are able to recognise the indicators of children at risk of harm and significant and the importance of raising concerns at an early stage?
- Does the school have effective mechanisms in place to follow up outcomes of referrals to Children's Social Work, NHS and contact with the Police Scotland?
- Is the school is proactive in developing links with partner agencies in order to support and safeguard all children?

- Are all staff aware that patterns of absence and lateness can be an indicator of a wellbeing concern or risk of harm or significant harm?
- Are all staff aware of the importance of early intervention and understand their role in it?
- Are all staff aware that several wellbeing concerns often indicate a child protection concern?
- Does the school use PRD sessions as an opportunity to reflect upon practitioner understanding of safeguarding and child protection process and take action accordingly?