



## Glenalmond College Safeguarding and Child Protection Policy

This policy will be formally reviewed every year and our protocols are constantly monitored to ensure that we follow best practice.

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0.7	15.01.26	Change of Warden to Timothy Bayley Change of Named Person to Jenny Davey (Deputy Warden). Section 4.4 - addition of the role of Wellbeing Lead	S Staziker
0.8	01.06.26	Change of Warden to Jenny Davey	S Staziker

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Glenalmond College's priority is to provide a safe and supportive environment in which all pupils can thrive and be happy, and all our staff and volunteers have a crucial role to play in promoting children's welfare and safety. We hold the key messages of the Scottish Government's *Getting It Right For Every Child* (GIRFEC) at the heart of all we do, ensuring that everyone in the community knows their responsibilities and that the individual pupils get the support that they need, when they need it.

### 1. Policy Aims

#### 1.1

Glenalmond College is committed to protecting and supporting each pupil in its care by:

- Striving to enable each individual pupil to feel happy, safe and supported so that they can make the best of their time at Glenalmond, personally, socially and academically;
- having in place robust procedures for ensuring that all staff and volunteers put the welfare of pupils first;
- developing pupils who have a clear sense of right and wrong, the importance of responsibility, community and diversity, as well as providing all possible opportunities for reaching their full potential
- having in place training to ensure that members of the Glenalmond community can act with integrity and confidence to recognise abuse and respond appropriately;
- sharing information and cooperating fully with child protection and law-enforcement agencies;
- keeping up to date with national and local advice to understand the risks; ensuring that staff understand these risks through regular (at least annual) safeguarding training which makes reference to the indicators and risks,
- promoting online safety by raising awareness of risks, including exploitation and abuse, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories;
- maintaining thorough and appropriate records of concerns; monitoring attendance and addressing unexplained absence from school;
- screening visiting speakers and outside groups who make use of school facilities;
- sustaining robust ICT protocols and requiring all staff and pupils to sign an Acceptable Use Policy that defines clear expectations regarding the use of ICT.

## 1.2

The College commits in this policy to observing the principles of the Human Rights Act 1998 and the Equality Act 2010 and does not discriminate on any grounds. The members of our community enjoy equal opportunities regardless of religion, ethnicity, sexual orientation, gender, identity or disability.

## 1.3

The following policy sets out protocols for dealing with issues of safeguarding and child protection which might arise in Glenalmond College. In view of the potential seriousness of all issues of safeguarding, the guidelines are mandatory and must be rigidly adhered to by all members of staff and volunteers. It applies wherever we are working with pupils even where this is away from the College, for example at an activity centre or on an educational visit.

## 1.4

The college recognises its responsibilities in terms of adult safeguarding. Through engaging with families we may identify the need to safeguard adults known to the young people in our care. In such situations we will follow the local protocols for safeguarding adults. The College is also committed to supporting members of staff who are survivors of abuse or whose own wellbeing is a cause for concern.

## 1.5

The College Council is responsible for all aspects of safeguarding in the school and there is a specific Council member with responsibility for Child Protection and Wellbeing. In addition to the Warden, the key figure in interpreting and implementing the guidelines is the Designated Child Protection Lead who is responsible for overseeing all safeguarding issues, including annual training for all staff, pupil education, communication with parents, liaison with external agencies, and may initiate statutory procedures for dealing with suspected cases of abuse. Safeguarding training and updates for school staff cover key policies and updates, which are detailed in section 9.3.

## 1.6

The Designated Safeguarding Leads (also referred to as the Designated Child Protection Leads) at Glenalmond College are:

<b>Designated Safeguarding Lead</b>	<b>Ms Sabina Staziker, Deputy Head [Pastoral]</b>
Dep. Designated Child Protection Lead	Mrs Andrea Goodall
Dep. Designated Child Protection Lead	Dr Michelle Armstrong
Named Person	Mrs Jennifer Davey (Warden)
Designated Safeguarding Council Member	Rachael Hodgson

The Designated Safeguarding Lead holds the relevant status and authority by virtue of position, and as specifically delegated by the Warden, for oversight of all safeguarding and child protection issues, including those relating to online safety.

1.7

The Safeguarding Policy is reviewed at least annually to take account of revisions, deficiencies or weaknesses at local or national level and amendments are remedied without delay. To oversee this aspect of the running of the College, the Council reviews annually the policy as well as the effectiveness with which the related duties are charged, and has a designated governor who acts in supporting role. For this year, this Council member is Rachael Hodgson

1.8 This Safeguarding Policy should be read in conjunction with the following:

- [Code of Expectations, Behaviour and Sanctions;](#)
- [Staff Code of Conduct;](#)
- Safer Recruitment Policy;
- Whistle-blowing Policy;
- [National Guidance for Child Protection in Scotland \(2021\) updated 2023](#)
- [Inter-Agency Child Protection Guidelines, Perth & Kinross Council](#)
- [Revised Prevent duty guidance: for Scotland \(2021\)](#)
- [Guidance for Proprietors - Revised Prevent duty guidance: for Scotland - GOV.UK](#)
- [The Care Inspectorate's Quality Framework for Mainstream Boarding Schools and School Hostels \(April 2021\).](#)

Staff and volunteers are issued with an electronic copy of key safeguarding documents, and they are stored on the Staff Homepage for reference. All school staff, volunteers and Council members are required to read this Safeguarding Policy .

## 2. Definitions

### 2.1 Key Terms

**Safeguarding** is the action that is taken to promote the welfare of children and protect them from harm. It includes protecting children from abuse, preventing harm, ensuring that children grow up with safe and effective care and taking action to enable all young people to have the best outcomes.

**Child Protection** is part of the safeguarding process and it focuses on protecting individual children identified as suffering or likely to suffer significant harm. The Scottish approach to child protection is based upon the protection of children's rights. The Getting it right for every child (GIRFEC) policy and practice model is a practical expression of the Scottish Government's commitment to implementation of the United Nations Convention on Rights of the Child (UNCRC).

**Wellbeing** is defined by a set of eight factors in the GIRFEC policy known by their initial letters - SHANARRI (see section 5 for further details).

It is acknowledged that under the Children and Young People (Scotland) Act 2014, a **child** is defined as someone who has not yet attained the age of 18, however this policy's use of 'child' refers to pupils at Glenalmond College, regardless of age.

A **Named Person** is a clear point of contact if a child, young person or parents want information or advice. At Glenalmond College, the Named Person is the Warden.

A **Support plan** will be available when a child needs additional pastoral support within Glenalmond. It will be planned, delivered and co-ordinated by the Housemaster or Housemistress, in liaison with the Deputy Head [Pastoral]. The support plan contains a chronology which is updated regularly. Support Plans are reviewed at least termly.

A **Child's Plan** is used where input is required outside of school and it is created by a 'lead professional - someone with the right skills and experience to make sure it is managed properly.

### 2.2 Categories of Child Abuse

Categories of Child Abuse may fall into the following broad categories:

#### **Physical Abuse**

Physical abuse may which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. There may be some variation in family, community or cultural attitudes to parenting, for example, in relation to reasonable discipline but cultural sensitivity must not deflect staff 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)

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone, and any such abuse may not be dismissed as 'banter' or 'a joke'.

## **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 and it can also occur through the use of technology. It is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Child-on-child sexual harassment and abuse involves situations in which sexual harassment or sexual assault occurs between children of any age and sex. Such abuse may occur entirely in person, entirely online, or a combination of both, and can take many forms, for example, sexual touching, 'upskirting', the use of sexualised names, sexual jokes or taunting, the non-consensual sharing of sexual images and videos.

It is essential for all adults working with children to be alert to and challenge any inappropriate behaviour of this nature and to acknowledge that such abuse should never be dismissed as 'banter', 'a joke' or 'part of growing up'.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. 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); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **2.3 Specific safeguarding issues**

The National Guidance for Child Protection (Scotland) 2021 also acknowledges the following as specific safeguarding issues to which all school staff should be alert:

### **Peer-on-peer abuse**

Children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

### **Female genital mutilation (FGM)**

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.

### **Radicalisation**

The DSL is the College's Prevent Lead. In 2015, the UK's Counter-Terrorism and Security Act (2015) placed a duty on specified authorities (including schools) to have, in the exercise of their functions, "due regard to the need to prevent people from being drawn into terrorism". Appropriate staff training on *Prevent* and robust procedures for sharing information and protecting young people from the risk of radicalisation are in place, in line with the GIRFEC principles.

### **Domestic Abuse**

Domestic abuse refers to any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Domestic abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional abuse, and this policy acknowledges particularly the risk posed to children and young people who experience or witness these behaviours in their home or wider family environment. Research indicates that when young people are vulnerable, for example they have SEND, have English as an additional language or are boarders living away from home, when they experience abuse or neglect, or suffer physical or emotional harm,

they can find themselves at greater risk of such additional concerns as social exclusion, exclusion from education, delinquency, and being drawn into gang or peer violence. As a result, the principles of early intervention and long-term monitoring and support underpin this policy, with a view to protecting vulnerable young people from future risk and harm. For a list of indicators of possible abuse, please refer to Appendix 2.

### **Honour-based abuse (HBA) and forced marriage**

A forced marriage is a marriage conducted without the full and free consent of both parties, and where duress is a factor whereas an arranged marriage is one in which the families of both spouses are primarily responsible for choosing a marriage partner for their child or relative, but the final decision as to whether or not to accept the arrangement lies with the potential spouses: both spouses give their full and free consent. HBA includes practices used to control behaviour within families, communities, or other social groups, to protect perceived cultural and religious beliefs and/or 'honour'. Such abuse can occur, for example, when perpetrators perceive that a relative has shamed or may potentially shame the family and/or community by breaking their honour code.

Concerns may be expressed by a child or young person themselves about going overseas or concerns arise from:

- Absence or requests for extended leave of absence and failure to return from visits of country of origin
- A decline in behaviour, engagement, performance or punctuality
- Being withdrawn from school by those with parental responsibility, being prevented from attending extra-curricular activities or being prevented from going onto further/higher education
- Sudden changes in appearance or behaviour (especially young girls changing their dress code dramatically to adopt culturally/religiously appropriate clothing)

Cases of Honour-based Violence/Forced marriage can involve complex and sensitive issues and care must be taken to make sure that interventions do not worsen the situation. Efforts should be made to ensure that families are not alerted to a concern that may result in them removing the child or young person from the country or placing them in further danger.

## **2.4 Safeguarding in a boarding school**

Staff have a responsibility to ensure that the children in their care are not harmed. This applies to teachers and all other staff working with all pupils, but has added force in schools with a boarding facility. The Children (Scotland) Act 1995 gave a statutory focus to that responsibility by placing upon the managers of independent boarding schools a duty to safeguard and promote the welfare of children resident in their schools. Children living away from home for significant periods of time are often more vulnerable in a variety of ways:

- separation from family may result in a readiness to form close emotional attachments to peers and other adults;
- emotional or academic stress can result in young people developing self harming behaviours including substance misuse and eating disorders;

- close and sustained contact with peers may result in their succumbing to peer pressure, becoming the victim of bullying, including cyberbullying or themselves indulging in bullying; peer to peer abuse.
- the balance between supervising free time and promoting young people's independence may result in young people becoming involved in potentially risky activities in their leisure time, without the risks having been fully assessed.

Such vulnerability can result in children becoming the victims of abuse by themselves, by their peers or by adults, known and unknown to them. As part of the induction process, Glenalmond College provides clear information on sources of support for pupils. As well as including the key pastoral contacts in school, these include:

- the contact details for the designated Member of Council;
- where they can seek help for cyberbullying or any concerns regarding E-safety;
- a copy of the College's Complaints Policy and procedure;
- the contact number of Childline (0800 1111).

In addition, Glenalmond College ensures that:

- pupils are enabled effectively to sustain family contacts through a range of methods including technology, thus reducing feelings of isolation;
- accommodation arrangements, including toilets, showers, and sleeping facilities have regard for pupils' rights to dignity, privacy and personal space;
- staff have in place good formal and informal methods of monitoring the wellbeing of the pupils in their care. These include an adequate supervision ratio (the nature of which will vary depending on the age of the young people and the lay-out of the premises), regular individual and group meetings and informal observation at meal times and in free time;
- the boarding houses have in place good monitoring procedures for pupils' eating and sleeping patterns to assist early identification of such difficulties as eating disorders or substance misuse;
- a policy is in place to regulate the access pupils have to mobile technology during the school day and overnight;
- where pupils leave the site in their free time, there are robust procedures in place to know the whereabouts of the pupils, the activities involved, who they are meeting and the expected time of return. A risk assessment should always be carried out and reviewed as, and when, necessary. Care should be exercised over activities e.g. attendance at parties, details of which are vague.
- activities with a strong group ethos, such as cadet forces, pipe bands and sports teams, do not make pupils feel excluded and do not involve inappropriate initiation;
- staff have an understanding of the needs of overseas pupils;
- pupils can access a range of helplines and contact numbers, including the Children's Commissioner, to ring in case of problems or distress. Their parents also have access to the contact details of the school's Designated Child Protection Lead should they have concerns about a child's welfare.

## 2.5 Vulnerable Pupils

The College commits to closely monitoring the safety and wellbeing of pupils whose circumstances may render them especially vulnerable to safeguarding concerns, including:

- children who have periods of unexplainable and or/persistent absences from school. Attendance is closely monitored by Housemasters and Housemistresses and the Deputy Head Pastoral;
- children who are lesbian, gay, bisexual, or gender questioning;
- children with special educational needs;
- children with disabilities or significant health issues;
- children with mental health needs;
- children who are young carers.

We acknowledge the fact that additional barriers can exist when recognising abuse, neglect and exploitation in these groups of children and are alert to overcoming these.

## 2.6 Glenalmond College Commitments

In accordance with the guidance and legislation above, Glenalmond College is committed to:

- sharing information and cooperating fully with child protection and law-enforcement agencies;
- keeping up to date with national and local advice to understand the risks;
- ensuring that staff understand these risks through regular (at least annual) safeguarding training which makes reference to the indicators and risks, including online risks, of such concerns as radicalisation, exploitation and abuse;
- maintaining thorough and appropriate records of concerns using CPOMS;
- monitoring attendance and addressing unexplained absence from school;
- screening visiting speakers and outside groups who make use of school facilities;
- sustaining robust ICT protocols that filter out extremist material and requiring all staff and pupils to sign an Acceptable Use Policy that defines clear expectations regarding the use of ICT.

## 3. Procedures

### 3.1

The following procedures are employed to foster a safe and supportive environment, and to minimise the risk of abuse:

- Practise safer recruitment by rigorously checking the suitability of staff members and ensuring staff sign a Code of Conduct;
- Train all staff and pupils in child protection and wellbeing issues including the GIRFEC wheel and indicators;

- Train all staff so that they are confident in raising concerns either using the online CPOMS system or by speaking directly to the responsible members of staff;
- Through safeguarding training sessions, make clear that staff and senior pupils are required to be proactive in setting a good example, and to be reactive in challenging low-level behaviours (such as the use of sexist, homophobic, racist or sexualised language) which, if normalised, can lead to a culture in which abuse can occur;
- Acknowledge that abuse could happen here at Glenalmond and therefore swift reporting of any concern is essential to avoid escalation and facilitate necessary investigation and/or responses;
- Liaise closely with other schools in order to support pupils through transitions to or from the college.
- Ensure that safeguarding and child protection records are transferred in a timely manner and that there is continuity of care for all pupils;
- Instil values in our pupils, preparing them for life in a modern society through pastoral education in how to keep themselves and their peers safe and thriving;
- Aim to support pupils through a clear and wide range of personal support, including other pupils, staff and external agencies;
- Share information appropriately to ensure the best outcomes for the children and young people. At all times, information shared should be relevant, necessary and proportionate to the circumstances of the child, and limited to those who need to know;
- Ensure a coordinated approach of early intervention when needs or concerns are identified including working with the Police, Health Services and the Perth & Kinross Child Protection team as well as the Care Inspectorate and Education Scotland.
- Monitor attendance closely in order to intervene in a timely manner if concerns about attendance arise.
- Children are encouraged, through Chapel and Assemblies, Learning for Life lessons within the Floreat programme, House Meetings and tutor time, as well as component parts of subject-specific schemes of work, to consider different points of view, to analyse and challenge their own beliefs, and to be tolerant and respectful in their interactions with others;
- Children are supported, through group discussions and individual conversations, to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet;
- Our pastoral structure of Tutors, Housemasters and Housemistresses and the Deputy Head [Pastoral] provides an effective framework for getting to know pupils very well such that concerns are shared and acted upon swiftly. Safeguarding and welfare concerns are a standing item on the agendas at Senior Leadership Team, Housestaff and Wellbeing Committee meetings;
- In dealing with pastoral and safeguarding issues, including bullying, conflict and disagreement, children are encouraged and helped to manage their emotions and behaviour calmly and reflectively, and there is a strong focus on building and, where necessary, restoring positive relationships. In cases of conflict between pupils, or when an allegation of peer-on-peer abuse has been made, pastoral monitoring and support will be offered to all parties: the child making the allegation, the child who has been accused of peer-on-peer abuse, and, where appropriate, the wider peer group.

## 3.2

People or agencies who may be involved include:

- The Designated Child Protection Lead and their Deputy;
- The Warden or Deputy Warden;
- The Chaplain;
- The Chair of the Governing Council or the Designated Safeguarding Council member;
- The Bishop or relevant clergy responsible for the chaplaincy;
- Departments of Perth and Kinross Council and its Child Protection Duty Team;
- Police Scotland, including the Prevent Team.

## 4. Responsibilities

### 4.1

Glenalmond College believes that all children and young people have the right to be cared for, protected from harm and to grow up in a safe environment where their rights are respected and their needs met. All Glenalmond staff take a child-centred approach and they understand that they have a crucial role in promoting wellbeing. Some staff have additional responsibilities with regard to Safeguarding and Child Protection.

### 4.2

The **Housemaster/Housemistress** is the first point of contact for any **wellbeing concerns** and they are responsible for all aspects of the lives of the young people in their Houses. The House tutors and Matrons are also very much part of the pastoral team and they work very closely with the Housestaff.

### 4.3

The **Medical Centre Nurses** have an important role in promoting the wellbeing of children and young people and they contribute to the prevention and early detection of wellbeing concerns through a range of activities, including monitoring the health of the pupils and liaising effectively with Glenalmond staff and other practitioners.

### 4.4

Our **Wellbeing Lead** provides one-to-one counselling and coaching sessions and small group support sessions for our young people.

### 4.5

The **Warden** has responsibility for child protection and wellbeing at Glenalmond and he has appointed the **Deputy Head [Pastoral]** as Safeguarding Lead to oversee all aspects of safeguarding and pastoral care.

### 4.6

The **Chairman and Council members** are accountable for the wellbeing and protection of Glenalmond's pupils. The **Designated Council member** who has particular

responsibility for safeguarding, child protection and wellbeing meets regularly with key pastoral staff and the Council Pastoral Committee to ensure that the College has effective policies and procedures in place as well as to review issues and actions taken. The designated Council member will be appropriately trained and will maintain an up to date knowledge of current legislation and best practice.

## 5. Safer Recruitment

### 5.1

Glenalmond College ensures that we practise safer recruitment diligently by checking the suitability of all staff, governors, and volunteers (including adults employed by other organisations) to work with children in accordance with the guidance given in the National Guidance for Child Protection in Scotland (2021), Revised Prevent duty guidance: for Scotland (2021) and The Care Inspectorate's Quality Framework for Mainstream Boarding Schools and School Hostels (April 2021).

### 5.2

The **HR Officer** is responsible for annually reviewing the Safer Recruitment Policy and ensuring that this is followed.

### 5.3

All our staff are members of the Protection of Vulnerable Groups scheme, and undertake a thorough induction process on arrival.

### 5.4

Our policies are reviewed by relevant staff annually and governors regularly. Further details of our recruitment practices can be found in the Safer Recruitment Policy, available on the College website.

## 6. Reporting Concerns

All staff and volunteers have a responsibility to take appropriate action in circumstances where a child is considered to be in need or at risk. Normally, this action will involve reporting the concern to the Designated Child Protection Lead or Deputy Child Protection Lead. This should be done as soon as possible, and certainly before the end of the day. If circumstances mean that this is not possible, a direct referral to Perth and Kinross Child Protection Duty Team may be made by anyone.

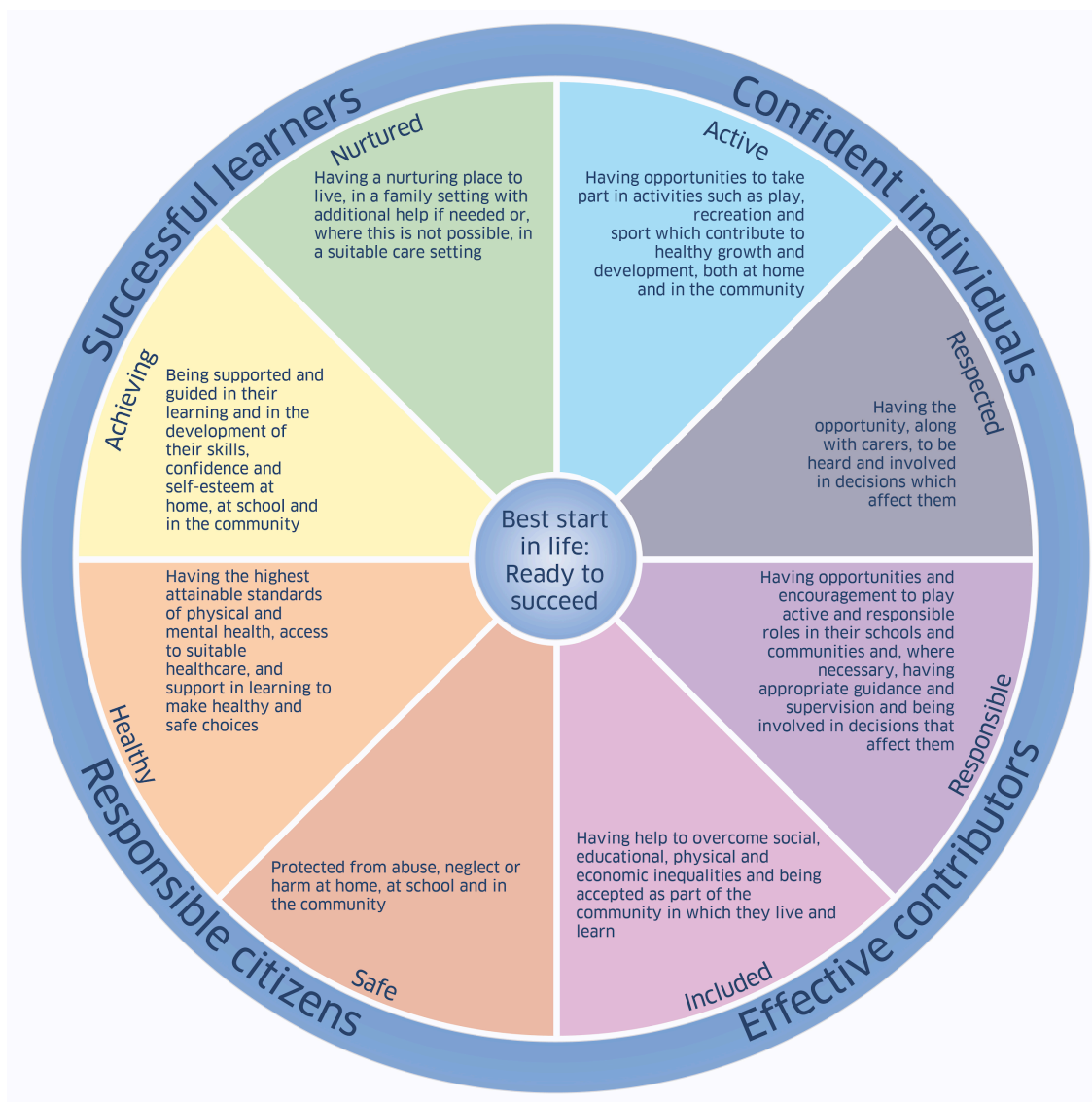
### 6.1

Where there are serious concerns about a child, Child Protection procedures are followed and the first step is to inform the **Designated Child Protection Lead** or, if unavailable, the Deputy Designated Child Protection Lead as soon as possible, ideally within the hour but certainly the same day. The **Designated Child Protection Lead** will take the lead on the next steps to protect the child and, without delay, will involve other agencies such as the police or social services.

### 6.2

If a wellbeing concern arises through observation or from comments made, the staff member raises it using the online CPOMS software which informs the right members of

the pastoral team to allow a coordinated approach following the GIRFEC principles. The GIRFEC approach has eight indicators, shown on a **Wellbeing Wheel**, which are areas in which young people need to progress in order to do well now and in the future. They also help to ensure a common language when identifying strengths, needs or concerns.



The **National Practice Model** is then used as a framework, with the **My World Triangle** and the **Resilience Matrix** used to gather, structure and assist with the analysis of information.

The wellbeing indicators are also used to structure recording of a specific concern. A concern can be an event itself, or a series of events, or attributes, which affect the wellbeing or potential wellbeing of a child or young person.

The five questions that need to be asked when a concern arises about a child or young person are:

- What is getting in the way of this child or young person's wellbeing?

- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

### 6.3

#### **Guidance for staff - what should I do when I have a concern or when a child tells me about abuse or harm?**

##### **Receiving a Disclosure: Refer to Appendix 1 for the Safeguarding flowchart**

1. Staying calm is crucial as you offer support and don't let your reactions show.
2. Listen carefully, using body language to encourage the child to keep talking.
3. If necessary check understanding by repeating their words or using a phrase such as "so you are saying..."
4. Do not promise confidentiality nor show disbelief.
5. Share the concern immediately in line with our policy.
6. Write down what has been said, verbatim, as soon as is possible; sign and date the record.

The Mental Health First Aid action plan has 5 steps which can be used in any order when providing support in a distressing situation:

**Approach & assess for risk of suicide or harm** - find a suitable time and place to talk.

**Listen non judgmentally** - Many want to be heard first so let them share.

**Give reassurance and information** - have empathy, provide hope and useful facts.

**Encourage appropriate professional help** - the earlier they get help, the better the chances of recovery.

**Encourage self-help and other support strategies** - help them identify their support network.

Questioning and collecting evidence is not a matter for school staff and this is the responsibility of the police and social work.

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.

## **7. Our response to a Child Protection or safeguarding concern**

### 7.1

All reports of safeguarding concerns will be treated seriously and a proportionate response will be taken. Our approach and response will follow the National Guidance for Child Protection in Scotland (2021) and the Perth & Kinross Council Child Protection guidelines.

### 7.2

The Designated Child Protection Lead will review the information received to consider

the extent of the risk, what the causes are and what immediate action must be taken to reduce the risk. In addition, the Designated Child Protection Lead will seek and take into account the child's wishes or feelings and keep the child informed about the response and action taken as appropriate; however, at no stage will confidentiality be promised although appropriate discretion will be exercised.

### 7.3

Concerns about possible harm to a child from abuse, neglect or exploitation will be shared with the police or Perth & Kinross Duty Team without delay. If there is any doubt about the need for an immediate response, the Designated Child Protection Lead will consult with the Perth & Kinross Duty Team for advice. The Perth & Kinross Duty Team will advise if the Police are to be involved and when parents or other appropriate individuals are informed. The Designated Child Protection Lead will also inform the Warden and designated Council member.

In responding to all safeguarding concerns and child-protection matters, the Designated Child Protection Lead will follow guidance contained in the checklist in Appendix H of the National Guidance for Child Protection 2021 to support communication when liaising with authorities; in addition, the Perth and Kinross publication '[Practitioners Guide to Information Sharing](#)' gives clear guidance on using professional judgement, a common sense approach and information sharing 'on a need to know basis'.

### 7.4

Concerns relating to a member of staff should be reported directly to the Warden. This should be done as soon as possible and certainly before the end of the day. Under the guidance of the Warden, the Designated Child Protection Lead will also contact GTC Scotland, SSSC or the NMC as appropriate and referrals will be made to the Care Inspectorate, Registrar of Independent Schools, Boarding Schools Association, Disclosure Scotland and OSCR as appropriate following the Registrar for Independent Schools guidance.

### 7.5

Where the allegation is against the Designated Child Protection Lead, then the matter should be overseen by the Warden, who will follow the normal procedures as defined in this policy. In the case of an allegation against the Warden then the matter should be overseen by the Designated Child Protection Lead who will notify the Chair of the Council without notifying the Warden, and who will follow the normal procedures as defined in this policy.

### 7.6

In the case of an allegation against a member of the residential boarding staff, the Designated Child Protection Lead will make an assessment about the safety of the children in the boarding community and will act to protect them from risk. If required, the member of staff will be moved off campus, and the normal procedures as defined in this policy will be followed.

### 7.7

A pupil against whom an allegation of abuse has been made may be suspended from school during the investigation, and the College's policy on behaviour, discipline and sanctions will apply. Any incident of bullying will be treated as a safeguarding concern when there is reasonable cause to suspect that a pupil is suffering or is likely to suffer significant harm. We will take advice from the Perth & Kinross Duty Team on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, Glenalmond will ensure that, subject to advice from the appropriate authority, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

## 7.8

Where allegations are made, the College implements its 'Whistle-blowing Policy' for the protection of those making allegations. All staff are required to report to a member of the Senior Leadership Team any concerns or allegations about College practices. This can be done without fear of repercussion or disciplinary action, provided that it is done in good faith and in line with the College's Whistle-blowing Policy.

## **8. Confidentiality**

### 8.1

Everyone involved in a potential safeguarding issue must recognise the primary importance of maintaining discretion and confidentiality at all stages. However, all staff should understand that they may not promise confidentiality to a pupil.

### 8.2

Staff should recognise that dealing with a case of actual or suspected child abuse can be harrowing and that they, as a teacher or non-teaching member of staff, may need the support and help of others in coping with the involvement. Staff should not feel that this is a burden they have to carry alone. Further help should be sought if required from someone who can be relied upon to be circumspect. Staff indicated in this statement will be able to help.

### 8.3

All records of disclosure should be written, dated and signed on the day and communicated to the Designated Child Protection Lead via CPOMS without delay; all handwritten notes must be passed to the Designated Child Protection Lead without delay.

## **9 Training**

## 9.1

The Deputy Head [Pastoral] and her deputies undertake biennial safeguarding training to ensure they are up-to-date with policy and procedures alongside informal sector updates and information from local agencies.

## 9.2

The Deputy Head [Pastoral] ensures that all new staff members and Council members at the College undertake initial safeguarding training, as well as arranging a whole school annual update. Attendance at this annual update is recorded.

## 9.3

Each year, the staff Code of Conduct is signed, and there is an annual safeguarding training which covers:

- The role, identities, responsibilities, and contact details of the Designated Child Protection Lead and the Deputy;
- The Safeguarding Policy
- Child protection procedures to be followed in the event of a safeguarding concern, including actions to be taken in emergencies, when receiving disclosures of any kind of abuse or harm, or when possible indicators of abuse or harm are observed or detected;
- Prevent Duty Guidance for Scotland [2024];
- On-line safety;
- The Pupil Code of Behaviour;
- The Missing Pupil Policy;
- The Staff Code of Conduct;
- The Whistleblowing Policy;
- The Visitors Policy;
- Acceptable Use of IT, Staff/Pupil relationships, and communication, including the use of social media and photographs.

Staff and volunteers are issued with electronic copies of key documents, and they are stored on the Staff Homepage for reference. The Designated Child Protection Lead is responsible for notifying staff of any significant amendments to key documents. Any significant amendments made to policies between statutory training sessions are communicated to staff by the Designated Child Protection Lead.

## 9.4

To ensure safer recruitment practices are followed in the appointment of new staff, various staff members have completed certified courses in safer recruitment procedures. This includes:

**The Warden  
Deputy Head [Pastoral]**

**Mrs Jenny Davey  
Ms Sabina Staziker**

## 9.5

Detailed guidance is given to staff through the Code of Conduct and Staff Handbook to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. Our policy on physical restraint is included in the Staff Code of Conduct.

## 9.6

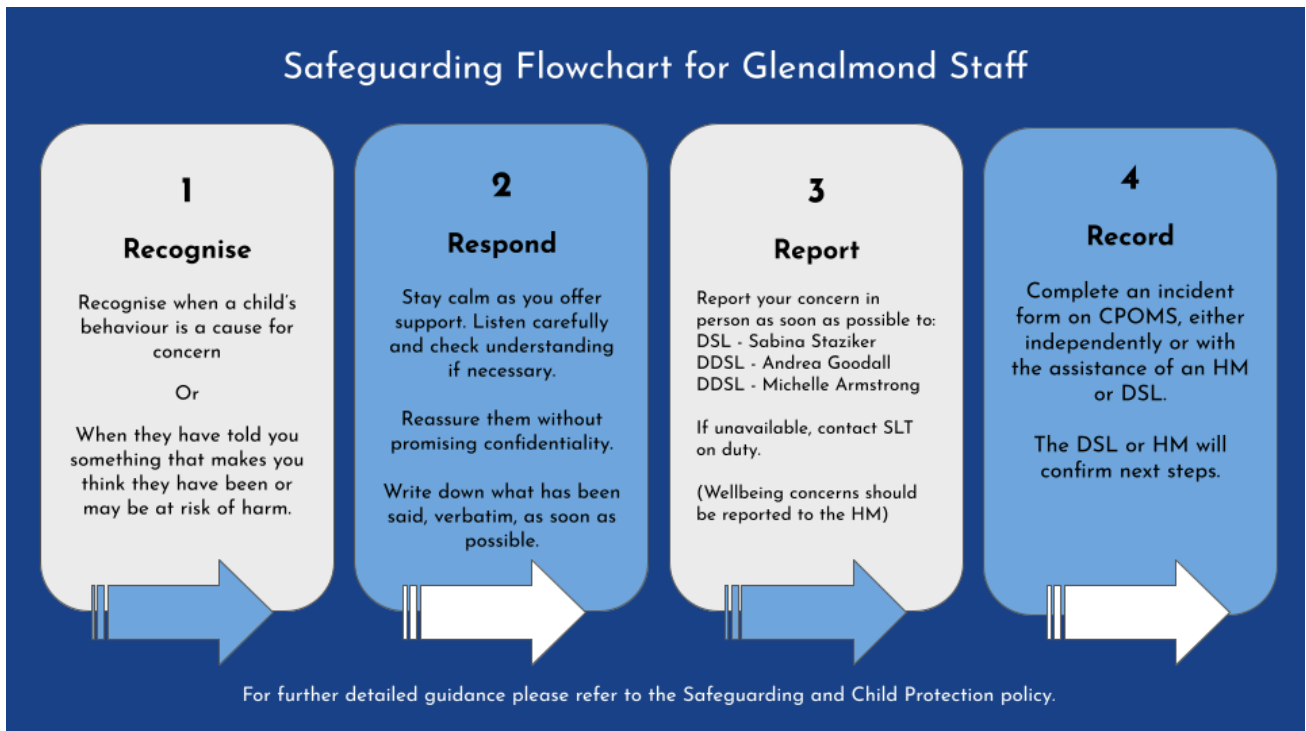
Senior pupils receive safeguarding training, with a focus on the appropriate action that should be taken if they receive disclosures or have concerns about a fellow pupil.

## **10. Conclusion**

### 10.1

This policy is designed above all to protect the interests of the child, to support staff and to ensure that required action is taken as quickly as possible. As such, the policy must be followed without exception by all staff who may become involved with a safeguarding or child protection issue.

## Appendix 1: Flowchart for Reporting Concerns



## Appendix 2: Indicators of Possible Abuse

### 1. PHYSICAL ABUSE

Signs of possible physical abuse:

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

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

### 2. PHYSICAL NEGLECT

Signs of possible physical neglect:

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

### 3. EMOTIONAL ABUSE

Signs of possible emotional abuse:

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

#### 4. SEXUAL ABUSE

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

Signs of possible sexual abuse:

##### (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, bed wetting, fear of sleeping alone, etc)
- Running away from home
- Girls taking over the mothering role
- Reluctance or refusal to participate in physical activity or to change clothes
- Low self esteem
- Drug, alcohol or solvent abuse
- Display of sexual knowledge beyond a 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 or promiscuity
- Compulsive masturbation
- Stealing
- Psychosomatic factors, e.g. recurrent abdominal pain or headache
- Having unexplained/abundance of sums of money and/or possessions

##### (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/Self mutilation/suicide attempts.
- Discomfort/difficulty in walking or sitting
- Pregnancy, particularly when reluctant to name the father
- Venereal disease, sexually transmitted diseases
- Soiling or wetting in children who have been trained.

### **Appendix 3: Key Documents & Contact Details**

Safeguarding - A Pocket Guide

[National Guidance for Child Protection in Scotland 2021](#) - Scottish Government

[Information Sharing, Confidentiality and Consent to Support Children and Young People's Wellbeing](#) - Perth and Kinross Child Protection Committee

[Guidance for Proprietors overseeing their school's child protection and safeguarding arrangements](#) - The Registration of Independent Schools in Scotland

[United Nations Convention on the Rights of the Child Implementation](#) - Scottish Government

#### **Contact Details of Relevant Agencies**

Perth & Kinross Duty Team - 01738 476768 or [ChildProtection@pkc.gov.uk](mailto:ChildProtection@pkc.gov.uk)

In an emergency, call 999

Police Scotland (non-emergency) 101

Childline 0800 1111

Care Inspectorate - Compass House, 11 Riverside Drive, Dundee, DD1 4NY  
0345 600 9527

[enquiries@careinspectorate.gov.scot](mailto:enquiries@careinspectorate.gov.scot)

Education Scotland - 0131 244 4330

[enquiries@educationscotland.gov.scot](mailto:enquiries@educationscotland.gov.scot)