



Hutchesons' Grammar School

Child Protection Policy

Policy Owner: Mrs G Clarke, Depute Rector
Policy Approval: Mr M Ronan, Rector
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Introduction

This policy explains what to do and who to contact if you have concerns about a child. This can be read in conjunction with policies and procedures as signposted in this policy. More detailed information about child protection can be accessed via the [National Child Protection Guidance 2021](#).

This policy describes responsibilities and expectations for all involved in protecting children at Hutchesons' Grammar School. Everyone has a role in protecting children from harm.

The school's approach to wellbeing and child protection is based upon the principles that inspire and inform the 'Getting it right for every child' approach, in our primary tasks of safeguarding the children in our care, and promoting and developing all aspects of their wellbeing.

This policy is linked to a number of other guidance documents detailed in Appendix 3 and applies to all children/young people up to the age of 18.

Everyone's responsibility

Most children grow up in homes where they are loved and well cared for. However, for a variety of reasons sometimes a child may be harmed or mistreated in a way that is abusive. All children and young people have the right to be cared for, and protected from, harm and abuse and to grow up in a safe environment in which their rights are respected and their needs met. It is the responsibility of all adults to protect children from harm and to respond to disclosures of harm.

Child Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. For 'Signs of Possible Child Abuse' see Appendix 2.

Physical Abuse

Physical abuse is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child.

Emotional Abuse

Emotional abuse is persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve the imposition of age- or developmentally-inappropriate expectations on a child. It may involve causing children to feel frightened or in danger, or exploiting or corrupting children. Some level of emotional abuse is present in all types of ill-treatment of a child; it can also occur independently of other forms of abuse.

Sexual Abuse

Sexual abuse is any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child consented. 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, or non-contact activities, or encouraging children to behave in sexually inappropriate ways.

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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment.

What is a concern?

Children will sometimes tell adults they trust they are being abused. More often, staff will notice a change in the child which makes them concerned it could be the way they look or something they do. Sometimes it will be something which is difficult to quantify but can be a sense that something is wrong. Staff should be familiar with the categories of abuse and be alert to changes in behaviour, demeanour and respond carefully to disclosures.

What to do if you are concerned about a child

Sometimes it can be difficult to know whether a child is at risk of significant harm. You might have general concerns about their wellbeing, but not be sure if the child is being abused. Alternatively the child may say something, or you may see something, that makes you believe that the child is at risk of harm. If you are worried about a child's safety or wellbeing, you should discuss your concerns with designated child protection staff **as soon as possible and on the same day** as a concern or disclosure is raised:

Secondary: Gillian Clarke (David Campbell as Depute Child Protection Coordinator)
Primary: Ashley Cornfoot

Whatever action you take, you should make sure you record your concerns, any action taken, who you have spoken to and the outcome.

If a child tells you something has happened

Children will sometimes seek out an adult they trust, to tell them about something that has happened to them that they are unhappy about. At other times, a child may say something that the adult is concerned about, even though the child may not be concerned.

If a child tells you something that concerns you:

Do

- . stay calm
- . listen to the child
- . keep any questions to a minimum
- . reassure the child that they are right to have told you
- . tell the child what you're going to do next (for example, telling child protection staff)
- . record in the child's own words what has been said
- . act promptly and immediately report to designated child protection staff

Don't

- . ask unnecessary questions. You can clarify what the child is telling you, but do not probe, or push the child to say more than they want to
- . make any promise confidentiality
- . express shock or anger at what is being said to you
- . interpret what the child is saying to you
- . delay listening to the child or passing on your concerns
- . carry out an investigation into the allegation

What to do in an emergency

If you are concerned that a child is at immediate risk of harm, you should contact the police on 999, who will be able to respond. Do not delay as this could result in serious injury to a child.

Staff should immediately inform Child Protection staff if they have a concern about a child, and then complete a 'Raising a Concern' form in as much detail as possible, including the words of the child. It should then be placed in the red box located in the main school office and email safeguarding@hutchesons.org to confirm this has been submitted. The form can be located in Appendix 1, in Sharepoint or in the school office.

If you are in need of advice, contact:

Gillian Clarke extension 415 or mobile number 07526172641

Ashley Cornfoot extension 253 or mobile number 07707571721

David Campbell extension 410 or mobile number 07488240085

What we will do

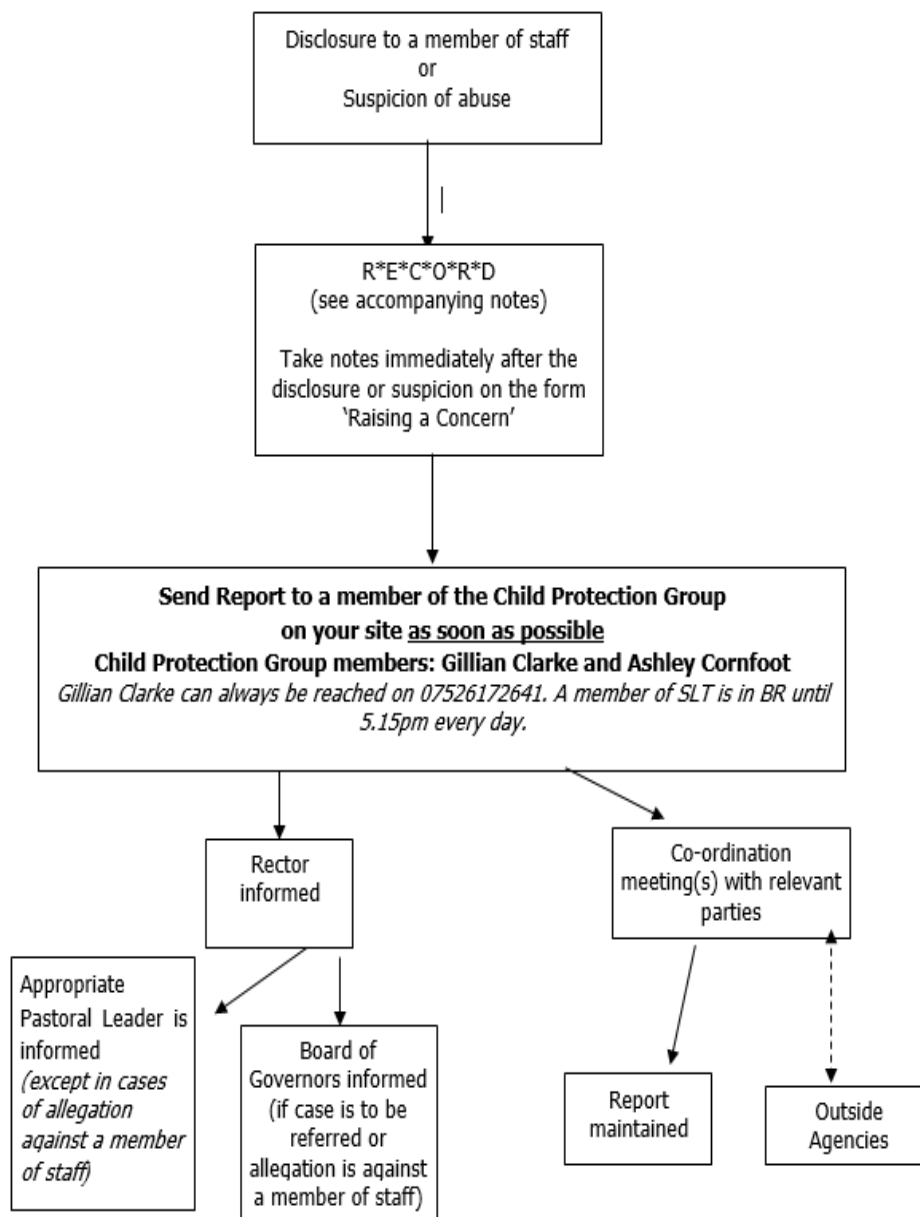
If staff suspect that a child has been abused or is at risk of abuse, a referral will be made to Social Work Services or in an emergency to the Police. It may not be possible to update staff with full details of next steps due to reasons of confidentiality.

Child Protection staff will consider whether to speak to the parents before sharing concerns with social work or the police. In general it is good practice to work together with parents. However, alerting parents might place the child in a more dangerous situation or prejudice the outcome of any subsequent social work service or police investigation, therefore a decision in terms of information sharing will be made on a case-by-case basis.

It is recognised that this can be a very difficult time for children and their families. It is important that all agencies work together to make this process as smooth as possible to help minimise the stress experienced and the school will support all children and families involved.

Throughout the process it is important that children and their families are listened to and consulted and given the necessary information, support and help required.

PROCEDURES FLOW CHART





RAISING A CONCERN

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

- The purpose of this form is to pass on concerns about a child/young person where these are unable to be met by parents and/or through the routine support systems in your school.
- This form should be either handwritten or completed electronically and passed onto the Child Protection Coordinator as soon as possible and **on the same working day**. Please place in the Red Concern box and email safeguarding@hutchesons.org to indicate that you have done so.
- It should be kept in a secure place, separate from the pupil's Educational records, in accordance with Data Protection requirements.

1. Child/Young Person's Details

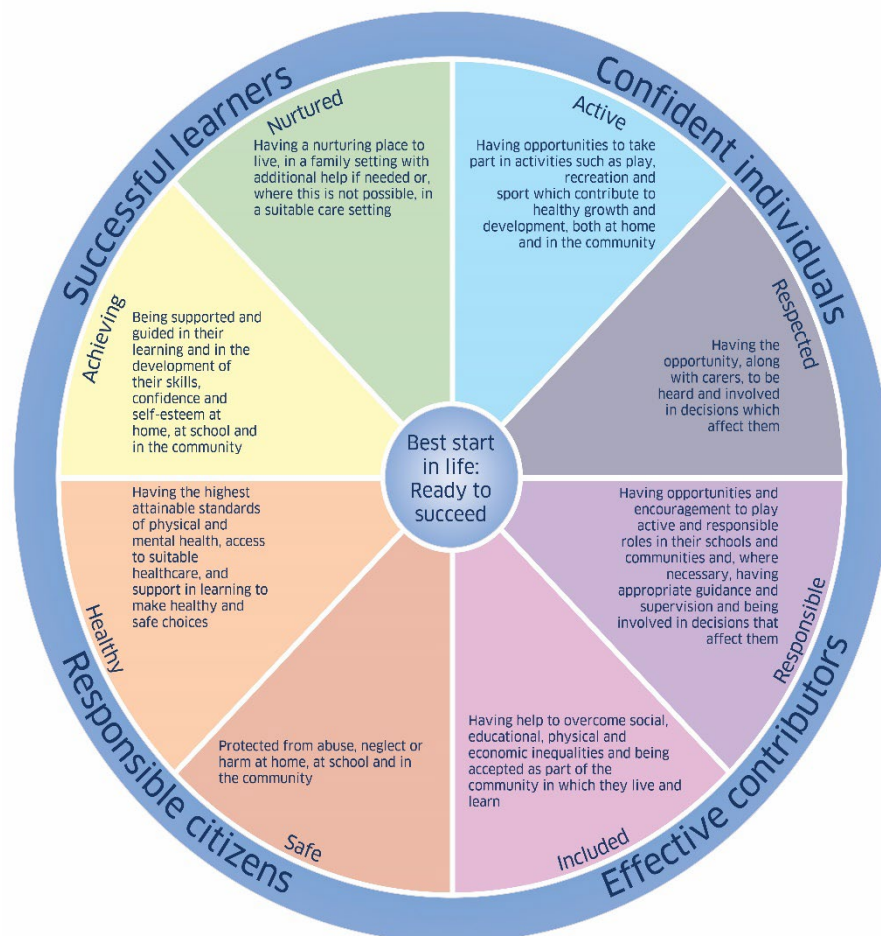
| | | |
|------|---------------|--------------------|
| Name | Date of Birth | Year group / Class |
|------|---------------|--------------------|

2. Person recording the concern

| | |
|------|------------------|
| Name | Role/Designation |
|------|------------------|

3. Area of Concern

Please ✓ any relevant areas of the Wellbeing Wheel.





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

Signed: _____ **Date:** _____

Name: _____ **Time:** _____

Role/Designation: _____

For Child Protection Coordinator:

Date Concern Form Received: _____ **Time:** _____

APPENDIX 2

Signs of Possible 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. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour. There can be an overlap between all the different forms of child abuse, and all or several can co-exist.

1. Signs of possible **physical abuse**:

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries

2. Signs of possible **neglect**:

- Constant hunger
- Poor personal hygiene
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance at school
- Untreated medical problems

3. Signs of possible **emotional abuse**:

- Low self-esteem
- Continual self-deprecation
- Significant decline in concentration
- Socio-emotional immaturity
- 'Neurotic' behaviour (e.g. rocking, head banging)

4. Signs of possible **sexual abuse**:

- Lack of trust in adults or over familiarity with adults
- Fear of a particular individual
- Social isolation - withdrawal or introversion
- Sleep disturbance
- Reluctance or refusal to participate in physical activity or to change clothes for activities
- Drug, alcohol or solvent abuse
- Display of sexual knowledge beyond child's years
- Fear of bathrooms, showers, closed doors, and medical examinations
- Physical symptoms which are not developmentally routine

APPENDIX 3

Reference Documents

[Roles and Responsibilities](#) (including staff training)

[Indicators of Risk](#)

[Child Protection Process at Referral Stage and Beyond](#)

[Raising a Concern Form Part 1](#)

[Raising a Concern Form Part 2](#)

[Information Sharing](#)

[Confidentiality Policy for Pupils](#)

[Allegations against staff](#)

Good practice

[Recruitment](#)

[Online safety](#) (including [Staff Digital Agreement](#) and [Pupil Digital Agreement](#))

[Attendance](#)

[School Trip Safeguarding](#)

[Peer Safety](#)

[Period Product Policy](#)

[Medical Policies](#) ([Medicine Policy](#), [Asthma Policy](#), [Allergy Policy](#), [Seizure Policy](#), [Diabetes Policy](#), [Self-Harm Policy](#))

[Staff Code of Conduct](#)

[GIRFEC Policy](#)

[Safeguarding Advice for Visitors etc](#)

[Anti-Bullying Policy](#)

[Prevent Duty](#)

[Transgender Pupil Support Guidance](#)

[Counselling Policy](#)

[Behaviour Policy](#) (& [Flow Chart](#))

[Substance Misuse Policy](#)

[Suicide Intervention Protocol](#)

[Historic Abuse](#)

[Self-generated Indecent Image Protocol](#)

[After School Care](#)

[Under Age Sexual Activity Risk Assessment](#)

Nursery (TBC)