

## Child Protection and Safeguarding in John Logie Baird Primary School Updated March 2026



### General Introduction

It is recognised that staff play an important role in identifying potential cases of child abuse. It is also important that all relevant agencies involved in child abuse co-operate together to the benefit of the child. All schools have a designated Child Protection co-ordinator who liaises with external agencies and with staff in school. For this procedure to work, it relies on the skills and expertise of every member of staff within school to recognise or report concerns.

### **Child Protection Co-Ordinator/Named Person**

The Child Protection Co-ordinator for John Logie Baird Primary School, Learning Centre and ELCC is Mrs C. Jones (Acting Head Teacher). In the absence of the Acting Head Teacher, Mrs. E. Wilson (Principal Teacher) and Mr. E. Cameron (Acting Principal Teacher) assume the role. The Named Person for all Primary and Learning Centre School pupils is Mrs. C. Jones. For ELCC pupils, the Health Visitor is the Named Person.

At John Logie Baird Primary School, Learning Centre and ELCC the Headteacher is the designated person for child protection. All staff recognise the active role they play in the protection of children. As an establishment we must provide a caring, positive, safe and stimulating environment which promotes a child's wellbeing. Our policy applies to all staff and partners working in the School, Learning Centre and ELCC. All adults who work in John Logie Baird Primary School, Learning Centre and ELCC must understand this guidance and the actions required where a child protection concern is raised. All staff at JLB engage in annual Child Protection training. All staff are directed to a self-guided refresher covering GIRFEC and Child

Protection protocols. All staff have total commitment to child protection. They raise children's awareness about themselves through personal and social development, through the curriculum, namely health and wellbeing education, and develop a trusting climate so that children feel able to talk and share their thoughts and feelings.

John Logie Baird Primary School, Learning Centre and ELC has a policy of partnership between home and school, but with child abuse, or suspicion of child abuse, our first and only responsibility is to the child. This means that parents are not informed or consulted in some instances. This is clearly laid out in Argyll and Bute council, education department's standard circular on child protection. All staff are trained in Child Protection by means of Argyll and Bute's Child Protection Presentation, usually at the start of each term but for some through the year. We adopt the Getting it Right for Every Child (GIRFEC) practice and apply the wellbeing indicators of Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included (SHANARRI) to benefit all.

We may not be able to prevent child abuse, but by following child protection procedures, we are trying our best to protect all our children and this is our priority.

All teachers attempt, through their care of children, to ensure that children keep safe, remain healthy and are able to avoid inappropriate behaviours. Suspected cases are reported, procedures adhered to and subsequent actions are left to the appropriate agencies. We also care for children who have been abused and understand their problems.

### **Aims:**

By following child protection procedures we:

- Care for the child
- Care for our school
- Care for the community we serve
- Respond to the guidelines and procedures of other agencies

### **Child protection involves:**

- immediate action, if necessary, to prevent significant harm to a child
- inter-agency investigation about the occurrence or probability of abuse or neglect, or of a criminal offence against a child. Investigation extends to other

children affected by the same apparent risks as the child who is the subject of a referral

- assessment and action to address the interaction of behaviour, relationships and conditions that may, in combination, cause or accelerate risks
- focus within assessment, planning and action upon each child's experience, needs and feelings
- collaboration between agencies and persistent efforts to work in partnership with parents in planning and action to prevent harm or reduce risk of harm
- recognition and support for the strengths, relationships and skills within the child and their world in order to form a plan that reduces risk and builds resilience

## **GUIDELINES**

In reporting concern or suspicion, all adults in school must adhere to the following procedures. The head teacher will then follow the Argyll and Bute child protection procedures.

## **REASONS FOR FOLLOWING PROCEDURES**

- It protects the child to the best of our ability
- It avoids delay
- It provides consistency
- It ensures that, if further action is taken by another agency, then the school has followed the protection procedures

Staff are in contact with children all day and are in a position to detect possible abuse.

### **Reporting a Concern:**

A member of staff or a supporting partner agency must report grounds for concern about the possibility of abuse/a disclosure to the Child Protection Coordinator immediately with or without the consent of the child or children concerned.

The member of staff or supporting partner agency should not consult with, nor share the information with anyone else other than the Child Protection Co-ordinator or any person deputising for them.

### **Teacher/Support Staff Actions:**

1. Immediately report the grounds for concern to the Child Protection Co-Ordinator. Matters should be dealt with confidentially, shared with no one else.
2. Staff member must follow the instructions given by the Child Protection Coordinator, including providing a written account of the child's disclosure or the

concerns raised. This must be signed and dated. (Appendix A)

3. Staff member must stay calm, listen to what the child is saying and be discreet. The member of staff must reassure the child they have done the right thing by talking. Confidentiality must not be promised.

4. Responses should only be offered as necessary. Do not ask closed questions, instead using open-ended questions.

5. The staff member must explained their next steps to the child.

### **Child Protection Co-ordinator Actions:**

1. Treat the grounds of concern as reported by the member of staff as a priority for action:

- Consider the immediate needs of all children involved.
- Take emergency action if required.
- Gather information and if appropriate seek clarification (not proof).
- Ask staff to record relevant information.
- Keep information in a password protected file.

(a) Act immediately to ensure medical treatment if a medical emergency exists. First aid and urgent removal to hospital accompanied by an appropriate member of staff should be a priority, followed by immediate notification to social services and police, as appropriate. The appropriate member of staff will be a first aider and/or member of Senior Leadership Team.

(b) Report immediately to the Helensburgh and Lomond Children and Families Duty Senior Social Worker all cases where you have grounds for concern about child  
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abuse. Discuss with the Duty Senior Social Worker the action to be taken, including when and by whom parents will be informed and the child or children interviewed. If a member of staff is alleged to be involved in child abuse then contact should be made with the Director of Community Services or the appropriate Head of Service. Decisions will then be made regarding appropriate action and the involvement of other services.

(c) Record on the same day, the grounds for concern and action taken using the Child Protection Recording Form. Send the original report and three copies as detailed on the form. Keep a copy of this information, signed and dated, in the password protected file.

(d) Police help may be required in urgent circumstances such as immediate avoidance of further abuse, immediate pursuit of an alleged abuser, avoidance of destruction of evidence.

2. Cooperate fully with all statutory agencies who may become involved.
3. Support the child or children involved as necessary and appropriate
4. Ensure password protected file contains all relevant information. Upload required documents to the Wellbeing App.

### **Signs and Symptoms**

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Constant minor injuries
- Unexplained bruising:
  - Bruise marks in or around the mouth
  - Black eyes, especially if both eyes are black and there are no marks to forehead or nose
  - Grasp marks
  - Finger marks
  - Bruising of the ears
  - Linear bruising (particularly buttocks or back)
  - Differing age bruising
- Bite marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- 'Frozen' look

- Attention seeking
- Apprehension
- Antisocial behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to PE (undressing)
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance – repeated infections etc

## Types of abuse

*Physical abuse:* deliberately physically hurting a child. It might take different forms including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding. Possible signs or symptoms of physical abuse include unexplained bruises, human bite marks, unexplained lacerations, untreated injuries, self-destructive tendencies or fear of going home.

*Emotional abuse:* persistent emotional maltreatment of a child. It can have severe and persistent adverse effects on a child's emotional development. Emotional abuse

may involve deliberately telling a child that they are worthless, unloved or inadequate. It may include not giving a child opportunity to express their views, or making fun of them. Possible signs or symptoms of emotional abuse include bullying others, change in personality, difficulty maintaining relationships, depression, attention seeking, wetting and low self-esteem.

*Sexual abuse:* occurs when others use and exploit children sexually for their own gratification or the gratification of others. Sexual abuse may involve physical contact (penetrative or non-penetrative) or non-contact activities, involving children in the production of images, to look at images or watch sexual activities. Possible signs of sexual abuse include bruised or sore genitals, genital infection, difficulty walking or sitting, inappropriate sexualised language, low self-esteem, depression and fear of going home.

*Exploitation:* is the intentional ill treatment, manipulation or abuse of power and control over a child; to take unfair advantage of a child or situation, for personal gain. It may manifest itself as child labour, involvement in criminal activity or child trafficking.

*Child Sexual Exploitation:* is a form of child sexual abuse. It occurs where an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. This is in exchange for something the victim needs or wants or for the financial advantage of the perpetrator. Possible signs of child sexual exploitation include acquisition of money or other items without plausible explanation, persistently going missing, change in mood, inappropriate sexualised behaviour or physical symptoms.

*Neglect:* is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Possible signs of neglect include poor hygiene, constant hunger/cramming food, inadequate/inappropriate clothing, constant tiredness, exposure to danger, untreated illness, lack of peer relationships and compulsive stealing.

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

*Forced Marriage:* A forced marriage is a marriage conducted without the full and free consent of both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual, and emotional abuse. Forced marriage is both a child protection and adult protection matter. Child protection processes will be

considered up to the age of 18. Forced marriage may be a risk alongside other forms of so called 'honour-based' abuse (HBA). HBA includes practices used to control behaviour within families, communities, or other social groups, to protect perceived cultural and religious beliefs and/or 'honour'.

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

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

### **Argyll and Bute Child Protection Procedures**

These procedures are to be followed in reported abuse cases or suspicion of abuse. Copies of the procedure are in the school office.

The police investigate sexual abuse cases and social workers may be present to assist them when interviewing a child.

**Please follow this link to take you to the Argyll and Bute Child Protection Procedures:**

[I work with children, young people, parents and carers | Argyll and Bute Council \(argyll-bute.gov.uk\)](https://www.argyll-bute.gov.uk/work-with-children-young-people-parents-and-carers)

## **National Policies and Protocols**

**[National Guidance for Child Protection in Scotland 2021 - updated 2023 - gov.scot](#)**

[National Guidance for Child Protection in Scotland 2021 - updated 2023 - gov.scot \(www.gov.scot\)](#) This guidance sets out the responsibilities and expectations for all involved in protecting children

Argyll and Bute Child Protection for Professionals

[Argyll and Bute multi-agency child protection procedures | Argyll and Bute Council](#)

Argyll and Bute information on Child Protection for professionals. Multi-agency Child Protection guidance and protocols [Argyll and Bute multi-agency child protection procedures | Argyll and Bute Council](#)

[If you are worried about a child | Argyll and Bute Council](#)

Information for Parents and Carers

## **Resources**

[Talk PANTS and help keep your child safe from abuse](#)- NSPCC Underwear Rule is a simple way that parents can help keep children safe from abuse.

NSPCC online safety for parents - [Keeping Children Safe Online](#)

Thinkuknow - [information to help keep children safe online](#)

[Parent Zone](#) is devoted to helping families navigate the challenges of the digital age. Parent Zone is collaboration between Parent Zone and CEOP, a command of the National Crime Agency.

## **Services**

[Family Lives](#) is a national charity providing help and support in all aspects of family lives

[Citizen's Advice Scotland](#) offers advice and information



**The Scottish Children's Reporter Administration (SCRA)** is a national body focused on children most at risk

**Scottish Women's Aid** is the lead organisation in Scotland working towards the prevention of domestic abuse

**Parentline** is the national, free and confidential helpline. Tel: 08000 28 2233.

**The NSPCC** offers help and advice for parents on their website on lots of topics such as keeping your child safe, online safety, talking about sex, and positive parenting tips



## Appendix 1



## John Logie Baird Child Protection and Safeguarding

### Initial Concern (for staff reporting concern to CP C

Please Retain this Form in the Child'

School or ELC

John Logie Baird Primary School

Date and time of  
alert:

Name of Child or  
Young Person

<b><u>Source of Concern:</u></b>	<b><u>a. Personal Observation</u></b>	<b><u>Yes</u></b>
	<b><u>b. Reported by child/young person</u></b>	<b><u>Yes</u></b>
	<b><u>c. Reported by another source</u></b>	<b><u>Yes</u></b>

**Please give brief details:**

<b><u>Signed</u></b>		<b><u>Date:</u></b>
<b><u>Designation</u></b>		



**John Logie Baird Primary School,  
Learning Centre, and ELCC**  
*Learning and Thriving Together*

