

Members' Library Service Request Form

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Document Title	Update to Policy – Child Protection and Safeguarding, June 2023

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Additional information:

Authorised By	Nicola McDowell
Designation	Head of Education
Date	13/08/25

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COMMITTEE:	Members' Library Service
MEETING DATE:	Report Dated 11 July 2025
BY:	Head of Education
REPORT TITLE:	Update to Policy – Child Protection and Safeguarding, June 2023
REPORT STATUS:	Public

1 PURPOSE OF REPORT

- 1.1 To seek approval from the Member's Library for the updates to the policy *Included Engaged & Involved: Child Protection and Safeguarding, June 2023*.

2 RECOMMENDATIONS

Members are recommended to:

- 2.1 Note the changes to the policy and rationale for this.
- 2.2 Approve the updated policy, if acceptable, by 5 September 2025 to allow training to be provided to education staff.

3 BACKGROUND

- 3.1 In light of the United Nations Convention on the Rights of the Child (UNCRC) becoming part of Scots law through the UNCRC (Incorporation) (Scotland) Act 2024, this policy been reviewed and updated to ensure compliance with the new legal framework. This reflects our commitment to upholding children's rights.
- 3.2 The policy update demonstrates alignment to specific UNCRC articles and increased emphasis on the importance of meaningful collaboration with children and young people.

- 3.3 Updates reflect best practice across the local authority and reinforce our commitment to promoting, protecting, and fulfilling children's rights in all aspects of service delivery. By embedding a rights-based approach, the update underpins a consistent, child-centred policy that upholds the dignity and wellbeing of every child.
- 3.4 The updates align with national guidance and policy.

4 POLICY IMPLICATIONS

- 4.1 The updated policy provides updates to the responsibilities of all staff and references the revised national recognition of the four levels of the workforce.
- 4.2 A new section has been added to the policy about social media. There is also reference to the use of Google as a learning and teaching platform and not for the storage of personal information.
- 4.3 Additional information has been added to the policy about contact plans to support children and young people whose attendance at school is a cause for concern.
- 4.4 There is an additional section on Early Learning and Childcare to support staff to fulfil their statutory duties. Early Learning and Childcare is also explicitly referenced throughout the policy to provide specific guidance on pastoral notes, transition, enrolment and attendance.
- 4.5 Additional detail has been added to the sections on personal care, medicine and health care plans to ensure consistency of approach across schools and settings.
- 4.6 The updated policy is underpinned by Scottish Government guidance – The National Framework for Child Protection Learning and Development, 2024.
- 4.7 The name of the policy will remain unchanged.

5 RESOURCE AND OTHER IMPLICATIONS

- 5.1 Finance: None
- 5.2 Human Resources: None
- 5.3 Other (e.g. Legal/IT): None
- 5.4 Risk: None

6 INTEGRATED IMPACT ASSESSMENT

6.1 **Select the statement that is appropriate to your report by placing an 'X' in the relevant box.**

An Integrated Impact Assessment screening process has been undertaken and the subject of this report does not affect the wellbeing of the community or have a significant impact on: equality and human rights; tackling socio-economic disadvantages and poverty; climate change, the environment and sustainability; the Council's role as a corporate parent; or the storage/collection of personal data.

X

or

The subject of this report has been through the Integrated Impact Assessment process and impacts have been identified as follows:

Subject	Impacts identified (Yes, No or N/A)
Equality and human rights	
Socio-economic disadvantage/poverty	
Climate change, the environment and sustainability	
Corporate parenting and care-experienced young people	
Storage/collection of personal data	
Other	

[Enter information on impacts that have been identified]

The Integrated Impact Assessment relating to this report has been published and can be accessed via the Council's website:

https://www.eastlothian.gov.uk/info/210602/equality_and_diversity/12014/integrated_impact_assessments

7 APPENDICES

7.1 None

8 BACKGROUND PAPERS

- 8.1 *Included Engaged & Involved: Child Protection and Safeguarding, June 2023.*
- 8.2 *Included Engaged & Involved: Child Protection and Safeguarding, July 2025.*

9 AUTHOR AND APPROVAL DETAILS

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Date	11 July 2025

Head of Service Approval

Name	Nicola McDowell
Designation	Head of Education
Confirmation that IIA and other relevant checks (e.g. finance/legal) have been completed	Yes
Approval Date	11 July 2025

Included, Engaged & Involved: Child Protection and Safeguarding

POLICY: August 2025

Preface

Versions of this guidance can be supplied in Braille, large print, audiotape or your own language.

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1. Contents

1.	Introduction	6
1.1	Use of terminology.....	7
1.1.1	Parent/Carer	7
1.1.2	Child	7
1.1.3	Young Person	7
1.1.4	Consent and information/data sharing.....	7
1.2	Key Legislation	7
1.3	Principles for Child Protection and Safeguarding	8
2.	Child Protection	8
2.1	Child Protection Procedures	9
2.2	Information Sharing	10
3.	Recording Information	11
3.1	Child Protection Files	11
3.2	Pastoral Notes/Chronologies	12
3.2.1	Early Learning and Childcare.....	12
4.	Staff Roles and Responsibilities	13
4.1	Wider Workforce	13
4.2	General Workforce.....	14
4.3	Specific Workforce	14
4.4	Intensive Workforce.....	15
4.5	Key Roles	16
4.5.1	Named Education Contact	16
4.5.2	Lead Professional	17
4.5.3	Head Teachers.....	17
4.5.4	Designated Member of Staff for Child Protection	18
4.6	Other Staff and Adults	20
4.6.1	New staff, supply staff and volunteers	20
4.6.2	Volunteers and Partners	20
4.6.3	Supply Staff and Visiting Staff	20
5.	Code of Conduct for Staff.....	21

5.1 Social media	21
5.2 Child Protection Allegations Against Staff	22
5.3 Whistleblowing	23
6. Safeguarding	23
6.1 Safeguarding Processes for Schools.....	24
6.2 Contextual safeguarding	24
7. Risk Factors to Consider in Safeguarding	25
7.1 Child Sexual Exploitation (CSE)	25
7.2 Child Criminal Exploitation (CCE)	26
7.3 Children with Additional Support Needs	26
7.4 Domestic Abuse	27
7.5 Online Safety and Technology	28
8. Safeguarding in and beyond the Health and Wellbeing Curriculum	29
8.1 Underage Sexual Activity	30
8.2 Harmful Sexual Behaviour (HSB).....	31
8.3 Vulnerable Young Person Protocol (VYPP).....	32
9. Attendance.....	32
9.1 Children and Young People Missing from Education.....	33
9.2 Safeguarding List of Young People Missing from Education.....	33
9.3 Missing During School Day.....	33
9.4 Contact Plans	34
9.5 Absconding or Missing from an Educational Establishment.....	35
9.5.1 Absconding or Missing from an Educational Establishment in Early Learning and Childcare	35
9.6 Early Learning and Child Care (ELCC) Failure to Attend Following Placement Offer	36
9.7 Children on Alternative Pathways <i>e.g. East Lothian Works, Equity and Inclusion Education Outreach</i>	36
9.8 Scottish Children’s Reporter Administration (SCRA)	37
10. Other considerations	37
10.1 School Exclusion.....	37
10.2 Health and Safety.....	37
10.3 Intimate Personal Care	38
10.4 Mental Health, Self-Harm and Suicide.....	39
10.5 Off Site Visits	39

10.6 Photographs and Videos of Children and Young People	40
10.7 Respect for All: A Positive Approach to Preventing Bullying	40
10.8 Storage and Procedures for Medicine in Schools	41
10.8.1 Allergies.....	41
11. Risk Assessments	42
11.1 General Risk Assessments.....	42
11.2 Lockdown Procedures.....	43
11.3 Staff Risk Assessments	43
12 Transitions.....	43
12.1 Transition or Request for a Move in Schools or to Home Schooling	43
12.2 Enrolment	44
13. Safeguarding of Staff.....	44
13.1 Peripatetic Staff - Personal Safeguarding	45
13.2 Working with Children and Young People.	45
13.3 Lone Working Disclosures and Wellbeing Concerns.....	46
14. PREVENT.....	46
15. Police.....	47
15.1 Child Concern Reports (Vulnerable People Database)	47
15.2 Police Requesting Information.....	47
16. Self- Evaluation	48
Appendices.....	49
Appendix 1 Child Protection Form.....	49
Appendix 2 Wellbeing Concern Form	53
Appendix 3 Personal and Intimate Care Plan	55
Appendix 4: HR Child/Adult Protection Procedure.....	57
Appendix 5: Parental complaint response.....	58
Appendix 6 Contact plan	59
Appendix 7 Information Requests from External Parties	60
Appendix 8 East Lothian Council Education Induction Booklet	61
Appendix 9 Child Protection Annual 2.1 self-evaluation	67
Appendix 10 Useful East Lothian Contact Numbers	75
Appendix 11 Useful links.....	76

1. Introduction

Across East Lothian we are ambitious for our children and young people and working together, we will support them to be confident, resilient and to achieve within their schools and wider communities. Working in partnership with Children's Services, we aim to ensure everything we do starts with the child and family and builds the right support and services around them.

Working together, we:

- *share common values, approaches, behaviour and a strong commitment to do the very best for East Lothian's children and young people.*
- *are ambitious for our children and young people;*
- *promote and prioritise early intervention and prevention;*
- *take a relationship-based approach with each other, our children, young people and their families promote creativity and innovation and*
- *want East Lothian to be an inclusive place to live and learn.*

Education Progress and Improvement Plan

East Lothian Council is committed to ensuring that all children and young people have the right to be cared for and protected from harm and abuse; they have the right to grow up in a safe environment in which their rights are respected and their needs met. This commitment is consistent with every child and young person's right to feel safe and to be listened to, as stated in the UN Convention on the Rights of the Child (UNCRC, 1989).

All staff have a crucial role to play in shaping the lives of children and young people. They have unique opportunities to interact with them in ways that are both affirming and inspiring and to ensure that they are safeguarded and protected. Procedures and guidance cannot in themselves protect children. Child protection is a complex system requiring the interaction of services, the public, children and families. For the system to work effectively, it is essential that everyone understands the contribution they can make and how those contributions work together to provide the best outcomes for children and young people.

This policy is intended to assist all staff and associated colleagues to adhere to their legislative duties, apply their skills collectively and effectively to develop a shared understanding of their common objective – to support and protect children and young people, particularly those who are most vulnerable. It also serves as guidance for staff on key issues in child protection and safeguarding. The approach set out depends on leadership, culture and ethos that recognises that whilst there are specific responsibilities associated with specific professional roles, everyone has a role in making sure children are safe from harm.

This policy should be read in conjunction with:

- [National Guidance for Child Protection in Scotland \(2021- 2023\)](#)
- [Inter-agency Child Protection Procedures Edinburgh and the Lothians](#)
- [The National Framework for Child Protection Learning and Development \(2024\)](#)
- National GIRFEC policy statement (2022) [Getting it right for every child \(GIRFEC\): policy statement - gov.scot \(www.gov.scot\)](#)

1.1 Use of terminology

1.1.1 Parent/Carer

Throughout this policy the term parent(s) will be used to apply to anyone with parental rights and responsibility, those providing a foster or residential placement, or the local authority where full parental responsibility rests with them as corporate parents. In the case of care experienced children and young people and those in kinship care, this is also taken to mean 'carer'.

1.1.2 Child

Statutory guidance which supports the Children and Young People (Scotland) Act 2014, includes all children and young people up to the age of 18.

Eligible child: a child in school education who has attained the age of 12 but not 16 and who has been assessed as having capacity (sufficient maturity and understanding) to exercise their rights under the Act, and that the education authority (or Tribunal) considers the wellbeing of the child would not be adversely affected by the child exercising their rights.

1.1.3 Young Person

A person who is aged 16 years or over, who is a pupil at a school, and has, since attaining the age of 16 years or over, remained a pupil at that or another school.

1.1.4 Consent and information/data sharing

When referring to consent or data sharing within this document, the following should be considered.

Any disclosure of information must be in accordance with the law on data protection, human rights, confidentiality and other relevant law.

Children have specific rights to own their own data from age 12. There may be however specific circumstances such as ensuring the safety of a child or young person/Child Protection responsibility overbalances an instruction made by the child. The specific situation must be considered carefully to ensure that any decision taken does not act incompatibly with the child or young person's rights.

In the event of a request for information, check:

- Who is asking for information?
 - What information are they asking for?
 - Do they have the basic right to that information?
 - Is that right currently modified by a court or Children's Hearing system?
 - What is the data subject's (the pupil's) view (essential in over 12s, very important in those younger)?
 - Are there any other rights holders who will be impacted by this request?
- Are there any safety concerns?

1.2 Key Legislation

The legislative and policy landscape includes, but is not limited to, the following:

- *The National Child Protection Guidelines* (2021, 2023) provides a national framework for agencies and practitioners at a local level to agree processes for working together to safeguard and promote child wellbeing. Within this guidance the definition of child protection has been expanded to make it clear

that it is part of a continuum of services to safeguard, support and maintain the wellbeing of children. This includes services focused on prevention and early intervention.

- The *Children and Young People Act (2014)* has wide reaching powers to promote the Scottish Government's aims to encourage effective and targeted services for children and families as well as the promotion of children's rights. Through the National Practice Model, the Act promotes cross-boundary models of service delivery to make best use of expertise and resources in an integrated way to support and intervene to promote the wellbeing of children and young people. The wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included) ensures that a holistic approach is taken to ensure the wellbeing of all children and young people.
- *United Nations Convention on the Rights of the Child (1989)* recognises the paramount importance attached to safeguarding and protecting children. **Article 19** (protection from violence, abuse, neglect) states that Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

1.3 Principles for Child Protection and Safeguarding

The following principles should be in place regarding Child Protection and Safeguarding:

- Consideration of a child or young person's wellbeing should be based on a holistic assessment of the eight wellbeing indicators within the context of their family and their unique world and circumstances.
- Child Protection is everyone's responsibility. All children have rights to protection from abuse, alongside rights to participation, non-discrimination, survival, recovery, parental support, and support for healthy development.
- All professionals should make sure their approach is child centred. This means they should consider at all times what is in the best interests of the child or young person. This involves not only listening to their words but also their experience, needs, wishes and feelings. It involves listening to non-verbal communication and physical and behavioural responses to their care and environment.
- Inter-agency communication, information sharing, and partnership working is essential to ensure best outcomes for children. Education staff will work collaboratively with other services to promote the wellbeing and protection of children and young people and protect them from harm. This includes providing a coordinated approach of early intervention when additional needs of children are identified and contributing to inter-agency plans to provide support to children subject to Child Protection plans.

2. Child Protection

Child Protection involves protecting children or young people from harm and/or the risk of harm from abuse or neglect.

Child Protection processes involve the consideration, assessment and planning of required action, together with the actions themselves, where there are concerns that a child may be at risk of harm. Child Protection processes fall at the urgent end of a continuum of services which include prevention and early intervention. Child Protection procedures are initiated when police, social work or health professionals determine that a child may have been abused or may be at risk of immediate and significant harm.

The National Guidance for Child Protection in Scotland (2021, updated 2023) describes 'harm' in this context as the ill treatment or the impairment of the health or development of the child, including, for example,

impairment suffered as a result of seeing or hearing the ill treatment of another. 'Development' can mean physical, intellectual, emotional, social or behavioural development. 'Health' can mean physical or mental health. Forming a view on the significance of harm involves information gathering, putting a concern in context, and analysis of the facts and circumstances.

Child Protection involves:

- immediate action 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;
- assessment and action to address the interaction of behaviour, relationships and conditions that may, in combination, cause or accelerate risks;
- a focus within assessment, planning and actions to the voice of the child and recognising their 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 and
- 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.

Child Protection in East Lothian is co-ordinated by the East and Midlothian Public Protection Committee. This committee has a range of representatives including Police Scotland, health, social work, and education.

2.1 Child Protection Procedures

East Lothian Council staff should, at all times, comply with the [Edinburgh and the Lothians Multi-Agency Child Protection Procedures](#).

Child Protection concerns should be recorded on the Child Protection concerns form found here [GIRFEC in East Lothian - Child Protection \(google.com\)](#)

Key Points:

- Child Protection referrals should never be delayed.
- if a child or young person makes a disclosure of a Child Protection concern, the Child Protection processes should be initiated as soon as possible;
- if a child or young person discloses or a member of staff becomes aware of a Child Protection concern, this should be shared immediately with the Designated Member of Staff or their line manager;
- parents or carers should be contacted unless doing so would present a risk to the child or young person;
- staff must note the details on the Child Protection concern form, reassure the child or young person and explain that the information needs to be shared with the appropriate member of staff, do not promise confidentiality;
- the Designated Member of Staff (DMS) will ensure that they have gathered all the information required and make the referral to the duty team in Children's Services and
- if the Designated Member of Staff is not available or, you are not a member of school staff, you should contact:

Duty Social Work (Mon-Thurs 9-5pm; Fri 9-4pm) - 01875 824309

Emergency Social Work (after hours, weekends, public holidays) - 0800 731 6969

Police either via 101 or 999.

2.2 Information Sharing

Sharing relevant information at the right time is an essential part of promoting, supporting and safeguarding the wellbeing of children and young people, including protecting them from neglect or physical, mental or emotional harm.

If there are concerns that a child or young person may be at risk of significant harm, then existing Child Protection processes should always be followed. In these situations, information can be shared without consent to allow the protection for children and young people.

National Guidance regarding information sharing (2022) is available to support practitioners to understand the lawful, fair and proportionate information sharing requirements which complies with all relevant legal requirements. This guidance aims to clarify the circumstances in which information can be shared with another agency, the considerations that need to be taken into account to ensure sharing information with another agency is appropriate, and the importance of involving children, young people and families in the decision to share information with another agency [getting-right-child-practice-guidance-4-information-sharing-2022.pdf](https://www.gov.scot/getting-right-child-practice-guidance-4-information-sharing-2022.pdf) (www.gov.scot)

All staff should have completed the General Data Protection Regulation (GDPR) Learn Pro Module as part of their induction and refresh this learning every 2 years.

Why and When Should You Share Information

- You should share information when you are worried about a child or young person's wellbeing or a possible child protection issue;
- if you feel a child or young person is at risk of harm you should go ahead immediately (and without consent) to share information as necessary and proportionate. You should record the reasons why you have done as soon as possible afterwards and
- unless there are Child Protection concerns, the child or young person, where appropriate, and their parent/ carer should be in full agreement, you can share information.

What to Share

- Information, which is necessary, proportionate, lawful and relevant;
- Information which relates to your concern, nothing superfluous;
- Information should be factual, and opinion should be clearly indicated;
- the information sharing must be necessary for the specific purpose and
- the information that is shared must be the minimum necessary to achieve that purpose.

Who to Share With

- Share with others on a 'need to know' basis and
- verify the identity of the person before sharing any information with them.

How to Share

- Select a method of communication which is most appropriate with the situation;
- securely and in line with East Lothian's GDPR guidance and
- all information can be requested under subject access request or freedom of information, therefore careful consideration is required to the content and wording of any written communication.

A record of what information has been shared, with whom and for what purpose should be in place to ensure compliance with Data Protection legislation.

3. Recording Information

Decision-making depends on having sufficient, succinct, accurate and accessible records. A distinction should always be made between facts, hearsay and opinion.

Recording information should:

- focus on the children and young person at the centre;
- identifying any impact on them;
- should be recorded as soon as possible after the event and
- noting any actions taken.

3.1 Child Protection Files

A Child Protection file should be opened when a referral to one of the core agencies proceeds:

- to Inter-Agency Referral Discussion (IRD);
- Joint interview with police and social work, known as the Scottish Child Interview Model (SCIM) or
- to Child Protection Planning Meeting/ Vulnerable Young Person's Meeting/ Child Sexual Exploitation meeting.

The Child Protection file remains with children and young people throughout their time at school, even if the children or young people are subsequently removed from the Child Protection Register. This is recognition of the potential lasting impact that being placed on the Child Protection Register can have.

Child Protection Files should be paper based and must be kept separately and securely from a Pupil's Progress Record (PPR), as per East Lothian Council [Included Engaged and Involved: Record Keeping and Information Storage \(May 2023\)](#) They should be clearly labelled on the front as 'Confidential - Child Protection'.

The Child Protection File should include:

- the child's name and any other name the child has been, or is known by;
- the child's date of birth;
- the pupil's Scottish Candidate Number (SCN);
- records of any disclosures;
- Child Protection concern forms;
- Child Protection planning meetings and minutes and
- Children's panel reports and correspondence including the decisions of Children's Hearings.

It is the responsibility of the Head Teacher and / or Designated Member of Staff for Child Protection (DMS) to ensure that, all children and young people, currently or previously, on the Child Protection Register, have a Child Protection File.

Access should be restricted to key staff, in order to meet the needs of the individual child or young person. A red dot should be placed on the children and young person's PPR to denote the file's existence. If the children and young person is in nursery, a duplicate red dot should be placed on the paper pastoral notes/ personal plan.

Where children and young people change school, the DMS must ensure that the Child Protection File is transferred as soon as possible. Best practice would be for the DMS to meet with their equivalent in the receiving school, to hand over the file. If this is not possible, the file should be transferred separately from the PPR, sent recorded delivery to ensure it is tracked and confirmation of receipt should be obtained.

[GIRFEC in East Lothian - Child Protection \(google.com\)](#) holds both Child Protection and Wellbeing Concern Forms, where staff can also access further support and information.

Child Protection files are required to be retained by East Lothian Council for 35 years.

Education settings must note that all records are legal documents and can be used in court as evidence or in relation to professional conduct. All records should be compliant with GDPR. Records include work and personal diaries, e-mails and texts are also records and can be used as evidence in court. For Early Learning and Child Care (48-week settings):

Secure storage of Child Protection disclosure forms during non-term time should be agreed and clearly communicated between the Headteacher and the early years team. These should then be stored in line with [Included Engaged and Involved: Record Keeping and Information Storage](#) at the first opportunity.

3.2 Pastoral Notes/Chronologies

All East Lothian schools use Latest Pastoral Notes (part of SEEMis Click & Go) to record relevant pastoral information and note significant events for all children and young people from the point of entry to school. Pastoral notes should be used to signpost to other sources of information such as a Child Protection File, Inclusion and Wellbeing file etc.

Pastoral Notes must be written using neutral and objective language and should record facts, sources of information and clear outcomes. The information contained within Pastoral Notes, latest significant events will form the basis of a single agency education chronology, if one is required. They are also used to inform a multi-agency chronology.

All staff have a duty to ensure Pastoral Notes are up to date, accurate and record key events, to support our safeguarding duties and professional standard for registration, in keeping children safe.

A significant event in a child's life should be considered as events that are both positive and negative, which reveal patterns of behaviour and their impact on a child or young person's life. Entries should be detailed enough to provide emerging patterns of risk, concerns and protective factors. Information should be succinct and organised in a way to make sense to the reader, whilst recording decisions made and the rationale for the decision. Analysis of significant events over time e.g. a chronology, may highlight gaps in information that require further clarification, exploration and/ or assessment moving forward.

More detailed guidance and training materials relating to Pastoral Notes and chronologies can be accessed via the GIRFEC site [GIRFEC in East Lothian \(google.com\)](#).

3.2.1 Early Learning and Childcare

Paper pastoral notes will be held within the child's personal plan. This should note information shared, action taken and impact. This should be regularly reviewed and marked as complete, as appropriate. The written pastoral notes within personal plans should be shared as part of transition. This should then be given to the member of the Senior Leadership Team (SLT) with responsibility for nursery, who will ensure significant events have been noted within SEEMIS and these events will now be historical and the paper copy shredded.

Latest Significant Events (LSE) should be recorded in SEEMis pastoral notes on a regular and planned basis by key personnel as identified and agreed by the Head Teacher. LSE is East Lothian Council's education chronology and LSE within paper pastoral notes, marked to notify Senior Leadership Team's recording of this information into SEEMIS pastoral notes.

In line with Care Inspectorate expectations, Inclusion and Wellbeing files will be paper based, be kept securely with the children and young people's personal plan to ensure all staff can access these at all times.

4. Staff Roles and Responsibilities

All staff working in education establishments have a key role in the support and protection of children and young people.

All East Lothian Council staff must be aware of and must follow the [Edinburgh and Lothians Multi-agency Child Protection Procedures](#)

In addition, all employees are expected to promote and adhere to all professional codes of practice that is relevant to their professional role for example:

- the General Teaching Council Scotland Code of Professionalism and Conduct [Professional Standards and Professional Learning - The General Teaching Council for Scotland \(gtcs.org.uk\)](#)
- the Scottish Social Service Council Code of Practice <http://www.sssc.uk.com/>
- the Health Care Professional Council Code of Conduct [Standards of conduct, performance and ethics | \(hcpc-uk.org\)](#)

[The National Framework for Child Protection Learning and Development \(2024\)](#) identifies four workforce groups, each of which requires different competences, knowledge and skills, based on the nature and extent of their contact (direct or indirect) with children, young people and other family members (and their consequent roles in relation to Child Protection). This policy outlines the responsibilities and training requirements for each group.

These groups are:

1. Wider Workforce
2. General Workforce
3. Specific Workforce
4. Intensive Workforce

The examples given for each workforce group should not be seen to be definitive, nor exhaustive, but only to give a general indication of the types of roles that might be covered. Staff should seek guidance from their line manager if they are unsure which workforce is relevant to their post.

It is the responsibility of Service Managers of each workforce group, to consider the training needs of their staff and to highlight the processes for Child Protection and Safeguarding. It is essential that all visiting staff to schools understand the importance of safe working practices and Child Protection procedures.

It is the responsibility of Service Managers and Heads of Establishment to ensure that staff with whom they have line management responsibility, have their mandatory Child Protection training up to date.

4.1 Wider Workforce

Everybody, regardless of role and remit, require at least a minimum, baseline awareness of core messages about child welfare, safety and protection.

Wider workforce must be able to:

- recognise and respond to concerns about harm or risk of harm to a child, young person or adult;
- follow agency procedures;

- seek advice and record observations, incidents or disclosure of information (supervisors);
- share information timeously, accurately and with clarity and
- should complete Child & Public Protection level 1 Learnpro self-directed learning.

4.2 General Workforce

General Workforce are those who, as part of their job, are likely to come into contact with children, young people and other family members. The frequency of the contact will vary, but these workers will not usually be involved in any in-depth personal work with them. However, these workers need to have the confidence and awareness to recognise when a child or young person may be in need of protection, and how to respond.

The general workforce include:

- Janitorial Staff
- Catering Staff
- Office Staff
- School Crossing Patrol Workers
- Maintenance Workforce
- Cleaning Staff/Facilities Management Staff
- School Transport Officers

The General Workforce have the following responsibilities:

- have an understanding of the [Edinburgh and the Lothians Multi-Agency Child Protection Procedures](#), and know how to take immediate, appropriate action if required;
- complete the mandatory Public Protection, PREVENT and Child Protection 1 Learn Pro modules within a maximum of 4-weeks of commencing employment with East Lothian Council;
- complete the Child Protection 1 & PREVENT Learn Pro module thereafter every 2 years;
- consider where possible to attend face to face level 2 Child Protection training provided by East and Midlothian Public Protection office;
- attend Child Protection training in August each year, as identified linked to their role, professional development needs or context of the school;
- be able to identify the Designated Member of Staffs (DMS) for the educational establishment in which they are working;
- raise a protection concern through the appropriate route, staff working in schools should report any disclosures or concerns directly to the DMS and **NOT their line manager**;
- recognise concerns about children and young people and identify possible risks and signs of child abuse and neglect and
- effectively communicate -recognise, respond, record and report, any Child Protection or wellbeing concerns.

4.3 Specific Workforce

Specific Workforce are those who carry out direct work with children, young people or other family members; form more in-depth relationships with them; and / or provide specific services to them.

These workers may carry out regular work with a child or young person. Contact may take place in the home or another setting (e.g. an office, school, community facility etc.). It may involve one to one work, or work in a group. These workers may be asked to contribute to the risk assessment and risk management process and may be involved in providing ongoing support to some children, young people and other family members. These workers require the competences, knowledge and skills associated with the general workforce, and some additional competences, knowledge and skills to reflect the nature of their involvement with children, young people and their families.

The specific workforce is, not limited to, but includes:

- [Named Education Contact](#)
- Teacher
- Additional Support Needs Auxiliaries
- Support Staff
- Youth Workers (for example community or mental health))
- Educational Psychologists
- Instrumental Instructors
- Outdoor Education Staff
- Early Learning and Childcare Staff
- Active Schools Staff and Development Officers
- Quality Improvement Officers
- Education Support Officers
- Education Service Managers
- East Lothian Works Staff and Partners
- Equity and Inclusion Education Outreach Service
- East Lothian Council Arts Service

The Specific Workforce have the following responsibilities:

- have an understanding of the [Edinburgh and the Lothians Multi-Agency Child Protection Procedures](#)) and know how to take immediate, appropriate action if required;
- complete the mandatory Public Protection, PREVENT and Child Protection 1 Learn Pro modules within a maximum of 4-weeks of commencing employment with East Lothian Council;
- complete the Child Protection 1 & PREVENT Learn Pro modules thereafter every 2 years;
- complete chronology and pastoral notes training and refresh as required;
- be able to identify the Designated Member of Staff (DMS) for the educational establishment in which they are working;
- report any disclosures or concerns directly to the DMS and **NOT their line manager**; recognise concerns about children and young people and identify possible risks and signs of child abuse and neglect;
- effectively communicate recognise, respond, record and report, any Child Protection or wellbeing concerns;
- to understand their roles and responsibilities and be able to take appropriate action in relation to interagency procedures;
- provide informed advice and support to others about Child Protection issues and
- staff working in schools should attend an annual Child Protection update (in addition to the Learn Pro module) to develop understanding and awareness of different forms of abuse, contextual Safeguarding and emerging themes and risks relevant to Child Protection, Safeguarding and wellbeing.

4.4 Intensive Workforce

The Intensive Workforce are those who have specific designated responsibility for Child Protection as part of their role; and / or those who will be involved in undertaking Child Protection investigations or working with complex cases (e.g. providing particular forms of support relating directly to Child Protection).

The intensive workforce include:

- Designated Members of Staff

- Lead Professionals
- Early Learning and Child Care Managers or equivalent

The Intensive Workforce have the following responsibilities:

- have an understanding of the [Edinburgh and the Lothians Multi-Agency Child Protection Procedures](#), and know how to take immediate, appropriate action if required;
- complete all mandatory modules but specifically related to Child Protection; Public Protection, PREVENT and Child Protection 1 Learn Pro modules within a maximum of 4-weeks of commencing employment with East Lothian Council;
- complete the Child Protection 1 & PREVENT Learn Pro modules thereafter every 2 years;
- complete “Child Protection Risk Assessment and Processes” and refresh every 3 years, or in line with change of policy or changing needs of the service. This training is essential prior to becoming DMS;
- undertake additional training to support knowledge and understanding of current Child Protection and Safeguarding trends, in order to support staff and children and young people;
- be able to identify all staff who have completed “Child Protection Risk Assessment and Processes” training and could deputise for DMS for the educational establishment they are working;
- recognise concerns about children and young people and identify possible risks and signs of child abuse and neglect;
- effectively communicate / recognise, respond, record and report, any Child Protection or wellbeing concerns;
- to understand their roles and responsibilities and be able to take appropriate action in relation to interagency procedures;
- provide informed advice and support to others about Child Protection issues;
- attend an annual Child Protection update (in addition to the Learn Pro module) to develop understanding and awareness of different forms of abuse, contextual safeguarding and emerging themes and risks relevant to Child Protection, Safeguarding and wellbeing;
- deliver additional annual training to their school community to ensure compliance of our duties and responsibilities for Child Protection and Safeguarding;
- ensure that appropriate emergency action is taken to protect a child or young person;
- initiate and participate in a Child Protection enquiry with other relevant workers, including an initial / inter-agency referral discussion;
- provide informed advice and support to others about Child Protection issues;
- engage, communicate, observe and work effectively with children, young people and their families and with children, young people and their families in specific circumstances (e.g. affected by substance misuse, domestic abuse and other factors identified above);
- ensure that all wellbeing concerns are recorded according to East Lothian Council policy and initiate child planning meetings to address issues of well-being, if a Child Protection multi agency response is not required and
- understand their roles and responsibilities related to [East Lothian Council whistleblowing policy](#).

4.5 Key Roles

4.5.1 Named Education Contact

Every child or young person attending an East Lothian educational establishment has a Named Education Contact.

Prior to entry to an Early Learning and Childcare setting, the child's Health Visitor will be the key point of contact for support and advice with regards to a child's wellbeing and any necessary planning required.

Where appropriate, the Health Visitor will arrange a Child's Planning Meeting before the child starts at their Early Learning and Childcare establishment to ensure an effective transition and hand over to the Named Education Contact. Prior to school entry, the Health Visitor will still have a role in supporting the child and their family but will do so as a participant rather than the leader of the child's planning process.

For children who have started an Early Learning and Child Care setting an/ or primary school, the Named Education Contact will be a member of the school Senior Leadership Team: either a Depute Head Teacher or Head Teacher. For young people in secondary schools, this will be either their Pupil Support, Guidance or Depute Head Teacher.

What is their role?

The role of the Named Education Contact is twofold. They act as a point of contact for children, young people, families, school staff and other agencies who have wellbeing concerns about a child or young person. They also promote, support and safeguard the wellbeing of children and young people. To do this, they draw on the National Practice Model which ensures that a holistic view of wellbeing is taken using the wellbeing indicators of safe, healthy, achieving, nurtured, active, responsible, respected and included. They also ensure that wellbeing needs are identified and met in a multi-agency and integrated way, with the child or young person and their family at the centre of all decisions.

4.5.2 Lead Professional

A Lead Professional will always be required in cases where the following measures are in place:

- Where a child or young person is the subject of a Statutory Order;
- where a child or young person is the subject of a Child Protection investigation;
- where a child or young person is on the Child protection register;
- where a child or young person is 6 months post registration of the Child Protection register;
- where a child or young person is on an *interim* Compulsory Supervision Order or Compulsory Supervision Order or
- where a child or young person is the subject of an assessment surrounding possible accommodation (cusp of care).

4.5.3 Head Teachers

The Head Teacher for each school is ultimately responsible for ensuring Child Protection and Safeguarding policy and procedures are in place.

The roles and responsibilities of the Head Teacher are to:

- complete "Child Protection Risk Assessment and Processes" **training (level 3)** at the first possible date available;
- ensure all staff are aware of their roles and responsibilities in terms of safeguarding , including access to Child Protection reporting format and wellbeing concern form;
- ensure internal process for tracking and monitoring attendance takes into account priority children and young people, staff absences as well as adhering to [A Positive Approach to Promoting School Attendance](#);
- ensure all visiting staff are provided with and understand **all relevant documentation** required to support individual children and young people, prior to working with them;

- provide timely and ongoing communication with all stakeholders regarding safeguarding processes linked to 2.1 Child Protection and Safeguarding self-evaluation e.g. risk assessments, fire safety and health care plans ;
- appoint an additional DMS and ensure this is displayed prominently throughout the school for all stakeholders and visitors to access when within the school community;
- ensure that, where possible more than one member of the Senior Leadership Team has completed “Child Protection Risk Assessment and Processes” training in order to cover in absence of DMS. It is vital that when attending this level of training that this is protected learning time;
- ensure DMS staff and Child Protection and Safeguarding procedures are shared with all visiting staff, partner agencies and visitors to the school on each visit;
- review with all staff the authority’s policies and procedures on Child Protection, Safeguarding, care and welfare;
- ensure training for all staff on Child Protection is given appropriate priority;
- ensure staff understand their roles and responsibilities within East Lothian Council Whistleblowing Policy, including the process should their concerns be in relation to the DMS or Senior Leadership Team;
- ensure recruitment and induction procedures give due regard to safeguarding and Child Protection;
- ensure all adults working within schools understand the school’s processes and their responsibilities for Child Protection and Safeguarding;
- ensure that appropriate emergency action is taken to protect any child or young person;
- ensure support and debriefing for staff involved in Child Protection cases;
- ensure that children and young people know how to access support when concerned about themselves or another young people, and feel able to make a complaint against school practice and procedures;
- ensure staff understand their roles and responsibilities within East Lothian Council [Management Arrangement for lone working | East Lothian Intranet](#);
- ensure that the curriculum effectively promotes safeguarding and wellbeing across all stages, is accessible and appropriately differentiated for all children/ young people with Additional Support Needs;
- ensure the Health and Wellbeing curriculum is accessible and prioritised for those young people who are on an alternative pathway or with reduced school attendance;
- maintain an overview of any information, as well as contributing to an appropriate chronology received by DMS, decisions on recording and referral, liaison with core agencies during investigation, proceedings and actions planning to support children and young people ;
- ensure that contact with partner agencies and other services used by the school reflect appropriate consideration of care and welfare and Child Protection;
- ensure that as an essential part of the Professional Review and Development process, Child Protection and other mandatory modules are discussed and the date of the training is current and recorded;
- ensure staff understand and use appropriate record keeping in line with Records Keeping and Information Storage for Child Protection and well-being concerns;
- ensure parents understand how we record and store information;
- ensure the establishment handbook contains clear information for parents on the role of education staff in reporting Child Protection concerns;
- ensure that East Lothian Council Child Protection and Safeguarding Checklist (Appendix 4) is completed by new staff, students and newly qualified teachers and
- complete and return an annual self- evaluation for 2.1 in addition to the CLPL scorecard summary demonstrating that staff have adhered to their contractual obligations.

4.5.4 Designated Member of Staff for Child Protection

Every school will have at least one Child Protection Lead Co-ordinator who is given the title Designated Member of Staff for Child Protection (DMS).

The DMS will be the first point of contact for all staff, families and partners for Child Protection matters and there should be clear understanding for delegation of this role if the Designated Member of Staff is unavailable.

Role and Responsibilities of the DMS:

- ensure the name, contact details and photo(s) of the DMS are clearly displayed throughout the educational establishment;
- ensure arrangements for making a wellbeing or Child Protection concern are well publicised and understood by staff, children and young peoples, parents and partners;
- ensure all staff, children and young peoples, parents and partners are aware of their responsibilities in relation to Child Protection and Safeguarding;
- put in place a robust induction process in terms of Child Protection and Safeguarding for new staff, students, volunteers and third sector partners to the school (see Appendix 10);
- be the first point of contact for staff who have a Child Protection concern;
- follow Child Protection [Edinburgh and the Lothians Multi-Agency Child Protection Procedures](#) without delay and ensure they are available as a matter of priority to the Inter-agency Referral Discussion (IRD) process in case further information is needed to clarify the decision making process of the IRD;
- ensure that appropriate emergency action is taken to protect a child or young person;
- liaise with core agency staff to support investigations, court proceedings, Child Protection planning meeting, core groups, supervision requirements and case reviews;
- record all advice, actions and decisions made. All decisions should be careful, reasonable, deliberate and informed decisions;
- ensure that care inspectorate notifications are completed within 24 hours;
- ensure appropriate support to children and young people and parents affected by Child Protection processes;
- put in place support for staff affected by a Child Protection concern;
- contribute to appropriate assessment, including the assessment of risk of harm, and assessment of children and young people affected by specific issues or in specific circumstances;
- contribute to a Learning Review, if required;
- contribute to the development and delivery of an Interim Safety Plan (ISP) as appropriate and to a child's Child Protection Plan and attend relevant meetings;
- undertake appropriate action in conjunction with the Head of Education when there are concerns or allegations of a Child Protection nature made against a member of staff;
- arrange and deliver a Child Protection and Safeguarding update to all staff during the August in-service day, to ensure all staff understand their roles and responsibilities as outlined in this policy and are confident in carrying out their responsibilities for Child Protection and Safeguarding;
- ensure appropriate record keeping in line with [Record Keeping and Information Storage Guidance](#)
- ensure that there are appropriate systems in place to provide an overview of the number and nature of cause for concerns raised, initial referral discussions, Children Protection Planning Meetings and Child Protection Registrations (CPR); In some instances, this will be referred to as Young Person Support and Protection Meeting or other appropriate protection meeting that responds to the risk and needs of the young person e.g. Vulnerable Young Person Protocol, Child Sexual Exploitation, Child Criminal Exploitation
- Through internal quality assurance processes, review the frequency and nature of safeguarding and child protection concerns and respond to these through curricular design and pastoral opportunities such as assemblies and
- review school procedures on a regular basis to ensure compliance with national legislation and local authority policies and guidance.

4.6 Other Staff and Adults

4.6.1 New staff, supply staff and volunteers

All new staff will be supported by a member of the senior leadership team who will complete ELC induction booklet prior to commencing their placement.

The booklet has clear points for meetings to take place as well as clear expectations, timescales and detail of professional learning.

4.6.2 Volunteers and Partners

It is important that volunteers and partners who are in contact with children and young people have the confidence and awareness to recognise when a child or young person may be in need of protection and how to respond appropriately.

On entering an educational establishment, office staff must:

- ensure all visitors are asked to sign in and out of the building, as well as ensuring they are allocated a visitor's badge;
- highlight the Child Protection poster outlining DMS details and
- share any Health and Safety information such as arrangements for fire evacuations, lockdown procedures and fire evacuation processes.

Volunteers, including children and young peoples who are on work experience placements, should be supervised at all times whilst working with children and young people. It is the responsibility of the Head Teacher to ensure appropriate safeguarding processes and procedures are in place.

It is not expected that a PVG is required for young people undertaking work experience. The employer/organisation should be made aware of any concerns and appropriate risk assessments must be put in place if required. The minimum age for applying for a PVG Scheme membership will be set at 16 years old. Under 16s will not be eligible to apply for a PVG, however they will need to apply for a PVG Scheme Membership when they turn 16.

If volunteers are working in schools or with children / young people in an alternative location, on an extended or regular basis they are deemed as carrying out regulated work and are required to have a PVG in place prior to commencement. A copy of this should be taken and retained for the duration of the volunteering period.

Under 18s are considered as children. An employee who has a PVG scheme membership for one type of regulated role (such as adults) cannot carry out the other type of regulated role (such as under 18s) without first obtaining a scheme update for that role. An employee who works with children (Under 18s) and protected adults (Over 18s) will need a PVG scheme membership for working with both groups.

[Volunteer Agreement form | East Lothian Intranet](#). A member of the senior leadership team will complete ELC induction booklet with the volunteer prior to commencing their placement. Accompanying adults who regularly volunteer to participate in offsite visits are deemed as carrying out regulated work and are required to have PVG in place prior to the excursion.

4.6.3 Supply Staff and Visiting Staff

Staff will complete the Child Protection 1 Learn Pro module and provide a copy of their certificate to the Education Principal Officer Staffing prior to being added to the supply list.

Staff have a responsibility to ensure they attend the annual August specific workforce training, which takes place across East Lothian schools and Early Learning and Child Care settings.

Staff should ensure when arriving at any school they locate and read the Child Protection poster providing details of the establishment's DMS.

Staff need to ensure they seek relevant safeguarding information in each setting, such as, but not exhaustively:

- fire evacuation procedures;
- the details of any child or young person who requires a Personal Emergency Evacuation Plan (PEEP);
- the Additional Support Needs of individual children / young people they will be working with including individual inclusion and wellbeing risk assessments, Positive Support Plans, health care plans including medication, allergies and emergency protocols;
- photo permissions and
- general risk assessments for example for the playground, PE, drop off and pick up areas.

5. Code of Conduct for Staff

East Lothian Council expects all employees to maintain official and professional conduct of the highest standard such that public confidence in their integrity is sustained. Council employees are required to comply with the Code of Conduct policy (2020) [Code of Conduct Policy](#) in the performance of their duties to ensure that these principles are upheld and that the public can have confidence that actions and decisions by council employees have been taken on merit in the best interests of the council and of the public.

Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff must avoid inappropriate contact or relationships, maintaining appropriate professional boundaries at all times. Staff professional expectations and code of conduct is described within their continued registration within the relevant professional body.

Where there is a legitimate need to hold contact details for children and young people, these details should be stored on an East Lothian Council device and used appropriately and solely for legitimate professional purposes.

5.1 Social media

It is never appropriate to hold children and young people's mobile phone numbers and/or e-mail addresses on personal devices. Staff should not hold photos of children and young people on their personal phones, or devices, nor should they use their personal device to take photos of children and young people. Taking and deleting to post on X or other similar social media websites is not acceptable.

Where a private tutoring arrangement exists for a child or young person in an East Lothian Council school, this must be declared in line with the secondary employment provisions outlined in the East Lothian Council Code of Conduct (2020).

Council employees should also ensure they have read and understand the ELC [Social Media Acceptable Use Protocol | East Lothian Intranet](#).

Schools should consider their guidance to parents around the use of mobile devices within the school environment and ensure this is in the best interests of East Lothian Council. ELC take no responsibility for nor are liable for any damage to personal devices. For this reason, staff should not confiscate the personal devices of

children / young people. Devices should not also be taken in exchange for accessing materials or accessing another part of the school such as the toilets.

5.2 Child Protection Allegations Against Staff

Child Protection allegations against staff must be taken seriously. Allegations may be made against members of staff currently involved with children but may also be made against staff who are no longer involved in the provision of services. In all circumstances, the matter must be treated seriously, and the response must be prompt. All allegations against staff must be dealt with transparently, but with considerable sensitivity to the management of information.

Advice should be sought from HR if there are concerns around contractors, escorts or other staff who may be indirectly employed by East Lothian Council.

Child Protection allegations towards children and young people by staff should be reported to the DMS immediately who will follow the procedures as per [Edinburgh and the Lothians Multi-Agency Child Protection Procedures](#), as well as the flow chart provided by HR in Appendix 5. In cases of allegations in an ELCC setting, a notification to Care Inspectorate must be completed within 24 hours. This should include the allegation, actions and decisions taken and the core agency informed.

The following is expected in responding to an allegation against a member of staff:

- the DMS gathers the relevant information in relation to the allegation, using the same open questioning used for children and young people.
- As per the Interagency Procedures, the allegation must be reported to one of the core agencies immediately. Where appropriate, DMS will liaise with the HT and the Head of Education, after the core agencies have been notified;
- visiting staff (e.g. EL Works, Outreach Team, Instrumental Music Specialist) should always inform the DMS in the school they are working of any issues related to staff conduct;
- DMS and the SLT should ensure that the member of staff is appropriately supported and consider informing their line manager if further support may be required following an incident;
- the Head Teacher or DMS should prioritise the protection of the child or young person by taking immediate steps to remove contact between the staff member and the child/young person. This is important to ensure the welfare of the staff member, as well as ensuring the wellbeing of the child or young person. The member of staff may be given other duties within the setting or a home working directive;
- if the allegation concerns a member of supply staff, the principal officer for staffing must be informed **after** the core agencies have been informed, so that appropriate steps can be taken to remove them from working with children and young people until the core agencies has made a key decision;
- if the allegation concerns the DMS, the staff member whom the allegation has been disclosed to, should gather the relevant information and report directly to the other DMS in the first instance. If they are not available the Head of Education and if they are not available one of the core agencies immediately;
- the staff member subject of the allegation **will not be** interviewed concerning the matter prior to a decision being made at inter-agency referral discussion, as to whether the matter warrants a Child Protection investigation;
- in all circumstances of staff allegations, the police investigation and inter-agency referral discussion must be concluded before an education investigation may be undertaken and
- further advice should be sought from HR regarding next steps to ensure ELC policies are followed, and safeguarding processes are in place for the member of staff.

5.3 Whistleblowing

If any employee is believed to behave inappropriately with a child or young person it is important that it is not ignored. If there is a concern about the immediate safety of a child or young person then Child Protection procedures within staff allegation should be followed within [Edinburgh and the Lothians Multi-Agency Child Protection Procedures](#). Staff must report any concerns to the DMS in school immediately who in turn, should notify and seek immediate support from one of the core agencies and then from the Head of Education.

Staff are able to report concerns about colleagues in good faith and without fear of repercussion via the Council Whistleblowing Policy. The policy provides clear instructions on how matters can be dealt with thoroughly, discreetly and in a confidential way [Whistleblowing Policy | East Lothian Intranet](#).

If the allegation concerns the DMS, the staff member should gather the relevant information and report directly to the second DMS within the educational setting who will then inform one of the core agencies immediately. The Head of Education and HR team manager should be notified to gain further advice.

East Lothian Council is committed to good practice and high standards and will be supportive of any staff who raise a genuine concern. The Council recognises that the decision to raise a concern can be a difficult one to make and will protect an employee who raises a genuine concern, if they honestly and reasonably believe that what they are reporting is true and they believe that their disclosure is in the public interest.

6. Safeguarding

Safeguarding is a much wider concept than Child Protection and promotes preventative action to improve the wellbeing of every child and young person.

Safeguarding in the widest sense aims to support the development of a children and young people's knowledge, skills and resilience to keep safe and protect themselves. Children and young people need to develop an understanding of the world so that they can respond to a range of issues and potential risky situations arising throughout their lives. As such, safeguarding permeates many features of the education experience including leadership, values, vision and the curriculum.

Establishments with effective safeguarding practices will:

- ensure that the holistic wellbeing of all children and young people is integral to everything that they do;
- develop and implement safeguarding practices with clear responsibilities and expectations for all staff;
- ensure their curriculum promotes safeguarding and wellbeing at all stages within the context of the school;
- ensure that the Relationship and Sexual Health and Parenting (RSHP) programme is central to the Health and Wellbeing curriculum;
- ensure that all children and young people access their entitlement to a Health and Wellbeing curriculum, including those on a reduced timetable or on an alternative education pathway (e.g. school-college partnership);
- ensure that the Relationship and Sexual Health and Parenting programme is differentiated and adapted for children and young peoples with additional support needs especially those with more complex needs and disabilities;
- focus on developing positive relationships and a whole school ethos where children and young people, families and community partners feel included, respected, safe and secure;
- implement the ["Respect for All: A Positive Approach to Prevent Bullying"](#) policy including recording procedures;
- ensure equality and diversity by listening to, respecting and responding to children and young people;

- ensure effective communication with partners, in order to ensure collegiate responsibility for, the health and wellbeing of children and young people;
- ensure all staff understand their collective responsibility for all children and young people's mental, social and emotional wellbeing;
- promote children and young people voice and participation to develop children and young people pathways to seek support for their own and peer wellbeing;
- ensure the safety and welfare of children and young people is considered through self-evaluation processes;
- equip children and young people with the knowledge, skills and ability to think for themselves and endeavour to keep themselves safe;
- inform children and young people where and how they can access relevant support;
- create a supportive ethos in which children and young people feel able to make a complaint and be confident their views will be listened to and acted on and
- promote learning about different faiths and cultures.

6.1 Safeguarding Processes for Schools

Schools must consider a number of factors around school specific safeguarding processes. These are linked to How Good is our School (4th Edition) quality indicator 2.1, Safeguarding and Child Protection and East Lothian Council's associated processes. Schools must ensure these are shared regularly with all members of their school community.

Process in relation to the following areas must be maintained to the highest standard:

- Fire safety;
- Health Care Plans, allergies and medication information;
- First aid;
- Promoting Positive Relationships;
- Risk assessments and Positive Support Plans
- Child planning Framework documentation;
- Reporting incidents and accidents via Sphera and
- Recording bullying, including allegations of bullying via SEEMis.

6.2 Contextual safeguarding

Contextual safeguarding refers to risks and harm children and young people face beyond the family home.

Contextual safeguarding emphasises the following principles:

- exploration of the dynamic between a young person, their family, peers, school context, and areas in their neighbourhood where they spend time, when assessing their needs and developing plans to meet them;
- recognition of the increasing 'weight of influence' that peer relationships, and other extra-familial factors, may have during adolescence, and the relevance of this for young people's experiences of harm and safety;
- a shift in focus towards the contexts in which young people make 'choices' or 'behave' – so that plans seek to create the conditions in which young people can make safer choices rather than simply focusing on changing young people's behaviour in persistently harmful contexts;
- the development of interventions that address the social conditions/environmental drivers of extra-familial risk and harm. This can be combined with support to individual young people and families. Such

an approach can create safety for those identified as being at risk of significant harm in extra-familial contexts alongside broader populations of young people who spend time in those contexts.

Contextual safeguarding should be considered as part of:

- the evolving health and wellbeing curriculum including PSE and assemblies;
- school specific safeguarding concerns;
- opportunities to work with partner agencies to raise or address contextual safeguarding concerns;
- considered for all both risk assessments and safeguarding processes e.g. Vulnerable Young Person Protocol Child Protection Planning Meeting.

7. Risk Factors to Consider in Safeguarding

There are a number of factors staff should take into consideration when considering the safeguarding of children and young people which are outlined below and detailed further within National Guidance for Child Protection in Scotland (2021)

7.1 Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse in which a person(s), of any age takes advantage of a power imbalance to force or entice a child into engaging in sexual activity in return for something received by the child and/or those perpetrating or facilitating the abuse. As with other forms of child sexual abuse, the presence of perceived consent does not undermine the abusive nature of the act.

Child Sexual Exploitation can occur through the use of technology and without the child's immediate recognition. The sexual exploitation of children and young people is an often-hidden form of child sexual abuse, with distinctive elements of exploitation and exchange. This may take place within an apparently consensual relationship.

In all cases, those exploiting the child or young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are often common features, with involvement in exploitative relationships being characterised in the main by the child/young person's limited availability of choice resulting from their social, economic and/or emotional vulnerability.

Staff should consider:

- Age;
- Gender;
- power imbalance;
- Additional Support Needs;
- vulnerabilities- social, economic and emotional;
- was there coercion and/ or manipulation;
- access to or promise of material possessions and other entities;
- attendance patterns - if the child/young person going missing for periods of time or been reported to be missing and
- if the child/young person is accessing and using substances and / or alcohol.

7.2 Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person into any criminal activity, in exchange for something the victim needs or wants, for the financial or other advantage of the perpetrator or facilitator, or through violence or the threat of violence.

Child Criminal Exploitation can be within our communities but can also be a factor within families. The victim may have been criminally exploited, even if the activity appears consensual.

Child Criminal Exploitation does not always involve physical contact – it can also occur through the use of technology.

Staff should consider:

- has the child or young person's attendance changed?
- has the child or young person friendship group changed?
- have they come to the attention of the police?
- have their behaviours and presentation changed?
- are they using alcohol or drugs?
- have they become more violent?
- do they have unexplained injuries?
- are there other vulnerabilities to consider?
- do they have access to more funds?
- have they gone missing or been reported missing?

7.3 Children with Additional Support Needs

Children and young people with a broad range of physical, emotional, developmental, learning, communication and healthcare may be additionally vulnerable to abuse and neglect. It is estimated that children's young people with disabilities are 3 to 4 times more likely to be abused than non-disabled children. Disclosing abuse can be more difficult for children and young people who have a wide range of communication styles, and this can be more problematic if a perpetrator is also in a trusted role.

Protecting disabled children and young people is a shared responsibility for all involved, requiring close collaboration between Education and Health as well as specialist practitioners, those leading Child Protection investigation, and parents and advocacy services, as relevant in each situation. Their dependency on parents and service providers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour.

Staff should:

- consider the impact of any Additional Support Need for a child or young person within Child Protection processes;
- ensure staff understand children and young people's communication needs in terms of needing support or protection from harm;
- understand the family context and note any significant changes;
- ensure staff are aware of each child and young person's physical needs;
- ensure staff feel confident and are curious in exploring Child Protection, Safeguarding and wellbeing concerns;
- ensure effective recording of any changes in presentation;

- provide access to specific assistance and communication support where required to allow children and young peoples to share their experience and participate. Some children or young people have profound difficulties in communicating their experience and require special consideration to ensure attunement to their experience, and attention to ensure their wellbeing and safety;
- use the Child Planning Framework to provide a holistic assessment of their needs and that triggers and any self- harm/ injury as identified at a Child Planning Meeting or from a health colleagues are recorded;
- keep effective accurate and up to date chronologies, by using latest significant events within Pastoral Notes and
- ensure all children and young people have access to Relationships, Sexual Health and Parenthood (RSHP) education or God's Loving Plan in Denominational schools and personal and social development, as appropriate to their needs.

Staff should consider:

- changes in the child or young person's behaviour or reactions;
- changes in the child or young person's health and intimate care need;
- changes in the child or young person's emotional needs e.g. increase in crisis? Withdrawn?
- if there is a pattern emerging regarding concerns;
- signs of neglect over time;
- if the child or young person is socially isolated;
- if there an unexplained injury or a pattern of explained injuries and
- additional stressors at home.

In cases where a child or young person has complex communication needs, staff must not assume that an investigation cannot take place without a disclosure.

7.4 Domestic Abuse

When thinking about the consequences of domestic abuse, it is important to consider the mental, emotional, physical, social and financial impact on the individual and the family.

Staff must ensure where there is knowledge or suspicion of domestic abuse that they:

- deal with every situation sensitively and confidentially;
- take account of all circumstances when dealing with domestic abuse and violence;
- understand that any change in behaviour could be linked to domestic abuse and consider the psychological and developmental effects on the child or young person, who may be experiencing conflicting emotions;
- take into account arrangements for parental consultations, child planning meetings or school events, considering risk, stressors and potential triggers;
- make alternative arrangements where possible to ensure parental rights are upheld but arrangements are in the best interests of the safety of the family. This is vital if a parent is considering moving schools (See section 9 points of transition);
- ensure staff understand all types of domestic abuse and the impact this has on children and young people, even if not directly witnessed by them;
- support all staff to consider their choice and use of language when dealing with children, young people and wider family to provide the support they need;
- take advice from the Council's legal team, other agencies and partners in light of a subject access request to ensure the safety of the family;
- take advice from the Education Support Officer for Child and Public Protection, the Council's Legal Team, other agencies and partners in light of any legal order such as a non- harassment order or bail conditions, following a MARAC referral;

- contribute and implement safety planning, including risk assessments for the children, young people;
- consider domestic abuse as part of a holistic assessment taking into consideration police reports and the impact on the family, in particular if the perpetrator remains part of the family home;
- be mindful of challenging circumstances of the survivor that may impact on their ability to participate fully and maintain positive relationships within the school environment and
- staff must consider their actions and communications with both parents and seek legal advice, to ensure these do not becoming a service generated risk.

7.5 Online Safety and Technology

Technology is becoming increasingly intertwined in the everyday lives of children and young people, with less distinction being made between the online and offline worlds (*National Action Plan on Internet Safety for Children and Young People, 2017*). This brings a distinct set of challenges with regards to Child Protection and safety of children and young people.

Schools should ensure they follow Relationship Sexual Health and Parenthood ([RSHP](#)) and access other appropriate resources, in order to ensure internet safety is both a spiral curriculum and responsive to the needs of all their children and young people.

The curriculum should include discussion about the strategies to deal with the following topics:

- exposure to obscene, violent or distressing material;
- bullying, coercion or intimidation through email and online bullying (cyberbullying);
- identity theft and abuse of personal information;
- pro-eating disorder, self-harm or suicide sites;
- internet enabled sexual offending, including grooming, possession and exchange of indecent abusive images and non- consensual sharing of images (*this can be referred to as technology assisted harmful or problematic behaviour*) and
- exploitation such as radicalisation, sexual or criminal.

Schools should note that Google is an appropriate site for teaching and learning but should not be used or considered as an appropriate platform for any aspect of information storing or sharing.

School must ensure:

- every child and young person have an age appropriate and evolving understanding of the opportunities and risk which exist in the online world;
- there is a coherent and progressive and differentiated curriculum, appropriate to age and stage of development that revisits key messages from 3- 18 teaching about online behaviour and relationships;
- children and young people have the skills, knowledge to identify the variety of risks within social and digital media and know how and where to seek support;
- they support children and young people develop strategies in keeping themselves safe, emotional, physically and sexually;
- children and young people know how to access support and know how to report bullying or abuse;
- children and young people understand the legal, moral and emotional consequences of online bullying, coercion or intimidation;
- they help children and young people understand the implications and potential criminality of displaying bullying behaviour and/or images via social media or electronic communication;
- they provide training and support to children and young people on what to do if they experience bullying behaviour online;

- children and young people understand taking, possessing, distribution or sharing sexualised and indecent images of any person under the age of 18 is a criminal offence;
- all children and young people know how to take precautions that can be taken to ensure digital safety and
- children and young people can identify risk associated with the internet in terms of child sexual exploitation. This is also associated with artificial intelligence.

8. Safeguarding in and beyond the Health and Wellbeing Curriculum

All staff have a collective responsibility for all children and young people's mental, social, emotional and physical wellbeing as outlined in Health and Wellbeing Responsibility of All.

Safeguarding should be embedded and evident within a school's Health and Wellbeing Curriculum. The curriculum should support children and young people's knowledge, skills and resilience to keep themselves safe, protect themselves and develop an understanding of the world so they can develop suitable responses to a range of issues and potentially risky situations that may arise in their lives.

All schools in East Lothian must follow the Relationships, Sexual Health and Parenthood ([RHSP](#)) Curriculum as the core Personal and Social Education and the Health & Wellbeing Curriculum

Schools must ensure:

- all children and young people access their entitlement to a Health and Wellbeing curriculum, including those on an alternative education pathway (e.g. school-college partnership);
- all staff understand their collective responsibility for all children and young people mental, social and emotional wellbeing as outlined in Health and Wellbeing Responsibility of All;
- ensure that the Relationship and Sexual Health and Parenting (RSHP) programme is central to the Health and Well-being & PSE curriculum from Early through to senior phase inclusively;
- ensure RHSP is differentiated and adapted for children and young peoples with additional support needs especially those with more complex needs and disabilities;
- ensure their curriculum promotes safeguarding and wellbeing for all stages within the context of the school and
- promote children and young people voice and participation to develop children and young people pathways to seek support for their own and peer well-being.

Secondary schools must ensure:

- that safeguarding topics are mapped out across different subject areas to ensure safeguarding is the responsibility of all and
- that HWB/ PSE and guidance teachers are not solely responsible for delivering a series of lessons but that linking online safety, child exploitation, grooming and radicalisation to IT, as well as exploring interdisciplinary learning for this e.g. RME, history, modern studies reflect the risks and safeguarding measures in appropriate and varied contexts.

The Scottish Catholic Education Service advises that RSHP can be used to support the delivery of HWB lessons in denominational schools, noting it can be a useful tool to help teachers plan and deliver RSHP lessons in line with Curriculum for Excellence, within the wider context of Church teaching of God's Loving Plans and the culture and ethos of individual schools.

8.1 Underage Sexual Activity

Healthy relationships and consent have been developed as part of supporting positive relationships and sexual wellbeing in young people. Relationships should be mutually respectful, consensual, positive, healthy and enjoyable.

The law continues to make clear that society does not encourage sexual intercourse in young people under 16 years of age. It does not follow that every case has Child Protection concerns and it is important to ensure that a proportionate response is made and that only appropriate cases are brought to the attention of social work and the police.

Even if there are no Child Protection concerns, the young person may still have worries or need support in relation to their sexual health, development and relationships, which will require to be addressed either on a single agency or multi-agency basis.

Schools must support the development of a positive culture around relationships and sexual health in which young people are supported to build healthy, respectful, consensual and enjoyable relationships.

Any young person under the age of 13 years who is engaged in sexual activity will automatically be considered within a Child Protection Inter-Agency Referral Discussion. Schools must report this immediately to one of the core agencies, discretion and professional judgement will be used to identify the most appropriate agency.

Schools must ensure that:

- a proportionate response is made and that only appropriate cases are brought to the attention of social work and the police;
- they ask open questions and listen to the views and rights of the young person;
- reflect back to the young person what they have said to check their understanding;
- seek feedback from young people in your area on the terms they use to describe sexual activity and use if appropriate;
- establish consent, in order to establish if this was a mutual process or if other factors need to be considered (verbal, non- verbal, coercion, power imbalance, capability etc.);
- they offer access to and signpost to appropriate information, advice and services e.g. health support and other agencies;
- they work with the young person to share the information with their parents and guardians and
- they support the young person in reporting.

Child Protection measures must be instigated if:

- the young child, is or believed to be, sexually active and is 13 or under;
- the older child is 13 or over but sexual activity took place when they were 13 or under and
- information suggests the any older child has been forced or enticed to take part in sexual activities (sexual abuse including Child Sexual Exploitation).

In these particular cases, DMS or trusted adult need to establish as much information of possibly, taking cognisance of:

- ages of the parties involved;
- any ASN, power imbalance or vulnerabilities;
- consent, coercion or aggression and
- any substance misuse.

It is vital that advice is sought and the DMS support the young person to speak to their parents, whilst respect the rights of the child within UNCRC. As within the guidance from the IRD process, the young person over 13 will need to give consent to take part in a joint interview for this to progress.

It is vital that any immediate medical or emotional needs are met and that a range of supports are shared with the young person both in school and from other services. Additional guidance is available in [Edinburgh and Lothians Multi-Agency Under- Age Sexual activity Guidance 2024](#).

8.2 Harmful Sexual Behaviour (HSB)

Whilst sexualised behaviour can be a natural healthy part of growing up, some children and young people may develop inappropriate and problematic habits or display sexually harmful behaviour. Other children or young people may be victims of harmful sexual behaviour.

There is a range of common and healthy sexual behaviours at ages from early years to young adulthood. When a child or young person behaves in ways considered to be outside this range, their behaviour may be called 'harmful' because it is harmful to themselves or others.

Distinguishing between appropriate non-abusive behaviour and inappropriate or abusive behaviour can be a complex task that requires practitioners to have an understanding of what is healthy and informed consent and what is abusive or coercive behaviour.

In the first instance, for the safeguarding and protection of the child or young person, schools must consider:

- the safety of the child or young person;
- the child or young person's age and detail of the sexual activity;
- patterns of behaviour or sexual activity whilst acknowledging the child or young person's rights and confidentiality;
- the categories within the continuum (normal, inappropriate, problematic, abusive, violent) as outlined in [Beyond Referrals: Levers for addressing harmful sexual behaviour in schools \(education.gov.scot\)](#) and
- whether a multi- agency discussion is required via the Child Sexual Exploitation framework [EMPPC - Inter-agency Guidance on Child Sexual Exploitation - 23-03-16 v1.pdf](#)

To support good practice, schools should:

- consider whole staff training in terms of awareness and understanding of healthy sexual relationships and the continuum of sexual behaviours ranging for normal, experimental and expected behaviours that occur at different stages in childhood;
- increase staff awareness and understanding of inappropriate or problematic harmful behaviours;
- ensure any concerns are recorded on pastoral notes, monitored and analysed at individual and whole school level to establish patterns or escalation of behaviours;
- seek further advice from other agencies to support staff, young people and if appropriate their families;
- support children and young people in keeping themselves safe, including safety planning see [Helping education settings identify and respond to concerns - CSA Centre](#);
- signpost children, young people and their families to support from health services and other agencies and
- create a safe environment to ensure our Safeguarding curriculum is explicitly taught in respect of Child Sexual Exploitation, grooming, pornography and sexual abuse.

8.3 Vulnerable Young Person Protocol (VYPP)

In most cases Child Protection or Safeguarding issues will be recorded and addressed within the Child's Planning framework or other statutory measures (e.g. compulsory supervision measures). However, in a small number of cases where this level of planning is not managing the risk of harm to themselves or others the Vulnerable Young Person Protocol (VYPP) should be instigated.

VYPP is intended to give guidance and a structured framework around the multi-agency assessment, planning and decision making for a small group of young people under the age of 21 to reduce risk of significant harm to themselves or others.

The VYPP is intended to complement the existing Child Protection procedures. It aims to reduce the risk of harm to the young person or others, undertake a multi-agency risk assessment and produce a Vulnerable Young Person Plan (that may include Care and Risk Management (CARM) planning).

Referral criteria and the VYPP process can be found here:

[EMPPC - Inter-agency Vulnerable Young Persons Protocol - 2-08-18 v2.2.pdf \(this is currently under review\)](#)

Anyone who is concerned about the high-risk behaviours of a young person should contact Duty Social Work.

9. Attendance

The importance of promoting good attendance at school is highlighted by concerns about the safety and wellbeing of children who are not at school. Child Protection is of paramount importance and absence from school may indicate a child is at risk.

Schools must:

- have clear and consistently measures for monitoring where children and young people are during the school day. This may be period by period but certainly after specific transition times in the day'
- have clear and consistently applied measures for following up on unexplained absence and staff understand absence from school is a potential safeguarding risk and understand their role and responsibility in keeping children and young people safe;
- ensure that they follow [A Positive Approach to Promoting School Attendance](#) policy. The policy outlines timescales and expectations around child planning meetings (CPM's) and referrals to Children services or the Children's Reporter (SCRA);
- ensure correct SEEMis codes are recorded as accurately as possible. It is important in the case of school refusal, and/or where alternative arrangements for young people are in place that during the CPM process a Contact Plan is agreed by the Named Educational Contact. This is recorded within pastoral notes. It is important to note any reasons or decisions for any subsequent actions as a result of this safeguarding process;
- consider referrals to other agencies to support the safety and wellbeing of children and young people, as well as accessing interventions to support families;
- attendance codes need to be agreed and reviewed as part of the child planning process, and these should be shared with office staff to ensure accurate recording of the absence code and
- unauthorised codes: (TBC/ UNA) are temporary codes; these should be followed up in a systematic approach to ensure that the reasons for a child or young person absence can be established.

9.1 Children and Young People Missing from Education

Details regarding Children Missing from Education can be found in section 3.8 of “[A Positive Approach to Promoting School Attendance](#)”

Key points:

- In all cases when a child or young person’s absence is unexplained and there are associated Child Protection concerns, schools must initiate Child Protection procedures without delay;
- If a child or young person with significant health needs and who requires daily medication (except medication for ADHD or Melatonin) is missing for more than 6 hours, schools must initiate Child Protection procedures without delay and report to Police Scotland;
- Schools should use the SEEMIS group call function and contact the emergency contacts on the first two days of an unexplained absence to ascertain the reason for it. On the third day, if no contact has been made with the child or young person’s parent, the school should report the child missing to the social work contact centre by 11am on 01875 824 309 and
- Based on the Named Education Contact’s knowledge of the child or young person and their family circumstances, within 4 weeks of the child or young person’s last day at school Contact should be made with the Education Department’s SEEMIS Support Helpdesk on seemis@eastlothian.gov.uk. The SEEMIS Support Team will be able to check potential enrolments at other Scottish Local Authorities via SEEMIS. If necessary, contact can be made with other UK Local Authorities to conduct pupil searches, via the Children Missing from Education (Scotland) service.

9.2 Safeguarding List of Young People Missing from Education

It is essential schools create internal systems and processes which allow vigilance in monitoring children and young people not attending school. These young people should be prioritised, and all steps taken to clarify their wellbeing not only through SEEMIS group call but in contact with all emergency contacts.

Consideration should be given to the key points and criteria outlined above, as well as

- vulnerable young person protocol;
- exploitation investigations or meetings;
- additional vulnerabilities around family context e.g. health care needs, domestic abuse, poverty, access to Free School Meals;
- recent police reports;
- open Inter Agency Referral discussion (IRD) or recent referral to one of the core agencies and
- Additional Support Needs and vulnerabilities e.g. suicide ideation, mental health issues, medical needs

9.3 Missing During School Day

Recording of attendance should take place at least twice a day to enable the school to note attendance and absence for each morning and afternoon session.

All secondary schools have opted for attendance monitoring to take place in every lesson. This can provide useful management information, helping schools to monitor and manage absences effectively.

Schools must ensure that:

- attendance and absence are recorded;

- information is used to inform immediate follow-up action which involves contacting the parents via Group Call in the first instance and their emergency contacts;
- if a child goes missing during a school day, daily absence protocol is followed in the first instance, including internal truanting;
- if a child leaves school and staff fear they are at risk and cannot establish their whereabouts within a reasonable time frame, schools must contact the police;
- they consider the need for a risk assessment, a Child Planning Meeting and/or a Positive Support Plan if their absence likely to become a pattern of behaviour;
- they consider and assess individual vulnerabilities alongside additional risk factors such as Additional Support Needs, Health Care Needs, Bullying, Care Experienced, LGBT, Mental Health, Child Sexual Exploitation, Child Criminal Exploitation when completing the risk assessment or as part of the Child Planning Meeting in understanding why a children and young people is missing during the school day and
- they are proactive in trying to resolve why some children or young people attend school but not classes. This includes identifying any patterns linked to peer groups, subject or issues around the teacher. Seeking views and working together to resolve internal truanting is essential in safeguarding children and young peoples.

It is important to know that parents cannot choose to opt out of SMS text messaging to notify them of any period of absence.

9.4 Contact Plans

Where there are ongoing concerns about a child or young person's attendance at school a Contact Plan must be put in place.

It is the duty of the Head Teacher and their delegated member(s) of staff to ensure that the Contact Plan satisfies Safeguarding and Child Protection duties. Contingency arrangements, should contact not be maintained, must be in place as part of the Contact Plan.

School should employ a variety of methods to communicate with children and young people and their families. It is vital that their views are sought on a regular basis, where possible independently or with an advocate for support, in line with UNCRC.

The Contact Plan must take into account:

- any and all possible vulnerabilities or compulsory measures .e.g. Child Protection/ Vulnerable Young person register, Compulsory & Interim Supervision orders, Care Experience, Police reports;
- the communication method and frequency (e.g. in person, email, phone, text, google classroom);
- how to seek and record the child or young person's views on a regular basis;
- any additional support required by the child or young person or family e.g. ASD, mental health, eating disorders, exploitation, poverty, access to free school meals, access to benefits;
- appropriate attendance recording in line with SEEMiS requirements;
- any other partners that are considered part of the plan e.g. EL works, School college partnership, 3rd sector partners and
- Recording in a child friendly simple format within the CPM and cross referenced within pastoral notes.

If the contact plan is not maintained, schools should follow normal processes for attendance concerns without delay.

9.5 Absconding or Missing from an Educational Establishment

This section is designed to support schools in managing situations where a children and young people has absconded or is missing.

Relevant factors to consider when making decisions regarding children or young people who have absconded or are missing:

- age of children and young people and any additional support needs or vulnerabilities relating to the children and young people;
- medical health care needs;
- the children and young people's current demeanour and the nature of any incidents which led to the absconding;
- any previous absconding incidents involving this children and young people and the outcomes of these incidents;
- the immediate environment of the school, including potential hazards such as major roads, railways, rivers, canals and
- prevailing weather conditions or any other situational factors such as ongoing building/maintenance work.

Where a child or young people absconds but remains within the perimeter of the establishment grounds, staff should utilise appropriate de-escalation strategies and be mindful of any actions which may increase the likelihood of the child or young person leaving the establishment grounds.

Where a child or young person absconds and moves outside the perimeter of the establishment grounds or is missing, senior management should be notified immediately. Where immediate risk of harm is identified, staff should contact the police without delay. The child and or young people's parent and lead professional, where applicable, should also be contacted.

All incidents must be reported on SPHERA, and consideration should be given to reviewing the Child's Plan and associated documents.

9.5.1 Absconding or Missing from an Educational Establishment in Early Learning and Childcare

When it has been determined that a child has gone missing, the school should contact their parent or relevant agency where appropriate.

Following this contact should be made with the link Education Support Officer for Early Learning and Childcare. If they are unavailable, contact should be made with the Service Manager for Early Learning and Childcare.

The Care Inspectorate should also be contacted within 24 hours through the assigned portal.

9.6 Early Learning and Child Care (ELCC) Failure to Attend Following Placement Offer

- If a child has registered for an ELCC setting but does not attend on the first day. Every step should be taken to ensure the child welfare in the first instance. This may involve contact with parents and/ or the health visitor.
- Parents should inform Nursery Admissions Management System (NAMS) if they no longer require the place and request for their name to be removed from the setting.

Although there is no statutory requirement for a child to attend Early learning & Childcare, if a child stops attending nursery on a regular basis without explanation or prior notification, staff have a responsibility to investigate the reason for the child's non-attendance.

All children's safety is paramount within the setting. If a child is feared missing the procedures outlined in our Child Protection and Safeguarding Policy will be followed

ELCC settings must:

- ensure parents are made aware of school attendance management processes and procedures and the relationships policy prior to formal enrolment;
- have a clear statement in the setting/school handbook of parents' responsibility to inform the setting/school if their child is absent, and a statement of the procedures the school/setting have in place to contact them;
- must follow ELC "A Positive Approach to Improving Attendance policy";
- communication should consider the differing needs parents may have, such as those arising from a disability, or communication and language barriers;
- ensure parents are fully aware of the authorised holiday allocation, **48-week** settings 6 weeks/**38-week** settings 4 weeks;
- have clear drop off and collection times, risk assessments and procedures;
- encourage parents to inform the setting of a child's absence using the absence line provided in the settings handbook;
- ensure a register is kept at all times;
- ensure a register is taken at the beginning of every session and a headcount given to the senior staff member. Children who do not attend the early years setting every day are noted on the register;
- ensure the names of children who are absent without prior notice are given to the school/setting office by telephone at an agreed time each day;
- ensure that school/setting office staff contact the parents of absent children on day one of an absence and inform early years staff of the outcome;
- ensure there are clear systems and process are in place for 48 week settings for monitoring attendance, when there are no office or senior leadership staff in the building and
- where parents cannot be contacted, staff will call the emergency named contact. If no contact is made settings will refer to the Child Protection and Safeguarding Policy.

9.7 Children on Alternative Pathways *e.g. East Lothian Works, Equity and Inclusion Education Outreach*

Children and young people accessing an alternative provision e.g. Outreach Team, EL Works, will have their absence noted by the relevant member of staff who will communicate this directly with the school. It is the

responsibility of the school to follow up these absences in line with the attendance policy to ensure the child or young person's safety and wellbeing. **This should be done without delay.**

9.8 Scottish Children's Reporter Administration (SCRA)

The Children's Hearings System is the care and justice system for Scotland's children and young people. A fundamental principle is that children and young people who commit offences, and children and young people who need care and protection, are dealt with in the same system – as these are often the same children and young people.

If schools are considering a referral to SCRA as part of following East Lothian Council's **Included Engaged & Involved: A Positive Approach to Promoting School Attendance (Jan 2022)**, Children's Services should be informed and where possible, agreement reach around a joint referral.

Schools should refer to '[Guidance on Referrals to the Reporter – Information for Partners](#)'. Schools should directly refer to the 5 practitioner questions when making a referral, as well as clearly identifying their concerns and ensuring an up to date chronology is also included, which demonstrates the level of supports, CPM's and interventions offered prior to referral.

More detailed information about the [Children's Hearings System](#), including [frequently asked questions](#), is available on the SCRA website.

There is also a dedicated section for [children](#) and a separate section for [young people](#).

View all of SCRA's [children and young people's information leaflets](#).

If you have a question about a specific case, please contact your local Reporter. If they have been in touch with you, their contact details should be on the letter or email they sent to you.

10. Other considerations

10.1 School Exclusion

Details regarding the policy and procedures of school exclusion can be found in [Preventing and Managing School Exclusions](#).

With regards to safeguarding and child protection, specific consideration must be given when considering the exclusion of a child or young person who is on a Compulsory Supervision Order, on the Child Protection Register or for whom there are current or previous Child Protection concerns.

Staff must discuss any potential decision to exclude with the DMS and the designated Social Worker and Lead Professional (if different) to allow for a full consideration of individual circumstances to take place. This must be done before the decision to exclude is made.

10.2 Health and Safety

Safe schools are needed to protect children, young people, staff and the wider school community from unnecessary harm. Clear consideration and planning for possibilities of harm are key in ensuring a greater sense of safety. Training and having clear planning around fire evacuation can significantly reduce the risk of harm or damage. First aid is a vital tool that helps ensure that whenever an accident occurs, it is immediately dealt with. The goal of first aid is to quickly respond to an accident and make sure that there are minimal injuries.

The Head Teacher must ensure they follow and adhere to the detail within ELC Health and Safety policy, in particular in relation to:

- Health and safety promotion;
- emergency and planned evacuation procedures;
- recording and reporting;
- relevant training requirements and
- first aid requirements; further advice can be accessed [First Aid Needs \(schools version\)](#).

The Head Teacher must have procedures in place to ensure that:

- all visitors sign in and out of the building and receive a visitors' badge;
- all visitors know the fire evacuation procedures and are aware of any planned testing that may take place during their visit;
- all staff understand their roles and responsibilities in keeping children, young people and themselves safe;
- a minimum of 80% of staff have completed fire safety training at any one time. Training must be updated every 3 years and
- systematic consideration of Personal Emergency Evacuation Plan (PEEP) needed for any child or young person. This may be a short term or long-term need and should be reviewed as necessary as well as include a contingency plan to ensure all staff are appropriately protected when taking affirmative action. Any changes or amendments need to be shared with the child or young person and their parent.

10.3 Intimate Personal Care

Children and young people who need intimate personal care are entitled to be treated with privacy and dignity, have access high quality care and support tailored towards their particular needs and choices.

Schools must ensure that:

- appropriate facilities provide a safe, clean environment and appropriate equipment is accessible to both staff and the child/ young person;
- they seek written permission from parents and young people where appropriate to provide intimate personal care and retain this information within individual children and young people's Inclusion and Wellbeing file;
- every child or young person who requires regular intimate personal care have a detailed care plan in place (Appendix 8);
- where intimate personal care has been required and a plan is not in place, they contact the parent to make them aware that their child has been supported in this way and discuss whether an ongoing care plan should be considered;
- for all intimate personal care undertaken, whether a care plan is in place or not, records are kept;
- any issues or concerns that arise during the care process, are reported to a senior member of staff immediately. However, if this concern is possibly a child protection concern it should be reported to the DMS immediately. This may not necessarily be their line manager depending on the setting;
- hygienic nappy/ personal care changing practice and effective cleaning of equipment and the environment is vital to reduce the risks of transmitting infection to children and staff;
- appropriate waste bins should be accessible, foot operated and designed specifically for personal care;
- all staff can access appropriate PPE, personal care resources and cleaning products are easily accessible and
- all staff have read and understood intimate care guidance.

Early Learning and Child Care: Further detail and guidance can be found at:

- [Infection Prevention and Control in Childcare Settings](#) (October 2016)
- [Nappy Changing and Intimate Care Guidance Early Learning and Childcare](#)

10.4 Mental Health, Self-Harm and Suicide

Children and young people can experience a range of mental health issues that impact on the ability to keep them safe.

The head teacher should:

- prominently display and make reference to the mental health posters providing advice and details of how to access the Mental Health Information Point across the school so that children, young people and families know how to access support independently;
- record and note Wellbeing Concerns and share these as required with parents and partners agencies;
- engage in the Child Planning Process and seek requests for support from other agencies as appropriate;
- seek support from the Mental Health Youth Worker linked to their school if they have concerns for a child or young person who is self-harming or is talking about suicide;
- seek support from the Mental Health Youth Worker linked to their school for support in creating a safety plan that is proportionate and appropriate. A general risk assessment or an Inclusion and Wellbeing risk assessment should be considered alongside the safety plan and
- consider who needs to be aware of the safety plan so that all staff can support the young person wellbeing; best practice would be with the young person's /family's consent.

If the child or young person requires immediate support, there are a number of options:

- call 999 in an emergency;
- contact parents and ask them to seek immediate support from their GP and
- contact CAMHS for a Professional Consultation 12:30-13:30 daily on 07580 788090

Schools should seek support in accessing training, resources and advice regarding self-harm and suicide via the Mental Health and Wellbeing Team.

10.5 Off Site Visits

Offsite visits may include day educational excursions, residential or adventurous activities that may take place within school establishments but are more likely to take place in an alternative venue.

Settings must comply with [ELC Guidelines: Safety and Good Practice in Managing Off-Site Visits \(including Adventurous Activities\)](#) as well as [Going out there - Scottish Government Guidance for Off-site Visits](#)

Off site visits should be planned in accordance with the Scottish Framework for safe practice in off-site visits. This Framework provides details regarding remote supervision, ratios, dynamic risk assessment, PVG checks and additional advice regarding Safeguarding. Further information can be found here

[East Lothian EduHub - Residential Visits \(google.com\)](#)

In line with the Scottish Framework for Safe Practice in Off-site Visits, the Head Teacher alongside the visit leader should ensure:

- appropriate Child Protection procedures are in place and appropriate risk assessments, including first aid arrangements and medication processes have been completed and proportionate safety measures are in place;

- accompanying adults who volunteer to accompany offsite visits are deemed as carrying out regulated work (Chapter 2 of the Disclosure Scotland guidance) and are required to have PVG in place prior to the excursion;
- parents will be issued with 2 forms to complete prior to an educational excursion in order for schools to ensure they have access to all information in order to undertake our extended Safeguarding duties away from home - this information must be GDPR compliant in terms of securely storing this information and
- Administration of Medication Guidance and associated paperwork must be adhered to, which would include any contingency planning needed for emergency arrangements.

With regards to residential excursions, the East Lothian Council will have in place terms and conditions explaining the responsibilities and obligations as part of the contract.

10.6 Photographs and Videos of Children and Young People

Schools must ensure permission is sought to ensure the safety and protection of all children and young people. This can be a vital part of keeping safe, particularly where non-disclosure of address or adoption is part of the context of the family.

Schools must ensure that:

- East Lothian consent forms are issued to all parents of children under 12 years of age for written permission to use photos or video recordings of their child for the purpose of sharing, supporting and promoting their learning activities;
- when a child reaches age 12 or over, they will be asked to sign their own consent form;
- the consent is renewed every 2 years. A parent or young person may choose to withdraw this consent, schools must take appropriate steps to ensure they adjust their records;
- schools should hold an overview of photo consent and have clarity about use both internally and external consent, considering all social media platforms, as well as sharing with local press;
- many schools and services within East Lothian Council use a variety of social media platforms to share learning, achievements and information about our settings. All settings must ensure photo consent is obtained for East Lothian Council devices and parents understand the purpose of their consent in this wider public forum and
- on many occasions we are encouraged to share successes with local newspapers and their associated website. Best practice is to inform parents prior to this. In some cases, to ensure compliance you may prefer to ask parent to opt out if general consent is given, or to contact the few parents directly to discuss any implications.

10.7 Respect for All: A Positive Approach to Preventing Bullying

All children, young people, staff, parents, and partners should feel welcomed and supported within a school which is inclusive and respectful for all. It is important that schools develop a culture of co-operation between teachers, support staff, parents, children and young people, and the wider learning community. East Lothian Council's aim is to create safe and secure environments where bullying is openly acknowledged, discussed and challenged as unacceptable behaviour, resulting in the reduction of incidents.

The recording and monitoring of bullying or alleged incidents within an educational establishment is essential and can provide valuable information on the scope and scale of the issue. This process is vital to be able to guide improvements in policy and practice and inform anti-bullying interventions.

All schools must ensure that:

- they use SEEMis Click & Go - *Recording and Monitoring Bullying Incidents in Schools*, to record all incidents (including allegations) of pupil-to-pupil and pupil-to-adult incidents of bullying;
- they use SPHERA to record all incidents of adult-to-adult and adult-to-pupil incidents;
- they record **all alleged incidents** which should be investigated and concluded, even if unfounded;
- they consider patterns of behaviour and if further intervention is required either for the perpetrator or victim through wellbeing assessment process, risk assessment, Positive Support Plan and
- use information and analysis of the Bullying and Equalities module to ensure the health and wellbeing curriculum, assemblies and focus weeks are well planned, tracked and responsive to specific needs appropriate to local trends and context.

Further information can be found in our policy '[Respect for All – A Positive Approach to Preventing Bullying](#)' (2022).

10.8 Storage and Procedures for Medicine in Schools

School staff have a legal duty to care for children and young people, which means that they have an obligation to exercise a level of care towards an individual as is reasonable in all the circumstances, to avoid injury to that individual. This includes addressing healthcare needs. [Guidelines for the Management of Pupils with Health care Needs](#) details the roles and responsibilities for staff with regards to healthcare needs.

Schools need to ensure:

- all medications are stored appropriately;
- appropriate consent is sought, and associated paperwork completed by parents and stored securely;
- staff have access to relevant training and are able to refresh when needed to meet the needs of all children and young people;
- the appropriate Health Plan and associated flowcharts, administration of medication record is completed, reviewed and shared with appropriate staff. In cases of emergency medication consent should be sought and also stored alongside the Health Care Plan;
- Emergency medication must be within **5 minutes** access from anywhere within school grounds;
- in cases of activities such as vertical groupings, accessing specialists services or visitors or excursions, appropriate safeguarding processes are in place to allow children and young people and staff to access these medications;
- there are appropriate numbers of staff trained to administer medication and access to training ensures schools have a proportionate number trained for health care needs and first aid and
- schools should hold a record of staff trained details centrally.

This guidance and accompanying appendices are updated regularly in conjunction with NHS Lothian. Therefore, schools should refer to the 'Guidance and Policies' section of *EduHub* to ensure they are using the most up-to-date information.

Further advice can be sought from health colleagues regarding any aspect of health care needs for any children or young people.

Schools and settings should ensure they adhere to the latest guidance from [Care Inspectorate for Management of medication](#).

10.8.1 Allergies

School should ensure that children and young people with known allergies and who have had clear support from health professionals around them, that:

- health care plan is completed, where appropriate to the allergen;
- medication is original dispensary packaging with the appropriate paperwork;
- a flow chart with the child or young person photo relevant to the allergy is included in the HCP;
- general flow chart for allergy is on display in all classrooms, dining hall and other key areas;
- the appropriate medication administration form is included with the medication,
- information is shared with the dining hall, appropriate departments and all staff understand these processes;
- consent is sought from parents to share photos in a way that supports quick and effective communication regarding their child's allergy when needed. However, consent is not essential when sharing this information is essential in upholding our safeguarding duties. The expectation is that this will be stored securely but accessibly, allowing for changes in staff;
- information is shared with staff and staff can access this information easily;
- a meeting between school, parents and facilities management staff (FMS) happens prior to any child starting school, in order to discuss ingredients etc so a clear plan has been agreed. This will need to be reviewed prior to any changes in menu being introduced;
- best practice would involve using the purple band and tray system as requested by FMS, but an appropriate system should be agreed and implemented to safeguard staff and young people to manage this effectively and sensitively;
- a regular report is shared with staff to ensure the most accurate information is available;
- consideration to trips, specific activities such as food technology, excursions, curriculum-based activities related to activities have been risk assessed and appropriate measures have been put in place;
- consideration in larger schools and secondary schools for a "free from " area which is accessible and
- Communication regarding allergies is not reliant on the young person, especially if ASN is a consideration.

Many children and young people can have food intolerances, food preferences or restriction to their diet for a number of reasons including religion. These would not require a HCP but would be essential in creating a report to share appropriately with staff.

Effective practice would include consent form both the young person and their parent to share photos and details with relevant staff and partners that may work with their child.

11. Risk Assessments

11.1 General Risk Assessments

All settings should have general risk assessments in place which are stored on Sphera and should be reviewed at least annually or as required.

These should be available for all staff and consideration needs to be given to holding a paper copy to ensure all staff can access. Best practice would ensure staff have sign these annually. Staff also hold a responsibility to alert the Head Teacher of any amendments needed based on their perspective.

Ensure all visiting staff are provided with and understand, all relevant documentation required to support individual children and young people, prior to working with them

These should include but not exhaustive;

- playground;
- dining hall;
- drop off /pick up;
- entrance area;

- fire evacuation, including children with ASN;
- special events: concerts, school fetes, sports days, parents' evenings;
- secondary subject specific risk assessments e.g. science, PE, CDT & HE;
- intruders/ disgruntled parents/ acrimonious separation: These should be considered as part of a general risk assessment but in some cases, it may be necessary to create an individual one for specific situations;
- specific to your context e.g. a community campus, a playground with public access etc. and
- visiting staff working in isolated parts of the buildings, especially if this work is on a 1-1 basis.

11.2 Lockdown Procedures

Lockdown procedures should be detailed within the Business Continuity Plan (BCP). This should also outline a full school evacuation plan, identifying a community building that could support schools should a threat of bomb, gas leaks or any other event that requires a full evacuation.

11.3 Staff Risk Assessments

It may be necessary for Head Teachers or line managers to consider the need for risk assessment for staff. These should be completed and saved in the confidential section of Sphera. Medication should be accessible in a safe space, which is noted in the risk assessment or health care plan, whichever is most effective for the specific staff member.

These would be considered for conditions such as but not exclusively:

- pregnancy;
- diabetes;
- epilepsy;
- allergies and
- temporarily on crutches e.g. moonboot

Consideration should be given to a Personal Emergency Evacuation Plan (PEEP) for staff depending on the school context and specific circumstances.

These should be shared with colleagues or wider settings as appropriate and with staff consent

12 Transitions

12.1 Transition or Request for a Move in Schools or to Home Schooling

- No matter the parental circumstances, both parents have Parental Rights and Responsibilities unless there is a legal order, Schools should request a copy of any legal order for their records.
- In normal circumstances, we accept one parent is able to enrol a child in an ELC education setting with appropriate paperwork. Staff should contact the school they are moving from prior to agreeing a start date. A child planning meeting may be necessary before accepting an enrolment This will support GIRFEC and in identifying any safeguarding concerns.
- If a parent requests to move schools and parents are separated, both parents should be informed in writing that a request has been received.
- Where parents do not agree on home schooling or a move of school, the status quo should remain until the parents agree or a legal order has been obtained.
- If a parent plans to move to another local authority, staff should take steps to contact the receiving school to ensure PRR are met and that neither parent is disadvantaged.

Schools should reference **Included Engaged & Involved: A Positive Approach to Promoting School Attendance (updated Aug 25)** for further guidance around home schooling, Part time timetables, Flexi- schooling applications or children and young people who are not attending school through anxiety. Schools should arrange a contact plan with the young person and their family as ELC continue to have responsibility to ensure the children and young people wellbeing, until such times applications or school transfer has been approved.

12.2 Enrolment

Enrolment from another Local Authority; It is important that schools take time to gather all information prior to enrolment to ensure adherence to GIRFEC.

The Headteacher should:

- Meet with parents and child to show them the school and gather initial information;
- Contact previous setting to clarify if there are any ASN, involvement of other agencies, or any child protection concerns;
- Ensure they establish PRR. This may involve the previous setting informing parents of the intention to move school or Local Authority;
- Gather any legal information in relation to court orders;
- Contact other agencies, if appropriate , to plan the transition to the new ELC setting and where appropriate
- Hold or attend a Child Planning Meeting.
- Notify the Depute Head Teacher for Equity & Inclusion as strategic lead for children and young people with care experience.

13. Safeguarding of Staff

It is important to be aware that staff can be vulnerable to allegations therefore imperative that all staff understand safe working practices for themselves when working in a school environment with children and young people.

Staff must, at all times:

- be responsible for their own actions and behaviour and should avoid any conduct which could lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- be proactive in familiarising themselves with key risk assessments for the setting;
- be proactive in assessing risk and raising any concerns with their line manager;
- discuss and take advice promptly about any incident which may give rise to concern;
- record incidents of concern;
- undertake relevant training and ensure mandatory e-learning is up to date;
- be aware of East Lothian Council's policy and procedures;
- understand abuse of trust can lead to gross misconduct, dismissal and being referred to professional standards e.g. GTCS, SSSC;
- raise any concerns with their line manager regarding children/ young person comments or behaviour, to discuss in more detail safe working practices related to their role. In some cases, consideration needs to be given to risk assessments and mitigations that are reasonable adjustments;
- ensure, understanding of risk assessments and PSP;

- ensure all staff and visitors who may witness physical restraint are appropriately supported. This may include sharing the signed PSP which demonstrates the need for physical intervention for the young person, staff or others safety and
- ensure staff personal mobile phone and equivalent digital device/ devices with specific capabilities e.g. camera, are placed securely in a locker or equivalent, to ensure safe working practices, as well allowing staff to carry out their contractual duties.

If any allegation is made against a member of staff, it is important for an effective investigation is completed to protect the health and wellbeing of the employee as well as the child or young person.

13.1 Peripatetic Staff - Personal Safeguarding

Line Managers have a responsibility to ensure the safety and wellbeing of members of their team. They should:

- follow East Lothian Council policy for staff absence;
- ensure that their staff understand and follow the staff absence policy;
- have staff check-in procedures and
- be aware of individual circumstances of the members of their team.

There is shared responsibility for all staff to:

- keep their Outlook diary up to date;
- keep their Teams work status up to date and
- ensure effective communication with their Line Manager and keep them informed of any relevant changes in personal circumstances.

Head Teachers expecting a member of staff from another service should notify the member of staff's line manager, and if not available the Service Manager for Strategy and Operations, if the member of staff does not report for work without reason.

13.2 Working with Children and Young People.

Safety measures must be taken to reduce the risks to staff who engage in lone working or 1:1 working with children and young people to ensure they are able to undertake their duties safely.

With the appropriate checks and safeguarding processes in place, staff from many services and third sector agencies may work in a school setting or an agreed space, to offer support for a number of our children and young people. Effective and ongoing communication is vital to both safeguard the child and young person as well as any adult supporting them.

It is the responsibility of their line managers and Heads Teacher to ensure:

- appropriate risk assessments are carried out taking into account the different levels of risk depending on circumstances, activities and environment of staff;
- that there is ongoing communication regarding changes that may affect the risk assessment, or the mitigations needed to allow lone working or 1:1 working to be maintained safely and
- that they share information regarding the child or young person e.g. individual risk assessments, positive support plans or any changes to their circumstances such as youth offending that may require the risk assessment or lone working practices to be adapted.

It is the responsibility of the individual employee to:

- raise any concerns or any changes to their working practices or environment;
- to read and seek information that supports risk assessment planning for themselves and/or the children and young people they work with and
- highlight and discuss any changes to the young person circumstances, if proportionate and in line with GDPR and confidentiality.

13.3 Lone Working Disclosures and Wellbeing Concerns

- In all cases of disclosures, these should be reported directly to the DMS and NOT their line manager, in best practice as soon as practicable possible on the same day;
- if it is felt that the child is at immediate and significant risk, the staff member should report this directly to one of the core agencies, this should be followed up by email to the DMS for the child or young person's school and copy in your line manager and
- staff should be able to easily access Child Protection and Wellbeing Concern forms .

14. PREVENT

Protecting children from the risk of radicalisation should be seen as part of wider safeguarding duties and is similar in nature to protecting children and young people from other harm.

Staff should have a clear understanding of how the holding of views which endorse extremism can lead to safeguarding issues for the wellbeing of the individual child or young person.

Schools should:

- be proactive in tackling causes and have an early intervention and supportive approach;
- ensure learning and teaching is proactive, as well as reactive, in addressing current trends or issues;
- provide a safe space for children and young people to explore, discuss and debate the range of social and political issues in our rapidly changing world;
- develop children and young people's skills to be able to engage as active citizens in a democratic society, developing critical thinking skills so that they become resilient to and equipped to challenge divisive viewpoints and hate speech;
- embed core themes of PREVENT within the curriculum: Social Studies, Health and Wellbeing, and Religious and Moral Education have particular roles to play in helping children and young people develop their understanding of the world by learning about other people, cultures, beliefs, attitudes and values;
- use learning and teaching methodologies that support collaborative learning and critical thinking, help to create supportive learning environments, and to address controversial issues effectively;
- challenge misinformed views and perceptions amongst children and young people and challenging commonly held myths, for example regarding particular communities, requires skilled practitioners who use techniques that open up discussion;
- model to children and young people how diverse views can be heard, analysed and challenged in a way which values dignity, freedom of speech, and freedom from harm;
- remain professionally curious around children and young people interests such as bands, hobbies, topics of conversation and
- in the first instance, the DMS would contact the Single Point of Contact for Children's Services to discuss a PREVENT referral.

It is the responsibility of Service Managers and Heads Teachers to ensure that:

- all staff have completed the PREVENT learn pro module mandatory training as part of their PRD process and this is refreshed every two years, or as directed by a change to policy or procedures;
- all staff have a good understanding of their duty with regard to reporting PREVENT, and are aware of available programmes to deal with any individual who is vulnerable to being drawn into terrorism;
- staff are able to identify signs and vulnerabilities of children and young people who may be targeted (e.g. socially isolated, changes in behaviour and beliefs, accessing content online) to radicalisation, and know what to do when they are identified and
- any concerns regarding individual children and young people are shared with PREVENT Single Point of Contact (SPOC) [GIRFEC](#)

15. Police

Police reports will be sent to the Head Teacher. The Head Teacher can nominate a second person to receive these reports. In cases where a child is under 5 and not in school, the Lead Professional is the Health Visitor. It is at the discretion of health visitor or social work to share these reports with ELCC settings where this concerns child protection or wellbeing concerns.

15.1 Child Concern Reports (Vulnerable People Database)

If a Police Scotland Officer attends an incident where children or young people are present and they may be affected by the behaviour of adults or have committed an offence they record and produce a Police Concern Form, named a VPD. If appropriate and in line with legal frameworks, Police Scotland will share the VPD with other agencies including Education staff.

Youth offending cases are taken forward to the multi-agency Early and Effective Intervention Group (EEI) who have a role to:

- consider the wellbeing needs of each referred child or young person;
- provide a multi-agency forum to discuss and agree suitable supports and interventions;
- to promote a rights respecting, strengths based and inclusive approach;
- balance the need for care and protection with risk and public safety and
- promote early intervention to improve outcomes for children, young people and families.

The group is jointly chaired by children's services and police, with education represented to provide additional information from the Named Education Contact and support decisions around next steps.

The screening process is to ensure the well-being needs to each referred child or young person, is considered in its entirety which promotes a rights respecting, strengths based inclusive approach.

School staff would work in partnership with these agencies to provide support for the young person which balance the need for care and protection with risk and public safety.

Schools must:

- ensure VPDs are stored securely and in line with [Record Keeping and Information Storage guidance](#) and
- in cases of EEI requests, ensure they respond to the request for information as this will influence the multi-agency discussion and disposal decision.

15.2 Police Requesting Information

- Information can be shared with the Police for the purposes of **directly resolving immediate issues and concerns.**

- If you receive a non-standard request for data sharing, however, which is not part of your routine data sharing arrangements, this should be referred to Legal and/or the Information Governance team as indicated in the flow chart in Appendix 7.

If in doubt, the Legal and Information Governance teams can support at dpo@eastlothian.gov.uk, legal@eastlothian.gov.uk and/or via Teams and telephone.

Any request from Police Scotland for a Child Protection file, should be made by Police Scotland using their formal data request form from external agencies. Staff should always take advice from legal before sharing information. Only a copy of the file should be shared. The original file should remain in the school.

16. Self- Evaluation

A key means of affirming adherence to Child Protection and Safeguarding is through strong approaches to self-evaluation and quality assurance, in particular a clear focus on evaluation against Quality Indicator 2.1 of How Good Is Our School 4/How Good Is Our Early Learning and Childcare.

Q.I 2.1 will be a key feature of any planned school improvement and review processes.

East Lothian's Establishment Safeguarding Checklist should be completed on an annual basis by all establishments and should be reviewed alongside the School Improvement Planning process. Schools should populate the template with information related to their own school context and improvement priorities, including identification of their Designated Senior Manager for Child Protection.

Child Protection Learn Pro scorecard information should be included as part of this annual return.

Some of following have hyperlinks to ensure the most accurate form is accessible and are therefore not directly copied as an appendix to this policy

Appendices

Appendix 1 Child Protection Form

EAST LoTHIAN COUNCIL

Note of Child Protection Concern

Section A: This form should be completed by.

- any member of staff reporting a **possible** child protection concern

Section B should be completed by

- the Designated Member of Staff (DMS) when reporting a concern/query regarding child concern to one of the three core agencies. (OR *unsure if this is a CP referral contact Duty Team leader for discussion*) **Highlight below**
- **This CP concern – completed form and submit to duty SW cf-dutyteam@eastlothian.gov.uk**
- **This is a wellbeing concern after discussion with DTL/ other core agencies or because of no further action.**

SECTION A: Member of staff recording concern

Name: _____ Designation: _____ Date _____

Date when this child protection concern was first noticed:

DO NOT DELAY IN REPORTING THIS INCIDENT ONCE ALL RELEVANT DETAILS ARE KNOWN.

You are not interviewing the child you are gathering as much detail as possible to support CP decision making process

Notes (please use the child's words as far as possible):

This section should be used to clearly describe the concern in as much detail as possible. Names, dates, times and locations, any marks/ bruises (details)

Best description of concern using key questions (what happened, where, who, when?)

Can you tell me more about that/ TED~ Tell Explain Describe)

Section B; Completed by DMS

Key details

		✓
1	Full name of child or young person including any other names they may be known as	
2	Date of Birth	
3	Any Additional support needs? If the child is mobile? Verbal/ nonverbal?	
4	Address including any recent former addresses	
5	Have you discussed this with family? What are your reasons for sharing / not sharing <i>If not is there someone who you think would be best place</i>	
6	Family circumstances Other children in the household? (details) Are the parents together? Is there a new partner?	

Please highlight

Types of harm	Suspicion/ risk of (Factors relating to the child/ young person)	Suspicion/ risk of (factors relating to parents/ carers)
<input type="checkbox"/> Physical injury <input type="checkbox"/> Emotional abuse <input type="checkbox"/> Physical neglect <input type="checkbox"/> Underage sexual activity <input type="checkbox"/> Sexual abuse <input type="checkbox"/> Substance misuse <input type="checkbox"/> Child trafficking/ exploitation	<input type="checkbox"/> Child safety <input type="checkbox"/> Mental health <input type="checkbox"/> Absconding <input type="checkbox"/> Health/ disability <input type="checkbox"/> Physical care/ neglect <input type="checkbox"/> Self- harm <input type="checkbox"/> Harmful sexual behaviour (HSB) <input type="checkbox"/> Technology assisted (HSB) <input type="checkbox"/> Suicide <input type="checkbox"/> Out with parental control <input type="checkbox"/> Exploitation (sexual/ criminal) <input type="checkbox"/> Offending behaviour <input type="checkbox"/> Other (please give details)	<input type="checkbox"/> Alcohol abuse <input type="checkbox"/> Asylum seeker/ refugee <input type="checkbox"/> Domestic abuse <input type="checkbox"/> Substance abuse <input type="checkbox"/> Housing / accommodation <input type="checkbox"/> Learning disability <input type="checkbox"/> Mental health <input type="checkbox"/> Parenting <input type="checkbox"/> Physical illness <input type="checkbox"/> Poverty. Financial <input type="checkbox"/> FGM <input type="checkbox"/> Forced marriage <input type="checkbox"/> Fabricated illness <input type="checkbox"/> Possible abuse of trust/ staff allegation <input type="checkbox"/> Other (please give details)

Questions you maybe be asked when reporting to one of the core agencies

- What convinced you to call today (which agency)
- What are your worries for this person (now, tonight, weekend)?
- Are there Marks? Bruises? When/ where/size
- Can you think of a time when things have not been this bad? How did the parents cope?
- What are your ideas to support them to have this discussion
- Who is important to the child / YP, who in the family might be able to help?
- Have you had a CPM, and has the plan been reviewed? What other professionals are involved?
- What do you hope will happen by SW involvement?

What are strengths and protective factors

The impact or potential impact of the harm on the child's health and development.
Are the child's experiences and views known?

Consider sharing a chronology as part of the referral

Sharing of this Information:

Have you shared this concern with any other person (e.g. senior member of staff, DMS Child Protection, another agency)?

If yes:

Name of person: _____ Position/agency: _____

Contact tel. number(s): _____

Additional information if required: e.g. advice offered, direct instructions and by whom

Complete Box 1 or 2 follow reporting a CP concerns/ disclosure

Box 1

Record decision by core agencies: action /outcome/ advice

PRACTITIONER NAME

DATE & TIME

1. Single agency response- **CP threshold not met**
2. Has a safety plan been discussed?
 - ❖ File in well- being file
 - ❖ Note action and decision rationale in PN **latest significant event & confidential**, include specific details e. date and who fed back & their role, as this is part of the child's chronology

Box 2 Decision by core agencies: action /outcome/ advice

Practitioner's Name (SW, police, health)

Date & Time:

CP threshold met

- ❖ IRD open
- ❖ Joint interview / SCIM
- ❖ Further assessment needed
- ❖ Safety plan advised
- ❖ Hold Child/ young person protection planning meeting
- ❖ Request to hold a child planning meeting (CPM)
- ❖ Gather pupil views and report back
- ❖ Parental discussion and report back
- ❖ IRD closed -No further action

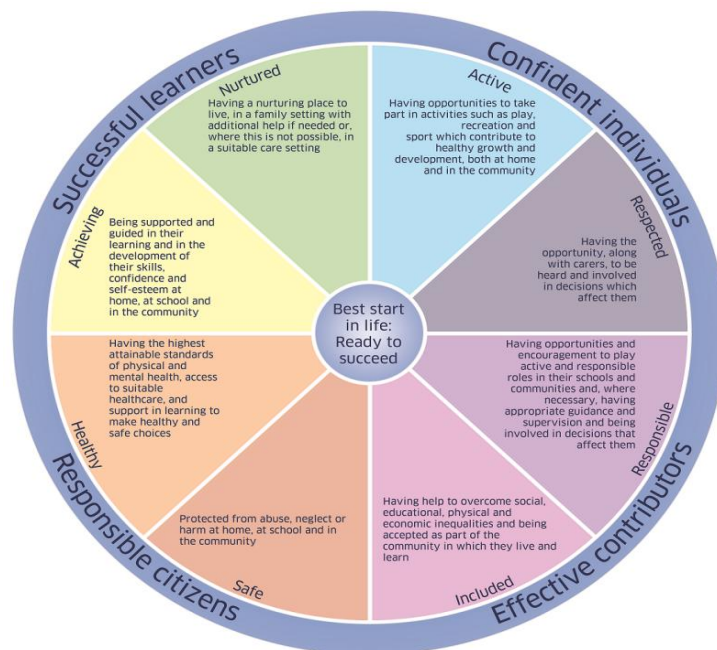
School should

- CP file started or add this paperwork to existing CP folder.
- CP recorded in Pastoral notes- **latest significant event confidential** for education chronology "*CP Item recorded in secure file*"
- Details of (interim) Safety plan explicitly shared with roles and responsibilities clearly identified- record in PN - **latest significant event**, confidential
- Record IRD decision, rationale and outcome (IRD closed, progress to CPPM) include specific details e. date and who fed back & their role from IRD process, safety plan and contingency

Appendix 2 Wellbeing Concern Form

Wellbeing Concern Form (Add Name of Early Learning Establishment/School) Restricted/Confidential Information

When assessing the wellbeing of children and young people, we use the following wellbeing indicators: safe, healthy, achieving, nurtured, active, respected, responsible and included.



If you have concerns about a child or young person's wellbeing you should complete this referral form and share it with the child or young person's named education contact.

Name of Referrer and Role	
Date of Referral	
Name of Child / Young Person	
Year / Stage	
Concern Discussed with Parent / Carer	Yes / No
Named Education Contact Name	
Lead Professional Name (if known / allocated)	

Description of concerns including summary of previous concerns & current supports – refer to the 5 Practitioner Questions	
1.	What is getting in the way of this child or young person's wellbeing?
2.	Do I have all the information I need to help this child or young person?
3.	What can I do now to help this child or young person?
4.	What can my agency do to help this child or young person?
5.	What additional help, if any, may be needed from others?

Date Wellbeing Concern Form shared with Named Education Contact:	
--	--

Present at discussion (phone calls/face to face):

To be completed by Named Education Contact:

Action(s)	By Whom	By When

Continue to monitor?	YES/NO	Gather more information?	YES/NO	Contact Lead Professional?	YES/NO
----------------------	--------	--------------------------	--------	----------------------------	--------

Signature:	Designation:
Date:	

Appendix 3 Personal and Intimate Care Plan

XXXXXSchool Intimate Care plan

Name:	
-------	--

Class Teacher:	
----------------	--

NOTE: In all arrangements below staff should include information on the number of staff involved, the level of staff prompts and supports, and any specific training required.

Key for prompts and supports:

VP: Verbal Prompting; **GS:** Gestural Support (e.g. showing strip items); **PS:** Physical Support (E.g. placing pad / hand over hand / pulling up trousers); **FS:** Full Support (E.g. fully changing pad)

Arrangements in place for toileting:

Arrangements in place for changing:

Other Individualised arrangements in place:

Permission For School to Provide Intimate Care

I give permission to the staff at xxxxxx School to provide appropriate intimate care to my child as detailed above.

Please initial each box:

--

A

I have read xxxxxs Intimate Care policy and Guidance for Children and Young People.

--

B

I understand that the intimate care routines for my child will typically be carried out by the staff within my child's class team.

--

C

I understand that, at times, the Senior Leadership Team of the school will make appropriate decisions for the intimate care routines for my child to be carried out by supply staff or other school staff providing cover to my child's class team.

--

D





I will advise the school of any change in my child's circumstances that will impact on the intimate care routines of my child.

Name:	
Signature:	

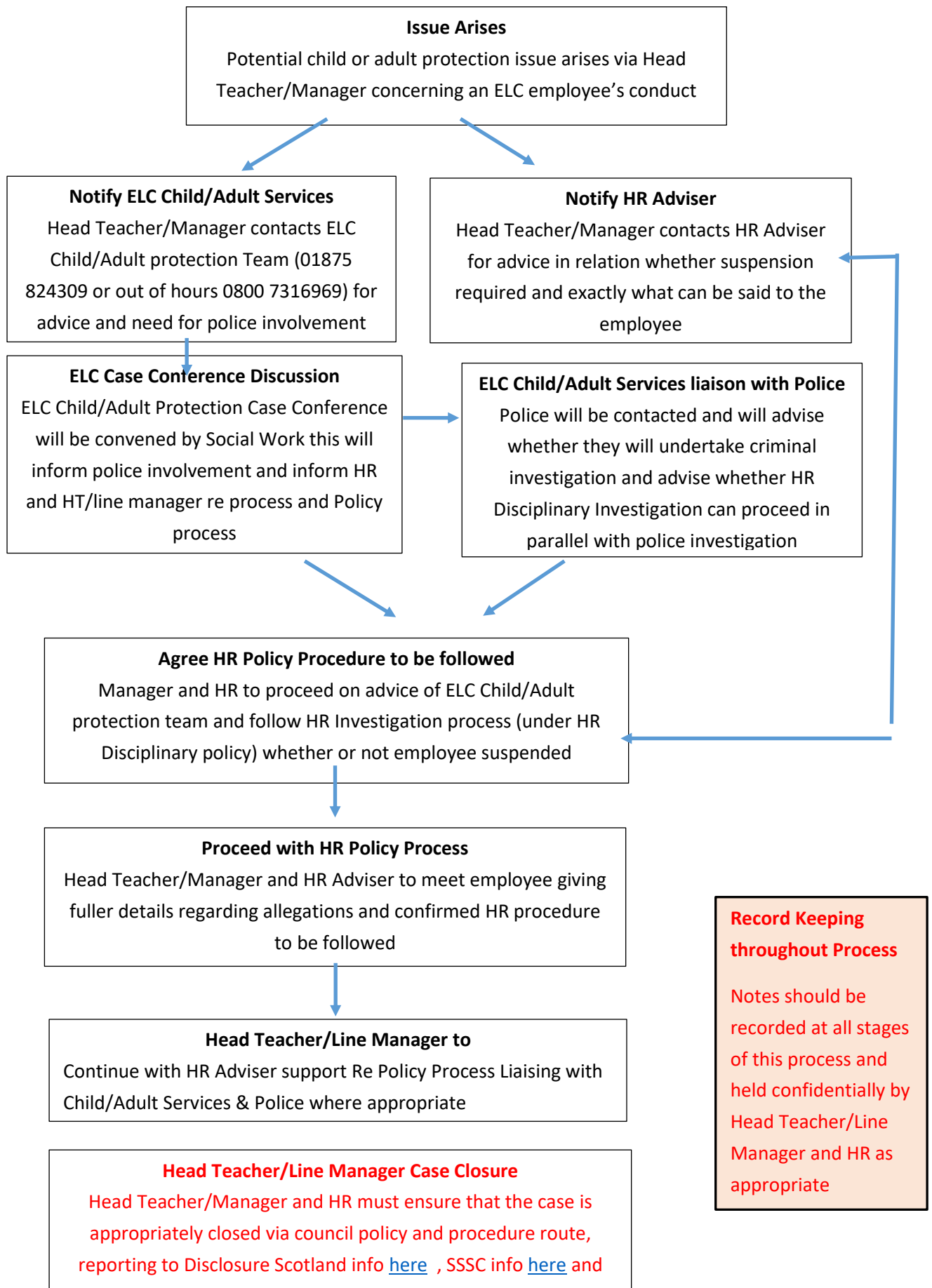
Relationship to child or young person:	
Date:	

Intimate Care Plan



Pupil:	Class:	Term:
 <p>Skills</p>	Current toileting skills	
 <p>Support</p>	Support needed	
 <p>Target</p>	Toileting target and support given	
 <p>Evaluation</p>	Evaluation of work towards the target	

Appendix 4: HR Child/Adult Protection Procedure



Appendix 5: Parental complaint response

Parental complaints linked to Child Protection and safeguarding can occur for a number of reasons and it is important to consider GDPR, confidentiality as well as balance the need to respond to legitimate concerns raised by our school community. In those circumstances schools may take further advice from:

Dear parents and carers

Thank you for those who have been in touch to discuss safeguarding concerns around the school. Both the school and East Lothian Council central team acknowledge these and note all you have said and the concerns you have raised.

East Lothian Council is committed to ensuring the education and safety of all children and young peoples in our care. Specifically in relation to the matter you have raised, we have, and will continue to ensure, that all appropriate steps are taken in discharging that duty.

Appendix 6 Contact plan

Child protection and safeguarding contact plan

- To be considered as part of CPM for best practice, this does not need to be a separate document but should be included in CPM minutes
- Can be created and shared with non-engaging parents

Type	Frequency (details)	By whom

Contingency plan Consider short (1-3), medium (4&5) long term plan (6&7)	<ol style="list-style-type: none"> 1. Immediate and significant harm – make CP referral, consider 999 for immediate check 2. Contact absence line for welfare check 3. Contact police for welfare check on 101 4. CPM arranged invite SW 5. Enrol in new school 6. Apply for home education 7. SCRA
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Example Contact plan

Main areas of concern

- Non-attendance due to anxiety

type	Frequency (details)	By whom
Face to face	Every 2 weeks In school At community centre Home visit Agreed space e.g. cafe	Guidance & YP
email	weekly	YP to school Parent to school
Google classroom	Weekly – visual contact with YP and CT / guidance Fortnightly/ monthly – work	

- *Should be recorded on inclusion and wellbeing folder*
- *Recorded on Pastoral notes. E.g. contact plan agreed as part of CPM, stored in inclusion and wellbeing file*

Appendix 7 Information Requests from External Parties

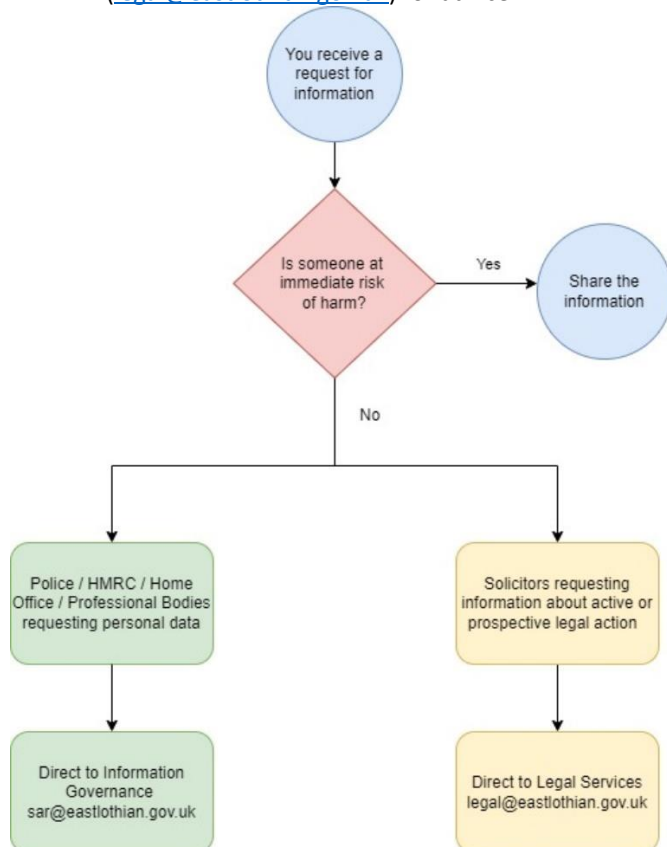
Information Requests from External Parties

From time to time the Council receives requests for information from external parties such as Police, HMRC, professional bodies and private solicitors. These requests often ask for personal data relating to Council clients, customers, employees, children and young peoples or other individuals whose information is processed by the Council.

If you receive such a request **and it is not part of your routine data sharing arrangements**, you should seek guidance from the Council's Information Governance and/or Legal teams for advice before responding. **You should not feel pressured to release this information unless there is an immediate risk of harm or threat to life.**

In the absence of such a threat, you should:

1. Confirm receipt of the request.
2. Advise the requester you will refer the request for consideration.
3. Contact Information Governance (sar@eastlothian.gov.uk) and/or Legal Services (legal@eastlothian.gov.uk) for advice.



[Insert School Name/Logo]



Staff Induction 2025-26

Welcome to [Insert School Name]

You are joining a team of professionals who learn together and support each other while providing a high standard of education for our pupils.

We will try our best to make your induction process as smooth as possible. There are lots of new things to learn within our school in order to best support our pupils. We hope you will find the training and support helpful. Please feel free to ask any questions as you go along.

{Insert: School Leadership Team School Office}

Our School Vision

{Insert Vision}

Our School Rules

{An example}

Be safe



Be ready



Be respectful



Induction Process

You will have time with your Line Manager (**insert name**) who will show you around and help you settle in.

You will have a tour of the school which will include:

- The classroom and teaching areas.
- Entrances and exits.
- Fire exit routes / emergency evacuation procedures / assembly points.
- The school office / photocopier.
- Staff room and staff toilets.
- First Aid arrangements.
- Accident reporting procedures.
- Security measures (e.g. Swipe Access Cards, radio aids and emergency keys).
- ID Badge.

- Health care needs including allergies, asthma and Medication
- Additional support Needs: positive support plans & inclusion and wellbeing risk assessments
- General Risk assessments
- Personal care
- Safe working practices
- Nursery processes

Your induction programme allows you to get to know how the classroom and the school work. The programme aims to introduce you to the type of work you will be doing on a day to day basis.

At first, you need to take time to read and familiarise yourself with the following information:

- Your job description and hours of work.
- Child Protection, Safeguarding and Wellbeing Information. Learnpro module should be completed prior to starting within any setting ([Child Protection 1 - Overview | Rise 360 articulate.com](#)) {password EastLothian!2024}
- ICT Policy – this provides you with email address and staff login details for school server.
- Emergency Evacuation Procedures, as well any pupils with a personal evacuation plan (PEEP)
- Staff / School Handbook.

There may be tasks and actions to be completed within the above documents.

By the end of the first month: You will be expected to have read the school's and East Lothian's key policy documents as listed above. This checklist will be included in your Induction pack.

By the end of week 4: You will be expected to have completed East Lothian's mandatory on-line training modules (LearnPro). You need an East Lothian ICT Login in order to access on-line resources. Your Line Manager can provide the policy and registration form required for this.

You can access the LearnPro modules on-line at : [learnPro Council - Login \(learnprouk.com\)](#)

Please ask if you do not understand anything.

You will meet with your Line Manager three times as part of the Induction programme on the following days and times:

1. {Add date within 1st week}
2. {Add date within 1st month}
3. {Add date within 3 months}

Each of these meetings is aimed at ensuring you have all the support necessary to fulfil your role within [Insert School Name]. Your Line Manager and all staff will be happy to answer any questions that you may have as you begin your career at [Insert School Name].

The following pages will list areas we know you will need to learn about – be patient! It will take some time!

Some of these things you will learn by watching and then doing, some may involve a member of staff working with you when the pupils are out of the class to give you time to process new information, others may be via formal training sessions and workshops.

Professional Learning (PL) opportunities:

Date:

- Introduction to Child Protection learn pro (Checklist) ☐
- Neurodiversity (See PL Calendar) ☐
- Nurture (See LearnPro) ☐
- Managing distressed and Challenging Behaviour MDCB (See LearnPro) ☐
- Visual supports and Timetables ☐
- Alternative Augmented communication (AAC)AC Systems e.g. PECS, Talking Aids etc. ☐
- Familiarisation of signing used in class ☐
- Class and Activity Procedures ☐
- Familiarisation of IEPs and PSPs ☐
- Personal Placemats / Pupil Profiles ☐
- EVOLVE and Risk Assessments ☐
- SPHERA and Incident Forms ☐
- ICT: Widgit ☐
- ICT: Using digital camera / video / iPad ☐
- ICT: Print photos from camera / iPad ☐

- CIRCLE ☐
- RRSA: Children's Rights in our school ☐
- Public protection everyone's responsibility ☐
- PREVENT ☐

Other targeted Professional Learning to be completed:

Date:

(If appropriate to your role, this will be planned for you.)

- Moving & Handling ☐
- Child Protection, Safeguarding and Wellbeing ☐
- Eating and Drinking ☐
- Emergency First Aid ☐
- Team Teach ☐
- Food Hygiene ☐

Education Scotland Pupil Support Staff Professional Learning Framework

[\[Pupil Support Staff - PL Framework | National Improvement Hub \(education.gov.scot\)\]](#)

The national professional learning framework has been developed by Education Scotland to support pupil support staff access and engage in their own professional development.

The Pupil Support Staff Professional Learning Framework has been designed with 3 levels (*Informed – Skilled – Enhanced*) and reflects the NHS Education for Scotland (NES) professional learning frameworks.

Click on each of the levels below to be directed to the range of activities and training materials available to all pupil support staff.

Informed - Universal support.

Skilled - Additional targeted support.

Enhanced - Intensive specialised - context specific.

You may also be interested in developing your skills in a broader way. We will always aim to support staff as much as possible in their professional development. You can speak with your Line Manager at any time if you have questions regarding your professional development.

11. Glossary of Jargon

Some of the abbreviations you will hear or see in school can be confusing to begin with. This list explains some of those you will hear but the best way is to just ask!

- IEP: Individual Education Plan. An IEP is used to identify a pupil's Key learning and next steps.
- PSP: Positive Support Plan. A detailed plan of the supports and strategies used to support each pupil in their learning.
- AAC: Augmentative and Alternative Communication.
- PECS: Picture Exchange and Communication System. The folders with symbols that support pupils to communicate.
- MDCB: Managing Distressed and Challenging Behaviour.
- ASD: Autism
- PSD: Personal and Social Development
- CSP: Co-ordinated Support Plan
- OT: Occupational Therapy
- SaLT: Speech and Language Therapy
- PCP: Person Centred Plan
- PEEP: Personal Emergency Evacuation Plan
- CVI: Cerebral Visual Impairment
- SLT: Senior Leadership Team
- ELT: Extended Leadership Team
- RRSA: Rights Respecting Schools Award

Appendix: Staff Checklist and Declaration

I have read and understood the range of Included, Engaged and Involved policies. Please initial and date beside each policy

- A Positive approach to managing attendance
- A positive approach to Preventing and managing Exclusions
- Child protection and safeguarding
- Respect for all: A positive approach to managing bullying

- Identify, assessing and providing for additional support needs for children and young people
- Inclusion, equality, and accessibility for All
- Managing distressed and challenging behaviour
- Record Keeping and information storage

Child Protection

1. Who is DMS?
2. What are the 5 R?
3. Who would you speak to if you have a whistleblowing concern?

staff signature

SLT signature

dates

Appendix 9 Child Protection Annual 2.1 self-evaluation

CHILD PROTECTION SELF-EVALUATION (2025/26)		
Please consider each of the themes and statements and evaluate for your school context.		
You should consider the totality of your school including separate campuses, early years settings and provisions.		
	Yes	Date Completed
1. Visibility of Child Protection (CP) Procedures		
CP poster displayed at front of school which includes 2 Designated Managers' contact details.		
CP poster has photographs of the 2 Designated Managers for term time.		
CP poster has photographs of the Designated Managers for non-term time (where applicable).		
CP posters are displayed throughout all appropriate areas of the school to ensure all staff, visitors and parents are aware who the Designated Members of Staff are.		
All learners have a Named Education Contact (trusted adult).		
Lanyards should be corporate and identify staff as East Lothian Council or school staff.		
All East Lothian Council staff always wear their employee badge.		
All members of staff know who the Designated Managers for Child Protection are.		
All staff are aware of where to access all relevant policies & documentation e.g., a safeguarding noticeboard.		
Staff know who to contact out with term time, where applicable and if the Designated Managers are not in school.		
2. Visitors		
All visitors sign in and out.		
All visitors are issued with a visitors badge on every occasion, best practice is a clearly identifiable lanyard.		
All visitors are accompanied around the building.		
All staff challenge unaccompanied visitors.		
There are clear processes to return visitors badges securely		
There is a notice visible at reception sharing when the weekly fire test is completed.		
Child protection and fire safety information is highlighted to school visitors on every occasion .		
3. Procedures and Guidance		
All relevant national and East Lothian Council guidance and policy on safeguarding and child is available to all staff Scotland CP Guidance 2021 /updated 2023 & New Local Procedures are available to all staff.		
There is a paper copy East Lothian Council Child Protection & Safeguarding policy available for staff who do not have ready access to a computer. POLICY_Child Protection and Safeguarding June 23.docx - Google Drive		
All staff aware of ELC Whistleblowing policy.		
All staff understand the process, following a staff/adult allegation.		
All staff have easy access to Wellbeing Concern Forms and understand how to complete these. Wellbeing Concern Form Aug 2021 V1.docx - Google Drive		
All staff have easy access to Child Protection reporting form and understand how to complete these		

4. Child Protection Training log		
There are clear processes in place which records details of support staff core child protection training, fire evacuation, team teach, first aid, moving and handling, epilepsy etc.		
Staff are familiar with and follow Guidelines for the Management of Pupils Healthcare needs (2024)		
The school have the appropriate number of staff trained as per Guidelines for the Management of Pupils Healthcare needs (2024)		
Appropriate additional training e.g. Protecting Children with Disabilities training. FGM, CSE has been undertaken and recorded.		
At least two members of the Senior Leadership Team have completed Level 2: Risk Assessment & Process Training.		
A register for the Child Protection annual update is retained by the Senior Leadership Team.		
The school has a proportionate number of staff for their context who are first aid trained.		
There are clear processes in place for all new staff, students and volunteers to complete CP training as part of their induction.		
5. Storage of Pupil folders		
Latest significant events within SEEMiS are being used by all appropriate staff.		
Pastoral Notes are used regularly and consistently by all appropriate staff to record incidents, concerns, communications and interventions which impact upon children's wellbeing.		
The school has fully implemented ELC Record Keeping policy.		
6. Health Care Needs		
Staff can access Guidelines for the Management of Pupils with Healthcare Needs (March 2024.)		
A written record should be kept of all medication administered to pupils.		
ADHD medication is stored in a locked cabinet & double staff signature is noted on medication log, which includes a record of the number of tablets held in school.		
A medical report for each class/ stage SEEMiS is shared with appropriate staff at the start of each school year and updated regularly and as needed.		
There is signage around the school on where to locate emergency inhalers.		
Allergies are shared with all staff and information is clearly accessible for supply staff.		
A list of staff who have asthma and allergies training is displayed in the school office		
Additional training e.g. asthma, epilepsy is renewed within the timescales as indicated in health care needs guidance		
There are clear processes in place to share allergies with dining hall staff. (photo of each child is safely shared and stored appropriately)		
Where it has been agreed, the school are using purple trays or an agreed approach to further identify food allergies.		
Pupils can readily access medication / inhalers during breaks. Within 5 min access, (do not lock away)		
Photos are included in medication plans/ flowchart and displayed/ held securely (best practice is with parental permission)		

A generic copy of the emergency care flow chart should be kept in every classroom and an individualised copy of the emergency care flow chart should be kept centrally with any back-up emergency medication.		
Generic flowcharts are displayed in key areas and classrooms, PE all, dining hall e.g. asthma, allergies, choking, epilepsy		
Short term non pharmacy medication, should be labelled with the child's name, DOB and date received. (antibiotics, standard label and guidance for use)		
Antibiotics - staff ensure that the first dose has been administered by parent		
All medication is stored in the container in which it was dispensed with the original, unaltered, dispensing label.		
Health care plans, along with flow charts are included in medication pack with clear dosage and are stored in a clear zipped folder.		
Record of administration forms, staff ensure that the header is completed as part of safeguarding process.		
Appropriate arrangements are in place to store health care plans in a central medical folder(s).		
Every school should have a medical folder(s) that is kept in a safe, central, easily accessible place and all staff should know where it is located. This folder should contain copies of all medication/care forms, including any School Healthcare Plans, and emergency contact details for each pupil who has a medical condition which requires support.		
Parents have signed the correct paperwork annually, including use of emergency inhaler.		
Medication arrangements have been made for excursions which would include a trained member of staff for specific medical conditions e.g. Epilepsy.		
Medication arrangements have been made for events taking place out with the normal class grouping (e.g., vertical grouping/ house activities).		
An up-to-date record of the expiry date of medication is kept by the Senior Leadership Team.		
Emergency medication can be easily accessed i.e., access to EpiPen, inhalers (within 5 mins).		
A list of pupils who have permission to use emergency inhaler is held within the emergency kit		
Emergency kits (EpiPen & inhalers) are checked according to current guidance and advice (<i>Is it in date? Any damage checklist ?</i>)		
Secondary schools have additional staff trained in first aid in specific faculties e.g. PE, HE, CDT, science labs & HE.		
There are appropriate number of staff who are first aider(s) trained for the size of the setting (this is the 3-day course). Min of 2		
There are appropriate number of staff (min of 4) who are emergency first aid trained for the size of the setting (this is the 1-day course).		
Specialist provisions need a core of 3 members of staff first aid trained.		
At least, one member of SLT has a remit for health care needs & first aid.		
Annual update review form is reviewed by SLT in August for all medication.		
All medication, HCP, flowcharts etc. are shared effectively as part of transition each year.		

DMS / SLT review health care plans at the beginning of each school year and are signed by all parties.		
There is a locked medical cabinet locked.		
7. Bullying		
Staff are using the Bullying and Equalities module in SEEMIS to record bullying, including alleged bullying.		
The school is following ELC "Respect for All "Policy.		
The school uses the data from the Bullying and Equalities module to identify and act on, trends and patterns through, for example, PSE and the assembly programme.		
8. Complaints log		
A central log of complaints is up to date and record details, actions and outcomes. Stage 1 & 2.		
The school is recording staff allegations in line with HR policy.		
Action plan, chronology is considered as part of the information gathering process of staff allegation.		
9. Health and wellbeing curriculum		
There is a clear overview of curricular programmes used in school related to Safeguarding and Child Protection (PSE /HWB programmes/assemblies/visiting speakers, etc).		
HWB is mapped out and tracked according to stage and individual pupils' experiences and outcomes.		
RSHP is central to HWB curriculum.		
The school's ethos, promotes wellbeing and children's rights and is visible throughout the school.		
In secondary, the school has processes in place to track young people on alternative pathways, to ensure young people do not miss out on essential safeguarding aspects of HWB curriculum.		
School assemblies, events and direct learning and teaching support children to develop personal safety strategies.		
In secondary, HWB is planned across other faculties as HWB responsibility of all.		
Systems are in place for children to raise concerns or worries.		
Internet safety is promoted throughout the year and children are aware of how to identify and manage risk whilst using technology.		
The school is responsive to HWB needs specific to their context.		
The school's programme of family learning provides the opportunity to understand more about safeguarding.		
Pupils' wellbeing and views are monitored regularly, and any areas of concern are investigated appropriately.		
10. Fire		
Evacuation procedures shared with visitors.		
There are fire evacuation notices in every room and area.		
There is a central fire evacuation log which is up to date.		
Building FRA is up to date and has been reviewed.		
Fire evacuation plan is shared and understood by all staff.		

Fire evacuation arrangements have been made for events specific to the school context (e.g., vertical grouping/ house activities).		
Large assembly point signs are clearly visible outside for staff and visitors to locate.		
Fire safety training has been undertaken by all staff and recorded.		
Personal Emergency Evacuation Plans (PEEPs) are in place and processes are in place to share with staff.		
A folder with emergency contact details is taken with staff as part of the evacuation.		
11. Police reports		
VPDs are noted in Pastoral notes as Latest Significant Events.		
The school is following ELC procedures for police concern forms (VPD), including storage.		
Do you request for disclosure of personal data from the police on every occasion?		
12. Attendance		
The school is following ELC A Positive Approach to Promoting School Attendance policy.		
Registration completed at least twice a day as per national guidance.		
Contact is maintained through the child planning framework for children and young people with prolonged absence.		
The school is reporting attendance concerns to the absence line.		
The school has rigorous processes in place to monitor the attendance of children and young people on reduced timetables including: PTX, PTH, ATF and SNA.		
The school can identify children and young people who have flexi education, and they are recorded appropriately.		
The school can identify children and young people who have applied for home education and have a contact plan until approved.		
The school is reporting children and young people missing from education in line with the Attendance policy.		
Registers arrangements have been made for events specific to the school context (e.g., vertical grouping/ house activities).		
The school has systems and processes for children and young people leaving during the school day (e.g., appointments, sent home unwell)		
The school has systems for recording staff attendance.		
The senior leadership team is aware of young people who are currently on reduced timetables as discussed, agreed and reviewed as part of the Child Planning Framework.		
Exclusions: The school are following IEI policy.		
13. Risk assessments (RA)		
The school has individual Inclusion and wellbeing Risk Assessment for young people, as required		
The school has clear processes to share RA with staff.		
Sphera is used consistently to record accidents and incidents.		
There are arrangements in place for staff without IT to access and can report incidents.		
All staff are aware of procedures to report incidents and accidents.		
Incidents / accidents are audited to identify patterns.		
Following a reported incident, the senior leadership team complete an investigation.		

General risk assessments are up to date and in place (e.g., dining hall, by subject, playground, reception, public access, drop off/ pick up).		
All residential / school visits have been Sphera /Evolve assessed.		
Health & safety Guidelines for HOE are used.		
The janitor has a central log of repairs, noting ELC reference number, date reported and resolved.		
The janitor / FMS is aware and contribute to general RA across the school.		
The janitor / FMS carry out a daily RA when opening up.		
14. Nursery (this should be completed alongside all sections if applicable)		
The nursery has a clear process for registration which supports changes in staffing.		
Child Protection posters are visible in the nursery and for parents.		
Personal Plan /All About Me are in place for all and are reviewed at least every 6 monthly.		
Staff are aware of the setting's personal care process and have access to PPE.		
The nursery has a clear process of recording personal and intimate care and sharing with parents.		
There are clear processes in place to identify and protect children with allergies/ food intolerance / dietary requirements.		
Relevant paperwork (e.g., PSP, health care, RA etc.) are shared with all staff, including supply.		
There are up to date risk assessments for all areas of the nursery.		
There is an overview sheet of paperwork received for each child including permissions etc. for quick reference and this is stored with the personal plans.		
Medication: ELC Early Learning and Childcare Medication Individual forms are stored with medication and care plans are reviewed 3 monthly.		
Administration record of Medication is countersigned as specified by CI.		
Administration record is signed by parents		
All ELC staff have completed online food hygiene training.		
In 48 week settings, consideration has been given to a separate/ additional emergency medication kits, as appropriate.		
All ELC staff are paediatric first aid trained.		
There is clear access and processes for administering first aid.		
The setting has a good supply of first aid resources.		
There is an accident log, recorded on Sphera as proportionate & if appropriate accidents are reported to Care Inspectorate.		
Drop off & pick up arrangements are regularly risk assessed.		
Pastoral notes are taken by all staff and there are processes to add to SEEMiS for Latest Significant Events.		
Photos taken for the setting are taken by devices allocated by ELC for ELC employees.		
Child Protection concerns can be identified with a date in pastoral notes within Personal plans, "see SEEMiS entry Latest Significant Events" or by a red dot.		
15. Mental Health		
Mental health posters are displayed around school.		
Safety plans for individuals are in place and shared with staff.		

16. Managing Distressed and Challenging Behaviour		
Positive Support Plans (PSPs) are in place for young people and reviewed as appropriate.		
Within each PSP, Team Teach is identified as an agreed approach as part of the Child's Plan.		
Staff are Team Teach trained as appropriate.		
Staff training of MDCB (including new starts/ NQT) is up to date.		
Staff have awareness of suite of IEL policies and know where to access these for reference.		
17. Quality assurance		
The school has a comprehensive QA calendar that includes e.g., pastoral notes, Sphera, CPM, bullying, nursery care plans, health care plans.		
Young people on alternative pathways are tracked by their Named Education Contact for access to core aspects of safeguarding in HWB.		
PRDs & Learn Pro score card are used by SLT to ensure mandatory modules are completed by all staff.		
Minutes from meetings (e.g. SLT, ELT, House) show wellbeing/child protection/safeguarding concerns have been discussed.		
Language used in pastoral notes in appropriate Writing Pastoral Notes - Google Slides.		
Minutes from meeting such as SLT, ELT, House show attendance has been discussed.		
Latest Significant Events are used to ensure accurate chronologies.		
18. Child Planning		
CPM minutes and Wellbeing Assessments are stored securely.		
Staff know how to access CPM minutes & Wellbeing Assessments.		
Staff are aware of YP who are identified as Young Carers and can access their statement, as appropriate.		
There is a clear and logged system around deciding on CSPs, including consideration of a CSP for all Looked After children		
There are clear processes to gather pupil voice.		
Staff are aware of the children and young people who are identified as Looked After / Care Experienced.		
Staff are aware and making use of referrals to Child Planning Framework Locality Team CPF-LT.		
19. School website		
ELC policies are included on school website.		
The school has shared how parents can raise a complaint.		
The school has shared how parents can raise Child Protection concerns.		
20. AOB		
Pupils with ASN are recorded accurately on SEEMIS.		
There is an overview of photo permissions for whole school to support staff with media/ website publishing.		
Objective Connect is used to share confidential information as appropriate.		
21. Specialist Provisions (this should be completed alongside all sections if applicable)		
There is a clear process for registration which supports changes in staffing.		

Child Protection posters are visible for parents.		
Consideration is given for staff to access additional child protection training for children with disabilities.		
Co-ordinated Support Plans(CSPs) have been considered for all Young People.		
Staff are aware of the setting's personal care process and have access to PPE.		
The setting has a clear process of recording personal and intimate care and sharing with parents.		
There are clear processes in place to identify and protect children with allergies/ food intolerance / dietary requirements.		
Relevant paperwork (e.g., PSP, health care, RA etc.) are shared with all staff, including supply.		
There are up to date risk assessments for all areas of the setting.		
Medication: staff have a clear understanding of the YP needs and have appropriate training to meet those needs		
All staff have appropriate training to work with all the young people in their setting including Team Teach.		
There is clear access and processes for administering first aid.		
The setting has a good supply of first aid resources.		
Annual update for eating, drinking, swallow training- signed off by SALT		
There is an accident log, recorded on Sphera as proportionate & if appropriate accidents.		
ASN & learning profile shared which includes – allergies, HCP etc.		
Photos taken for the setting are taken by devices allocated by ELC for ELC employees.		
Consideration has been given to specialist training for Child protection and children with additional support needs.		
Additional training is in place with associated paperwork linked to specific pupils needs and is reviewed regularly for competency based training.		
Additional training is in place with associated paperwork linked to specific pupils needs for Postural Management and equipment, and are reviewed regularly.		
Transport		
Risk assessment is in place for drop off & pick up.		
Escorts have access to relevant paperwork linked to safeguarding (general RA, individual RA, PSP, HCP).		
Travel passports are in place as appropriate.		
Arrangements are in place to report incidents and accidents.		

Appendix 10 Useful East Lothian Contact Numbers

Social Work Duty Officer	01875 824309 (Mon – Thurs 9-5; Fri 9-4)
Out of hours Social Work	0800 731 6969
Public Protection Office	0131 653 5150
Police Scotland Child Protection	0131 561 6126
NHS Child Protection	0131 446 4123
Education (John Muir House)	01620 827827

Appendix 11 Useful links

National Child Protection Guidelines

[Supporting documents - National guidance for child protection in Scotland 2021 - gov.scot \(www.gov.scot\)](http://www.gov.scot)

Edinburgh and the Lothian's Child Protection Inter-Agency Procedures

[GIRFEC in East Lothian - National Guidance and ELC Policy \(google.com\)](https://www.google.com)

[Introduction - Protecting Scotland's children and young people: it is still everyone's job - gov.scot \(www.gov.scot\)](http://www.gov.scot)

Public Protection in East Lothian and Midlothian – Supporting Safe Communities.

Range of links to information including:

- Children & families affected by parental problem alcohol and drug use [capsm-guidelines \(edinburgh.gov.uk\)](http://edinburgh.gov.uk)
 - Under age sexual activity <https://www.emppc.co.uk/wp-content/uploads/2025/02/Edinburgh-and-Lothians-Multi-Agency-Under-Age-Sexual-Activity-Guidance-2024.pdf>
 - Guidance on Child Sexual Exploitation [EMPPC - Inter-agency Guidance on Child Sexual Exploitation - 23-03-16 v1.pdf](#)
 - [Protecting Scotland's Children and young people; It's still Everyone's job](#)
1. [EMPPC - Inter-agency Vulnerable Young Persons Protocol - 2-08-18 v2.2.pdf](#)

The SSSC code of Practice- Support the Safeguarding of children

<http://learn.sssc.uk.com/nos/units/CCLD/CCLD2/SCDCCLD0202.pdf>

Education Scotland, How Good is Our Early Learning and Child Care

<https://education.gov.scot/inspection-and-review/inspection-frameworks/how-good-is-our-early-learning-and-childcare/>

Education Scotland, How Good is Our School, Q.I. 2.1

<https://education.gov.scot/inspection-and-review/inspection-frameworks/how-good-is-our-school-fourth-edition-hgios-4/>

Children & Young People (Scotland) Act 2014/Getting It Right for Every Child

<http://www.gov.scot/Topics/People/Young-People/gettingitright>

United Nations Rights of Persons with Disabilities

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html>

Advice on Female Genital Mutilation

[Edinburgh and Lothians Inter-agency FGM procedures - 21-06-17.pdf \(emppc.org.uk\)](#)

Parents and Schools Working Together

https://www.eastlothian.gov.uk/downloads/file/23219/parental_engagement_strategy_-_full_document

General Teaching Council Scotland (GTCS) Code of Professionalism for Teachers

[standard-for-full-registration.pdf \(gtcs.org.uk\)](http://gtcs.org.uk)

Scottish Social Services Council (SSSC) Code of Practice for social service workforce (including early years' workforce) <http://www.sssc.uk.com/>

Health and Social Care Standards (2017) [Foreword - Health and Social Care Standards: my support, my life - gov.scot \(www.gov.scot\)](#)

[Artificially generated child sexual abuse images: Understanding and responding to concerns | CSA Centre](#)