



# Child Protection and Safeguarding Policy

**This policy was revised on 1<sup>st</sup> August 2018  
and will be adopted at the first meeting of:**  
Tweedbank Early Learners (SCIO) Board of Trustees

**Reviewed Oct 2025**

Signed:

*Annmaie Robertson*

Designation: Manager

22<sup>nd</sup> October 2018

# 1. Statement of Purpose

## 1.1

Within Tweedbank Early Learners (SCIO) we are committed to improving the life chances of children in our care.

We acknowledge that the child's welfare and wellbeing are paramount and that we have a duty of care to implement effective policies and procedures for safeguarding our children.



## 1.2

The following policy provides guidance for all setting staff, trustees, volunteers and students and follows the National guidance for child protection in Scotland 2021- Updated 2023.

For ease of reference, we will use the term 'the guidance' when referring to this document throughout the policy.

***The sole focus of this policy is the protection, safety, and welfare of children and young people includes unborn babies, and children and young people under the age of 18 years.***

Throughout this guidance the term 'parents' is used to include all main caregivers and the term 'staff' is used to include all staff, trustees, volunteers and students.

Tweedbank Early Learners Child Protection and Safeguarding Team	
<b>Child Protection Co-ordinator</b>	<b>Depute Child Protection Co-ordinator</b>
	
<b>Annmarie Robertson</b>	<b>Kim Martin</b>

# 2. The Context for Child Protection

## 2.1

[the National guidance for child protection in Scotland 2021- Updated 2023.](#)

This non-statutory Guidance describes the responsibilities and expectations for all involved in protecting children in Scotland and replaces the 2014 version. This guidance describes the responsibilities and expectations for all involved in protecting children and will support the care and protection of children. The updated guidance provides a table which shows the updates that have been made, colour-coded and given acronyms based on the significance of the change.

It outlines how statutory and non-government agencies should work together with parents, families, and communities to prevent harm and to protect children from abuse and neglect.

The Guidance promotes partnership between those who care about and have responsibilities for the child, and entails a collaborative approach between professionals, carers and family members.

A key change in the 2021 Guidance is to reflect the greater integration of child protection within the Getting it right for every child (GIRFEC) continuum and use GIRFEC language and core components to frame identification and proportionate responses to child protection concerns within the National Practice Model.

The Guidance outlines the continuum of support for all children, from universal support through to protection from significant harm, underlining that the wellbeing and safety of children are indivisibly connected.

There is a clear articulation of the importance of GIRFEC to protecting children, particularly in recognising that all children must receive the right help at the right time. The leadership of Children's Services Planning Partnerships will therefore be instrumental in supporting implementation of this Guidance within the broader context of local GIRFEC practice.

It is supported by a suite of other policies and should be seen in the wider context of GIRFEC the Early Years Framework (2009) and United Nations Convention on the Rights of the Child (UNCRC). It is supported by the Children and Young People (Scotland) Act 2014. The Guidance has a strengthened focus on children's rights, engagement and collaboration with children and families, and on building on strengths.

It incorporates the experiences and views of children, young people and families and includes a greater emphasis on ensuring that a child's views are considered in all decision-making that affects them.

The 2021- updated 2023 Guidance builds on the four-part structure of the 2014 Guidance Part 2B was added 2021. All sections are revised and supplemented. Children's rights and human rights underpin the whole.

## 2.2

### **Please note:**

**Tweedbank Early Learners follow Scottish Borders Council local multi-agency child protection procedures, guidelines, and agreements as appropriate. Local authorities are required by law to produce their own child protection guidance/procedures. As a Partner Provider Nursery we give due regard to these and refer to them within our own setting's policy.**

Article 19 of the UNCRC sets out requirements on public authorities to take appropriate protective measures. These include appropriate legislative, administrative, social and educational measures to protect the child from sexual abuse; support for the child and for those who have the care of the child; as well as forms of prevention, identification, reporting, referral, investigation, treatment and follow-up

Every ELC service should have a child protection co-ordinator taking lead responsibility for child protection, in liaison with the head of establishment, to whom he/she will report. The child protection officer should also engage with appropriate training and development in order to be able to respond effectively to child protection concerns, to support staff and to share learning.

### 3. Responsibility

#### 3.1

**It is the duty of everyone involved in early years to safeguard the welfare and interests of the children. Child protection is the responsibility of everyone who works with children and families and having a skilled and competent workforce, along with relevant guidance and procedures, ensures that children can be protected.**

Everyone working with children and their families, including all professionals, volunteers, and members of the community, need to appreciate the important role that they play in being vigilant and providing robust support for child protection.

Shared principles for staff development and training are necessary to support competence, confidence and supervisory understanding in child protection across agencies see Part 2A: pg38 of the guidance (Roles and Responsibilities for child protection.)

#### 3.2

We have a responsibility to recognise and actively consider potential risks to a child.

Staff will be expected to identify and consider the child's needs, share appropriate and relevant information and concerns with other agencies, and work collaboratively with the family and other services to secure safer outcomes for the child. Everyone has a job in making sure children 'are alright' and in particular recognising that all children must receive the right help at the right time. National Risk Assessment Toolkit is a resource which integrates the GIRFEC National Practice Model in a generic approach to assessment of risk, strength, and resilience in the child's world.

Our ELC setting will use this guidance to support practitioners in identifying and acting on child protection risks in children and young people.

**Tweedbank Early Learners is responsible for ensuring that all staff are competent and confident in carrying out their responsibilities for safeguarding and promoting children's wellbeing.**

#### 3.3

**Everyone has a role in protecting children from harm.**

In order to enable staff to fulfil their obligations, we will provide annual child protection awareness raising and training for all staff regardless of their role within the setting. We will ensure that there is a designated Child Protection officer with overall responsibility for child protection. They will be responsible for ensuring all relevant procedures are followed when a child protection case arises. Confidentiality will be protected, but where there is reasonable cause to believe that a child may be at risk of harm, relevant information will be shared with key partner agencies.

Staff will not investigate any concerns but will gather initial information and establish basic facts such as what happened, when, where and by whom. All concerns should be shared without delay.

The Promise encourages a focus on support for those relationships that are key to emotional safety and resilience. "When children talk about wanting to be safe, they talk about having relationships that are real, loving and consistent."

Early years staff will help all children build resilience, and where they are vulnerable, make sense of their situations and recover from trauma.

Where staff in early years have a concern about a child's wellbeing, they will discuss this with the child's Named Person in health, usually the health visitor. Where concerns about possible harm or abuse arise, these should always be shared with the appropriate agency (normally social work or police).

Practice guide to chronologies is available from the [Care Inspectorate](#)

#### **4. Types of Abuse**

Abuse and neglect are forms of maltreatment of a child. In a child protection context, there are four different types of abuse that can be identified:

- Physical abuse is the causing of physical harm to a child.
- Emotional abuse is persistent emotional neglect or ill treatment of a child causing severe and persistent adverse effects on the child's emotional development.
- Sexual abuse is any act that involves the child in any activity for the sexual gratification of another whether or not it is claimed that the child either consented or assented.
- Child neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment.

Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members.

Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use. See [See guidance](#) "Protecting rights, protecting children: signposts to Convention Articles" Pages 232/233

Appendix E: United Nations Convention on the Rights of The Child.

Further information on types of abuse and neglect can be found in the Guidance page 12 – 14 and Appendix 1 of this policy. Other indicators of risk that may affect some children include Domestic Abuse, Problem Alcohol Use and Parental Substance Misuse. For further information on these and other indicators of risk refer to the guidance.

#### **5. Procedures**

All staff have a role in relation to child protection. It is imperative that the appropriate procedures are followed in relation to Reporting, Recording and External Agency Recording. Staff need to understand their own role and the roles of other services when responding to concerns about a child.

The [GIRFEC National Practice Model](#) provides shared practice concepts within assessment and planning. Practitioners should be familiar with the core elements such as the 'SHANARRI' wellbeing indicators which set out the essential wellbeing needs, the My World Triangle, and the resilience matrix.

Together they support holistic analysis of safety and wellbeing, dimensions of need, and the interaction of strengths and concerns. The GIRFEC approach supports children's rights, an appended table referred to within the guidance signposts UNCRC

Articles relevant to child protection. An introduction to the Convention and the articles in full text and in accessible form may be accessed at <https://cypcs.org.uk/rights/uncrc/>

All of the agencies involved in protecting children must gather the information they have on individual children at risk into a chronology of key events and contacts, review it regularly and make sure that it is passed on to the professional with the lead role in protecting the child. The professional with the lead role must co-ordinate this into a multi-agency chronology on a regular basis.

See guidance Part 2B: Approach to Multi-Agency Assessment in Child Protection

## **6. Reporting**

### **6.1**

**Staff must report any concerns they have about a child to the designated Child Protection officer within the setting. Concerns about a risk of harm from abuse, neglect or exploitation may arise in a number of ways including:**

- When a child indicates or discloses harm, because of what the child has said.
- When a third party, family or anonymous source discloses the possibility of harm.
- When you are concerned that a child is or may be being harmed. In response to a particular incident.
- When you have witnessed because of direct observation or heard something that causes you concern about a child's safety.

Practitioners with child protection concerns may share relevant information in order to:

- clarify if there is a risk of harm to a child
- clarify the level of risk of harm to a child
- safeguard a child at risk of harm
- clarify if a child is being harmed
- clarify the level of harm a child is experiencing
- safeguard a child who is being harmed

All staff working in early learning and childcare (ELC) settings, have a key role in the support and protection of children and young people. All staff must be aware of, and must follow, child protection procedures in place, providers must ensure staff have a clear understanding of their responsibilities, and to respond appropriately.

See guidance (Part 3: Identifying and Responding to Concerns about Children),

### **6.2**

You will not be asked to investigate any concerns of potential harm whether they are reported to you by another person or are identified and raised by you personally.

If a staff member has child protection concerns about a child, these should be discussed with the CPC. All relevant information must be reported without delay and the Child protection co-ordinator will decide subsequent action in liaison with the head of establishment, to whom he/she will report.

The concern must be placed in the context of available observed and recorded information about the child, their needs, and circumstances.

It is the role of designated police, social work, and health staff to consider whether there may be a risk of significant harm, and if so, to progress necessary action through child protection procedures.

This will include careful consideration and a plan for how to communicate with the child and family, including where there is no further action required

### **6.3**

Initial information should be gathered, and basic facts established, that relate to the concern, namely what, where, when and by whom. This will include suspicions or indicators of significant harm (Appendix 1) and/or direct information of concern for a child.

All information must be recorded on the Chronology Form (Appendix 2). The Child Protection Report Form (CPRF) (Appendix 3) may be completed depending on the circumstances.

This may be held in-house, or sent to external agencies, as deemed appropriate.

### **Please see page 135 of the guidance (Child Protection Process)**

Concerns about possible harm to a child from abuse, neglect or exploitation should always be shared with police or social work, without delay. Part 3 within the guidance, is to support efficient communication of essential information

Please note: If the setting is in partnership with the local authority, it will be necessary for the setting to follow local authority guidelines and procedures in relation to child protection procedures.

### **6.4 Whistleblowing**

Whilst organisation Policy is in place, should any individual who has still has concerns about a child's wellbeing, they should contact their local authority social work department or Police Scotland without delay if they believe a child or young person is at risk of harm See guidance pg. 93 (3.17)

## **7. Recording**

It is important to record all information about children and their families within the Child Protection Chronology (see Appendix 2).

This will ensure a record of all facts and procedures that have been followed, as well as agencies that have been spoken to or consulted, with as appropriate. When completing the CPRF form (see Appendix 3) only facts will be recorded, including what has actually been said by a child or another person. The actual words used must be recorded, as well as details of the time, place and any other relevant information.

Part 3 pg. 128-129 provides definition and outline guidance on use of chronologies in child protection assessment and planning.

An inter-agency referral (IRD) discussion will be necessary when risk of significant harm from abuse or neglect is identified as described in Part 3 of the Guidance. An IRD should be held in order to consider timing and responsibilities when co-ordinated investigation, planning and action are required, step by step, to ensure the child's physical and emotional safety and support. A chronology will be an essential feature within such a multi-agency assessment.

It is essential that, where it is safe to do so, relevant information relating to the IRD is shared with the child and their family. This will include ensuring the child and family are made aware that the IRD is taking place and an explanation of the reason for this. Where it is practically possible; this should be undertaken prior to the IRD taking place. The timing of an IRD should not be unduly delayed by this process (See pg. 98 para 3.49- 3.51 for further guidance)



## **8. External Agency Reporting**

The Child Protection Co-ordinator will make the decision when to report to external agencies with regards to concerns relating to the safety of a child and child protection. Staff may be required to cooperate and work with multi-agency colleagues in responding to and supporting children and families, who may be subject to ongoing child protection procedures and responses. See [Guidance](#) Appendix D: Timescales for stages in child protection processes

Notification of Concern: Where concerns about possible harm to a child arise, these should always be shared with the appropriate agency (normally police or social work) so that staff responsible for investigating the circumstances can determine whether that harm is significant. Where a practitioner has a concern about a child's wellbeing, this can be shared with a named person (or equivalent) where this has been discussed with the family

Sharing relevant information is an essential part of protecting children from harm. Practitioners and managers in statutory services and the voluntary sector should all understand when and how they may share information. Further information on Information Sharing: Inter-Agency Principles can be found on p27 of the Guidance

Also see guidance page 160 section 4.147 Reporting concerns.

**Anyone who sees a person physically punishing/assaulting their child can:**

- **call the police on 101**
- **contact local authority social work**
- **call Crimestoppers on 0800 555 111 (anonymously) who will report to police**
- **call 999 if a child or young person is in immediate danger**

**Prompts in paragraphs 3.1-3.6 may be useful for persons calling social work or police**

### **Monitoring of this Policy**

It will be the responsibility of the Manager / Deputy Manager to ensure that all staff, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented. This will be achieved through both formal and informal observation of staff practice, regular review of the setting's child protection practices, procedures and paperwork and annual child protection training for all staff as a team.

### **Appendices**

**Appendix 1 – Indicators of Abuse**

**Appendix 2 – Child Protection Chronology**

**Appendix 3 – Child Protection Report Form**

**See also**

**Outings Policy**

**Use of ICT Policy**

**Confidentiality Policy**

**Nappy Changing Policy**

**Responsive Care Policy**

**Safe Recruitment Policy**

**Complaints Policy**

**Whistleblowing Policy**

**Staff Development Policy**

**Tracking Children's Progress Policy**



## **Links to national policy:**

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

[Child Protection Guidance 2021 \(theapsgroup.scot\)](#)

[National guidance for child protection committees undertaking learning reviews](#)

[The Promise](#) Scotland

[Health and Social Care Standards My Support, my life \(Scottish Government 2017\)](#)

United Nations Convention on the Rights of the Child (Article 3: Best Interests of the Child)

[www.unicef.org.uk](http://www.unicef.org.uk)

[United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Bill](#)

The Bill incorporates the United Nations Convention of the Rights of the Child (UNCRC) into the law in Scotland

[Protecting Children and Young People: The Charter \(Scottish Executive 2004\)](#)

The Children (Scotland) Act 1995 and other relevant legislation

[www.legislation.gov.uk/ukpga/1995/36/contents](http://www.legislation.gov.uk/ukpga/1995/36/contents)

Getting it right for every child (GIRFEC)

[www.scotland.gov.uk/Topics/People/Young-People/gettingitright](http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright)

Getting Our Priorities Right (Scottish Government)

[www.scotland.gov.uk/Publications/2013/04/2305](http://www.scotland.gov.uk/Publications/2013/04/2305)

The Common Core of Skills

[www.scotland.gov.uk/Publications/2012/06/5565](http://www.scotland.gov.uk/Publications/2012/06/5565)

The Children and Young People (Scotland) Act 2014

[on.gov.uk/ukpga/1995/36/contents](http://on.gov.uk/ukpga/1995/36/contents)

Children (Equal Protection from Assault) (Scotland) Act 2019

[www.legislation.gov.uk/asp/2019/16/enacted](http://www.legislation.gov.uk/asp/2019/16/enacted)

Child Protection Improvement Programme (CPIP) Scottish Government 2016

<https://beta.gov.scot/policies/child-protection/child-protection-improvement-programme/>

## Find out more:

Children 1st – Scotland's National Children's Charity  
[www.children1st.org.uk/help-advice/](http://www.children1st.org.uk/help-advice/)

Children and Young People's Commissioner Scotland  
[www.cypcs.org.uk/about](http://www.cypcs.org.uk/about)

NSPCC Learning - All the tools, training and resources you need to keep children safe  
[https://learning.nspcc.org.uk/?\\_ga=2.207962065.2134587175.1536322681-1325448261.1536322681](https://learning.nspcc.org.uk/?_ga=2.207962065.2134587175.1536322681-1325448261.1536322681)

Publication - Factsheet

Adverse Childhood Experiences (ACEs) (The Scottish Government, 2018)- updated December 2023  
<https://beta.gov.scot/publications/adverse-childhood-experiences/>

### National Risk Framework to Support the Assessment of Children and Young People

This document is a national risk assessment 'toolkit' for child protection to support practitioners in identifying and acting on child protection risks in children and young people

### National Guidance for Child Protection in Scotland 2021 – updated 2023: Practice Insights

These practice insights are not part of the National Guidance for Child Protection in Scotland 2021 – updated 2023 and have not been subject to public consultation. They will be adapted and improved in response to evolving practice

## **Child Protection Policy – Appendix 1**

### **Indicators of Abuse**

This list of indicators is not exhaustive, nor is it mutually exclusive.

#### **Neglect**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inappropriate/inadequate clothing
- Unkempt and general waif-like look
- Untreated illnesses
- Exposure to danger; lack of supervision
- Destructive tendencies
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scavenging

#### **Physical abuse**

- Unexplained injuries or burns - particularly if recurrent
- Inconsistent and/or improbable excuses given to explain injuries or untreated injuries
- Reports of punishment which seem excessive
- Bald patches
- Withdrawal from physical contact; over reaction to sudden movement of adults
- Arms and legs covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Site of bruise not normally associated with play
- Failure to thrive
- Untreated injuries

#### **Sexual abuse**

- Itching in the genital area
- Soreness in the genital area
- Unexplained rashes or marks in the genital area
- Pain on urination
- Difficulty in walking or sitting
- Stained or bloody underclothes
- Recurrent tummy pains or headaches
- Bruises on inner thigh or buttocks
- Frequent masturbation (many young children masturbate occasionally for comfort/experimentation)
- Inappropriate language for a pre-school child
- Inappropriate sexual knowledge for a pre-school child
- Making sexual advances to adults or other children
- Wariness of being approached by anyone, possibly combined with a dazed look
- Regression to younger behaviour
- Distrust of a familiar adult; anxiety about being left with adults
- Sexually explicit play with toys and other children

## **Emotional abuse**

Emotional neglect is often difficult to detect and can occur by itself, or in conjunction with physical abuse. It may also occur when a child is physically well cared for.

- Overly withdrawn child
- Overly aggressive child
- Constant wetting or soiling
- Frequent vomiting
- Persistent rocking movement
- Very poor language development
- Inability to relate to peers or adults
- Fear of new situations
- Parental attitude to child

### **Other possible signs are:**

- Significant lack of growth
- Weight loss
- Hair loss
- Poor skin and muscle tone
- Circulatory disorders
- Lethargy

It is important to recognise that some of the signs and symptoms could arise from other causes.

Ask for explanations of any injury. Consider the explanation in conjunction with the developmental age of the child. In addition to recording information about a child's actions, it is also useful to take notes of anything a child says which is indicative of neglect or harm.

All agencies that deliver child services and work with children and families have a responsibility to recognise and actively consider potential risks to a child. They are expected to identify and consider the child's needs, share information and concerns with other agencies to improve outcomes for the child.

The National guidance for child protection in Scotland 2021- updated 2023.

**Child Protection Policy – Appendix 2    NB: Tweedbank Early Learners use the Chronology provided by SBC**

**Chronology**

**Child's Name:**

**D.O.B.:**

**Carer's Name:**

**Date Chronology Started:**

**Child's Key Person:**

<b>Signature/Date</b>	<b>Observations and Discussions</b>	<b>Agreed actions/persons spoken to:</b>

## Child Protection Policy – Appendix 3

### Child Protection Report Form - Tweedbank Early Learners

**Please indicate what you are reporting:**

- I have concerns that abuse may be occurring
- I was involved with an incident with a child
- I was witness to an incident with a child
- I have received an allegation of abuse
- A child has told me that they are being abused

**Important Information:**

Your name:	
Your telephone number:	

**Information relating to the child:**

Name of child concerned:	
Date of birth:	
Home address:	
Capacity in which child is known to you:	

**Information relating to the child's Carer:**

Is the child already known by Social Work? (If yes, enter name & contact details of Social Worker)	
Is the main carer aware of this referral? (If no, please explain why)	

**Nature of Concern or Incident**

<b>Please continue overleaf if necessary</b>
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Signed:	Print Name:
Date:	Designation:

**Action Taken**

**Please indicate which of the following actions have been taken:**

- Concern/incident recorded in the child's Chronology
- Child Protection Record form completed
- Child Protection Record Form Kept on file – no referral made (please give reasons for decision)
- Child Protection Record Form passed to relevant external agencies (please specify which agencies)
- Notification made to Care Inspectorate
- Notification made to S Jordan – Child Protection Education Officer – Scottish Borders Council

Signed (CPC):	Date:
Signed (Manager)	Date: