# Child protection and safeguarding:

# self-evaluation (part A)

## Introduction

Please arrange for the nominated child protection coordinator to provide self-evaluation evidence related to child protection and safeguarding. You should focus on the effectiveness and impact of your practices, any relevant issues you have been addressing and/or improvements you have been making. During the inspection the child protection coordinator or headteacher/head of setting should make the following documentation available to the inspection team:

* child protection policy documents
* records or logs of incidents of bullying
* information related to current or recent complaints
* samples of files, including those who are on the child protection register and care experienced learners
* records of administration of medicines
* accidents and injuries log
* attendance, late coming and exclusion statistics
* complaints log

### 1. We are asking for names for the purpose of contacting the relevant individuals during the course of the inspection and any subsequent further inspection activity. Your responses will be handled, processed and stored in accordance with the General Data Protection Regulations and the Data Protection Act 2018. Responses will be stored securely in a restricted access file on our document management system and deleted after two years. You must agree to the following before completing the rest of the questions.

|  |  |
| --- | --- |
| X | I consent to my responses being used for the purposes explained above. |
| X | I understand any information I give will be treated confidentially and securely, in accordance with the terms of the General Data Protection Regulations. |

**2. Name of your establishment**

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| --- |
| Downfield Primary School |

### 3. Local authority

|  |  |
| --- | --- |
|  | Aberdeen City Council |
|  | Aberdeenshire Council |
|  | Angus Council |
|  | Argyll and Bute Council |
|  | Clackmannanshire Council |
|  | Dumfries and Galloway Council |
| X | Dundee City Council |
|  | East Ayrshire Council |
|  | East Dunbartonshire Council |
|  | East Lothian Council |
|  | East Renfrewshire Council |
|  | The City of Edinburgh Council |
|  | Comhairle nan Eilean Siar (Western Isles Council) |
|  | Falkirk Council |
|  | Fife Council |
|  | Glasgow City Council |
|  | The Highland Council |
|  | Inverclyde Council |
|  | Midlothian Council |
|  | The Moray Council |
|  | North Ayrshire Council |
|  | North Lanarkshire Council |
|  | Orkney Islands Council |
|  | Perth and Kinross Council |
|  | Renfrewshire Council |
|  | Scottish Borders Council |
|  | Shetland Islands Council |
|  | South Ayrshire Council |
|  | South Lanarkshire Council |
|  | Stirling Council |
|  | West Dunbartonshire Council |
|  | West Lothian Council |
|  | Independent |
|  | Grant-aided/grant-maintained |

**4. Establishment sector(s) (please select all that apply)**

|  |  |
| --- | --- |
|  | Early learning and childcare setting |
| X | Primary school |
|  | Secondary school |
|  | Special school |
|  | All through |

### 5. Designated child protection co-ordinator(s)

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| --- | --- | --- |
| Name | |  | | --- | | Mrs Karen Emmett | |
| Job title | |  | | --- | | Head Teacher | |
| Name | |  | | --- | | Mr Stuart Johnson | |
| Job title | |  | | --- | | Principal Teacher | |

Name Mrs Jill Millington

Job title Early Years Centre Manager

## Child protection

### Recognising child protection concerns

### 6. Do current arrangements for protecting children and young people take account of the [National Guidance for Child Protection in Scotland | 2014](https://www.gov.scot/Resource/0045/00450733.pdf)?

|  |  |
| --- | --- |
| X | Yes |
|  | No |

### 7. What arrangements are in place to ensure that all staff (including volunteers and partners) are aware of their responsibilities in line with the [National Framework for Child Protection learning and development in Scotland 2012](https://www.gov.scot/Resource/0040/00409124.pdf)?

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| * We have an annual child protection briefing that is mandatory for all staff members. * CP briefing and instructions form part of new staff induction process. * Volunteers and partners are made aware of the CP Officers in school and are briefed to report any concerns to them. * Regular updates from DCC are given at Child Protection Forum meetings, attended on a rota basis by all DCPOs. * E-Learning module (Protecting Children) all staff have to complete. This module is mandatory and there are further modules for staff to complete if they wish. * CLPL on offer within DCC keeps staff up to date. * The process of recording a concern in school is part of the induction process. There is guidance on how to complete a “cause for concern” within the school and this information is given at the Aug Inset and is in the staff induction pack. * CPOs and brief instructions regarding reporting a CP concern are noted on our visitor badges and posters around the school also remind visitors and staff/children of who to approach with a concern.. |

### 8. How effectively do these arrangements ensure staff, including the child protection coordinator, are kept informed of new developments in child protection such as Prevent, child sexual exploitation (CSE) and female genital mutilation (FGM)?

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| * This information is part of the annual briefing and staff are aware that this forms part of the first day of each session. Briefings are updated annually to take cognisance of new developments. * The annual briefing is always saved on the ‘’staffshare’ area so staff can re-visit and access this when needed. * Updates come for the DCC Child Protection Forum to SLT meetings and relevant issues disseminated widely via whole staff meetings and email. * CP Officers receive emails with updates which can then be shared accordingly. * We review our induction programme annually to ensure the information shared is relevant and up to date. Mid-year additions can be added if required. |

### 9. How many children/young people in the school/setting are currently on the child protection register?

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| --- |
| Check … |
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### 10. How effectively do you share child protection information to ensure children and young people are well supported following a child protection concern?

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| * We share information with the relevant members of staff weekly – SLT meetings, individuals updates is a standing item at whole staff meetings, Support Staff meetings and Nurture de-briefs.. * If a concern is raised, we have a good system in school for recording and actioning as necessary. This is given to DCP Officers who take action or seek guidance. We have good links with MASH (Multi Agency Screening Hub) and Social Work, with West Team 2 co-located in our school building. Concerns are logged on pastoral notes and/or Mosaic CP workflow and we feedback what we can to staff. We will speak with the child and reassure them that they have done the right thing and that we have to speak to other people to make sure we can support them. MASH and SW email and telephone with concerns, this constant dialogue means we are monitoring vulnerable children closely. * All our staff are given the clear consistent message that they report any change with a child, no matter how small they think this is. Our message is that this little bit of information can be the final piece in the jigsaw. GIRFEC Wheelbeing wheels are completed termly by all pupils and scores tracked and analysed for changes. Referrals for worrying changes or concerns are passed to DCPOs and actioned. This has been introduced this year. * We will organise a Team Around the Child Meeting (TATC) if we believe there is an unmet need and this needs to be address. We use this process to track progress and review. We work closely with a number of agencies to ensure correct support, strategy and intervention is in place. As part of this process pupils may attend if they wish to. Pupil voice is always sought by class teachers when collating the ‘gathering information’ forms prior to the meeting. This has ensured the children’s voice is heard and the families are supported during the process. |

### 11. How do you monitor the progress of children and young people, currently and previously, on the child protection register?

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| * We need to……Overview tracking, which is completed twice per year, takes account of children on the CP register or who have been on the CP register. * Frequent opportunities to discuss any concerns a teacher may have about a pupil, open door SLT policy and 6 CPOs who can be approached for advice or to action concerns. * We need to have organised Buddies for the children on the CP register, so their views are represented at Core Group and Panel meetings. * TATC meetings and monitoring by staff, with any cause for concerns noted. Working notes are kept for identified children. |

## Corporate parenting responsibilities

### 12. How do you ensure the learning and wellbeing needs of care experienced children and young people are being appropriately met?

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| * Cohort tracking strategy, includes LAAC and therefore staff monitor progress with learning over the year. We include any children within kinship care arrangements for a closer look. * SLT overall tracking of achievement of levels also includes LAAC. Teaching staff meeting with SLT three times a year so there are ongoing discussions about achievement and progress. * Discussions at planning meetings termly with class teachers allows any concerns to be brought forward and acted upon. * Regular TATC meetings ensure that any unmet need is met or a Child’s Plan is in place to meet them. * We follow Authority processes for LAAC children – we attend regular LAAC meetings and prepare reports so Children and Families Service is linking with other agencies to look at the whole child. * We have regular discussions with case holders and raise any concerns with them as soon as possible. * We have the CP buddy system for a small number of our children who attend the Children’s Hearing process. This has ensured the child’s voice is heard and they are supported through this process by someone they have selected and trust. |

### 13. How many learners are currently recorded as being care experienced?

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| X currently LAC on supervision order |

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| 9 previously LAC  X Kinship care |

### 14. In what way have you taken action to improve the way in which you exercise your responsibility in relation to care experienced learners?

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| * We have introduced the buddying system and this is having a positive effect for the pupils and the adults who are being supported. Child’s voice is evident and we are working with parents that we couldn’t previously get to come into the school. * We have added in a strong pupil voice focus to our gathering information forms which are fed back to Child’s Plan/TATC/LAAC reviews. Children can choose a trusted school adult to support them during meetings if they would like that kind of support. * Within school we are developing more focused tracking documents to take into account LAAC information. * I am the LAAC co-ordinator within the school so I have the overview of all LAAC children and will link with our Educational Psychologist. * At one HT Development Day there was input from Jennifer King (Education Manager – ASN, Educational Psychologist and Inclusion) to discuss the use of CSPs for all LAAC children. This is something that I will look for further training on and action. We currently have no CSPs but a number of children who would meet the criteria. |

# Safeguarding

**Please provide self-evaluation evidence related to the following areas of safeguarding focusing on any relevant issues you have been addressing and/or improvements you have been making.**

### 15. Curriculum: developing children’s and young people’s understanding and awareness of safeguarding issues and developing their resilience.

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| * Strong focus through our VVA and ‘Downfield Promise’ on ‘Safe’ and being safe. This aspect was an important part of the work of the school, identified by the pupils themselves through consultation. * All staff have completed Nurturing Approaches Modules 1-3, new members of staff are given training in house or through our link with our Educational Psychologist. The training needs are discussed each session. This training has focused the staff on where we are and where we need to go next. Most staff have completed de-escalation training. * De-escalation working group met with DEPS and Susan McLaren and have clear approaches and supports in place. This work helped inform our Relationships Policy and Behaviour Blueprint. * Staff use scripts with children to encourage and promote resilience and self-regulation. Nurture staff and support team started this work and it has now permeated the whole school. * Our HWB curriculum focuses on ways of keeping safe from Early to Second level. * P7 continue their annual trip to Safe Taysiders and annual residential. * Internet Safety continues to be a high priority and is covered within HWB lessons. * We have introduced calm strategies, ‘Relax Kids’ and ‘Chill and Still’ Sessions in all classes, calm areas and Fix it Folders have been established in all areas of the school so children have access to these when they need to calm down, promoting self-regulation and awareness . Children have named the use of these as one of their strategies. * Whole staff training led by HT on 5 point scale. These are used in many classes and all nurture spaces for large groups or individuals as part of their plans. * Our Whole School Assemblies continue to focus on the school values – kindness and respect, and equality. We also discuss individual roles in keeping safe, children’s rights, SHANARRI and the power of a growth mindset, all through our VVAs which are known and articulated by the children and highly visible throughout the school. |

### 16. Digital technology: ensuring children and young people use the internet, including social media and mobile technology, safely.

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| * As part of the enrolment process student and/or parents sign the contract to state they will use the internet safely in school. * We have close links with the community police and they come to deliver inputs to specific classes and at assemblies. * We held a Cluster Bullying Workshop for Parents/Carers which also focused on cyber bullying and internet safety. * This is part of the HWB curriculum and is addressed through class lessons. |

### 17. Equalities policy/framework: which takes account of key equalities and all protected characteristics.

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| * Follow DCC’s policy. * Equalities briefing is part of the Aug Inset day, this happens annually and the presentation is saved on the staffshare area so staff can access this information when needed. * We have an anti-bullying policy which has been reviewed. We had a working group of parents, staff and pupils involved in this. * We were the first primary school in Scotland to achieve an LGBT Chartermark, attaining Silver award when the evidence was submitted. We have also been awarded a ‘Princess Diana Award’ for this development work. This also gained national recognition through a COSLA award nomination. As a school we have a strong values driven focus on tolerance, acceptance and respect and throughout the year focus on supporting this positive ethos in a variety of ways. Children have knowledge and awareness of hidden disabilities, gender, LGBT, Race/Religion. Our parent body have been brought with us on this journey and are supportive. This work is lead by our pupil ‘Equalities Group’ who have now attended award ceremonies. * We have supported schools within DCC and beyond and shared our approaches and practice. |

### 18. Policies and practices related to physical intervention and restraint.

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| * Follow DCC’s policy. We have discussions about this with staff to ensure they feel confident and with this procedures. * All violent incidents are recorded on our database and are reported back to the Authority on a termly basis. We follow the de-brief guidance.. * HT meets weekly and there are daily debrief opportunities for staff. * Care Plans are put in place for those children who require them. These are always agreed with parents and staff know what CALM holds have been agreed. * Member of support team oversees and leads this to ensure consistency and to ensure nothing is missed or overlooked. |

### 19. Bullying and recording of violent incidents.

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| * All bullying incidents are investigated and are recorded on SEEMIS as per Authority’s guidance. * DHT and HT have attended Anti-Bullying training. * A working group reviewed the Anti-Bullying Policy – this included parents, pupils and staff. Policy takes into account of new Respect Me resources and information. * All violent incidents are recorded on our database which is shared with the authority on a termly basis. Staff know where to access forms to record any incident and SLT will then de-brief staff following an incident. Staff are given an update on outcome after incident has been dealt with and are checked to ensure they are ok as part of a debrief. Mrs Janette Simpkins (LCA) coordinates the recording of incidents and liaises with HT on a weekly basis to ensure incidents are logged and followed up appropriately. * Nurture debrief meetings also discuss adaptations to safety plans and protocols following any incidents. |

### 20. Attendance and exclusions.

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| * Exclusions reduced from 25 plus to 4 last year. * Comprehensive list of alternatives to exclusion developed and working well. * HT and School and Family Development Worker (SFDW) review pupil attendance on a monthly basis. Parents/Carers are informed of any monitoring via letters and phone calls. Meetings are arranged when a pattern of concern is formed. All P1 children are placed on a 1st day referral for any unexplained absence to ensure they have the best attendance possible. * SFDW will call/visit a home when there has been 3 days of an unexplained absence. * All P1 children are placed on 1st day referral as a matter of course. * School text message parent/carers when there is any unexplained absence. * Exclusion is always used as a last resort. We do not exclude LAAC children as per Authority guidance. We do look to alternate measures – internal exclusions are used when required. * We follow the Authority’s policy on the use flexible learning plans. Any decisions for this are agreed at TATC meetings and are reviewed as part of this process. * We have a focus through a Collaborative Action Research Project on this year’s School Improvement Plan focusing on improving attendance and lateness. Having looked at our attendance and lateness data, we have a high number of pupils within SIMD 1 & 2 who have 20 or more non-consecutive absences per year. We have a range of interventions in place and are gathering data to ascertain the effectiveness of these (see ROC CAR Plan)   At first glance a whole school attendance figure of around 93% seemed positive. However after taking a further look we uncovered:   * Seemis – high number of children who arrive late habitually and some historical issues with families * Overall DCC att 94% , DPS 92% SIMD 1 &2 = 91%, SIMD 3-10 = 94% * % of pupils with 20+ days abs – 23% , SIMD 1&2 = 31%, SIMD3-10 13% * Second highest level of 20 or more absences in the local authority * These children are predominantly SIMD 1 / 2 * Identified children show a pattern of poor academic progress – poor timekeeping/attendance levels * Large group of children discussed termly during ARG within school. Lots of in depth data and ‘stories’/Case studies to support benchmarking of improvements.   **Groups taking part in selected interventions:**  **8 families –** targeted bespoke improvement science bespoke package focused on tracked problem solving with SFDW, tracked and reviewed weekly and family led  **Persistent latecomers Mondays/Fridays –** universalMotivational Mondays and Fantastic Fridays wake up and shake up activities  **9.10 door shut and daily ‘meet and greet’ by SFDW each morning /problem-solving discussions and solutions e.g. alarm clocks etc** – targeted approach to  **Engaging Curriculum offers** – P3 & P4, P5 & P6 cohorts  **Info to parents** – universal outlining impact of poor attendance and late-coming on learning  **Breakfast and** snacks available in open areas – universal for anyone arriving without breakfast or snack |

21. Complaints: please provide brief details of any recent or current complaints, concerns or allegations which should be drawn to the attention of the inspection team.

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| * All complaints are logged on the corporate system. * There have been X complaints so far this session (2019-20). We encourage parents who are unhappy with any aspect of our service to come in so we can fix things at an early stage before issues become more concerning or serious. * The last concern received in session 2019 was based on   We discussed all the concerns with EO and what we have recorded, it was agreed we had done everything possible and this complaint was not upheld. |

**22. Arrangements for first aid and administration of medicines.**

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| * PEYSA, LCA and EYEs are trained in the administration of medication and follow the guidance provided by the authority. * All medicines are locked away. * Classes have boxes for inhalers so children can access them in a timely fashion. Staff record the date and how many puffs taken and a slip goes home. * Paperwork is completed for all medication we take in. Parent/carers sign paperwork and it is shared that all medication has to be in the box with the admin details on the pharmacy label. * Mrs Cummings (PEYSA) contacts parents when medication we hold in school is running out and holds an overview of medicine administration within school. * Nursery review medication with parents on a termly basis and internal audit of medication is monthly. * Staff take medications on trips and this is part of the risk assessment process. * Support staff and EYEs are all first aid trained. We receive notice when first aid training is coming to an end so staff can apply for further training to keep this up to date. * Children come to the Medical Room and any treatment is logged. Slips are sent home to inform parents of incidents that required adult attention and parents are contacted by phone when necessary e.g. head knocks and bumped head, as an additional precaution. For a bumped head requiring no treatment it is school protocol to get a second opinion from another colleague who is first aid trained. |

### 23. How do you ensure the safety and security of pupils, staff and visitors whilst they are present in the school building and grounds?

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| * Staff and visitors require a swipe pass to enter the school building and to reach certain points in the building at different times. * Doors are alarmed and school gates are locked once children are in school, this ensures safety over break and lunchtimes. * All visitors enter by reception where they are required to sign in. Signs at key points reinforce this. * Evacuation policy in place and is shared with all staff and visitors. * We hold regular fire drills so all everyone is familiar with the procedures for leaving the building. Most fire drills are unannounced. * Clear signage in all areas to aid exit. * Fire procedures are on the reverse of our visitor passes. * Lock down policy in place and has been shared with all staff. Drill took place date. * PEEP created for staff member who required it. * All staff have to compete mandatory e-learning fire safety modules. The LSO sends regular updates to the HT regarding the completion of mandatory modules so reminders can be given to staff. * A range of staff were trained in Fire Safety at an Inservice day last year. * Volunteers within the school (currently 4) have PVG check. |

# Child protection and safeguarding:

# outcome of inspection (part B)

**To be completed by the Managing Inspector or member of the inspection team who led on safeguarding**

**1. Inspection team members:**

|  |  |  |
| --- | --- | --- |
| Managing Inspector | |  | | --- | |  | |
| Team member who led on safeguarding | |  | | --- | |  | |

### 2. Date of inspection

|  |  |  |
| --- | --- | --- |
|  | DD/MM/YYYY |  |
|  | |  | | --- | |  | |  |

## Outcome of inspection

### 3. At the time of the inspection, are there any identified areas for development?

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| --- | --- |
|  | Yes (move to Q4) |
|  | No (move to Q6) |

### 4. I have discussed with relevant staff the child protection and safeguarding self-evaluation return provided by the establishment. Based on the evidence provided by the establishment we have agreed the following.

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**5. I agree that**

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|  | **the issues raised will be drawn to the attention of appropriate senior staff** |
|  | **accountability for appropriate action that needs to be taken to address the issues now resides with the headteacher/head of setting and a representative of the education authority/Board of Governors/Management/Proprietor** |

**6. Designated child protection co-ordinator**

|  |  |  |
| --- | --- | --- |
| Name | |  | | --- | |  | |
| Job title | |  | | --- | |  | |