



# St Leonards

## St Andrews

### St Leonards School

## Safeguarding and Child Protection Policy

Policy owned by:	Date last reviewed:	Date of next review:
Deputy Head (Pastoral)	December 2025	July 2026

### Policy Statement

St Leonards School is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers will be appropriately briefed and trained to honour and embody this commitment.

This policy has been developed with reference to:

- National Guidance for Child Protection in Scotland 2021. [click here](#) to view.
- United Nations Convention on the Rights of the Child (UNCRC), [click here](#) to view
- Getting it Right for Every Child (GIRFEC)
- Children Missing from Education (Scotland): Guidance for Local Authorities
- Going Out There – Scottish trips and visits framework, [Click here](#) to view
- Fife Council and Health and Social Care Standards

### Staff and Volunteer Code of Conduct

All staff are expected to adhere to the St Leonards Code of Conduct for staff and volunteers. **This** must be signed by colleagues before they can join the school.

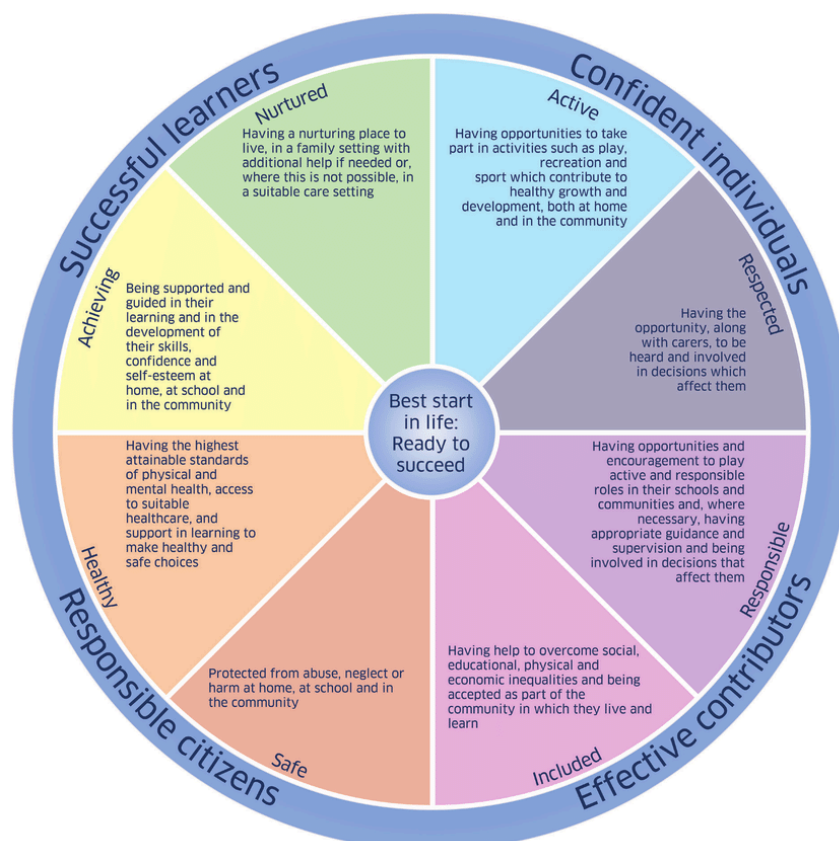
## GIRFEC, Wellbeing and Child Protection (information for all staff)

Wellbeing, Safeguarding and Child Protection at St Leonards is underpinned by the Getting it right for every child (GIRFEC) framework. Wellbeing sits at the heart of the GIRFEC approach and reflects the need to tailor the support and help that children, young people and their parents are offered to support their wellbeing.

All members of staff have a duty of care to pupils in the School and must act at all times in a manner which safeguards and promotes pupils' physical, emotional and moral welfare. These provisions apply equally in the case of all pupils, whether or not they are legally classed as adults. At St Leonards we take that responsibility seriously by ensuring that procedures reflect the **National Guidance for Child Protection in Scotland 2021** - [click here](#) to view. All members of staff will receive regular training in this area and are expected to keep abreast of the School's GIRFEC and Child Protection policies and procedures.

A child or young person's wellbeing is influenced by everything around them and the different experiences and needs they have at different times in their lives.

To help make sure everyone - children, young people, parents, and the services that support them - has a common understanding of what wellbeing means, we describe it in terms of eight indicators.



At St Leonards, we refer to a worry or concern as being “Child Protection” when a risk of harm has led us to contact and receive support from services and agencies outside our setting, such as Social Work or Police.

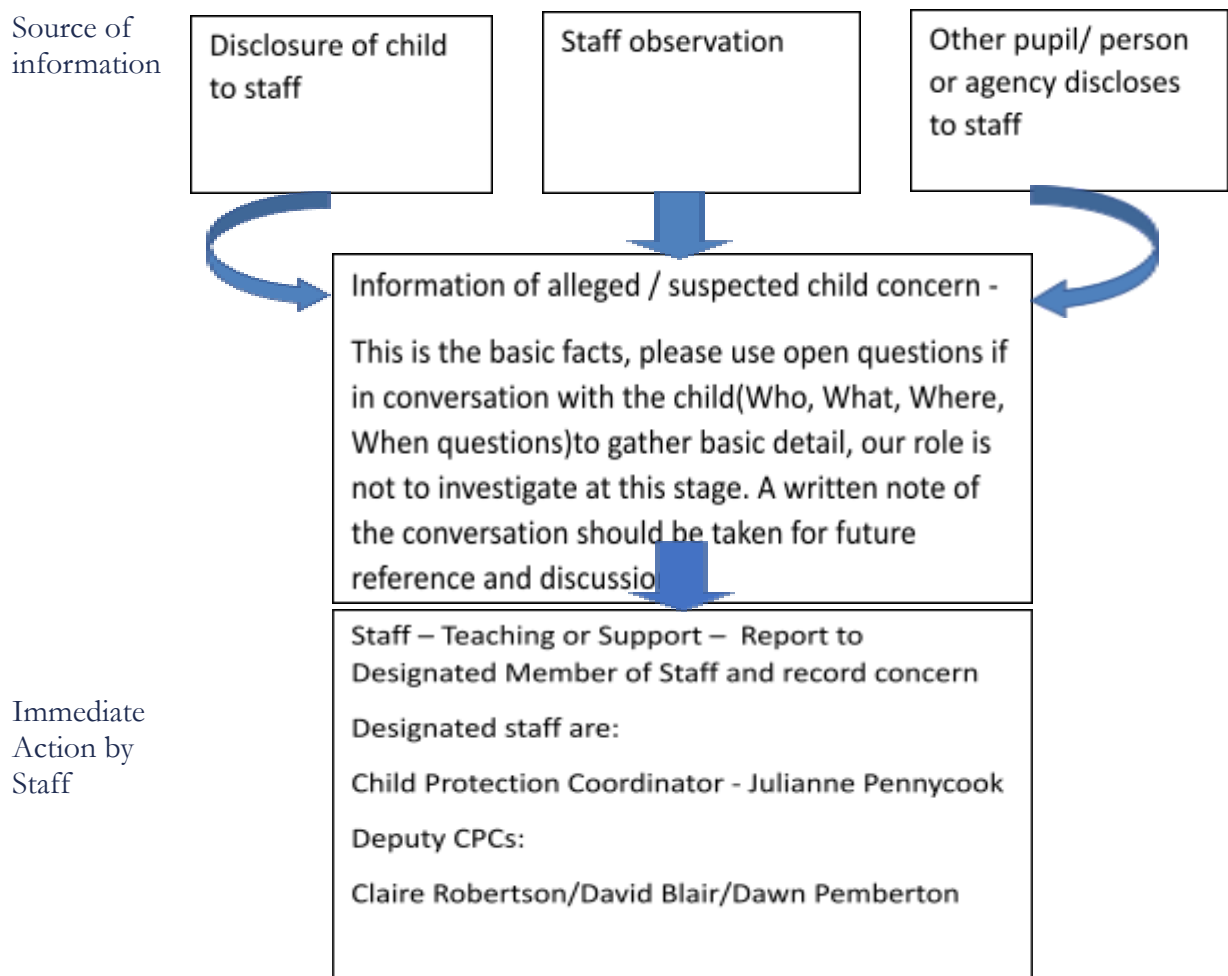
Our Child Protection Coordinator (CPC) is Julianne Pennycook; She is supported in her role by our Deputy Child Protection Coordinators, full details of whom can be found later in the document.

On taking up their post, every member of the teaching or support staff must meet with either the CPC or the HR officer, who will ensure that the St Leonards CP guidelines are made clear. Teaching staff will also receive further Child Protection Training to appropriate levels; this will be delivered by a professional CP trainer linked to SCIS.

## Responding to and reporting concerns

All concerns regarding risk of harm must be reported to the Child Protection Coordinator (CPC) or a Deputy CPC within 24 hours. Staff are guided by a decision-making flowchart (see appendix) to ensure clear and immediate action.

### Flow chart for managing a possible child protection concern



## Guidelines for responding when a child discloses abuse or a concern

- First** Listen, any initial questioning or discussion must be limited to establishing the basic facts. Open-ended questions must be used.
- Second** Reassure the child and avoid being judgemental about information supplied by the child.
- Third** Do not give the child a guarantee of confidentiality. The child or young person must be told that the CPC will have to be informed.
- Fourth** Take the allegation seriously. The member of staff questioning the child should not introduce either personal experiences of abuse or those of other children. Take factual written notes.
- Fifth** The matter must be referred to the CPC or Deputy CPC immediately.  
Refer to the flow chart above for next steps.

Children who are traumatised may experience a range of feelings, such as sadness, anger, anxiety or depression. Affirm the child's feelings and avoid telling them how they feel. Don't ask 'why' questions

In exceptional circumstances a member of staff may feel that the guidelines have not been implemented at school level. Should the matter remain unresolved the member of staff must seek advice from the Head or chair of the School's Board of Governors.

## Listening to Children

### When a child discloses a concern:

1. **Listen** without judgement
2. **Reassure** – avoid promising confidentiality
3. **Record** only basic facts using open-ended questions
4. **Refer** immediately to CPC or Deputy CPC

The child's voice must be respected, and their views considered in any planning or review, in line with UNCRC Article 12.

### Responding and gathering basic facts when a child discloses abuse

- 1 Only ask enough questions to gain basic information
- 2 Take the allegation seriously and support – do not interrogate
- 3 Use open-ended questions
- 4 Avoid leading questions

What happened? √

Did somebody hit you? X

When did it happen? √

Did it happen last night?	X
<b><u>Where</u></b> did it happen?	√
Did she come into your bedroom?	X
<b><u>Who</u></b> did it?	√
Was it mum?	X

Any concerns relating to safeguarding should be recorded promptly on the School's MIS, Engage. However, any urgent safeguarding concerns should be referred immediately to the School's CPC, for example by speaking in person or via a phone call.

### **Children Missing from Education**

In line with *Children Missing from Education (Scotland): Guidance for Local Authorities*, the school recognises that prolonged or unexplained absence may be a safeguarding concern.

St Leonards will:

- Monitor attendance through daily registration
- Follow up any unexplained absences promptly
- Escalate persistent absence to CPC
- Share concerns with the local authority when children leave without a known destination
- Liaise with Social Work if there is reason to believe the child is at risk

This process ensures that no child 'falls through the cracks' in terms of safeguarding.

### **Digital Safeguarding and Online Safety**

Children's digital lives are part of their wider wellbeing. The school addresses online safety in Ad Vitam, including:

- Cyberbullying
- Sextortion
- Harmful online content

Staff receive training on recognising signs of digital abuse. This policy links with the school's Acceptable Use Policy and Digital Wellbeing Policy.

### **Prevent (Preventing Radicalisation and Extremism)**

St Leonards School is committed to safeguarding all pupils from the risk of radicalisation, extremism, and being drawn into terrorism. The Prevent Duty forms part of our wider safeguarding responsibilities and is embedded within our pastoral, academic, and boarding practice. Our approach is underpinned by the principles of GIRFEC, SHANARRI, and early intervention.

We recognise that young people may be exposed to extremist influences online, through social media, or through personal relationships. As a school with an international boarding community, we remain vigilant to the additional vulnerabilities some pupils may experience. We actively undertake to:

- Protect pupils from extremist narratives, radicalisation, and exploitation.
- Identify concerns early and provide appropriate support.
- Ensure staff understand their responsibilities under the Prevent Duty.
- Promote an ethos of inclusion, critical thinking, and respect.
- Work collaboratively with multi-agency partners, including Police Scotland and local authority safeguarding services.

## Reporting Concerns

Concerns relating to radicalisation or extremism must be:

1. **Recognised** – staff identify and consider concerning behaviour, language, or online activity.
2. **Recorded** – concerns are logged factually on Engage
3. **Reported** – concerns are passed immediately to the CPC or deputy CPC
4. **Reviewed and Referred** – the CPC will decide on internal support, monitoring, or referral to:
  - Police Scotland Prevent Team
  - Local Authority Prevent Lead
  - Other relevant safeguarding partners

Parents/guardians will be informed unless doing so places the pupil at additional risk.

## Safer Recruitment

All staff and volunteers are recruited in line with the *Safer Recruitment Through Better Recruitment..* This includes:

- PVG Scheme membership
- Interview procedures focused on safeguarding
- Ongoing suitability checks

## Gender-Based Violence and Equalities

The school recognises that child protection concerns may arise from gender-based violence, coercive control, or harmful practices. Our safeguarding approach is inclusive and non-discriminatory.

## Safeguarding Boarders and day students Aged 18 and Over

Although students aged 18 and over are legally adults, St Leonards continues to hold a **duty of care** for their wellbeing and safety. In line with **GIRFEC**, the **SHANARRI wellbeing indicators**, and **Care Inspectorate expectations** for residential settings, the following principles apply to all day pupils and boarders aged 18+.

### Duty of Care & Legal Context

- Students aged 18+ remain part of a mixed-age residential community; safeguarding applies to **them** and **from them**.
- GIRFEC principles apply to all young people who are still in school education
- Adult Support and Protection may apply where a young adult is at risk of harm, but **behaviour impacting under-18s** is managed through child protection processes.

### Expectations of Conduct

- 18+ boarders must follow all school rules
- They must not provide any school-prohibited items (e.g. alcohol, vapes, cigarettes, or other restricted items) to under-18s.
- Relationship and boundary expectations apply rigorously in a mixed-age setting.

### Accommodation & Shared Living

- Room allocation and use of shared spaces are managed to ensure safety and appropriate boundaries.
- Staff may place supportive and healthy age-appropriate restrictions where necessary to safeguard younger pupils.

### Alcohol, Substances & Licensing

- Alcohol may only be consumed under school-approved circumstances aligned with Scottish licensing laws.
- Zero tolerance for supplying alcohol or substances to under-18s.
- Searches, testing, and substance-related incidents follow school safeguarding procedures.

### Reporting Concerns

- All concerns about or involving an 18+ student should be raised through standard safeguarding channels.
- Concerns that impact under-18s will be treated as **child protection matters**.
- Where an 18+ student is themselves at risk, staff may consult with Adult Support and Protection services.

## Whistleblowing and Professional Dissent

Any staff or student member with concerns about safeguarding practice may raise concerns via the school's Whistleblowing Policy. Staff are also supported to escalate concerns externally if internal action is insufficient.

## Oversight and Self-Evaluation

The CPC maintains detailed logs and audits of:

- Referrals
- Multi-agency meetings
- Outcomes of IRDs and case conferences

Regular audits are conducted to review the impact of safeguarding procedures

## St Leonards Child Protection Coordinator (CPC) and Deputy CPCs -

The most appropriate should be contacted in the first instance, though in the unlikely event of all being non-contactable in an urgent situation then National numbers are also given below.

### Child Protection Coordinator:

Mrs Julianne Pennycook, Deputy Head (Pastoral) and Head of Boarding

01334 460515 / Ext 306/472

### Deputy Child Protection Coordinators:

Mr David Blair, Head of Year 10, 11 and PreIB

Ext 284

Mrs Claire Robertson, Head of Junior School

Ext 221

Mrs Dawn Pemberton, Senior Deputy Head

Ext 243

### Board of Governors member responsible for Child Protection Oversight

Mr John Lalis

[john.lalis@stleonards-fife.org](mailto:john.lalis@stleonards-fife.org)

## PHONE NUMBERS FOR PUPILS/STUDENTS

Childline

0800 1111

## OTHER CHILD PROTECTION RELATED PHONE NUMBERS/EMAILS

Social Work / Fife Council 03451 551503

Out of hours

03451 550099

CAMHS Consultation phone line 01334 696019

email: [fife.camhs-pmhw@nhs.scot](mailto:fife.camhs-pmhw@nhs.scot)



Social Work / Dundee Council Multi Advisory Screening Hub (MASH) 01382 307940  
St Andrews Community Police Team email: StandrewsCPT@scotland.police.uk

## **KEY SOURCES OF CHILD PROTECTION RELATED INFORMATION**

National Guidance for Child Protection in Scotland 2021 - [click here](#) to view  
The United Nations Convention on the Rights of the Child - [Click here](#) to view  
Going Out There - Scottish trips and visits framework - [Click here](#) to view  
Fife Council - Understanding and responding to self harm and suicide - [Click here](#) to view  
Sexual Assault Self Referral Phone Service (NHS) - [Click Here](#) to view webpage  
Fife Rape and Sexual Assault Centre (FRASAC) - [Click here](#) to view webpage  
Responding to Young Peoples Experiences of Sexual violence (2020) - [click here](#) to view

**The school's own Child Protection Guidelines: this document** - is available on the school's shared google drive.

### **Those staff involved in Residential Care and Kindergarten are also alerted to**

Health and Social Care Standards April 2018

SSSC Code of Practice for Social Workers (SSSC November 2016)

Framework for Standards for Professionals for Child Protection (Scottish Executive 2004)

Protecting Children and Young People – The Charter (Scottish Executive 2004)

## **CHILD PROTECTION Training**

- All staff receive Child Protection training on induction and ongoing refresher sessions.
- CPCs attend advanced SCIS Child Protection training.
- Specific training on recognising trauma, self-harm, online abuse, and sexual violence is provided.

## **Wellbeing and Child Protection (information for Senior Staff)**

### **Role of the Child Protection Coordinator**

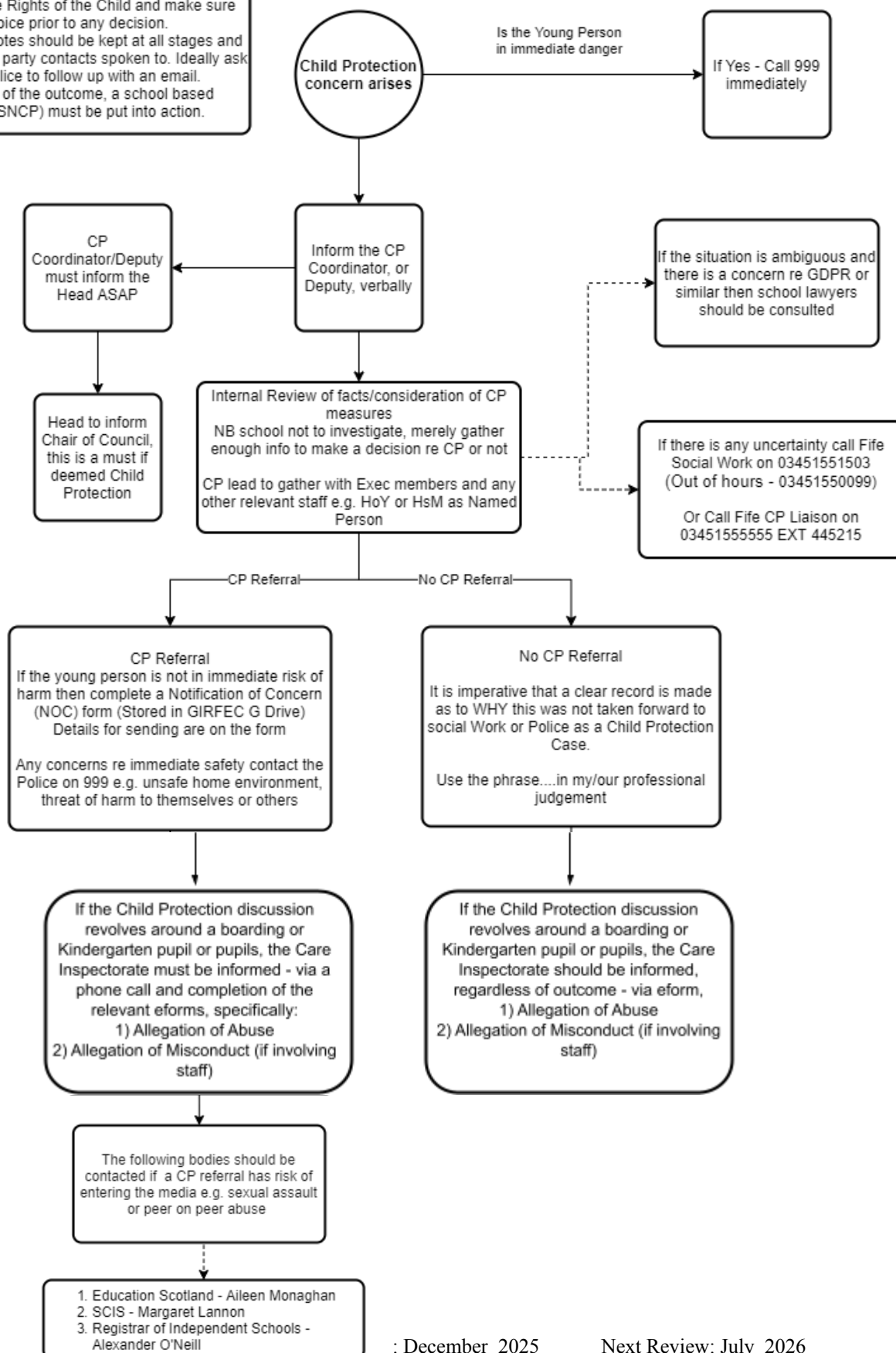
- Ensure that the child protection policy and any updates are made clear to all stakeholders.
- Liaising with key pastoral leads to ensure that any holistic assessments of wellbeing that raise child protection concerns are robustly recorded and shared appropriately.
- Following a child protection concern, the coordinator will liaise with third parties as required or, where appropriate, support the pastoral lead as they liaise with outside agencies. These agencies are likely to include, but not limited to:
  - Police - Emergency - 999; Non-emergency - 101

- Social Services - A Notification of Concern (NOC) Form should be submitted via email. The template for this is stored in the GIRFEC shared drive and outlines the procedure and contact email address.
- Set and maintain high standards of the following key documents:
  - Recording of concerns on engage, via daybook entries and Wellbeing Concern Forms
  - Implementation of Specific need Care Plans and their regular review and updating.
- Ensure that, where required, St Leonards is in attendance at Inter Agency Referral Discussions (IRDs), Case Conferences or any other child centred Child Protection meeting. The coordinator will help establish the appropriate Pastoral Lead to attend e.g. Deputy Head, Head of Year, Housemaster/mistress or multiple.
- Keep a log of all children being discussed at a child protection level, this includes the following:
  - Ensuring notes are stored on Engage from multi agency meetings, these should be kept in the confidential DMS storage area.
  - Noting registration to and from the Local Authority Child Protection Register.
  - Noting whether a case has been referred to the Children's Reporter, if so notes should be made as to the outcome.
- Informing the Head of all possible cases of child abuse and Child Protection issues within the school.
- Liaising with the designated Council Member as required to assist them in providing oversight of child protection and pupil wellbeing.
- Ensure that any school specific action points, following a child protection level meeting, are carried out.
- Ensure that trips and visits are conducted in accordance with Child Protection guidelines and that of the scottish framework "Going Out There" .
- Oversight of the school wide PSHE program, ensuring it equips pupils with the knowledge, understanding and skills to keep themselves safe.
- Listening and responding to general concerns raised by staff, pupils and parents.
- Establish and maintain robust self-evaluation mechanisms to audit and review the impact of child protection procedures at regular intervals

To aid colleagues in the Decision Making Process the following Flow-chart has been created, please consider this an extension from the earlier flow chart:

**Key CP Points:**

- 1) Respect the Rights of the Child and make sure to hear their voice prior to any decision.
- 2) Excellent notes should be kept at all stages and details of third party contacts spoken to. Ideally ask social work/police to follow up with an email.
- 3) Regardless of the outcome, a school based support plan (SNCP) must be put into action.



## Key sources of related information and Child Protection Training

National Guidance for Child Protection in Scotland 2021 - [click here](#) to view.  
This includes guidance on responding to concerns, greater detail on the signs of possible child abuse.

United Nations Convention on the Rights of the Child (UNCRC) - [click here](#) to view

Going Out There - Scottish trips and visits framework - [Click here](#) to view

Sexual Assault Self Referral Phone Service (NHS) - [Click Here](#) to view webpage

Fife Rape and Sexual Assault Centre (FRASAC) - [Click here](#) to view webpage

Responding to Young Peoples Experiences of Sexual violence (2020) - [click here](#) to view

Fife Council Child Protection Website - [click here](#) to view