



GORDONSTOUN

Broader experiences, broader minds

Wellbeing, Safeguarding and Child Protection Policy and Procedures

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This Policy is reviewed annually and is subject to immediate review in line with statutory changes as and when they take place.

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OUR APPROACH

OVERVIEW

Introduction and Aim

Keeping children¹ safe is the most important thing we do at Gordonstoun. It is the legal and moral responsibility of our school and everyone who works here.

This suite of policies and procedures outlines how we keep children safe and discharge our responsibilities. It is based upon the principles of 'Getting it right for every child' ([GIRFEC national guidance](#)) and is aligned with The [National Guidance For Child Protection in Scotland 2021](#) and the Child Protection In Moray: [Procedures and Resources](#).

Wellbeing, Safeguarding and Child Protection are all on a continuum of looking after children in our school and a boarding environment.

- **Wellbeing** is how an individual feels (physically and emotionally) at a particular moment in time. Wellbeing fluctuates for everyone.
- **Safeguarding** is about doing all we can to keep children safe.
- **Child protection** is what we do when a child is at risk of, or experiencing, significant harm.

We use the terms "must" and "should" throughout the guidance. When we use "must", the person in question is legally or contractually required to do something. When we use "should", the advice set out should be followed unless there is good reason not to and this is documented.

Scope

Although, legally, a child is defined as a person under the age of 18, this policy also covers any student at Gordonstoun even if they are 18 or older.

Legislative Context

The full legislative context for this policy is outlined in Appendix A.

All children have the right to be safeguarded regardless of their age, disability, gender, racial heritage, religious belief, sexual orientation or identity. The [United Nations Convention on the Rights of the Child](#) (1989) also states that children have the right to express their views on any issues or decisions affecting them and to have those views taken into consideration.

The wellbeing, safeguarding and child protection of all children is at the heart of GIRFEC and is enshrined in the [Children and Young People \(Scotland\) Act 2014](#)² (The Act). Under The Act, wellbeing is defined in relation to eight indicators representing the key areas that are essential to enable children to flourish. These eight indicators are collectively known as SHANARRI and are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They provide a common language for staff and children to identify wellbeing concerns. More details on how we use the SHANARRI wellbeing indicators can be found at Appendix B.

Core principles, values and shared standards of practice form the foundation for effective, collaborative wellbeing and safeguarding support and child protection intervention. The fundamental principles that underpin all national and internationally accredited

¹ Many agencies in Scotland use the term 'children and young people' however we use the term 'child' within this policy for clarity and simplicity.

² Children and Young People (Scotland) Act 2014 <http://www.gov.scot/Resource/0049/00490013.pdf>



documents and approaches that relate to Child Protection are enshrined in GIRFEC, the UN Convention on the Rights of the Child³, the Children's Charter⁴ and the Framework for Standards⁵. These represent an overlapping set of values which inform our approach at Gordonstoun to recognising and responding to wellbeing and safeguarding concerns.

In discharging our responsibilities in relation to data sharing, we are bound by data protection regulation as overseen by the Information Commissioner's Office. However, child protection concerns will always override caution regarding data sharing.

Inspection

Gordonstoun is inspected by His Majesty's Inspectorate of Education, which sits within Education Scotland. Boarding at Gordonstoun is regulated and inspected by the Care Inspectorate.

Both inspection regimes include scrutiny of policies, procedures and practice in relation to wellbeing, safeguarding and child protection.

Defined Terms

Key terms used throughout this policy are explained in Appendix C: Definitions.

GOVERNANCE AND STAFFING

Board of Governors

The Chair of Governors and the Governing Body are responsible for overseeing all aspects of safeguarding in the school, as stipulated in the Registration of Independent schools ([link](#)) and Education Scotland / Care Inspectorate Guidance on Effective Safeguarding for Governors ([link](#)).

Paragraph 2.61 of the National Guidance for Child Protection in Scotland (2021-updated 2023) states that proprietors of independent schools have a role in overseeing their school's child protection and safeguarding arrangements and includes ensuring that the welfare of learners is safeguarded and promoted at the school.

Gordonstoun has a Safeguarding Governor to provide particular oversight and expertise on the Board. The Education & Safeguarding Committee of the Board of Governors discusses, reviews and supports the work of the team. Neither of these, however, detract from the safeguarding responsibilities of all Governors.

Responsibilities of all staff

All staff are responsible for keeping children safe in our school. Naturally, some roles involve more direct contact with children than others, however, no colleague should ever think that a child's safety is someone else's responsibility. That is why all staff are trained in wellbeing, safeguarding and child protection, and in knowing how to recognise and respond to concerns.

Staff who have direct responsibility in regards to students are registered either with the General Teaching Council for Scotland (GTCS), if they are teachers, or with the Scottish Social Services Council (SSSC) if they work in the boarding environment.

All members of staff must follow this policy and the procedures therein.

³ UN Convention on the Rights of the Child http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_PRESS200910web.pdf

⁴ Protecting Children and Young People; The Charter, *Scottish Executive 2004*, <http://www.gov.scot/Publications/2004/04/19082/34410>

⁵ *Protecting Children and Young People: The Framework for Standards*, Scottish Executive, 2004 <http://www.gov.scot/Publications/2004/03/19102/34603>



The Child Protection Team

Gordonstoun takes a team-based approach to Child Protection. The 24/7 nature of boarding, with >400 resident children, is, in our experience, best served by a team of highly trained professionals who work in support of our children, and who can provide support, challenge and dialogue for each other.

The team at Gordonstoun comprises:

- Child Protection (CP) Coordinators
 - o Senior School Deputy Head Pastoral (Senior School CP lead)
 - o Head of Junior School (Junior School CP lead)
- Assistant CP Coordinators
 - o Senior School Assistant Head Wellbeing
 - o Senior School Assistant Head Boarding
 - o Junior School Assistant Head Pastoral
- Level 4 CP trained senior team (providing on-call support)
 - o Principal
 - o Head of Senior School
 - o Bursar
 - o Senior School Deputy Head Curriculum
- Safeguarding Governor

More detail about each role can be found in in Appendix D: Staffing.

Named Person

Whilst the Named Person legislation [\[link\]](#) was never enacted within Scotland, many of its principles are still considered best practice. In particular there is generally agreed to be benefit in having an identified individual within a school who is ultimately responsible for the safeguarding of each individual child.

At Gordonstoun, the Child Protection Coordinators perform that function for the Senior and Junior Schools respectively.

Safer Recruitment

Recruitment procedures rigorously check the suitability of adults to work with children. Our safer recruitment policy reflects best practice and is updated every year.

All members of staff, governors and campus residents aged 16+ (who are not students) are members of the Protection of Vulnerable Groups (Disclosure Scotland) scheme.

More details of our Safer Recruitment approach are outlined in the Safeguarding section of this policy.

Visitors and contractors

All visitors to the school are required to sign in and are provided with a visitor's badge and red lanyard. They are accompanied in any school building by a member of staff unless Protecting Vulnerable Groups (PVG) checked.

Regular contractors are PVG checked, but not child protection trained, and so wear orange lanyards. They do not need to be accompanied in school buildings.

All staff are required to wear their ID badge and green lanyard visibly. This means that students know whom they may safely approach, and any 'unknown' adult can be challenged by staff.



Training

Training in wellbeing, safeguarding and child protection is required and provided for all staff. All staff at Gordonstoun receive regular training in GIRFEC principles and in the awareness of how to recognise, respond to, record and report wellbeing, safeguarding and child protection concerns appropriately.

As a result of their training, all staff at Gordonstoun:

- have information, advice and training to make them aware of risks to children and understand their particular responsibilities in keeping children safe;
- have ready access to appropriate, relevant and up-to-date guidance that tells them what action to take if they are concerned about a child's wellbeing and protection;
- know that they must report any concerns about possible abuse;
- know how to make such a report, both within the school or direct to outside agencies;
- understand what, how and when to record and share information in a legally compliant way;
- have appropriate support from managers when they are concerned about a child or when they are involved in child protection processes;
- know how to get support and advice (inside school and from other services)

The Child Protection Team receives enhanced training through a Scottish Council of Independent Schools (SCIS) or a Moray Council approved trainer. This is outlined in the Child Protection section of this policy.

Contractual obligations regarding child protection

A Code of Conduct for Staff (see Appendix E) is issued to all new staff and must be signed before they start work. It includes key guidelines on student interaction, reporting of concerns etc.

All staff contracts include '*Failure to report any concern about an adult behaving inappropriately with a child*' as an example of gross misconduct.

All teachers, who must be registered with the General Teaching Council for Scotland, also subscribe to the Council's comprehensive Code of Conduct, which references fully the child protection duties of registered teachers.⁶

Staff working in the boarding environment who are not GTCS registered must be registered with the Scottish Social Services Council (SSSC) and the SSSC codes of practice for social service workers and employers. Section 3.2 of the social services workers code of practice states workers must "*Use established processes and procedures to report allegations of harm and challenge and report exploitation and any dangerous, abusive or discriminatory behaviour or practice*".

RECOGNISE, RESPOND, REPORT, RECORD, REFLECT

In supporting children's wellbeing, and dealing with safeguarding or child protection concerns, the following approach is used:

1. RECOGNISE the signs of abuse, or of a wellbeing concern.
2. RESPOND by providing immediate support for the child appropriately. Observe the child's behaviour and demeanour. Ask OPEN questions, but don't 'push.'

⁶ Code of Professionalism and Conduct: The General Teaching Council for Scotland
<https://www.gtcs.org.uk/wp-content/uploads/2021/09/code-of-professionalism-and-conduct.pdf>

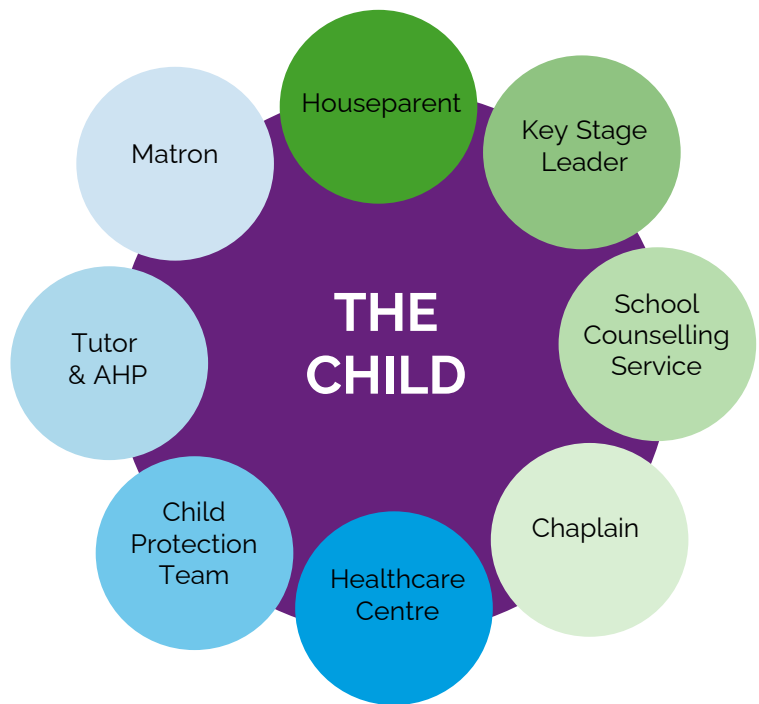


3. REPORT concerns as quickly as possible (on the same day). With a telephone call to their Tutor, House Staff (HP, AHP, Matron) or the Child Protection Team.
4. RECORD in detail on the Wellbeing Information System (WiS) what has been seen and heard, and when it took place. Explain what happened, when did it happen, where did it happen, and who was involved. Do not share opinions, only the facts.
5. REFLECT about moments in the incident and what could be done better the next time a similar situation happens. Reflective practice is a complex and nuanced "term of art" in professional education and is an evolving and adaptable concept. These should be shared with a member of the CP team to support shared learning.

CHILDREN AT THE CENTRE

Students are encouraged to talk about their concerns and are given the opportunity to participate in planning around how their needs are met, their rights protected, their development nurtured and information about them is held and shared.

Children have a right to express their views and have them considered when decisions are made about them. There is a supportive network around a child, as per adjacent image. The Children and Young People's (Scotland) Act 2014 recognises that the wellbeing and welfare of children depends upon coordinated, positive support processes being facilitated by all adults around a child. Central to this support will be parents and families, and, at Gordonstoun, a key function of the Houseparent and Tutor is to communicate fully and frequently with parents/families regarding the wellbeing of their child.



Self-support

Students are encouraged through Chapel, International and Spiritual Citizenship (ISC) lessons, boarding houses, academic lessons, the healthcare teams, activities staff and tutors to keep learning about themselves, be as active as possible, take notice of others and connect with the people around them in order to maintain a healthy approach to life. Students are also signposted on how to monitor their own wellbeing and ask for support from within school and outside of the school environment.

Peer support

Within a boarding community, often the first indicators around the wellbeing of an individual is noticed by their peers. Each house has a team of student leaders, who receive leadership training and students in the senior years can volunteer to become Wellbeing Watchers in the school; they all receive the Scottish Mental Health First Aid training.

Staff support

Children at Gordonstoun are supported by a wide range of colleagues as outlined in the diagram above and detailed in this policy.

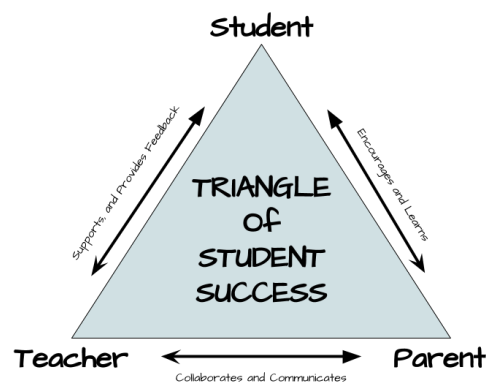
Students must feel that they can take any issues and concerns to any staff member confident in the knowledge that they will be treated with respect, listened to and the appropriate action taken. To this end, all members of staff, both teaching and operational, are trained to support young people's wellbeing, and to ensure they have knowledge of safeguarding and child protection procedures.

Parental support

Parental communication is vital to successful pastoral care. Staff work in collaboration with parents to ensure the needs of children are met. The diagram alongside outlines the triangle of communication; when communication flows both ways along all three sides of the triangle, the child's needs are most likely to be effectively met.

Although children may ask staff not to share information with their parents, children are always encouraged to involve their parents to allow the best possible support.

There are, however, exceptions when the subject of the child's disclosure is about the parent, or where the child's safety may be otherwise imperilled by sharing information with parents (see Confidentiality below).



WELLBEING, SAFEGUARDING & CHILD PROTECTION CONCERNS

Being alert to possible concerns

A vigilant regard for the wellbeing of all children at Gordonstoun is maintained at all times. Generally, children are happy and well, thriving in a context of challenge, responsibility, internationalism and service that promotes resilience.

At times, some children require support, in a variety of ways. Processes have been developed at Gordonstoun to ensure that wellbeing concerns about a child are recognised, reported and addressed appropriately, so that their wellbeing needs are assessed in a timely fashion.

Recognising concerns

A wellbeing, safeguarding or child protection concern may be identified by the child, or by anyone who knows or supports the child, and can be identified for many reasons, such as (but not limited to) the following:

- a child may be worried, anxious or upset about an event/set of circumstances, including socio-economic circumstances;
- a parent/carer/family member or member of the pastoral team may have noticed a change in the child's behaviour, demeanour or developmental progress;
- a parent/carer/member of the pastoral team may have concerns about the impact on the child of an event or set of circumstances;
- a member of school staff/professional or practitioner from a support service may have concerns for a child's health, or may have noticed a change in their behaviour, demeanour, developmental progress or level of achievement;

A concern will arise from observation or assessment which indicates that one or more aspects of wellbeing is, or is at risk of being, adversely affected or subject to an effect by factors related to the child. Professional judgement based on experience and training and information about the child, and their circumstances, will be key to identifying concerns.

In some cases, a single observation or incident may be judged to represent a risk to wellbeing and be considered a concern. In other cases, the context of the observation or

assessment, and wider knowledge of the child's general wellbeing and circumstances may either heighten or reduce the concern. The nature of the concern will be specific to the individual child, their age, stage of development and circumstances, so what represents a wellbeing concern for one child, may not be judged a concern for another child.

Raising concerns

Wellbeing concerns are raised routinely in a variety of ways at Gordonstoun. For example, some are shared as part of the admissions process when a child/young person is first enrolled at Gordonstoun; some concerns may be shared by parents or family members; some may be raised by an external agency (e.g., health professionals); some are recognised through observant staff or a child/young person's peers; some arise because of an event or disclosure.

Staff are trained regularly in recognising what might be a concern, based on the wellbeing indicators and pastoral experience, and in how to share concerns appropriately using the Wellbeing Information System (WiS). In line with GIRFEC, it is recognised that early intervention is key to ensuring wellbeing concerns are addressed. This reduces the likelihood of serious impact on the child's development, happiness, health or success, and helps to assure a positive outcome.

Identifying the severity of a concern

Initial, professional risk assessment must always be carried out to determine whether the concern sits at wellbeing, safeguarding or child protection. A precautionary approach is always taken, although it is recognised that over-escalation of concerns can also have a negative impact.

Responding to concerns

In responding to any wellbeing, safeguarding or child protection concern being raised, staff at Gordonstoun follow the process laid out in Appendix F.

If any concerns arise that the child may be at risk of significant harm, child protection procedures must be followed immediately and Police and/or Social Work contacted without delay.

INFORMATION GATHERING, RECORDING, SHARING & CONFIDENTIALITY

Overview

Gordonstoun's approach to legal responsibilities in relation to information are outlined in the school's Data Protection Policy. Our policy is that all student wellbeing and child protection information is archived and stored securely for an indefinite period of time.

Only information that is relevant to supporting, safeguarding and protecting a child/young person will be sought, held or shared.

Gathering information

To promote and protect the wellbeing of a child, additional wellbeing information may be sought. In these circumstances, the need for additional information will be discussed by the team around the child and relevant staff will be allocated actions.

In gathering information, staff will make a clear distinction between facts, hearsay and opinions.

Teachers Around Pupil (TAP) meetings and Wellbeing review meetings may be called to assist in gathering information. Case reviews or on-going situations are discussed at



regular meetings in order to improve processes. Houseparents and the counselling service conduct frequent meetings to update on various student situations.

When gathering information about possible risks to a child, information should be sought from all relevant sources, including services that may be involved with other family members. Relationships with other professionals, particularly in health, local authority, social work and police, have been developed to facilitate relevant and proportionate sharing of information.

Relevant historical information should also be considered.

Supportive listening to children

It is well established that ensuring children feel heard is vital to their wellbeing and their safety. Gordonstoun staff know the importance of, and are trained in, how to listen supportively.

Three key principles apply to supportive listening:

1. Show you care, help them open up
Give your full attention to the child and keep your body language open and encouraging. Be compassionate, be understanding and reassure them their feelings are important. Phrases such as 'you've shown such courage today' help.
2. Take your time, slow down
Respect pauses and don't interrupt the child – let them go at their own pace. Recognise and respond to their body language. And remember that it may take several conversations for them to share what's happened to them.
3. Show you understand, reflect back
Make it clear you're interested in what the child is telling you. Reflect back what they've said to check your understanding – and use their language to show it's their experience.

Action may be required following supportive listening, and guidance on this is outlined below.

Recording Information and sharing it within school

Information regarding children's wellbeing, safeguarding and protection is shared within Gordonstoun via the bespoke Wellbeing Information System (WiS). The system was developed to require specific justifications for all information sharing, and for bespoke sharing.

System access controls are in place on WiS to ensure information is appropriately shared. All wellbeing records are assigned to one of five visibility permission levels, labelled as:

1. Global – visible to all users (e.g. credit slips awarded)
2. Key Carer – the pastoral, academic and healthcare teams around the child
3. Pastoral – the house team around the child (including HP, AHP, Matron and tutor) and senior pastoral staff
4. HM – the HP and senior pastoral staff
5. Restricted – Named Person, Principal, Wellbeing and Child Protection coordinator.

Bespoke sharing of any record by senior pastoral staff and HPs is possible, except Restricted Records. The following security procedures are in place for WiS:

- Security of WiS is assured through a user password protected double log-in process: staff log onto the school intranet and log separately into WiS.
- Only particular machines are enabled to allow users to access WiS. Each machine at which password protected access is enabled has been risk assessed by IT Services



- A 'timing out' facility has been embedded into the programme, to ensure the risk of accidental accessibility due to human error regarding logging out appropriately is kept to an absolute minimum
- Staff only see what their visibility level allows. The visibility levels have been discussed and risk assessed by the Named Person, the Child Protection Co-ordinator and the Head of IT Services. They are set according to pastoral relevance of staff forming the team around the child.

When making decisions about information sharing, the following questions are used as a prompt:

- Who needs to know this?
- Do I need to consult the child? Is this personal and sensitive enough that the child will need to be involved in the sharing decision?
- Does all of this information need sharing? What is relevant, proportionate and important?
- What is the desired outcome?
- Does sharing the information provide more benefit than the adverse effect of not sharing?
- Does anyone else need to know?

A process of auditing and monitoring use of WiS has been established. This involves annual review of selected wellbeing files by the School Executive and Safeguarding Governor. This audit is recorded formally and is used to feed into staff training and development of WiS, to improve outcomes for the child/young person. Periodic audits are also undertaken as part of Care Inspectorate visits.

Health and medical information

Medical and health information is handled particularly carefully. The WiS sets appropriate permissions for the recording and sharing of this information.

Information shared with the school by external health services, and the school's own healthcare team, is stored safely and securely within WiS and the school management information system (iSAMs), using the system access controls detailed above.

Sharing Information beyond school

Appropriate sharing of information is an essential component of wellbeing support for and safeguarding of children. Staff at Gordonstoun are trained to understand when and with whom it is appropriate to seek or share information, how much information to share and what to do with that information.

Normally, children and their families have a right to know when information about them is being shared. Similarly, their consent will normally be sought. However, there are exceptions to this and these are outlined below.

The reasons why information needs to be shared and particular actions taken should be communicated openly and honestly with children and, where appropriate, their families. At all times, information shared should be relevant, necessary and proportionate to the circumstances of the child, and limited to those who need to know.

When information is shared, a record should be made of when it was shared, with whom, for what purpose, in what form and whether it was disclosed with or without informed consent. Similarly, any decision not to share information and the rationale should also be recorded.

In any situation where staff are concerned about the wellbeing or protection of a child, and doubtful of whether the information should be shared, wellbeing and child protection must take priority



When consent is not required

Under Data Protection law it is lawful to share information where there is an indication that a child's wellbeing or safety is at risk. Under such circumstances consent is not required. This has been reaffirmed through the publication of advice by the Information Commissioner's Office.⁷

Similarly, it is not necessary to seek consent when there is a legislative requirement to share information; for example, when making a referral to the SCRA (Scottish Children's Reporter). The same legal provisions also provide for sharing of information for purposes such as public protection, crime prevention and crime detection. Where agencies are acting in fulfilment of their statutory duties, it is not necessary or appropriate to seek consent.

There is an important distinction between informing a child that information will/may be shared and seeking their consent for that sharing so, even if consent is not required, staff might use professional judgement to decide that the child or their family should be told that the information has been shared.

Confidentiality

Gordonstoun has a clear policy on confidentiality, which takes account of legal obligations to share information appropriately.

Children have the right to privacy. When a child has sufficient capacity to make a decision (typically this is when they reach the age of 12), then staff are required to respect a request for information not to be shared. The school is committed, however, to ensuring that every effort will always be made to involve parents and staff encourage children to communicate transparently with their parents. Staff will always share information with parents pertaining to their child's wellbeing under the requirements of the Act and the child should be made aware of this action.

That said, staff must never promise confidentiality to a child because our duty to safeguard children may require us to share information. Legally, as outlined above, there are times when information must be shared, even without the child's consent. This is outlined in the Student Code of Conduct.

The application of this principle can be highly sensitive, particularly where children make use of a service on the basis of its confidentiality (such as helplines set up to support children, such as ChildLine). However, even in these settings, confidentiality must be breached if the information received concerns matters such as life-threatening situations, risk to the child or other children, adult abusers and/or abuse by an adult in authority.

When a child leaves Gordonstoun

It is good practice in the protection of children that when a child leaves Gordonstoun to attend another school or college, their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Where the child's new school is not known, the local authority relevant to the child's home address should be informed that the child is no longer in the school's care.

⁷ *Information Sharing Between Services in Respect of Children and Young People*, Information Commissioner's Office, letter issued 28th March 2013. <http://www.scotland.gov.uk/Resource/0041/00418080.pdf>



Complaints about information or confidentiality

If a child/young person or their family disagrees with decisions made regarding information sharing or confidentiality, this should be dealt with via the school's normal complaints process.

SUPPORT, SAFETY AND CHILD'S PLANS

The care of all children at Gordonstoun is planned and recorded through the WiS which details the needs of the child and how these are being met.

In order to best support children at Gordonstoun, when a need is identified, which is usually through a disclosure, observation or a diagnosis, staff work with the student, parent, and other relevant staff to develop a plan appropriate to the child's needs.

Support Plan

A support plan is drafted for any student who needs additional support, for whatever reason. This is usually identified through a formal diagnosis, observation, behaviour or concern raised by pastoral care or teaching staff. Examples of circumstances when a support plan might be drafted include, but are not limited to, an ADHD diagnosis, bereavement in the family or heightened anxiety.

The student's tutor should sit down with the student to draft the support plan, which captures details about the student, any diagnosis and/or medication, a review of the wellbeing indicators, the challenges they face, actions to address the challenges with self-help and help of others, and measures of success.

This plan is shared by the tutor with the student and their parents, who are invited to comment or give feedback into the plan. A review date must be scheduled. As required, information is shared with relevant staff.

A support plan may be in place for the entirety of the child's school career, or only for a small period of time while they are dealing with a particular issue. As the plan is reviewed regularly, a concern or issue can be de-escalated (or escalated to a child's safety plan) if there is increase or decrease risk of significant harm.

Safety Plan

A safety plan is drafted for any student who needs further intervention to help them feel or be safe. Circumstances when a safety plan might be drafted include, but are not limited to, suicidal thoughts, self-harm or triggering circumstances relating to historic abuse.

A safety plan is completed in consultation with the student by their houseparent or tutor. The plan outlines strategies that the student can use, such as spaces and staff available to the student when required. The plan also considers the risks and mitigations in place to ensure the safety of the student.

This plan is shared with the student and their parents, who are invited to comment or give feedback into the plan. A review date must be scheduled. As required, information is shared with relevant staff.

A safety plan is usually only in place for the duration of the need, as reviewed by the student with staff. The plan is reviewed regularly, a concern or issue can be de-escalated if there is a decrease in the risk of significant harm.

Statutory Child's Plan

Occasionally there are times when further multi-agency support is required and a Child's Plan (hereafter referred to as a Statutory Child's Plan) is put in place for the student.



The details of this plan are outlined in the GIRFEC National Practice Model, which can be found in Appendix G: The Child's Plan

SUICIDE PREVENTION

Gordonstoun supports staff, students and members of the school community in the prevention, intervention and postvention of suicidal behaviour. Death by suicide and suicidal ideation are increasingly common among young people and are increasingly mentioned in the mainstream media.

Talking about suicide does not create or worsen risk. Instead, Gordonstoun recognises that by talking openly about suicide, we can reduce the fear and stigma that surrounds it. The aim is for Gordonstoun to be a suicide-safer school.

Suicide is complex and individual to that person. We acknowledge that every suicide is a tragedy. Suicide safety is everyone's business and our school community recognises that students may seek out someone whom they trust with their concerns and worries.

We want to play our part in supporting any student who may have thoughts of suicide. We aim to provide our students with opportunities to speak openly about their worries with people who are ready, willing and able to support them. We want to make it possible for students, and those who support them at this school, to do so safely. This will be in a way that leads to support and help where this is needed.

Staff receive training in suicide prevention and Wellbeing Watchers are also trained so that they can alert staff to students who may be at risk.

PARTNERSHIP WORKING

Gordonstoun is committed to working as a community in partnership with external agencies in line with the Moray Multi-Agency Child Protection Procedure ([link](#)) which includes the local authority (Moray Council Child Protection Committee, Moray Council Children & Families Social Work Teams), NHS Grampian and Police Scotland. If necessary, any concerns about radicalisation or extremism which are noticed are also shared appropriately.

Gordonstoun also works closely with regulators (such as Education Scotland, The Care Inspectorate and The Registrar of Independent Schools) as well as receiving sector support from organisations like the Scottish Council of Independent Schools (SCIS), the Boarding Schools Association (BSA) and the Heads Conference (HMC). Gordonstoun reports all relevant incidents to the Care Inspectorate as required. (Para 2.63)

Key personnel have been identified within partner and support agencies and helpful, open lines of communication have been established. Positive working relationships with other maintained and independent schools across Scotland and the UK are maintained to facilitate sharing of best practice.

COMMUNICATING WITH STAKEHOLDERS

Children

Children themselves will be informed directly, once they have commenced attendance at Gordonstoun, concerning who their Houseparent is and how the school supports their wellbeing. This will be explained and reinforced through chapel presentations, information available in every student's work diary, information posted on notice boards and regular pastoral conversations.



Parents

Details of Gordonstoun's pastoral care is outlined through the admissions process. Upon joining the school, parents receive a Parent Handbook which provides further detail. There are regular opportunities to meet staff, both online and in-person. Parent seminars and webinars provide additional information and support.



WELLBEING AT GORDONSTOUN

Wellbeing is how an individual feels (physically and emotionally) at a particular moment in time. Wellbeing fluctuates for everyone.

Safeguarding is about doing all we can to keep children safe.

Child Protection is what we do when a child is at risk of, or experiencing, significant harm.

It is the duty of all staff to play an active role in promoting the wellbeing of all our students.

WHAT IS WELLBEING?

Wellbeing is a general term to describe the fundamentally important aspects of a good life and how an individual feels (physically and emotionally) at a particular moment in time. It can, in many ways, be seen to have its roots in the United Nations Convention on the Rights of the Child (UNCRC).

UNCRC & GIRFEC

The United Nations Convention on the Rights of the Child (UNCRC) outlines the rights of children to have their basic needs met, and to reach their full potential. The UNCRC general principles of non-discrimination, best interests of the child, right to life, survival and development, and respect for the views of the child, are the overarching rights needed for any and all rights in the Convention to be realised, and are consequently the foundation for all assessment of a child's wellbeing and protection. This rights-based approach emphasises the responsibility of the school and all agencies with which we interact to protect children's rights and entitlements. The focus on children's rights extends to ensuring all children/young people are made explicitly aware of the UNCRC.

The Act refers to assessment of an individual child to determine whether 'their wellbeing is being, or would be, promoted, safeguarded, supported, affected or subject to an effect' [Section 96(1)]. These terms have the following meanings, and form the basis of an assessment:

- a) promoted – actively encouraged or further developed;
- b) safeguarded – protected from harm or damage;
- c) supported – given assistance, approval, encouragement;
- d) affected – influenced, changed; and
- e) subject to an effect – likely to be affected by a set of circumstances.

Wellbeing assessments relating to individual children or young people at Gordonstoun may be required, particularly under Parts 4 (Provision of Named Persons) and 5 (Child's Plan) of the Act.

GIRFEC

Inspired by the UNCRC, Getting It Right for Every Child (GIRFEC)⁸ is Scotland's national framework and shared language for promoting, supporting, and safeguarding the wellbeing of children.

⁸ <https://www.gov.scot/policies/girfec/>



Taking a holistic view of the wellbeing and safeguarding of children is at the heart of the GIRFEC approach. A key element of GIRFEC is the promotion of eight wellbeing indicators, known by the acronym SHANARRI.

THE WELLBEING INDICATORS (SHANARRI)

Under GIRFEC, and to help make sure everyone – children, families, and the services that support the child – has a common understanding of what wellbeing means, we describe it in terms of eight indicators.

Safe: Protected from abuse, neglect or harm at home, at school and in the community.

Healthy: Having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy, safe choices.

Achieving: Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.

Nurtured: Having a nurturing place to live in a family setting, with additional help if needed, or, where possible, in a suitable care setting.

Active: Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

Respected: Having the opportunity, along with carers, to be heard and involved in decisions that affect them.

Responsible: Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.

Included: Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.

More detail is set out in Appendix B: The wellbeing indicators.

What do the wellbeing indicators mean?

While each indicator is separately defined, in practice, the indicators are not discrete, but connected and overlapping. In this way, they give a holistic view of each child and allow the child and the adults supporting them to consider strengths as well as barriers to growth and development.

Each child is unique and there is no set level of wellbeing that a child should achieve. Each child should be helped to reach their full potential as an individual. The wellbeing indicators help make it easier for everyone to be consistent in how they consider the quality of a child's life at a particular point in time.

Using the wellbeing indicators in context

Families and people working with children can use the wellbeing indicators to identify what help a child needs in order to help them access the right support or advice. All services working with children, and those who care for them, must play their part to promote, support and safeguard children's wellbeing.

It is important to consider the context of the child's life with their parents/carers, wider family and community. A key element of GIRFEC is building on strengths and promoting

resilience, and any assessment should therefore identify positive wellbeing as well as concerns. While it is expected that professional judgement will be used to decide whether there are any short- or long-term concerns, it is important that practitioners recognise that children can thrive in different environments. They must therefore be respectful of and responsive to the child's or parents/carers education, communication capacity, life experiences, socioeconomic status, lifestyle and beliefs.

The National Practice Model

The National Practice Model (Appendix G) combines a set of useful tools, which enable the team around the child to assess wellbeing need and risk, and determine and assign actions which will facilitate the best possible outcomes for a child. It promotes the participation of children, young people and families in gathering and interpreting information and in making decisions as central to assessing, planning and taking action.

The components of the practice model have been designed to ensure that assessment information about children is recorded in a consistent way. This helps to provide a shared understanding of a child's needs and identify concerns that may need to be addressed. The model and the tools which support it are used routinely by the team around the child at Gordonstoun, in assessment and review procedures.

PROMOTING POSITIVE WELLBEING

Student wellbeing at Gordonstoun is promoted through all aspects of Gordonstoun life.

Education

Through the International and Spiritual Citizenship (ISC) curriculum at Gordonstoun, children are equipped with the knowledge, skills and understanding they need to keep themselves and others safe. This includes offering opportunities for discussion, as well as advice and guidance on issues such as drugs, alcohol, under-age sexual activity, honour-based violence, forced marriage, female genital mutilation, using e-technology, bullying behaviour (including cyberbullying), online hate, sexting, pornography and their digital footprint.

Good health and protection from illness and disease is promoted throughout school. This is cross-curricular, the point of delivery is often through ISC, biology, outdoor education, activities and physical education. In-house pastoral initiatives also play a significant part, as does the Sixth Form lecture programme. The school also has personal safety programmes for children, appropriate to their age, to raise awareness about abuse and to give children the knowledge and skills to keep themselves safe.

Children need to understand the risks posed by e-technology so that they can keep themselves safe. Through ISC, assembly or chapel presentations and participation in national awareness raising campaigns, the school has put in place meaningful programmes to give children knowledge and skills to use e-technology responsibly and safely, and know how to respond when something goes wrong. The excellent curriculum material produced by the Child Exploitation Online Protection Centre (CEOP) is always used in the delivery of this curriculum.⁹ Gordonstoun has a member of staff trained as a CEOP Ambassador who keeps staff up to date and accesses curricular materials.

Outside agencies including Police Scotland and specialist speakers participating in the Sixth Form lecture programme also make valuable contributions to the school's wellbeing and welfare education programmes for our children.

⁹ The Child Exploitation and Online Protection Centre (CEOP) provides information and resources on child internet safety and runs a well-established education programme called 'ThinkuKnow.' <http://ceop.police.uk/>



A healthy diet

As a full boarding school where students are busy and active, ensuring children receive ample nutritious food is vital. Our expert chefs devise menus which meet the demands of the school day and the rhythm of the school week.

Students eat centrally in the school refectory, staggered by year group to allow time for each year group to have a relaxed eating environment. Extensive choice is available, with dietary requirements (vegetarian, vegan, kosher, gluten free etc) fully catered for.

Students are provided snacks in boarding houses alongside education around healthy eating, via posters in the refectory, ISC lessons and informal chats in houses.

Refectory staff pay particular care to ensuring students with allergies have a safe and balanced diet. Food is clearly labelled and signage ensures staff are aware of individuals students with allergies.

An outdoor lifestyle

The Gordonstoun campus allows students and staff to remain active by moving around campus through the fresh air between lessons, boarding houses and activities. Gordonstoun is a school without corridors.

The use of space is designed to allow students to enjoy being outdoors as much as possible in a school day. At the weekends and in other free time, students are encouraged to make use of the extensive woodland campus and, where safe to do so, the surrounding countryside and beaches.

Being physically active

All students are impelled into physical exercise at Gordonstoun.

In the Junior School and lower years of Senior School, team sports are compulsory. This builds understanding, knowledge and skill of the sport, but also the benefits of working together as a team.

Throughout the activities program there is ample choice for students to elect individual sports as well. Skills and fitness are encouraged through the activities programme as well as physical challenge to allow students to develop themselves.

Expeditions and sail training provide further physical challenge, important for wellbeing benefits in terms of self-esteem and resilience.

Promoting healthy sleep patterns

Research¹⁰ has shown that teenagers need to be consistent in their approach to sleep, so evening routines are important at Gordonstoun.

Students are encouraged to ensure their bedrooms are quiet, dark and relaxing, and at a comfortable temperature. Personal electronic devices, such as computers and smart phones are removed from bedrooms in the Junior School and lower years of the Senior School and students in senior years are required to turn them off overnight.

All students are also encouraged to avoid large meals and caffeine before bedtime. Regular daily exercise is expected from every student, which helps with good sleep.

¹⁰ <https://www.nhs.uk/every-mind-matters/mental-wellbeing-tips/how-to-fall-asleep-faster-and-sleep-better/>



Supporting physical health

Gordonstoun has a fully staffed Healthcare Centre which provides 24-hour support for physical and emotional health while students are on campus.

A team of Nurses and Healthcare Assistants is supported by a local GP surgery. Healthcare staff have an important role in promoting the wellbeing of children and can contribute to prevention and early detection of child abuse through a range of health promotion activities.

At Gordonstoun, this positive liaison includes: working with the team around the child and other teachers on personal, social and health education; monitoring the health of the school population; liaising effectively with school staff and other practitioners; and profiling the health of the school population so that nursing services can be targeted where they are needed most.

Healthcare Assistants monitor the development and health and wellbeing of all children who have additional health plan indicators for as long as necessary. Where concerns arise, nurses and doctors will be involved, as appropriate, to ensure the child's health needs are fully identified and met.

Supporting positive mental health

As part of the Healthcare Centre provision, Gordonstoun runs a counselling service, which supports young people through regular drop-in sessions, formal appointments, staff and student training. The service has regular meetings with each houseparent to review student needs in the house, but also takes referrals through the admissions process. The service has a strong and positive relationship with local services including Child and Adolescent Mental Health Services (CAHMS).

As outlined on page 7, students are able to apply to provide peer support for members of the house and the wider school community, as Wellbeing Watchers. These students receive Mental Health First Aid Training and have regular meetings with the Assistant Head Wellbeing to provide any feedback of their interactions with other students. All pastoral staff in boarding houses receive the same training to support the students.

Each school gathers six mornings a week for Chapel or assembly, which provides opportunities to deliver positive, relevant and informative presentations to the school in regards to events, initiatives or information about mental health.

Spiritual support

Gordonstoun is one of the last schools in Britain which meets six mornings a week as a community, to share information and reflect before classes begin. The school chaplain supports the students through regular services (Christian, other faiths or for those of none), celebrating major festivals and large whole school events, providing opportunities for students to interact with local faith groups and by providing a listening service.

The small but perfectly formed Michael Kirk was the original chapel for the Gordonstoun estate and it is set a little apart from the main school. This tiny Kirk plays an integral part in the school's spiritual life, as a place of retreat from what has always been a busy school day.



Responsible use of mobile devices

Technology is a vitally important part of modern life and digital learning is a key component of the Gordonstoun curriculum. However, research¹¹ suggests a growing trend of problematic smartphone use, a pattern of behaviour that mirrors that of a behavioural addiction. A consistent relationship has been demonstrated between problematic smartphone usage and harmful mental health symptoms including: depression, anxiety, high levels of perceived stress and poor sleep.

Following extensive consultation with staff, students and parents, as well as desktop research and many years of lived school experience, Gordonstoun's mobile phone policy (which is outlined in the Code of Conduct) places strict limits, which are age-appropriate, on when and where students may use mobile phones.

Behaviour management

In order to maintain a harmonious community, the Code of Conduct sets out expectations of all children in the school. The Code of Conduct includes expectations about standard procedures, rewards and sanctions, anti-bullying, complaints, diversity and inclusion.

Children are required to abide to the Code of Conduct, which is published on the school intranet and distributed to all students. It is also introduced at the annual student induction which provides an opportunity for staff to reinforce expectations.

In the case of inappropriate behaviour by students, Gordonstoun's positive behaviour policy and anti-bullying policy applies. Basic facts are established, and parents informed.

Considerations to wellbeing are taken into account in relevant situations in which a child is suspected of inappropriate behaviour, for example involvement with drugs or alcohol.

¹¹

https://kclpure.kcl.ac.uk/ws/portalfiles/portal/133058363/Prevalence_of_problematic_smartphone_SOHN_Acc31Oct2_19Epub29Nov2019_GOLD_VoR_CC_BY_.pdf



SAFEGUARDING AT GORDONSTOUN

Wellbeing is how an individual feels (physically and emotionally) at a particular moment in time. Wellbeing fluctuates for everyone.

Safeguarding is about doing all we can to keep children safe.

Child Protection is what we do when a child is at risk of, or experiencing, significant harm.

It is the duty of all staff to safeguard all our students.

WHAT IS SAFEGUARDING?

Safeguarding is the overall process of ensuring that a child is protected from abuse and neglect, thus preventing impairment of their health and development, and ensuring they grow up in circumstances that enable them to have optimum life chances and progress to adulthood successfully.

Effective safeguarding is essential to ensure that our students flourish. Simply put it is keeping children safe from harm whether inflicted by self, their peers, adults, or the circumstances in which they find themselves.

STAFFING MATTERS

Safer Recruitment

Safer recruitment is a set of practices to help make sure staff are suitable to work with children. It is a vital part of creating a safe and positive environment and making a commitment to keeping children safe from harm.

The Recruitment Policy and HR Policy Handbook stipulates the Gordonstoun approach. Safer recruitment should be a continuing process of improvement. Candidates must explain any gaps in employment and specify reasons for leaving previous employers, interviewers must ask at least one CP question at interview, more detailed interview questions are required for roles requiring higher levels of CP expertise.

There should be management of disclosures of convictions (whether "spent" or not) and a standard approach for references (including a specific reference to suitability to work with children or young people).

Gordonstoun recruitment procedures take child protection into account. Procedures include:

- All applicants for posts are required to complete an application form and provide the name of 2 referees, where one reference should be from the applicant's current or most recent employer.
- All references are taken up prior to appointment being confirmed.
- All required qualifications are shown at interview or time of appointment and are authentic.
- All roles require the job holder to be a member of the Protecting Vulnerable Groups (PVG) Scheme.
- All appointed staff will complete their Child Protection compliance training within two weeks of commencing the role.
- Gordonstoun discharges its legal duty to refer information to Disclosure Scotland about an employee or volunteer if they believe they have or may harm a child.
- Gordonstoun will not knowingly employ a barred person in regulated activity.



Appointment of Governors

Gordonstoun ensures that any new appointment is made under the Protection of Vulnerable Groups (PVG) Scheme and that they are registered Scheme members. Although Governors may have less regular contact with children than other members of staff, a School Governor is in a regulated position of trust under the PVG Act. Governors also sign Code of Conduct for Staff (see Appendix E), as a matter of good practice.

HR Records

Employee records are kept on HR Cloud, which is accessible by the line manager. All details in regards to pre-employment checks, start of employment, PVG, training and any allegations (whether proven or not), date of leaving, reason and destination are stored in the employee file. These records are never destroyed and are archived by the school.

Residential staff

The HR Policy Handbook recognises five categories of employee for housing purposes. As employees of the school, the standard code of conduct is applicable.

The HR Policy Handbook sets out guidelines for spouses, partners or dependents who are not employed by the school but resident on campus in school accommodation. The same applies to volunteers who reside on site for a period of time.

Student access to staff residential accommodation

Effective safeguarding relies upon trusted relationships between staff and students, a culture of openness and a willingness for young people to disclose concerns to the adults caring for them. In a boarding school, creating a homely environment is an important factor in building such a culture of trust.

The nature of our boarding houses means that one of the best ways in which to recreate a homely environment, such as house staff sharing a meal with students, is to invite them into a public space (kitchen, dining room, sitting room) within their residential accommodation.

However, particular risks exist when the lines between personal and professional relationships become blurred. Student access to staff accommodation is an area of such risk and therefore great care must be taken.

Students should not normally be in, or invited into, the home of an adult who works at the School, unless the reason for this has been firmly established and agreed with parents and member of the CP team. Some exceptions exist:

- Where the staff home is part of the boarding house, in which case access should be restricted to the living area of the accommodation, should be in groups of two or more students, and should be for a firmly established purpose.
- In the case of a bereavement or other exceptional event where particular care, in loco parentis, is required. This should be restricted to the living area of the accommodation.
- Where the student is visiting the staff accommodation as a friend of, and in the company of, the child of the staff member, in which case all appropriate parental permissions should be in place.
- Where the accommodation is being used for a school event e.g. hosting a lunch for visitors.

If a member of staff asks a student to assist with jobs or tasks in or related to their private accommodation (e.g. babysitting, dog walking) this should normally be done in pairs/groups and with the written permission of a(nother) member of the CP team.



Staff should always be vigilant in maintaining their privacy, including when living in on-site accommodation, should be mindful of the need to avoid placing themselves in vulnerable situations and of the need to maintain appropriate personal and professional boundaries.

Allegations against staff

Allegations against staff will be handled in accordance with the investigation, disciplinary and suspension procedures within the HR Policy Handbook. External agencies will be involved as appropriate and in line with the school's mandatory reporting policy.

Whilst an allegation is being investigated, the school will endeavour to protect all parties by making every effort to maintain confidentiality and guard against unwanted speculation or publicity.

If the member of staff resigns, or ceases to provide their services, this will not prevent an allegation being followed up in accordance with this guidance. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the protection of children, including any in which the person concerned refuses to cooperate with the process.

Settlement agreements must not be used as a means by which to prevent proper investigation of safeguarding allegations against members of staff.

Staff wellbeing

Key to a strong safeguarding culture is having a staff body which is valued and well cared-for by its employer. This involves ensuring fair terms and conditions, and effective management support. Much of the work involved in caring effectively and deeply for children cannot be codified; instead it relies upon human engagement, compassion and discretionary effort.

Gordonstoun invests in supporting its staff through a range of measures including training, an effective appraisal system, a staff wellbeing programme, access to free counselling and advice.

Onward referencing

It is Gordonstoun's policy that only members of the School Executive can give references and that only one reference will be given to each prospective employer.

Safeguarding concerns relating to current or former staff must be included within references.

In order to ensure that only appropriate adults are working with children, Gordonstoun complies with a range of obligations in relation to reporting to professional bodies regarding safeguarding concerns, including GTCS, PVG and SSSC.

CAMPUS SAFETY

Visitor management

Gordonstoun has guidance for visitors to the school, which makes it clear how people who are not covered by the Code of Conduct for Staff and Volunteers are identified and managed. This includes parents and contractors.

Risk Assessments are created for special events or lets of our facilities which involve large numbers of visitors on campus. In the case of facilities lets, users are permitted to access an agreed area and will not be permitted to access other areas of the campus. Staff are trained to challenge adults who are not wearing staff, contractor or visitor badges and direct them to reception, supported by security staff if required.



Driving and parking

Gordonstoun is a park and walk campus where pedestrians and cyclists always take priority.

Students walk between lessons, houses, chapel, activities and the refectory as campus is their home during term time. It is therefore important that Gordonstoun manages the traffic on campus throughout the day and night. All drivers must adhere to speed limits on campus which are clearly signed posted as either 10 mph or 20 mph.

All drivers must reverse park at all times, so that student movement can be seen when vehicles are departing.

There are strict rules prohibiting students driving on campus, and day students are asked not to drive to and from school. Further details are contained with the Code of Conduct.

Security on campus

Campus is private land which, other than on special occasions or by prior arrangement (such as for community events), is not open to the public. The Outdoor Access Code (Scotland's Right to Roam) does not apply to school properties.

Because the perimeter of the extensive 200-acre estate is porous (it borders farmland, woodland etc), a key aspect of campus security is the importance of challenging any adult not wearing a lanyard which identifies them as a member of staff, contractor or visitor.

Vehicular access to campus is via the East and West Gates. Entry is controlled by electronic gates. Staff and current parents register for Automatic Number Plate Recognition (ANPR). Visitors must buzz for entry, with access controls in reception, the Principal's Office, security, maintenance, the Healthcare Centre and the Principal's residence. Facilities let users are given their own unique access code for the East and West gates for the duration of their let so security staff can monitor usage.

Gordonstoun operates a 24/7 security team whilst students are in residence to ensure the safety and security of the students and facilities. The team are available to support students, house staff and the healthcare team overnight.

Access to buildings is controlled via a variety of electronic and manual locks. Boarding Houses must always be locked and the codes given only to student members of the House and particular staff who require access. The Healthcare Centre must be locked whenever there is no adult present at reception.

CCTV

Gordonstoun uses CCTV in various locations across campus. This includes at the East and West gates, the Sports Centre, some classroom buildings, the Healthcare Centre, the Junior School and at various maintenance installations and plant rooms.

REGISTRATION

Ensuring students are safe and in attendance means having robust registration processes. Staff must adhere to guidelines regarding registration for lessons, activities and boarding house meetings / check-in times. These must be recorded on iSAMs.

If a student is missing, staff must follow the relevant missing child procedure which is stored on the school intranet and within staff handbooks.



MANAGING RISK

Health and safety concerns, accidents and near misses

The school has a comprehensive health and safety reporting system. This allows concerns to be raised, near misses to be noted, and accidents to be logged.

Health and safety is an agenda item in every school meeting.

Risk assessment

Assessing and mitigating risk is a key component of effective safeguarding. Staff are provided with appropriate training and support.

All trips and events involving students must have a risk assessment completed and submitted for approval through the Evolve trips system.

Staff are provided with a Risk Assessment Template to adapt for the specific situation.

School trips

All school trips are required to follow the Trips Policy, where the Assistant Head Broader Curriculum (Senior School) and Assistant Head Curriculum (Junior School) are delegated by the Principal to approve all off-site educational visits of a perceived low risk, local, daily or regular nature. This includes, for example, UK-based expeditions or trips or local climbing or sailing activities.

All overseas or higher risk trips are approved by a member of the School Executive team.

All off-site trips are managed and recorded through use of the EVOLVE system.

Complex trips are supported by expert companies who are on stand by for crisis or incident support, such as medical evacuation.

Exchanges

Gordonstoun organises a number of student-exchanges each year, with schools across the world. We recognise that different countries have differing Child Protection and Safeguarding laws.

Gordonstoun requests from all exchange schools details regarding their Child Protection and Safeguarding procedure and how they propose to protect our students while on exchange. We will not proceed with exchanges unless appropriate information is shared. Nevertheless, it is ultimately the responsibility of the outgoing exchange student's family to satisfy themselves regarding the safeguarding arrangements of the exchange.

Communications to the families of outgoing and incoming exchange students include:

- A letter to Gordonstoun parents who will be hosting an exchange student which outlines their Child Protection and Safeguarding responsibilities and the requirement to submit a PVG check.
- A letter to the exchange school, explaining our Child Protection and Safeguarding procedures and that all adults who have contact with their student will receive a PVG check.

Our students, before they depart on exchange are given a briefing on Child Protection and Safeguarding by the CP Coordinator and Exchange Coordinator.

External Lets

Gordonstoun rents out parts of the facilities to local organisations and clubs for their use during the academic year and holiday periods. These are contractual lets, which requires the hirer to provide the school with information about their safeguarding policies and their



safeguarding lead. This applies to all lets and visiting groups that will stay on campus overnight, particularly when we have students in residence.

SUBSTANCE ABUSE

Drugs and psychoactive substances

The use of drugs, psychoactive substances (formerly known as 'legal-highs') and other substances is likely to be damaging to a young person's health, safety, independence and respect of the law. It will also damage the integrity of the school community by possibly exposing others to temptation and to the risk of criminal proceedings.

The school's definition of drugs includes illegal drugs (those categorised as Class A, B or C) and (psychoactive) substances which are misused. These include Nitrous Oxide, alkyl nitrates ('poppers'), ketamine, khat, volatile substances (those giving off a gas or vapour that can be inhaled), prescribed medication as well as controlled drugs, but this is not an exhaustive list. In addition, performance enhancing drugs, as defined by the World Anti-Doping Agency (WADA) Code, fall within the scope of the policy.

The school aims to foster and sustain an environment where there is no use of drugs, illicit substances and solvents. This aim is achieved through fostering and encouraging an openness of approach to the whole question of drugs, thus creating a climate of understanding of the issues involved. This is supported by providing education and guidance, by using the skill and expertise of the staff, by fostering a climate among the students which appreciates the advantages of a drug free culture, and by increasing confidence in the policy through clear procedures where instances involving drug misuse occur.

Alcohol

It is recognised that alcohol can, in itself, be extremely harmful and its consumption can lead to harmful and risky behaviour.

Rules concerning student consumption of alcohol are outlined in the Code of Conduct.

Vapes and smoking

In order to safeguard the health of students and staff, and to minimise fire risk, vaping and smoking is prohibited throughout all Gordonstoun buildings (including private residences) and everywhere on campus.

RADICALISATION

Comprehensive information and guidance are provided by Prevent Duty Scotland, including indicators of risk. Nominated staff members, such as the Child Protection Co-ordinator, have received specialist training, to provide awareness raising training across the staff body. Reporting and recording duties with regard to the Prevent Duty Scotland follow the same procedures as raising Child Protection concerns, making use of WiS, as required of staff in fulfilment of duties under the Children and Young People Act (Scotland) 2014.

OTHER AREAS OF SAFEGUARDING

Gordonstoun recognises that there are many areas to consider when safeguarding children. Some are regular occurrences and others occur very infrequently, or never.

[Part 4 of the National Guidance for Child Protection in Scotland](#) (2021 - updated 2023) lists a number of specific support needs and concerns. The guidance offers advice and



procedures for safeguarding young people which will be used by the Child Protection Team if such similar concerns arise.

Although not statutorily relevant in Scotland, much useful information is found within Keeping Children Safe in Education 2023 (Statutory guidance for schools and colleges in England) [link](#). This includes: Child Abduction and Community Safety Incidents; Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE); County Lines; Children and the Court System; Children Missing from Education; Children with Family Members in Prison; Cybercrime; Domestic Abuse; Homelessness; Mental Health; Modern Slavery and The National Referral Mechanism; Preventing Radicalisation; Serious Violence and So-Called 'Honour'-Based Abuse (Including Female Genital Mutilation and Forced Marriage)



CHILD PROTECTION AT GORDONSTOUN

Wellbeing is how an individual feels (physically and emotionally) at a particular moment in time. Wellbeing fluctuates for everyone.

Safeguarding is about doing all we can to keep children safe.

Child Protection is what we do when a child is at risk of, or experiencing, significant harm.

It is the duty of all staff to act if they have a concern that a child might be at risk of, or experiencing, significant harm.

WHAT IS CHILD PROTECTION?

Child protection means protecting a child from significant harm or the risk of significant harm. Harm can take the form of abuse or neglect. Abuse can be physical, emotional or sexual.

Harm or abuse need not have taken place; it is sufficient for a risk assessment to have identified a likelihood or risk of significant harm from abuse or neglect. Equally, in instances where a child may have been abused or neglected but the risk of future abuse has not been identified, the child and their family may require support and recovery services.

Children are often identified as being at risk of significant harm not necessarily as a result of a one-off incident but rather because of increasing, ongoing concerns about their circumstances. These concerns may appear relatively minor in themselves but, together, trigger the need to act.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger.

CHILDREN AT PARTICULAR RISK

Gordonstoun recognises the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication. We also recognise the additional barriers young carers face.

Gordonstoun recognises that the mental health and wellbeing of a parent impacts on any children within the family.

FORMS OF ABUSE

The key forms of abuse are

- Physical
- Sexual
- Emotional
- Neglect

These are outlined in more detail in Appendix H: Forms of Abuse, which also provides more information regarding bullying and child sexual exploitation.



CHILD PROTECTION CONCERNS

Child Protection is everyone's responsibility

Elsewhere within this policy, we have outlined the responsibilities of all staff in relation to promoting the wellbeing of children and providing a safe environment. However, for the avoidance of doubt, we emphasise here that all staff have particularly vital obligations in relation to child protection.

All staff at Gordonstoun have a contractual obligation (under our mandatory reporting policy) to act when they suspect, or have knowledge that, a child is experiencing or is at risk of significant harm. Upon joining, they must sign a specific document which confirms that they understand this aspect of our school policies.

All staff receive and must read this policy before joining the school. Access arrangements are available for staff as necessary.

Approach

All staff must be aware of the school's policies and procedures as outlined in the Our Approach section of this document. This outlines how to identify, raise and respond to concerns. It also sets out protocols in relation to information gathering, recording and sharing.

Immediacy of risk

If it is judged that the child may be at immediate risk, action must be taken without delay.

If the child is not considered to be at immediate risk, staff must consult with their line manager, supervisor or a member of the child protection team as soon as possible that day.

More details are within Appendix I: Child Protection Reporting Procedure.

Significant harm

Identifying a concern as being a child protection matter means recognising that there is significant harm, or a risk of significant harm.

Section 3.6 of the National Guidance for Child Protection in Scotland 2021 establishes that: *"Professional judgement is needed about the severity and immediacy of the risk of harm... There is no statutory definition or uniform defining criteria for significant harm."*

Professional judgement can be developed through regular training, but is most effectively embedded through experience. This is one of the main reasons that Gordonstoun adopts a team-based approach to child protection and that we use case studies in our staff training and peer review.

The national guidance recognises the impossibility of flow charts, checklists etc in the complex and nuanced matter of identifying the severity of harm and the immediacy of risk, demonstrates the importance of having a skilled, committed and supported workforce around children. This is why at Gordonstoun we strongly believe in, and benefit from, a collaborative team approach when dealing with the important task of protecting children.

Using case studies for training provides opportunity for discussion and debate as well as requiring staff to test their own professional judgement in a safe environment.

Involving children

As explained on page 7 of this policy, we put children at the centre of our approach.

Through our pastoral care, children are helped to understand how safeguarding and wellbeing procedures work, how they can be involved and how they can contribute to decisions about their future. Considering the age and maturity of the child, they will often have a clear perception of what needs to be done to ensure their own safety and wellbeing. Children at Gordonstoun will be listened to at every stage of the process and given appropriate information about the decisions being made.

CHILD-ON-CHILD ABUSE

Throughout this policy we are clear that abuse may be perpetrated by adults or by peers i.e. other children or young people. All staff should be aware that children can abuse other children at any age. This can happen both inside and outside of school, and online. Child-on-child abuse is no less serious than abuse perpetrated by an adult, but it can be more complex, especially when the abuser, or alleged abuser is also in the school.

Child-on-child abuse can include

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

More information regarding sexual violence and sexual harassment between children is found in Appendix H: Forms of Abuse.

In responding to allegations of child-on-child abuse, the school will normally identify different members of staff as the lead professional for the alleged victim and alleged abuser. This aids effective communication with families and outside agencies, and ensures each child is appropriately supported.

SUPPORT FROM EXTERNAL AGENCIES

In all cases where there is knowledge or suspicion that a child is suffering abuse or is at risk of suffering abuse, a referral must be made to Social Services and / or the Police. In doing so staff will follow the process outlined in Appendix I: Child Protection Reporting Procedure.

It is the responsibility of statutory agencies to determine the significance or otherwise of the information given to them. Background information might be requested and any information that is relevant to the enquiry must be provided by Gordonstoun staff.

When an Inter-agency Referral Discussion (IRD) is required, and education is included, the Named Person or Lead Professional will join the meeting. If the IRD is required during school holidays, these professionals, where reasonable, will make themselves available, probably online.

STAFF TRAINING AND DEVELOPMENT

As outlined in Our Approach, all staff receive training, appropriate to their role, during induction and throughout their time with Gordonstoun. In addition, Child Protection is discussed in supervision and team meetings, appropriate to the role of each person and team, with a view to focusing on Child Protection, the roles and responsibilities of all staff.

The Child Protection Team receives regular enhanced training via a Moray Council or SCIS approved expert. The Child Protection Coordinators share articles and evidence to stimulate debate amongst the team. The team approach to Child Protection within Gordonstoun encourages and fosters a culture of continual learning and mutual support.



DISCLOSURE OF HISTORIC ABUSE

On occasions, adults disclose abuse that happened to them as children. Gordonstoun has clear policies and procedures for dealing with reports of historic abuse. Staff are trained to listen to disclosures and a number of support mechanisms are in place.

The person may be clear that they now wish to make a complaint to the police and should be advised as to how to do this.

However, even if the person making the disclosure does not want to report it, it is possible that the alleged abuser could pose a risk to children with whom they currently have contact. Therefore, advice must be sought from the Child Protection Team so that appropriate contact can be made with social work and/or the police.



Appendix A: Legislation

This policy reflects the principles contained within the legislation and guidance listed below:

- National Guidance for Child Protection in Scotland 2021
- Moray Guidance on Child Sexual Exploitation
- The Children (Scotland) Act 1995
- The Children & Young People (Scotland) Act 2014
- The Children's Hearing (Scotland) Act 2011
- The Children and Young Persons (Scotland) Act 1937
- The Criminal Procedure (Scotland) Act 1995
- Sexual Offences (Scotland) Act 2009
- Protection from Abuse (Scotland) Act 2001
- Criminal Justice (Scotland) Act 2003
- Prohibition of Female Genital Mutilation (Scotland) Act 2005
- Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005

Legislation on managing adults who may pose a risk to children

- Police & Fire Reform (Scotland) 2012
- Police Act 1997
- Protection of Vulnerable Groups (Scotland) Act 2007 (PVG)
- Sexual Offences (Procedure and Evidence) (Scotland) Act 2002
- Vulnerable Witnesses (Scotland) Act 2004
- Victim and Witnesses (Scotland) Act 2014
- Asylum and Immigration (Treatment of Claimants, etc.) Act 2004
- The Anti-social Behaviour, Crime and Policing Act 2014
- Adoption and Children (Scotland) Act 2007
- Mental Health (Care and Treatment) (Scotland) Act 2003
- Data Protection Act 1998
- Human Rights Act 1998
- UN Convention on the Rights of the Child
- Equality Act 2010
- Getting our priorities right 2012

This policy should be read together with the following Gordonstoun policies:

- Confidentiality
- Whistleblowing
- Recruitment and Selection
- Risk assessment - Disclosures
- Staff Appraisal
- Continuous Professional Development
- Anti-bullying, Harassment and Dignity
- E-mail and Data Storage
- Reporting and Reviewing Incidents and Accidents



Appendix B: The wellbeing indicators

Safe - protected from abuse, neglect or harm (UNCRC Articles 11, 19, 22, 32, 33, 34, 35, 36, 37, 38):

Every child has the right to be safe and protected, and to feel safe and protected from any avoidable situation or acts of commission or omission which might result in that child:

- Being physically, sexually or emotionally harmed in any way;
- Put at risk of physical, sexual or emotional harm, abuse or exploitation;
- Having their basic needs (food, clothing, shelter, sanitation, education, healthcare) neglected or experiencing that their needs are met in ways that are not appropriate to their age and/or stage of development;
- Being denied the sustained support and care necessary for them to thrive and develop;
- Being denied access to appropriate health care and treatment, and social care support;
- Being exposed to demands and expectations which are inappropriate to their age and stage of development; and
- Being harmed by the behaviour of themselves or others.

Healthy - having the best possible standards of physical and mental health; support to make healthy, safe choices (UNCRC Articles 3, 6, 24, 39):

- Every child has the right to a standard of health that supports them in fulfilling their developmental potential;
- The health of children should be promoted, supported and safeguarded to maximise their health throughout their life course; and
- Children should have access to timely, acceptable and appropriate health care, and support of appropriate quality.

Achieving - accomplishing goals and thereby boosting skills, confidence and self-esteem; 'being all they can be' (UNCRC Articles 4, 18, 28, 29):

- Every child has the right to fulfil his or her potential.
- Improving achievement and attainment often go hand-in-hand, and both lead to improved life chances. Supporting all our children to accomplish goals and develop skills, ambition and know-how helps them to fulfil their potential and aspirations; and
- Achievement also applies to a child's development as a social being with a fully-formed and autonomous personality. An achieving child is more likely to feel they belong and be able to navigate their way through life with knowledge, understanding, and confidence in their ability to cope with new and different challenges.

Nurtured - having a loving and stimulating place to live and grow (UNCRC Articles 4, 5, 18, 20, 21, 25, 27):

- The right of every child to thrive and develop into a safe, healthy, happy, well-adjusted child – and, ultimately, a respected and responsible adult – is fundamental;
- Having clear boundaries and support from adults whose actions are predictable and can be trusted; and
- Having the opportunity to form a secure attachment with a care giver. There is clear overlap between being nurtured and being safe, healthy, achieving, respected, responsible and included.

Active - having opportunities to take part in a wide range of activities (UNCRC Articles 3, 23, 31):

Being active is not just about 'doing'. It is also about children, within their capabilities:

- having access to and being encouraged to explore their home and community environment;
- expressing themselves in different ways;
- developing new skills;
- learning how to assess and manage risks; and
- acting co-operatively within groups.

Above all, activity and play are essential to the child's subjective sense of wellbeing; the positive feelings about the self that come from having fun.

Respected - being enabled to understand their world, being given a voice, being listened to, and being involved in the decisions that affect their wellbeing (UNCRC Articles 2, 3, 4, 5, 8, 12, 13, 14, 16, 17, 18, 30):

- The UNCRC highlights the importance of parents, carers, and practitioners in children's services, recognising every child's right to be treated with respect and dignity at all times; regardless of the child or their parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status;
- Respect and being respected are multi-dimensional concepts. Every child has the right to express their views on matters that directly affect them, in the manner most appropriate to them; and to have those views given due weight in accordance with their age and developmental level, by the adults who care for them, or come into contact with them in a professional or personal capacity. Communication or learning difficulties should not be a barrier to obtaining and having regard to the child's views;
- Where decisions are being taken in respect of a child in a legal forum or elsewhere, there should be a record of the child's views, which should be considered before any decision is taken, and where necessary, advocacy or other appropriate support should be provided to assist the child;
- The child who is treated with respect is more likely to be safer, emotionally, physically and spiritually healthier, happier, more nurtured, more likely to feel and be included, more likely to be active, and more likely to respect themselves and others, and behave in a considerate and responsible way.

Responsible - taking an active role within their home, school and community (UNCRC Articles 3, 12, 14, 15, 40):

Being responsible is about:

- accountability;
- understanding the rules and parameters which guide how we live alongside each other;
- leadership and decision making, with support as appropriate;
- the capacity for moral judgement;
- showing respect and compassion for others;
- being honest with yourself and others;
- taking an active role in your peer group;
- resisting pressure to engage in inappropriate, dangerous or anti-social behaviour;
- self-control;
- being patient when your wishes are not instantly gratified;
- not resorting to aggression or violence to get your own way; and
- learning how to negotiate with others.

Included - being a full member of the communities in which they live and learn; receiving help and guidance to overcome inequalities (UNCRC Articles 3, 6, 18, 23, 26, 27):

- Every child has the right to be included;
- Inclusion is about the acceptance of all, and the recognition that each person, regardless of their differences, can make a valuable contribution to the community; and
- Involves the removal of social, economic, cultural, religious, personal, communication and physical barriers that prevent children and their families from accessing services, exercising their rights and engaging with their community, and society at large.



Appendix C: Definitions

Throughout the policy the term the **Act** refers to the Children and Young People (Scotland) Act 2014.

Throughout the policy the term **staff** refers to all adults that work within the Gordonstoun community including all teachers, operational staff, unsupervised volunteers and governors.

When the policy refers to **child** it means a young person in our care whatever their age.

The term **parent** is used to describe anyone who acts in a legal parental capacity (including carers and guardians).

Wellbeing is a general term to describe the fundamentally important aspects of a good life and how an individual feels (physically and emotionally) at a particular moment in time. Wellbeing fluctuates for everyone. These are summed up in the GIRFEC wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included). All concerns with our students are put into this context.

Safeguarding is the overall process of ensuring that a child is protected from abuse and neglect, preventing impairment of their health and development and ensuring they grow up in circumstances that enable them to have optimum life chances and progress to adulthood successfully. Effective safeguarding is essential to make sure that our students flourish in a safe environment.

Child Protection is when a child requires protection from abuse or neglect. For protection to be needed it is not required that abuse or neglect has taken place but rather a risk assessment has identified a likelihood or risk of significant harm from abuse and neglect.

GIRFEC – Getting It Right For Every Child (GIRFEC) is the Scottish Government's approach to supporting children. It is intended as a framework that will allow organisations who work on behalf of the children and their families to provide a consistent, supportive approach for all.

UNCRC – The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. Gordonstoun is led by the guidance laid out by Scottish Ministers. ([link](#))

WiS – The Wellbeing Information System (WiS) is a bespoke IT system which allows staff to gather and collate information regarding children's wellbeing, safeguarding and protection. These records are shared within Gordonstoun. The system was developed to require specific justifications for all information sharing, and for bespoke sharing.

Harm/significant harm means the ill treatment or the impairment of health or development of the child. In this context, "development" can mean the physical, intellectual, emotional, social or behavioural development and "health" can mean physical or mental health. Child protection is closely linked to the risk of **significant harm** – whether the harm suffered or likely to be suffered, by a child is "significant" is determined by a comparison of the child's health and development with what might be reasonably expected of a similar child.

Risk is the likelihood of a particular outcome given the presence of factors in a child's life. The assessment of significant risk is key to determining whether child protection is needed.

Professional Judgement is the applying of knowledge, skills and experience, in a way that is also informed by professional standards / knowledge, laws and ethical principles, to develop an opinion or decision about what should be done to best serve the children in our care.

Lead professional - When two or more agencies are working together to support a child the lead professional will be nominated to coordinate this support. The lead professional will ensure that the expertise of all involved is properly integrated into the process along with the evidence gathered through specialist assessments in order to give the fullest possible picture of the child's needs and how best these can be met. The lead professional is also responsible for coordinating any actions taken to improve the outcome for the child.

Pastoral team refers to the team supporting the child and will normally include the houseparent and the tutor and may include a member of the healthcare staff, the Assistant Head Wellbeing, the Assistant Head Boarding, the Assistant Head Pastoral or the Deputy Head Pastoral.

House - The boarding house system and ethos of school life intrinsically contribute to the development of emotional resilience, wellbeing, values, attitudes and learning of important life skills. The quality of pastoral care delivered by our House and Tutorial system is a source of pride at Gordonstoun. The House is the most important unit of organisation: students joining the School at ages 4 to 13 go at first into the Junior School. From year 9 to year 13 they will be a member of a senior house. Each House has a resident Houseparent (HP), a resident Assistant Houseparent (AHP), Matron(s) and a team of tutors. More details about each of the Houses can be found in the appropriate House Handbooks.

Additional support refers to additional or targeted support, tailored to a student's individual circumstances. This support is usually, but not exclusively, delivered by staff with additional training and expertise who are based in the school.

Support plan refers to a plan of action drawn up with a student where evidence suggests that additional support within the school is required to meet the student's wellbeing needs. This is initiated by the tutor or houseparent in consultation with members of the pastoral team.

Safety plan refers to a plan of action drawn up with a student where evidence suggests that additional support within the school is required to meet the student's wellbeing needs. This is initiated by the tutor or houseparent in consultation with members of the pastoral team.

Statutory Child's plan refers to single plan of action drawn up for a child where evidence suggests that one or more targeted interventions from outside the school are required to meet the child's wellbeing needs. This is managed and reviewed through a single meeting structure, initiated by the Deputy Head (Pastoral) even if the child is involved in several processes.

Child Protection Plan is a multi-agency plan for children who are believed to be at risk of significant harm. This plan will be incorporated into the child's plan and would be initiated by the child protection coordinator in consultation with the lead professional.

Targeted intervention is defined as a service which is directed at meeting the needs of the child whose needs are not capable of being met, or fully met by the provision of services generally available within school.

School Executive is the leadership team of the school, consisting of the Principal, Bursar and Head of Senior School

Appendix D: Staffing

Child Protection is everyone's responsibility.

Gordonstoun takes a team-based approach to Child Protection. The team structure is outlined on page 4 and the individuals holding these posts are as follows:

Child Protection (CP) Coordinators

- Senior School Deputy Head Pastoral (Senior School CP lead) Philip Schonken
- Head of Junior School (Junior School CP lead) Cath Lyall

Assistant CP Coordinators

- Senior School Assistant Head Wellbeing Charlotte Marsh
- Senior School Assistant Head Boarding Martin Warren
- Junior School Assistant Head Pastoral Emily Warren

Level 4 CP trained senior team (providing on-call support)

- Principal Lisa Kerr
- Head of Senior School Simon Cane-Hardy
- Bursar Pamela Muir
- Senior School Deputy Head Curriculum Danielle Cowan
- Safeguarding Governor Dr Robert Horton

Governors

Governing bodies are accountable for ensuring their establishment has effective child protection, safeguarding and wellbeing policies and procedures in place and should review these regularly. They are also accountable for the provision of the Named Person service, as well as the wellbeing and protection of pupils and should have systems in place where these are formally reported to them. All Governors must be members of the PVG Scheme and undergo Child Protection induction.

As is good practice, Gordonstoun has a designated Governor, the Safeguarding Governor, with a particular responsibility for overseeing the protection and wellbeing of pupils. All board meetings have Safeguarding as a standing agenda item and the Safeguarding Governor reports to the Board at this time. As the directing authority, the Governing Board ensures that the School complies with legislation and ensures good safeguarding practice.

Safeguarding Governor

As well as other safeguarding responsibilities, the Chair and Governors are accountable for ensuring the school has effective Child Protection Policies and Procedures in place. The Governors are also accountable for the wellbeing and protection of students and should have systems in place where these are evaluated and formally reported to them. The Safeguarding Governor advises the Board on safeguarding, wellbeing and child protection matters and meets regularly with the Deputy Head (Pastoral) (who is the Child Protection Coordinator) to review safeguarding concerns or complaints and any other key issues arising. Among other responsibilities, the Education and Safeguarding Sub-Committee should include the monitoring, auditing and quality assuring of child protection by the school's Independent Consultant to ensure independence and transparency.

The Safeguarding Governor will:

- Be appropriately trained.
- Keep up to date with Scottish legislation, policy and practice, relevant to the safeguarding, wellbeing and protection of children.



- Advise the Board on safeguarding, wellbeing, and child protection matters in line with the School's Wellbeing, Safeguarding and Child Protection policy.
- Assure adherence to the School's Wellbeing, Safeguarding and Child Protection policy.
- Support the CP leads and Pastoral Team in adhering to the School's Wellbeing, Safeguarding and Child Protection policy.
- Act as a point of contact, advice and counsel for the CP leads who will, as required, inform the Safeguarding Governor of any new child protection cases and share the child protection overview log and chronology sheets securely with the Safeguarding Governor.
- Advise, as required, on any safeguarding complaints that arise.
- Be available to support inspection in relation to wellbeing, safeguarding and child protection matters.

Child Protection Coordinators (The Deputy Head Pastoral and Head of Junior School)

The Child Protection Coordinators have responsibility for Wellbeing, Safeguarding and Child Protection in all areas of School life. This includes, but is not limited to:

- Be the key point of contact for any Child Protection issues and take action as required, including liaising with external agencies.
- Keep up to date with Scottish legislation, policy and practice, relevant to the protection of children.
- Attend regular (at least annual) training.
- Review and update the School's Wellbeing, Safeguarding and Child Protection policy in line with updates to legislation, guidance and best practice and ensure adherence to that policy.
- Be responsible for ensuring all staff are appropriately trained in Wellbeing, Safeguarding and Child Protection, including such updates and refresher training as may be required.
- Ensure staff are effectively supported to fulfil their duties in relation to Wellbeing, Safeguarding and Child Protection.
- Ensure appropriate records are kept and stored securely. Child Protection and Wellbeing records are stored on WiS. Paper copies of some individual or non-recent Child Protection records are stored in a locked filing cabinet and held by the CPC.
- Build and maintain excellent relationships with external agencies, particularly social work and the police, in order to provide effective support for children.

Additionally, the Senior School CP lead:

- Reports termly to the Safeguarding Governor and the Education and Safeguarding Sub-Committee on all safeguarding and child protection issues and advises them on safeguarding, wellbeing, and child protection matters.
- Ensures the Senior Leadership Team is fully informed regarding all child protection matters.
- Has overall responsibility for wellbeing, safeguarding and child protection compliance.

Assistant CP Coordinators (the Pastoral leadership team)

The Pastoral Leadership Team consists of the Deputy Head (Pastoral) (DHP), the Assistant Head Boarding, the Assistant Head Wellbeing and the Junior School Assistant Head Pastoral.

The team meets every week and has day to day responsibility for wellbeing and safeguarding within the School which includes, but is not limited to:



- Provide pastoral duty support to House and all staff in fulfilling their pastoral care duties.
- Monitor wellbeing concerns and liaise with staff, children and their parents.
- Assess what support children may require and initiate a support/safety plan if necessary.
- Review support and access targeted intervention from external services if required.
- Access and store wellbeing information on each student.
- Report to the Child Protection leads on any safeguarding issues.
- Be appropriately trained and keep up to date with Scottish legislation, policy and practice, relevant to the safeguarding, wellbeing and protection of children

Each team member is Level 4 trained in Child Protection and thus able to deputise for the Child Protection Leads.

Level 4 CP trained senior team (providing on-call support)

The on-call support team is part of the duty rota, providing senior escalation support to the pastoral team during term time.

Members of the team provide counsel and peer support to the CP leads as required and are involved in policy review and development.



Appendix E: Code of Conduct for staff & guidance on interaction with pupils

Keeping children safe is the most important thing we do. All staff receive comprehensive child protection training. We have a comprehensive Child Protection Policy which sets out how we support and protect the children and young people in our care. Our policy also outlines the lead members of our Child Protection Team and how we interact with external support agencies. If you ever feel you need more training, or you need help in understanding our policies and procedures, you must inform your line manager.

Creating a culture of openness

In working with children and young people, it is possible for staff members, through ill-considered actions, to lay themselves open to allegations of abuse. Their best protection is to encourage a climate of openness within the classroom and school community, where pupils feel confident to point out aspects of behaviour they do not like. Staff interactions with pupils must be transparent and staff should always be wary of allowing situations to develop which could lead to allegations of impropriety.

Mandatory Reporting

Gordonstoun has a mandatory reporting policy. This means that a member of staff must report a concern about abuse or possible abuse of a child (whether that is as a result of the behaviour of an adult or another child, whether a fellow pupil or not). As set out in our disciplinary policy, the following are considered gross misconduct and may result in summary dismissal:

- failure to report to the appropriate person any concern about a member of staff behaving inappropriately with a child;
- failure to report a concern that a child is, or may be, being abused (whether by an adult or another child)

Reporting Concerns

If you are concerned about a member of staff behaving inappropriately with a child, or are concerned that a child is, or may be, being abused (whether by an adult or another child), you must not ignore it but share it with your line manager or, ideally, a member of the Child Protection Team (details of whom are listed within the Child Protection Policy). If the concern is about a member of the Child Protection Team, it must be reported to a member of the School Executive, and if the concern is about a member of the School Executive than it must be reported to the Chair of the Board of Governors.

If you do not feel comfortable reporting to school staff, you must report directly to the Child Protection team within the local authority. Information about alternative reporting routes is available within the school Child Protection policy, directly on the Moray Council website/Child Protection and on information cards posted around the School.

The school will never take disciplinary action against a member of staff for reporting, whether internally or externally, child protection concerns.

Physical Touch

The climate of suspicion that has developed with regard to child abuse poses a real dilemma for caring adults. This is true in all schools but especially so in boarding situations where schools take a pride in fostering a family atmosphere. In order to protect children from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact needs a considered assessment of the situation. This does not mean that physical contact is never permissible. It does mean

that adults touching children must operate within understood limits, and that contact outwith those limits must be a considered response which can be justified if necessary.

Where those limits lie will vary according to the age of the child and the role of the member of staff. A young child in a boarding situation may well require to be comforted and reassured. Any touching or comforting should be age appropriate, context specific, preferably done within vision of others and prompted by the needs of the child, not those of the staff.

One would expect the need and desirability of such contact with older pupils, especially day pupils, to be considerably less, although even in these circumstances situations could arise in which it would be a natural and human occurrence. The death of a pupil, for example, might make it natural for pupils and teachers to grieve together and touching would be neither unusual nor undesirable, so long as it was agreeable to both parties and limited. There will be other, less serious, occasions when touch is appropriate, for example, as a parent might hug a child in delight or to comfort, so such touch can be appropriate in a school setting.

It would be impossible to lay down rigid rules about what is, and is not, permissible. Awareness-raising through in-service training should provide opportunities for staff to explore acceptable limits through discussion of case scenarios. Common sense is a good guide, but it must be informed common sense. It is important for caring adults to understand that too generous limits which can be operated satisfactorily by some can be exploited by others with less worthy motives. The difficulty in laying down clear limits makes it all the more important that schools make every effort to ensure that all staff who have contact with pupils are carefully selected and all appropriate checks completed.

One-to-One Situations

Opportunities for abuse exist in all schools, especially boarding schools, and in one-to-one situations, e.g. tutorials, music lessons, one-to-one tuition, guidance interviews, sick rooms. The simplest advice would be to try, as far as possible, to avoid being alone with a child. However, for some staff this is unrealistic as the context of their job is teaching in one-to-one situations, e.g. Music Instructors. This may also prove difficult, especially in a boarding situation, where it might be seen as beneficial for a child to have some opportunity for one-to-one contact with an adult. The following guidance is therefore provided:

- where one-to-one contact is appropriate, it should be timetabled and, where possible, held with others around or within earshot or view of others;
- never have the door locked and, wherever possible, maintain a gap/barrier between you and the child;
- another member of staff should be aware of any meeting and its purpose;
- do not meet pupils off school premises or invite them to your home;
- if transporting students in a one-to-one situation, the advice is for the student not sit in the front of the vehicle with the driver;
- most one-to-one meetings will be straightforward and uneventful but where the meeting is difficult, fraught, tense, accusatory or the pupil becomes distressed, you must record details and immediately inform a senior manager of the incident;
- if in doubt about a meeting, arrange for a colleague to be nearby;
- excursions out of the school, especially residential stays, can provide opportunities for abuse. Care should be taken to ensure that there are sufficient adults to provide proper supervision and that appropriate risk assessment(s) have been carried out.



Physical Contact and Restraint

- Physical contact should only be for the purpose of care, instruction, health and safety, physical intervention or restraint.
- Avoid any physical horseplay with a child, or any other actions another adult or child might misinterpret, no matter how innocent or well-intentioned the actions might be.
- You should always be able to justify resorting to physical contact in any situation and the nature of that contact should be limited to what is appropriate and proportionate.
- Where possible, initial responses should be to de-escalate and divert before considering physical intervention or restraint.
- You should avoid restraining a child by putting your hands on a child's joints. Where possible another member of staff should be summoned to witness and give support.
- As soon as the child is under control, you should cease any physical contact.
- All incidents of physical intervention or restraint should be logged in Wellbeing using the Child Protection category.
- The use of physical restraint on a child should involve the absolute minimum force reasonable to the situation and is only permissible when certain that a child is at imminent risk of endangering themselves or others (or in extreme circumstances of inflicting damage to property).

'Hands on' Educational Instruction

'Hands on' educational instructions / support should only be used when verbal or role-modelling is insufficient or it is necessary for health and safety reasons. Whenever possible, this should be done within earshot, and preferably within view, of others. Where 'hands on' is necessary you should seek the young person's permission appropriate to their age and level of understanding and explain to them what you are about to do.

Verbal Remarks

Positive relationships between staff and children often involve warmth and humour but staff should be aware that there can be a narrow line between remarks which an adult perceives as fair and humorous, but which can be hurtful and embarrassing to a child.

Salacious or demeaning remarks should never be made to or in the presence of children and young people. Remarks about a child's physical characteristics or development, or suggestive or derogatory comments could fall into this category. This also applies to comments made about oneself, or others, within the earshot of students.

You should avoid making unfavourable comparisons to a child and 'picking on' particular children.

Communication via E-Technology and Social Media

Any communication via e-technology with pupils should be in line with school policy, for educational purposes and approved by the senior management of the school.

A teacher can be vulnerable to unintended misuse of electronic communication. E-mail, texting and social media encourage casual dialogue and very often, innocent actions can easily be misconstrued or manipulated. A teacher should never share information with pupils in any environment that they would not willingly or appropriately share in a school or school-related setting.



Attachments

In circumstances where you or another member of staff's relationship with, or feelings towards, a child are at risk of being construed as unprofessional behaviour, seek advice and support from your line manager. If it seems that a young person is becoming inappropriately attached to you or to another member of staff or volunteer or adult helper, share your concerns and seek advice from your line manager.

All staff members in school are in a position of trust in relation to any child attending the school. In circumstances where you or a member of staff's relationship with a young person who has recently left the school is at risk of suggesting that the staff member could have been in abuse of trust while that young person was a student at the school, share your concerns and seek advice from your line manager.

Inappropriate or Abusive Behaviour

The list below is presented to show some of the ways in which inappropriate behaviour or abuse may be manifested. It is important to recognise that this list is neither definitive nor exhaustive, nor is it meant to suggest that all the actions below are in themselves abusive; they must be seen in the context of the interaction with the child and the intention of staff. You should bear these in mind as a way of minimising risk and encouraging good practice. You must always exercise professional judgement in each circumstance.

Physical

- Hitting/tapping.
- Pushing/jabbing.
- Throwing missiles.
- Shaking.

Emotional

- Inappropriate/systematic sarcasm.
- Isolating e.g. locked room.
- Unfavourable comparisons.
- Threats.
- Intimidation.
- Scapegoating.
- Systematic personal criticism.

Sexual

- Any sexual activity with a pupil.
- Inappropriate touching/comforting.
- Suggestive remarks or gestures.
- Sexual harassment.
- Indecent materials.
- Grooming a child for abuse

I confirm that I have read the above Code of Conduct. I have been informed of the school's Wellbeing and Child Protection policy and of my responsibility to take advice from the appropriate member of staff (Named Person/Child Protection Co-ordinator) if I have a wellbeing and/or child protection concern about a pupil.

Signed:

Name (printed):

Role:

Date:



Appendix F: Responding to concerns

- 1) The Houseparent and the Assistant Head Wellbeing discuss concerns. The concern is raised in a weekly wellbeing overview meeting, during which the Deputy Head Pastoral and Child Protection Coordinator discuss whether further information should be sought, what outcomes would be beneficial and whether an internal (single agency) Wellbeing Review Meeting, involving the team around the child, might be helpful to determine the type and level of support required. These concerns and recommendations are brought to the attention of the Head of School, in a weekly meeting.
- 2) If a review meeting is not required immediately, appropriate actions are discussed and allocated, with relevant and proportionate information shared via WiS.
- 3) If a review meeting is required, this implies that the Child Protection Coordinator anticipates the child/young person requires a single plan identifying support measures of some kind to address their wellbeing needs. A full list of the most relevant professionals and, if appropriate, the child/young person and their parents, are invited by the pastoral office, and the Assistant Head Wellbeing coordinates this meeting.
- 4) The team around the child, other relevant professionals and (if appropriate at this initial stage) the child and/or parents attend the Wellbeing Review Meeting. This team will always include (where possible) the HP, the tutor, a school counsellor (if appropriate), key stage leader (if appropriate), Assistant Head Wellbeing and a member of the Child Protection Team, with other staff invited as appropriate (e.g. SEN/learning support staff and / or a school nurse.) The 'Gordonstoun Wellbeing Review Including Assessment of Risk' form will be used to shape the review process, with overt use being made of the wellbeing indicators, the five questions and the resilience matrix.
- 5) The discussion and decisions will be recorded in the Wellbeing Review section of WiS. This module in WiS has been developed to reflect the 'Gordonstoun Wellbeing Review Including Assessment of Risk' form. Desired outcomes will be identified and recorded, with actions agreed to address concerns and facilitate realisation of these outcomes. These actions will be allocated to relevant staff and dated, with measurable desired outcomes identified. Initial actions may focus on gathering further relevant, proportionate and appropriate information from any individual or body that has been identified as necessary, to inform our ongoing wellbeing assessment.
- 6) One action that will be allocated – usually to the HP – is to discuss the wellbeing issues/proposed actions and desired outcomes with the child/young person and their parents. This will always be required if the child/young person and their parents have not attended the meeting. Section 33 (6) of the Act requires the child, and the child's parents, are involved in considering whether the child has a wellbeing need. Should the child/young person or their parents disagree with the wellbeing planning process suggested by the team around the child, the Houseparent will initially try to resolve the disagreement through conversations. If there is still disagreement, the Houseparent will follow a dispute resolution/complaint procedure by referring the family to the Assistant Head Wellbeing initially and then, if necessary, to the Deputy Head (Pastoral) and designated Child Protection Officer, before escalating to the Head of School, the Principal and Safeguarding Governor, who will arbitrate and seek a resolution.

The Wellbeing Review document that is saved onto WiS in the child's private file is the school's single agency plan detailing the way in which universal services are supplemented by support strategies within the school. A review date will be agreed and the pastoral secretary will diary the review meeting appropriately. This should be within 12 weeks of the first meeting.



Appendix G: GIRFEC National Practice Model

The main components in the practice model are:

1. The Wellbeing Indicators
2. The Five Questions
3. The My World Triangle
4. The Resilience Matrix
5. The Child's Plan

These components, which are set out below, should be used proportionately to identify and meet the child's needs.

1. The Wellbeing Indicators

Eight indicators of wellbeing have been identified as areas in which children need to progress in order to do well, now and in the future. These wellbeing indicators are illustrated and defined in Diagram 1 (below) and in the Gordonstoun Wellbeing Review including Assessment of Risk, which is the template form used in routine internal wellbeing review meetings at the school.

The wellbeing indicators are an important part of the GIRFEC national practice model and are used at three points during the assessment and planning process:

1. To provide a context for identifying and recording concerns.
2. As a framework for:
 - analysis of further information gathered around the My World Triangle;
 - setting outcomes;
 - identifying the actions to be taken to bring about the desired outcomes.
3. To provide clear objectives against which the plan can be reviewed.

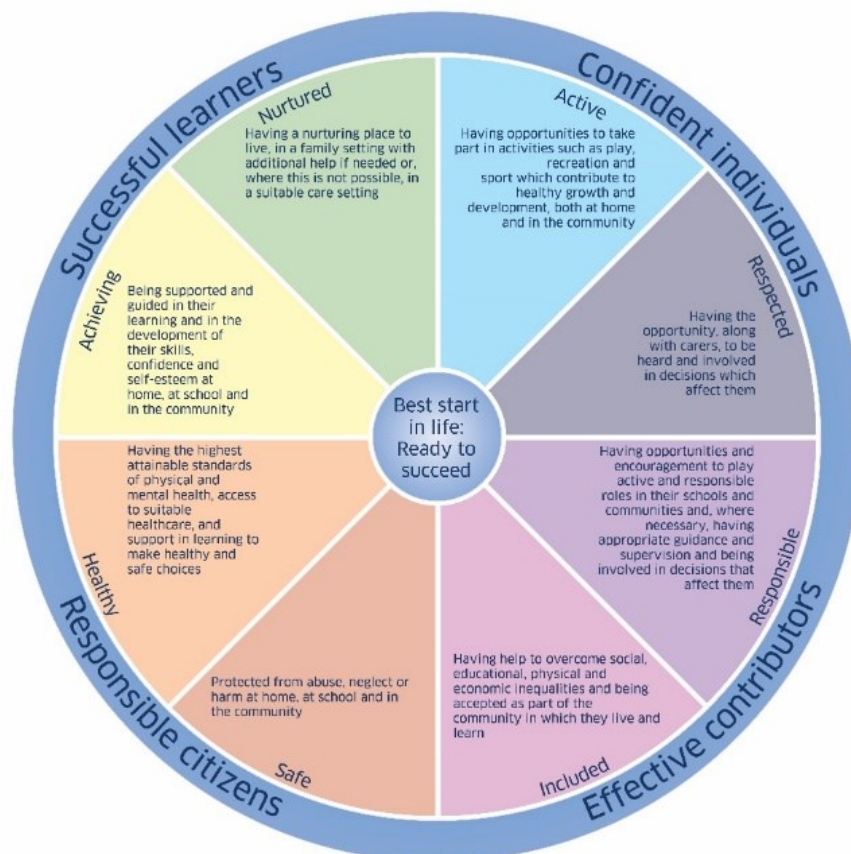


Diagram 1

2. The Five Questions

Policies and services are increasingly focused on the need for interventions to be outcome-focused rather than process-led. This should underpin the way in which everyone working with children looks at issues of wellbeing. At each stage of an intervention, practitioners should ask themselves the following questions:

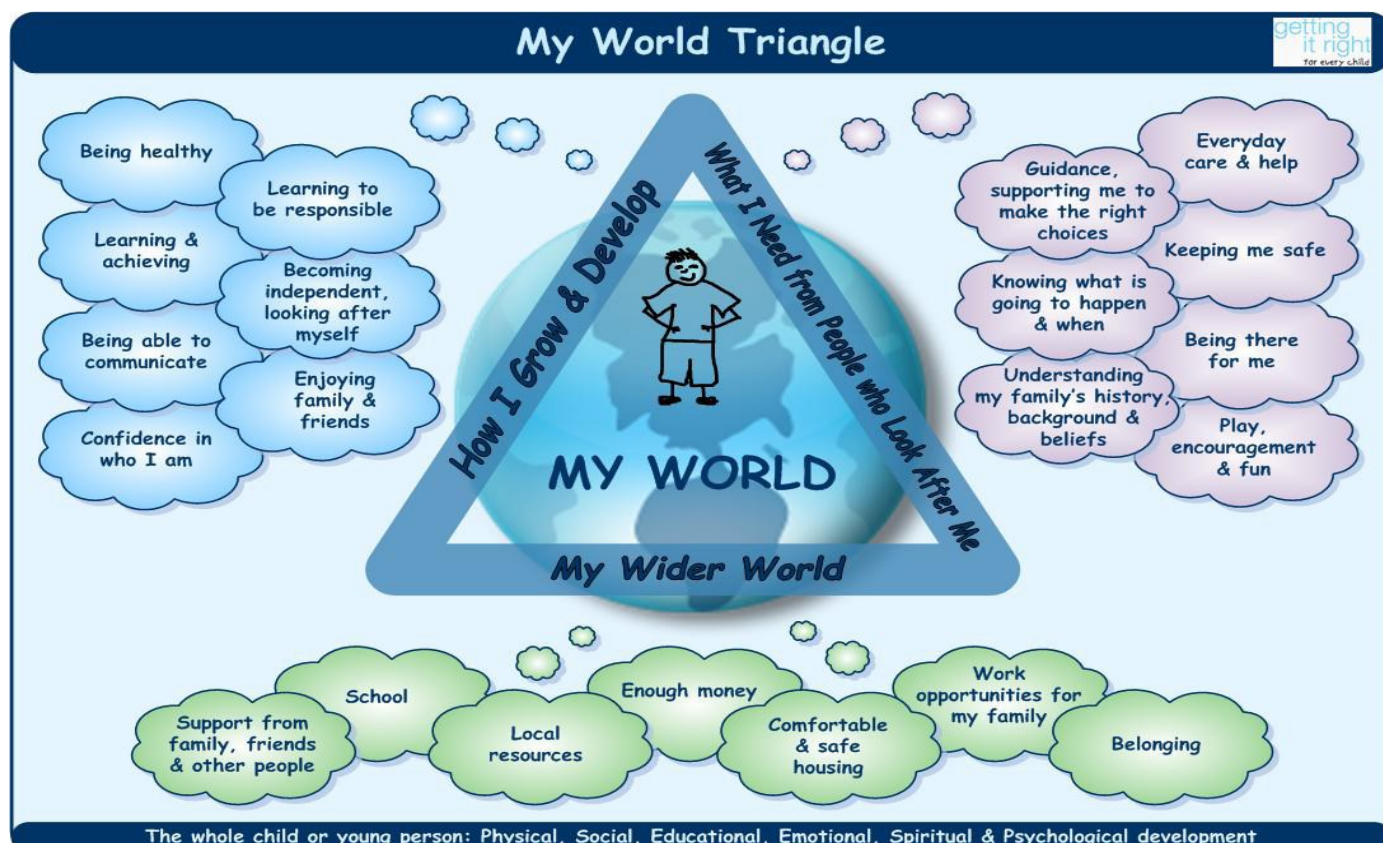
1. What is getting in the way of this child's wellbeing?
2. Do I have all the information I need to help this child?
3. What can I do *now* to help this child?
4. What can the school do to help this child?
5. What additional help, if any, may be needed from others?

A sixth question has been added to these five, by our Wellbeing Locality Management Team:

6. What are the views of the child?

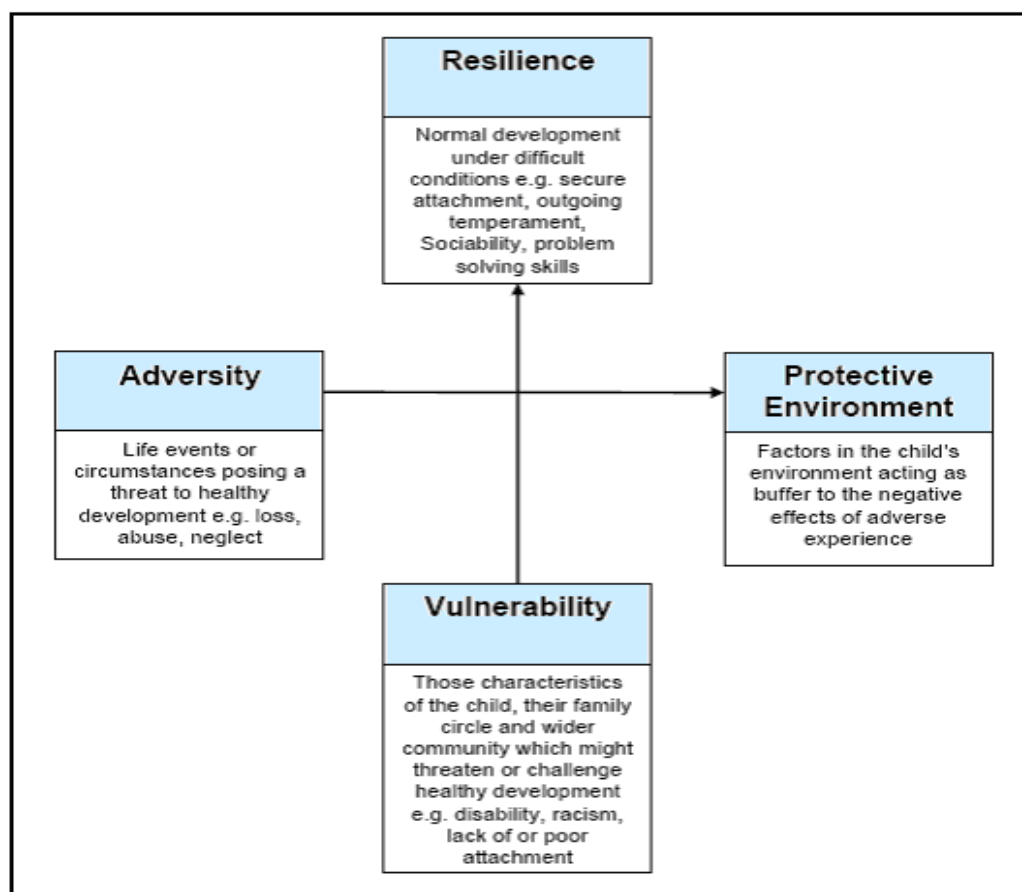
3. The My World Triangle

Many factors shape children's development throughout childhood. Some factors are inherent such as ability or temperament whilst others are external such as family influences, or social, economic and environmental factors. Culture will be important in shaping children's views about the world in which they live. Good attachments to significant adults can be a protective factor throughout life. Traumatic events and experiences, such as illness, early separation from parents or carers, or abuse or neglect can lead to disruption or delay in a child's growth or development and affect their wellbeing. Later experiences can either reduce or increase the effect of early damaging experiences. Based on evidence from research, the My World Triangle provides a mental map that helps practitioners, children and families explore what is happening in a child's whole world and the likely impact on their wellbeing and development. This tool is particularly useful in the Junior School context at Gordonstoun.



4. The Resilience Matrix

The concept of resilience is fundamental to children's wellbeing. A resilience-based approach builds on the strengths in the child's whole world, drawing on what the family, community and universal services can offer. The Resilience/Vulnerability Matrix bringing together the two dimensions of vulnerability and resilience, and adversity and protective environment, provides a framework to help the analysis of the strengths and pressures in the child's world. The two dimensions interact, and strengthening protective factors in the environment will help boost a child's resilience.



5. The Child's Plan

a) Requirements

A Child's Plan sits within a single planning process and is aimed at addressing the issues that may be adversely affecting the child's wellbeing as a whole. The Child's Plan will set out the child's and young person's needs, the actions taken to meet these needs, who will undertake those actions and the desired outcomes. Streamlining the planning process aims to ensure that there is a single planning framework in operation across Children's Services to make good use of resources and to avoid unnecessary duplication for the child, their parents, and for professionals.

Where the child is a pupil at an independent school such as Gordonstoun, placed by their parents, the directing authority of that school is the responsible authority in relation to the child.

b) When is a Child's Plan Required?

The majority of children will not need a Child's Plan as their wellbeing needs will be met by their parents or carers and through the routine activity and planning within health

services and the school. There are two main considerations in deciding if a child requires a Child's Plan. The first is based on an assessment of wellbeing. The child must be assessed as having a wellbeing need in terms of the definition of wellbeing within the Children and Young People (Scotland) Act 2014. This means that a judgement has been made that the child's wellbeing is currently being adversely affected by any matter, or is at risk of being adversely affected. The adverse effect may be on one or more aspects of wellbeing and can arise from any factors relevant to the child.

The second consideration relates to the support judged necessary to meet the identified wellbeing need. A wide range of children may present with a wellbeing need at some points in their lives and these can most often be met by support from their family, and the support generally available within the school and health services.

A Child's Plan is required only when the wellbeing need cannot be met, or fully met, without the provision of a 'targeted intervention', and it is considered that the wellbeing need can be met by one or more targeted interventions.

Gordonstoun's approach to plans is set out on page 13.

c) What is a Targeted Intervention?

Within the terms of the Act, a targeted intervention is a service provided by and/or arranged by a relevant authority. Gordonstoun is a relevant authority. A targeted intervention is directed at meeting the wellbeing needs of children whose needs cannot be met, or fully met, by the services generally available to children. The judgement about whether a targeted intervention is needed will be related to the individual child's needs, the context at Gordonstoun and the services that are routinely available at the school. This is a person-centred approach. The school considers whether the service or support needed, and the level of coordination required to deliver it, is beyond what is generally available to any student, and therefore meets the definition of a targeted intervention for the purposes of a Child's Plan.

At Gordonstoun, a targeted intervention is defined as a service that is provided by agencies outside the school. Gordonstoun holds a number of significant support provisions in its pastoral toolkit, including: the assessment of particular learning needs and relevant support; the full-time services of a counselling service; a Healthcare Centre that is staffed 24 hours a day (with Healthcare Assistants and Nurses on rotation); one-to-one monitoring of student wellbeing by a range of experienced pastoral staff. In addition, access to performing arts, sporting, service and outdoor education opportunities can be factored into a wellbeing review process as actions ideally suited to target particular desired outcomes for a child.

Beyond the scope of intervention which can be provided by the school are services routinely provided by the Local Authority or Health Service, such as CAMHS, social services support or the specialist medical care required to support a child/young person with a particular medical condition. Targeted interventions might be arranged by Gordonstoun as the relevant authority, but the required interventions and how to access them would be decided through the child's planning process, with the involvement and help of local authority personnel and processes.

d) Involvement of the Child, Young Person, Parents or Others

Section 33 (6) of the Act requires the child, and the child's parents, to be involved in considering whether the child has a wellbeing need, and if so, whether a Child's Plan needs to be initiated to coordinate the necessary support. Therefore, in deciding whether a child requires a Child's Plan, Gordonstoun always – as far as is reasonably practicable – seeks and has regard for the views of the child, the views of the child's parents, and the views of any other people the school considers appropriate. Discussion with the child and parents is expected to be part of the decision-making process in all but exceptional cases.

The school would need to have reasoned justification why they had not been able to involve the child and parents, and obtain their views. There may also be exceptional situations where a child's mental health is regarded as being so fragile that getting their views would be further detrimental to their wellbeing. Every effort will be made to support the child or parent to express their views and these will be recorded. The team around the child at Gordonstoun will always consider carefully who else should be consulted in deciding if a Child's Plan is required. While this will always be based on the individual child's circumstances, and take account of views expressed by the child or parent, it may be appropriate, for example, to consult with those who have a role in looking after the child but are not covered by the definition of parent.

e) Equality and Diversity

Access to, and delivery of, services under the Children and Young People (Scotland) Act 2014 and in a wellbeing assessment and review, the child's planning process should be fair, consistent, reliable and focused on individual outcomes and enablement. Children at Gordonstoun will be listened to, respected and responded to, with no discrimination on the grounds of race, disability, gender, age, sexual orientation, religion or belief. Families may be unaware of services that could be beneficial, and positive action may be required on the part of the school and all agencies to explain what may be available and how they may be accessed.

f) Child's Planning Process at Gordonstoun

Prior to a child's planning process being undertaken at Gordonstoun, the Wellbeing Review process will have been followed. If, at the Wellbeing Review Meeting, it is felt by the team around the child that a targeted intervention is likely to be required, the child and family will be consulted on this proposed course of action. If this course of action is agreed, the Lead Professional will discuss the request for a Child's Plan with the Deputy Head (Pastoral). It is possible, in some circumstances, that the desired outcomes determined through a wellbeing review involve the Houseparent and / or the Lead Professional requesting support from an agency or organisation outside Scotland. This will be discussed, but it may be decided that a Statutory Child's Plan is not required. Accessing this support will nonetheless follow procedures similar to the Child's Planning Process. Details of the Local Authority Child's Planning Process can be found online, with documentation.

http://www.moray.gov.uk/moray_standard/page_102559.html

g) Statutory Child's Plan

If a statutory Child's Plan is required, the Named Person will seek and collate all relevant information, assessments and interventions, and identify a Lead Professional (usually the Houseparent), who takes responsibility for the analysis of discussion, implementation and review of the Child's Plan, using the Moray Community Planning Partnership Child's Plan. A houseparent identified as a Lead Professional satisfies every requirement connected with this role and function due to their relationship with the student. They are also responsible for coordinating support for the child/young person. In the Gordonstoun context, the Lead Professional would usually be the Houseparent. In order to assist the Lead Professional in the exercise of their duties, the management structure established at local authority level will provide support. Internally, the team around the child will supplement this support and contribute appropriately to the child's planning process. If the Lead Professional is not a member of school staff, the Named Person (usually the Deputy Head Pastoral) will always be a partner to the Child's Plan. In coordinating the management of the plan, the Lead Professional will recognise the on-going role of the Named Person in promoting, supporting and safeguarding the child's wellbeing through



their day-to-day activity. If a Lead Professional cannot be agreed the Moray social work dispute resolution/complaint procedure will be followed. This can be found at:

<http://www.moray.gov.uk/downloads/file88023.pdf>

h) Content of a Child's Plan

In managing the statutory Child's Plan, the Lead Professional will produce a chronology using the record of significant events from WiS. This will form part of Section 4 of the Child's Plan, to be combined with chronologies from other agencies. At every stage the views of the child/young person and their family will be ascertained by the Lead Professional and their input sought regarding the progress of the Plan and the aims of any review meetings. If at any stage the child, young person or their parents disagree with a decision or assessment made as part of the statutory child's planning process, the school will follow the Moray Council dispute resolution/ complaint procedure. Similarly, if at any stage professionals disagree, advice and help will be sought from the Lead Welfare Officer (LWO), and if necessary, the Moray social work dispute resolution/complaint procedure will be followed. (Link provided above)

Information sharing protocols that satisfy data protection requirements will be followed in relevant, proportionate and appropriate sharing of information within the child's planning process. To maintain appropriate records within the school, each stage of this process being reached will be noted in a brief record on WiS, at a justifiable level of visibility, as will the completed individual statutory Child's Plan. Justification for sharing information is always recorded (see Information Sharing section below). As appropriate, actions linked with the desired outcomes of the Child's Plan that need to be taken by school staff will also be allocated and dated via WiS.

The school is confident that the Moray Council Child's Plan has been formed to include the appropriate sections pertaining to the child/young person (chronologies, demographics, significant relationships, assessment of wellbeing, action planning, review process and closure) in compliance with the requirements of the Children and Young People (Scotland) Act 2014. The initial review of the Child's Plan should take place within a period of 12 weeks after the Plan is prepared. The date and time determined for review of the Statutory Child's Plan will also be recorded directly on WiS.

Subsequent reviews should be undertaken at intervals to be agreed between the school, the child/young person and the parents. The review process should be proportionate to the child's wellbeing needs and the reasons for reviewing the Plan, focusing principally on these needs and the targeted interventions. It should also include how far the desired outcomes of the Plan have been achieved.



Appendix H: Forms of Abuse

Physical abuse

Physical abuse is the causing of physical harm to a child. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or a care giver feigns the symptoms of, or deliberately causes, ill health to a child they are caring for.

Emotional abuse

Emotional abuse is persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve the imposition of age or developmentally inappropriate expectations on a child. It may involve causing children to feel frightened or in danger or exploiting or corrupting children. Some level of emotional abuse is present in all types of ill treatment of a child; it can also occur independently of other forms of abuse.

Sexual abuse

Sexual abuse is any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways.

Neglect

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. It may involve a parent or a care giver failing to provide adequate food, shelter and clothing, to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to, a child's basic emotional needs. Neglect may also result in the child being diagnosed as suffering from faltering growth/weight, where they have significantly failed to reach normal weight and growth or development milestones and where physical and genetic reasons have been medically eliminated. In its extreme form children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation. This can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. With young children in particular, the consequences may be life-threatening within a relatively short period of time.

Bullying

Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour; an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient.

- Bullying is an unacceptable form of behaviour through which a child/young person or groups feel threatened, abused or undermined by another individual or group.

- Bullying is behaviour that can be defined as a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others.
- Bullying can take many forms. It may include physical aggression, intimidation, threatening, extorting, pressurising, persistent name-calling or teasing.
- Less obvious examples, such as ignoring or excluding someone, are also regarded as a form bullying, and their possible effects should not be minimised.
- Bullying can cause stress and can affect a child's health.

Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two or more children of any age and sex or between an adult and a child. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. School staff should be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as, for example, "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers. Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Coercion / Coercive control

Coercive control refers to a pattern of controlling behaviours that create an unequal power dynamic in a relationship. Coercive control is a form of abuse that can often be overlooked, which include:

- controlling and isolating behaviours
- using threats and coercion
- emotional abuse
- economic or financial abuse
- services missing opportunities to support victims and survivors.

The impact on children experiencing coercive control include:

- parents and carers describing children as quiet, stressed and depressed

- behaviour changes including children emotionally and physically abusing parents and siblings
- children expressing worries and fears about their parent's and carer's coercive and controlling behaviours
- some children engaging in self-harm
- disruption to children's social and support networks

Child Sexual Exploitation

The sexual exploitation of children is an often-hidden form of child sexual abuse, with distinctive elements of exploitation and exchange. Child sexual exploitation is defined in The National Guidance for Child Protection in Scotland (2014) and Scotland's National Action Plan to tackle Child Sexual Exploitation as a form of sexual abuse, in which a young person is manipulated or forced into taking part in a sexual act. This could be as part of a seemingly consensual relationship or in return for attention, affection, money, drugs, alcohol or somewhere to stay. The young person may think that their abuser is their friend, or even their boyfriend or girlfriend, but they will put them into dangerous situations, forcing the young person to do things they do not want to do. The abuser may be male or female; they may threaten the young person physically or verbally or be violent towards them. They will control and manipulate them and try to isolate them from friends and family.

Child sexual exploitation can occur through the use of technology, without the child's immediate recognition; for example, being persuaded to post sexual images on the internet or on a mobile phone, without immediate payment or gain. In all cases, those exploiting the child will have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common. Involvement in exploitative relationships is characterised in the main by the child's limited choice, resulting from their social, economic and emotional vulnerabilities.'

Sexual exploitation is abuse and Gordonstoun staff have responsibilities to respond appropriately and in line with this Child Protection Policy and the local child protection procedures for reporting and sharing concerns.

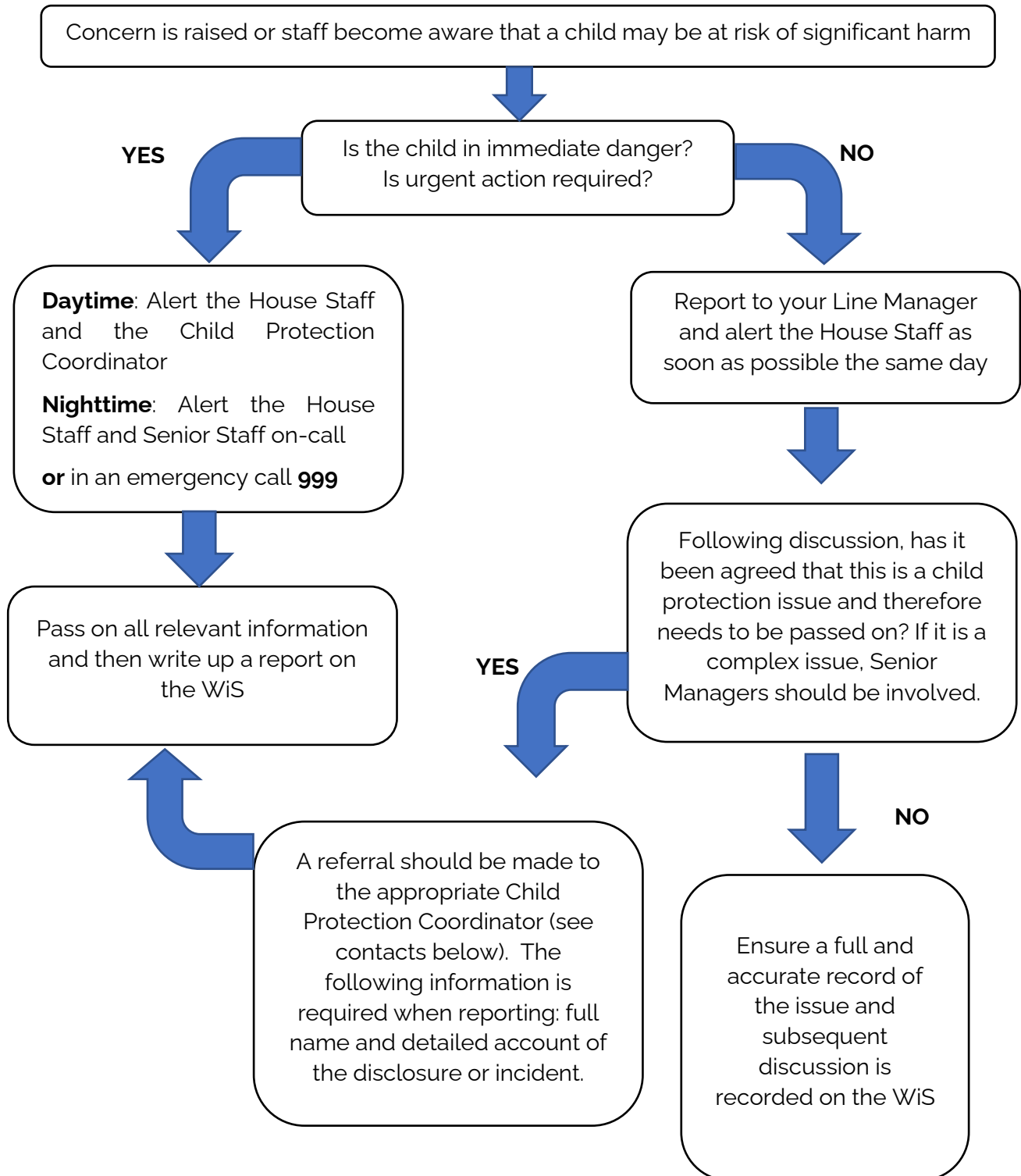
Gordonstoun staff should note that a 'dual approach' is key in tackling Child Sexual Exploitation. A dual approach is one where a young person must be both engaged with and supported, and there is also a focus on proactive investigation and prosecution of those involved in sexually exploiting the young person. Staff should refer to the indicators of Child Sexual Exploitation.

Possible indicators of sexual exploitation are as follows:

- Staying out late or episodes of being missing overnight or longer;
- Multiple callers (unknown adults/older young people);
- Evidence of / or suspicion of physical or sexual assault; disclosure of assault followed by withdrawal of an allegation;
- Unplanned pregnancy and / or Sexually Transmitted Infections (STIs);
- Peers involved in sexual exploitation;
- Drugs / alcohol misuse;
- Isolation from peers / social networks;
- Exclusion or unexplained absences from school;
- Relationships with controlling adults;
- Entering / leaving vehicles driven by unknown adults;
- Unexplained amounts of money, expensive clothing or other items;
- Frequenting areas known for adult prostitution;
- Children under 13 years asking for sexual health advice;
- Concerning use of the internet / mobile phone.



Appendix I: Child Protection Reporting Procedure



Where a staff member is dealing directly with the child regarding a concern they should:

- Where possible, conduct a 1:1 session, ideally within sight and hearing of others.
- Be aware that someone-else might misinterpret actions even if they are well intentioned.
- Provide time for children to talk to us.
- Take suitable action to stop any threatening verbal or physical behaviour on the part of the parent, carers or other persons.
- Respect a child's right to personal privacy.
- Never trivialise or exaggerate child abuse issues.
- Refrain from interrogating or questioning a child other than to clarify understanding. (If the matter is to be investigated further, it will be so done by trained professionals.)
- Be honest - in that you may have to talk to someone-else who can help.
- Remain calm, no matter how difficult it is to listen to the child.
- Listen to the child - really listen - taking what they say seriously.
- Share concerns with the Child Protection Coordinator who have agreed to monitor child protection issues.
- Remember to REFER not INVESTIGATE any suspicions or allegations about abuse.
- Only share concerns and seek support from those identified in the School's Child Protection Policy.

If the situation is clearly urgent, e.g. the child is too frightened to go home or Gordonstoun have very serious doubts about the child's safety, we will contact Moray Social Work and Moray Health and Social Care Partnership. If the concerns are more general about a child's welfare, then these will be discussed with the Child Protection Coordinator, who would then make a referral to Moray Social Work team. They may then make the necessary arrangements. It is important that all staff communicate concerns accurately as described below.

- Upon suspicions being raised, or on the receipt of any information from a child, it is necessary to record what has been seen, heard or known of at the time the event occurs. This must be recorded on WiS.
- If we have concerns, we must act - it may be the final piece of the jigsaw that is needed to protect that child, or we may prevent other children from being hurt.



Appendix J: Key Documents & Useful Resources

Children and Young People (Scotland) Act 2014, Scottish Government, March 2014
<http://www.legislation.gov.uk/asp/2014/8/contents/enacted>

Children and Young People (Scotland) Act 2014 Draft Statutory Guidance for Parts 4, 5 and 18 (Section 96), Scottish Government, December 2015
<http://www.gov.scot/Publications/2015/02/1851>

Children and Young People (Scotland) Act 2014 - GIRFEC Q&A for Practitioners, Scottish Government, December 2014
<http://www.gov.scot/Topics/People/YoungPeople/gettingitright/publications/practitioners-q-and-a>

A Guide to Getting it Right for Every Child, Scottish Government, June 2012
<http://www.gov.scot/Resource/0042/00423979.pdf>

Getting it Right for Every Child Practice Briefings
<http://www.gov.scot/Topics/People/Young-People/gettingitright/publications/practice-briefings>

Getting it Right for Every Child: A Guide to Evaluating Wellbeing in Schools and Nurseries, Scottish Government, March 2014
<http://www.gov.scot/Topics/People/Young-People/gettingitright/resources/practical-tools/self-evaluation/downloads>

Information Sharing Between Services in Respect of Children and Young People, Information Commissioner's Office, letter issued 28th March 2013.
<http://www.gov.scot/Resource/0041/00418080.pdf>

National Guidance for Child Protection in Scotland, Scottish Government, Updated 2014
<http://www.gov.scot/Publications/2014/05/3052>

Child Protection Guidance for Health Professionals, Scottish Government, 2013
<http://www.gov.scot/Resource/0041/00411543.pdf>

National Framework for Child Protection Learning and Development in Scotland, Scottish Government, 2012
<http://www.gov.scot/Topics/People/Young-People/protecting/child-protection/national-framework-cp-learning-2012>

SCIS Framework for Child Protection Learning and Development (adaptation of *National Framework for Child Protection Learning and Development in Scotland* for the school context)– available on the members' area of the SCIS website.

Cyberbullying – Safe to Learn: Embedding anti-bullying behaviour work in schools, Department for Children, Schools and Families, 2007
<http://www.digizen.org/downloads/CYBERBULLYING.pdf>

Getting our Priorities Right: Updated Good Practice Guidance for working with Children and Families affected by Substance Misuse, Scottish Government, 2012
<http://www.gov.scot/Publications/2012/07/9484/0>



Going Out There - Scottish Framework for Safe Practice in Off-site Visits, Education Scotland/HSE, 2013 <http://www.goingoutthere.co.uk/>

National Guidance for Under-age Sexual Activity: Meeting the Needs of Children and Young People and Identifying Child Protection Concerns, Scottish Government, 2010
<http://www.gov.scot/Resource/Doc/333495/0108880.pdf>

Prevent Duty Guidance: for Scotland, HM Government & The Scottish Government, 2015,
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417941/Prevent_Duty_Guidance_for_Scotland.pdf

Protecting Children and Young People: The Charter, Scottish Executive, 2004
<http://www.gov.scot/Publications/2004/04/19082/34410>

Protecting Children and Young People: The Framework for Standards, Scottish Executive, 2004
<http://www.gov.scot/Publications/2004/03/19102/34603>

Protection of Vulnerable Groups (PVG) (Scotland) Act 2007
<http://www.gov.scot/Publications/2011/08/04111811/1>

Safeguarding Disabled Children: Practice Guidance, Department for Children, Education and Families Education, 2009
<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

The Mental Health of Children and Young People: A framework for promotion, prevention and care, Scottish Executive, 2005
<http://www.gov.scot/Publications/2005/10/2191333/13337>

USEFUL WEBSITES

Association of Chief Police Officers
<http://www.acpo.police.uk/>

Anti Bullying behaviour Network
www.antibullyingbehaviour.net/

Centre for National Infrastructure (CPNI)
<http://www.cpni.gov.uk/advice/Personnel-security1/Overseas-criminal-record-checks/>

Child Exploitation and Online Protection Centre (CEOP)
<http://ceop.police.uk/>

Disclosure Scotland
www.disclosurescotland.co.uk

European Convention on Human Rights (ECHR)
http://www.echr.coe.int/Documents/Convention_ENG.pdf

Foreign and Commonwealth Office
www.fco.gov.uk/en/

GIRFEC page on Scottish Government website



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

Getting it right for every child – website for young people
www.wellbeingforyoungscots.org

Respect Me
<http://www.respectme.org.uk/>

Scottish SCRA (Scottish Children's Reporter) Administration
<http://www.scra.gov.uk/home/index.cfm>

SEE me Scotland
www.seemescotland.org.uk/

The Convention on the Rights of the Child (UN Convention) 1989
<http://www.unicef.org.uk/UNICEFs-Work/Our-mission/UN-Convention/>

ThinkuKnow, Child Exploitation and Online Protection Agency
<http://www.thinkuknow.co.uk/>

Volunteer Development Scotland
www.vds.org.uk/information/infoenquiries.htm

