



Wellington School believes that all children have the right to be protected. It is fully committed to safeguarding the welfare of all children and young people in its care and promoting and developing all aspects of their wellbeing. The wellbeing of all children and young people is at the heart of Getting It Right for Every Child (GIRFEC) and is enshrined in the Children and Young People (Scotland) Act 2014. Child Protection has to be seen in the wider context of GIRFEC. All children and young people have the right to be cared for and protected from harm and abuse and to grow up in a safe environment in which their rights are respected and their needs met.

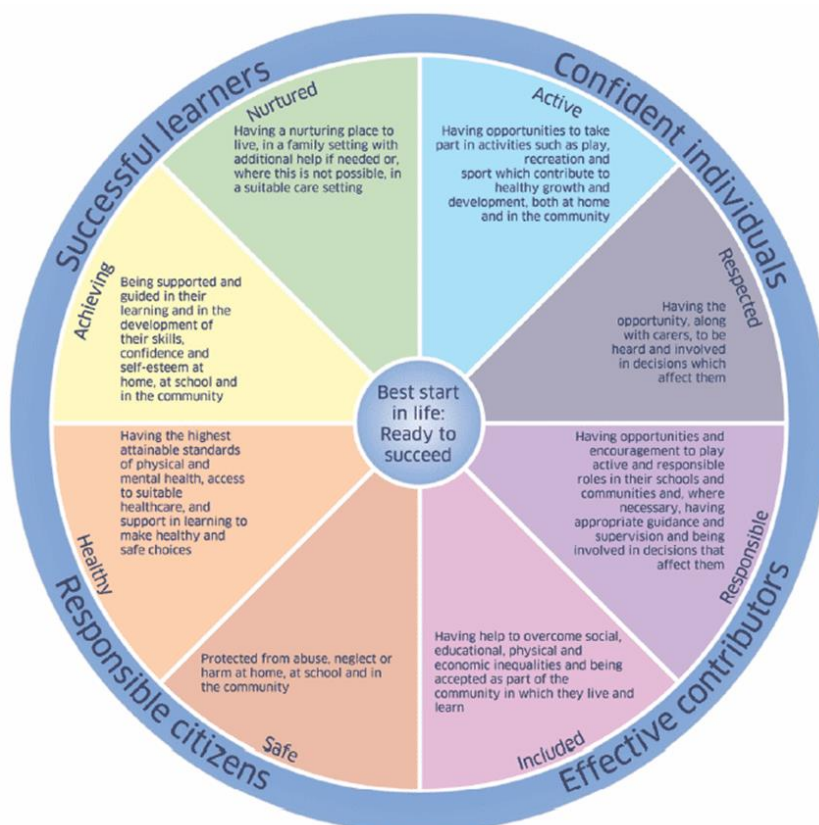
This policy has been designed as a quick reference guide. Further details can be found in the National Guidance for Child Protection in Scotland 2021 (Updated 2023) at:

<https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/documents/> or you can seek advice from the Child Protection Coordinator or his Deputies. The

National Guidance builds on previous GIRFEC practice and incorporates the Scottish Government's implementation of the United Nations Conventions on the Rights of the Child (UNCRC).

What is Wellbeing?

A child's wellbeing is influenced by everything around them and the different expectations and needs they have at different times in their lives. To help make sure everyone has a common understanding of wellbeing means, it is described in terms of eight indicators or SHANARRI.



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 setting, with additional help if needed, or, where possible, in a suitable care setting.

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.

What is a Wellbeing Concern?

A concern may be expressed about anything that affects or has the possibility of affecting the wellbeing, happiness or potential of the child. It may relate to a single event or observation, a series of events, or an attribute of the child or someone associated with them.

When a child, parent(s)/carer, or someone who works with them, raises a wellbeing concern, the most appropriate person will use the wellbeing indicators and carefully consider the situation by asking five questions.

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

Discussion can then take place, and advice and support can be offered to improve the child's wellbeing. A further very important question is 'what are the views of the child?' The child's views must be taken into account in all decisions concerning them and recorded. Early intervention can help to avoid

bigger concerns or problems developing.

Wellbeing concerns should be reported to the appropriate Year Head or Assistant Head (Pastoral) in the Senior School. In the Junior School, concerns should be reported to the ~~Deputy Head~~ or Head of the Junior School.

What is a Child Protection Concern?

Child protection is closely linked to the risk of significant harm. 'Significant harm' is a complex matter and subject to professional judgment based on a multi-agency assessment of the child and their family. Where there are concerns about harm, abuse or neglect, these must be shared with the relevant agencies so that they can decide together whether the harm is, or is likely to be, significant. Significant harm can result from a specific incident, a series of incidents or an accumulation of concerns over a period of time. 'Harm' means the ill treatment or impairment of the health or development of the child, which may include impairment suffered as a result of seeing or hearing ill treatment of another. It is essential that when considering the likelihood of significant harm, that the impact (or potential impact) on the child take priority.

If in any doubt as to whether a concern is related to wellbeing or child protection, advice should always be sought from the Child Protection Coordinator or his Deputies.

Supporting Wellbeing

Wellington School operates a Staged Intervention model which aims to identify and plan interventions for pupils to ensure they receive the earliest, most effective and least intrusive response to their needs. The School will seek to work with parents or carers and other agencies as appropriate to ensure that the needs of individual pupils are met.

The School will ensure that the following are in place to reflect key guidance from GIRFEC:

- A Named Person is identified as a clear point of contact for the pupils and their families to go to for support and advice. The Named Person for P1-S6 pupils is Mr Alistair McDougall – Assistant Head (Pastoral) and Child Protection Coordinator. The Named Person for Nursery children is their NHS health visitor.
- The Named Person can connect families to a wider network of support and external services so that they get the most appropriate help in a timely fashion.
- A shared and holistic understanding of wellbeing and a single model of identification and support consistent with GIRFEC and National Guidelines for Child Protection.
- A coordinated and rights-based approach to planning for a pupil's wellbeing where support across different services is needed, coordinated by a Lead Professional (which may be the Named Person or a colleague from another service).

Wellington School ensures that a pupil and their family are at the heart of any intervention. The School operates a Team with the Family (TWIF) approach so that the pupil and their parents or other family members are central to any decision making, intervention and planning. As appropriate, meetings (known as TWIF meetings) centred on the pupil's needs will take place and will allow the child or young person to express their views along with members of their family, key personnel at school, and any professionals and services involved in meeting their needs.

Staged Intervention

There are 5 key stages to the staged intervention model. When a pupil reaches any stage of intervention, a TWIF meeting will be held at least once a year with the pupil and their parents in school, along with any other key people who provide care or support. Minutes of the meeting will be shared.

From Stage 2 onwards, an Action Plan will be developed for the pupil. Agreed actions and outcomes will be shared with the pupil, their parents and any relevant services, and this will be reviewed periodically.

Children and young people who require stage 4 or 5 intervention will have a more detailed Child's Plan.

Please note a pupil's involvement in staged intervention does not always start at Stage 1 or 2, and in some cases, support will escalate to Stage 3 or beyond, depending on specific identified needs. The Family and Universal services, including education, will likely form part of the package of support for the child or young person in any case.

The forms of support listed below at each stage are potential or possible forms of support, but these are not exhaustive.

Stage	Examples of Forms of Support
1. The Family and Universal Services – In Class Support	• Pupil Support Assistant input in class • Pupil Support Plan for classroom delivery taking into account an established need/set of needs • Adaptation of learning resources
2. The Family and Universal Services – In School Support	• Targeted Support for Learning teacher input • Nurture activities • Anxiety management (LIAM) • ESOL/EAL support
3. Additional Support from a Service – either Universal or Targeted	• CAMHS or other mental wellbeing support • Social Work input/Voluntary Sector services to support Wellbeing and/or family life • NHS school nursing services • NHS or other medical support
4. Specialist Help from a Multi-agency Team	• A combination of specialist intervention from School, health, social work, voluntary sector or other providers. • Support coordinated by a Lead Professional
5. Specialist Placements with a Local Authority or Other Agencies	• Specialist residential placement • Dependent on needs identified, consideration of specialist learning facilities provided by a bespoke provider through a local authority or the voluntary sector

Information Sharing and Consent

Wellbeing

Detailed procedures for sharing information in relation to a child or young person's wellbeing within the School and between partners will be dictated by data protection legislation and guidance and local information sharing protocols. More information is available from the Information Commissioner's Office <https://ico.org.uk/>. The child's right to privacy is central to any decisions that are made about them. Where the child is able to give consent, they should be asked to do so before any information is shared about them. Children are presumed, from the age of 12, to understand what it means to give consent to the processing or sharing of their personal information.

We need to make sure that consent is given on an informed basis by explaining:

- The purpose for which information is to be shared
- What information is to be shared
- With whom it is to be shared

The sharing of information without consent should take place only where clearly justified in the circumstances of an individual case, and not as a matter of course.

Child Protection

Procedures for sharing information in relation to child protection matters are dictated by the National Guidance for Child Protection in Scotland 2021 (Updated 2023). Practitioners may continue to share proportionate and relevant information to appropriate authorities, where necessary to protect the vital interests of the child and the reliance on consent may be prejudicial to that purpose. In all circumstances, the welfare and protection of a child is paramount.

Reporting Concerns

In the event of any significant wellbeing or child protection concerns, members of staff should complete a GIRFEC Concern Form, which can be found on the Staff Intranet page. This will be processed by the Child Protection Coordinator on the same working day.

If any other individuals who are not staff members at Wellington School wish to raise a concern about a child, the Child Protection Coordinator or Deputy Child Protection Coordinators can be contacted by telephone on 01292 269321 or by email at the addresses below:

Designated Child Protection Coordinator:

Mr A. McDougall (email: amcdougall@wellingtonschool.org)

Designated Deputy Child Protection Coordinators:

Mrs M. Windows (Senior School, email: mwindows@wellingtonschool.org)

Mrs S. MacRae (Nursery and Junior School, email: smacrae@wellingtonschool.org)

A McDougall
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