Child Protection and Safeguarding Policy

Caledonian Campus

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| **Approved by:** | Iain Cameron | **Date:** March 2022 |
| **Last reviewed on:** |  | |
| **Next review due by Iain Cameron** | March 2023 | |

**Caledonian Campus**

**The School**

Caledonian is an Independent Special School operating within Spark of Genius, a subsidiary of Care Tech Community Services Ltd., the proprietors.

We provide specialist education to young people aged from 8 to 16 years, a proportion of whom are Looked After Children, all with a range of social, emotional and mental health (SEMH) needs.

**For a more detailed description of what the school offers, see School Prospectus.**

**Our Purpose**

Caledonian Campus is a fully inclusive community that ensures participation and the highest achievement for all learners. We recognise and value diversity and work collaboratively to ensure that each learner is catered for in a supportive way and indicative of their individual needs.

All learners will thrive by working and learning in a safe, happy and friendly environment. We strive to create an inclusive and nurturing learning community. Strong, healthy relationships are at the heart of everything that we do.

**At Caledonian Campus, we have the following underpinning principles:**

* Positive relationships are central to our practice between all members of our school community.
* Children and adults have a sense of belonging, feeling safe, secure and valued.
* All children and young people will be able to self-regulate their presentation by providing the right inclusive environment for them as individuals.
* The importance of developing and maintaining social relationships in a school community of mutual engagement.
* Responsibility and accountability for one's actions and their impact on others.
* Respect, Empathy and Fairness for all.
* Active involvement of everyone in school with decisions about their own lives.
* A willingness to create opportunities for reflective change in learners and staff.

**Our Pupils**

At Caledonian Campus, we understand that many young people who join our school community have not had a positive past education experience. Most have experienced numerous transitions between several schools, have been excluded, and struggle to maintain their learning in more mainstream settings. This has often led to low self-esteem, low confidence in learning and a high level of disengagement from the education system. Many of our young people have a range of additional support needs, which means that adjusting to a mainstream environment has been difficult.

All staff at Caledonian Campus are committed to providing a nurturing, safe and vibrant learning environment that generates a love for learning and enables every student to become the best they can be. Respectful and supportive relationships are at the heart of all we do: we value every school community member equally. We recognise that our pupils bring different experiences, interests and strengths, and we understand these will influence the way they learn. Therefore, we take a child-centred approach to education that recognises and responds to individual needs. We celebrate effort and achievements and set high expectations. We are here to help our students learn the skills they need to become successful, motivated and resilient young adults who are fully equipped to make a positive contribution to society.

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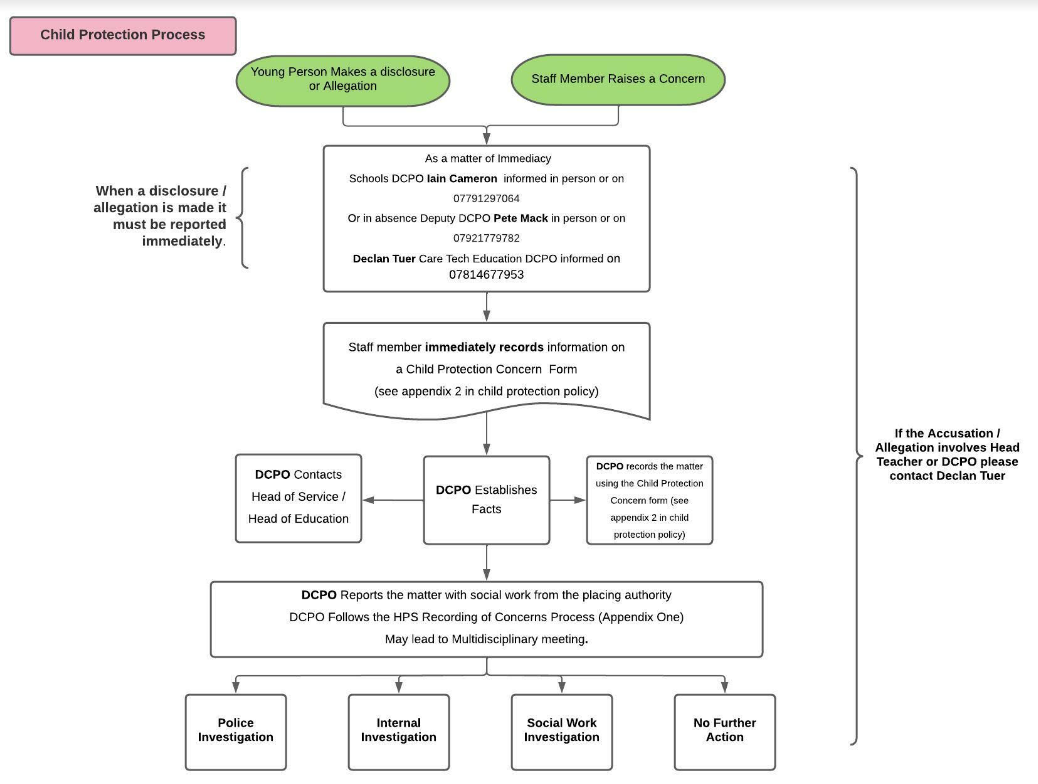
## **Key Contacts**

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| --- | --- | --- | --- |
|  | **Name** | **Tel contact** | **Email** |
| School Designated Child Protection Officer (Safeguarding Lead) | **Iain Cameron** | **07791297064** | iain.cameron@sparkofgenius.com |
| Deputy Designated Child Protection Officer | **Peter Mack**  **Annmarie Wilson** | **07921779782**  **07766073523** | [peter.mack@sparkofgenius.com](mailto:peter.mack@sparkofgenius.com)  annmarie.wilson@sparkofgenius.com |
| Education Service Designated Child Protection Officer  Spark of Genius Designated Safeguarding Lead | **Declan Tuer**  **Shirley Cairney** | **07827 302334**  **07827831051** | [Declan.tuer@caretech-uk.com](mailto:Declan.tuer@caretech-uk.com)  [Shirley.cairney@sparkofgenius.com](mailto:Shirley.cairney@sparkofgenius.com) |

**Key local contacts:**

[Child protection (north-ayrshire.gov.uk)](https://www.north-ayrshire.gov.uk/public-protection/child-protection.aspx)

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| --- | --- | --- | --- |
|  | **Name** | **Telephone contact** | **Other Info** |
| Contact Centre | **Children’s Wellbeing** | 01294 310300 | Open  Mon – Thurs 9 am – 445 pm  Fri 9 am – 430 pm |
| Out of hours | **The Emergency Social Work Service** | 0800 328 7758 | Outside of the hours above |
| Police | **Public protection unit** | **999 / 101** |  |
| **NSPCC Whistle-blowing Helpline** | | **0808 800 5000** | |
| **Childline** | | **0800 1111 999** | |

1. **Caledonian Campus Child Protection Process**

1. **Legislation Applicable to this Policy**

This policy is written in reference to the following legislation:

* [Children (Scotland) Act 1995](https://www.legislation.gov.uk/ukpga/1995/36/contents)
* Social Work (Scotland) Act 1968
* Children’s Hearings (Scotland) Act 2011
* The Protection of Vulnerable Groups (Scotland) Act 2007
* Education (Additional Support for Learning) (Scotland) 2004 and 2009
* [Children and Young People (Scotland) Act 2014](https://www.legislation.gov.uk/asp/2014/8/contents/enacted)
* [GIRFEC – Getting it Right for Every Child](https://www.gov.scot/policies/girfec/)
* [Draft National Guidance for Child Protection 2020](https://www.gov.scot/binaries/content/documents/govscot/publications/consultation-paper/2020/10/consultation-revised-national-guidance-child-protection-scotland-2020/documents/draft-national-guidance-child-protection-scotland-2020/draft-national-guidance-child-protection-scotland-2020/govscot%3Adocument/draft-national-guidance-child-protection-scotland-2020.pdf)
* Safe and Well 2005
* [United Nations Conventions on the Rights of the Child](https://downloads.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf?_adal_sd=www.unicef.org.uk.1623325373030&_adal_ca=so%3DGoogle%26me%3Dorganic%26ca%3D(not%2520set)%26co%3D(not%2520set)%26ke%3D(not%2520set).1623325373030&_adal_cw=1623325371317.1623325373030&_adal_id=c21d3fd5-b026-447f-8808-d0270f8fb17c.1623325371.2.1623325371.1623325371.82db802e-56bc-4e68-bad6-82040cf98d9a.1623325373030&_ga=2.95566300.131707860.1623325370-1423568737.1623325370)

## **Introduction and Policy Statement**

The purpose of this safeguarding and child protection policy is to ensure that every child who is a registered pupil at our school is safe and protected from harm.

**Safeguarding is everyone’s responsibility**: each individual and organisation must play their full part.

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

This means that at Caledonian Campus, we will always work to:

* Protect children and young people at our school from harm.
* Prevent any impairment of our children and young people’s health or development.
* Ensure that the children and young people at Caledonian Campus grow up in the circumstances consistent with the provision of safe and effective care.
* Undertake that role to enable all children at our school to have the best outcomes.

**Child protection** is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. Abuse or neglect 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. It refers to the processes involved in consideration, assessment, and planning of required action, together with the actions themselves, where there are concerns that a child may be at risk of harm. This includes child protection procedures which detail how to respond to concerns about a child as described in this policy.

All school and care staff play a crucial role in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children about managing risks and improving their resilience through the curriculum.

The school recognises that safeguarding incidents can happen anywhere, and all staff should be alert to possible concerns being raised. Staff are also aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This includes though is not limited to, bullying.

Children have the right to be protected from abuse and harm at all times and in all situations. This policy guides the school in protecting those rights to help ensure that the child is kept safe. This allows our children to have the best start in life, to flourish and become:

* Responsible citizens
* Successful learners
* Confident Individuals
* Effective Contributors.

***This is underpinned by the*** [***Getting it Right For Every Child***](https://www.gov.scot/policies/girfec/) ***legislation.***

All staff working in the school have a part to play in ensuring that children are safe. Therefore, everyone in the school must know and understand the child protection policy and the part they need to play to protect children.

Staff and volunteers in schools are well placed to observe physical, psychological or emotional changes in children that may indicate some form of child abuse. Due to the close and trusting relationship that frequently exists between staff and pupils, it may be that a child who is experiencing some form of abuse will share information in some way with them.

It is vital that all staff know what action to take should they have any concerns about a child or receive information that suggests that the child may be experiencing some form of abuse. The procedures outlined in this policy are designed to safeguard the child's wellbeing and ensure that all school staff know how to respond if they are concerned or become aware that a child may have been abused.

The Scottish Executive underpins policy in Child Protection through The Children's Charter and the framework document [*Protecting Children and Young People: Framework for Standards (2004)*](https://lx.iriss.org.uk/sites/default/files/resources/0008818.pdf)*,* which includes eight standards.

**Standard 1** - Children get the help they need when they need it

**Standard 2** - Professionals take timely and effective action to protect children

**Standard 3** - Professionals ensure children are listened to and respected

**Standard 4** - Agencies and professionals share information about children where this is necessary to protect them

**Standard 5** - Agencies and professionals work together to assess needs and risks and develop effective plans

**Standard 6** - Professionals are competent and confident

**Standard 7** - Agencies work in partnership with members of the community to protect children

**Standard 8** - Agencies, individually and collectively, demonstrate leadership and accountability for their work and effectiveness.

The national framework for standards is the means by which the Charter for Children will be delivered. Staff working with children should work to these standards. The framework was developed to translate the commitments made to children in the Charter into practice.

**National Guidance**

This policy is written with reference to the [“**National Guidance for Child Protection in Scotland“(Scottish Government, 2014)**](https://www.gov.scot/publications/national-guidance-child-protection-scotland/)and the[**draft “National Guidance for 2020”**.](https://www.gov.scot/binaries/content/documents/govscot/publications/consultation-paper/2020/10/consultation-revised-national-guidance-child-protection-scotland-2020/documents/draft-national-guidance-child-protection-scotland-2020/draft-national-guidance-child-protection-scotland-2020/govscot%3Adocument/draft-national-guidance-child-protection-scotland-2020.pdf) The guidance sets out common standards for child protection services in Scotland. It provides a national framework within which agencies at the local level – individually and jointly – can understand and agree on processes for working together to safeguard and promote the welfare of children.

**The National Guidance is in five parts:**

**Part 1** – The context for child protection addresses the definitions, key principles, standards and legislative framework that underpin the approach to keeping children safe and promoting their welfare.

**Part 2** – Roles and responsibilities for child protection outline the core responsibilities of services and organisations, including statutory and non-statutory services, third sector organisations, and church and faith communities. The role and functions of Child Protection Committees are addressed here, as well as the key responsibilities of Chief Officers.

**Part 2b –** Approach to Multi-agency assessment in Child Protection. Outlines common elements in multi-agency assessment of children and families.

**Part 3** – Identifying and responding to concerns about children provides a framework for identifying and managing risk and outlines the common stages of responding to concerns about a child’s safety. This includes early gathering of information, joint decision-making and planning, joint investigations and medical examinations and assessment and Child Protection Case Conferences.

**Part 4** – Child protection in specific circumstances gives additional information on dealing with specific circumstances that may impact adversely on children as well as addressing operational considerations in certain circumstances.

This policy is also written with reference to the Scottish Executive Education Department's guidance document, "Safe and Well: Good Practice in Schools and Education Authorities for Keeping Children Safe and Well" (Scottish Executive, 2005). "Safe and Well" was not intended to replace local procedures but is designed to be used to supplement these or be used as a benchmark of requirements.

Caledonian Campus policy aims to provide clear guidance for staff. Should any aspect of the policy or guidance within it be unclear to you, please contact the **Designated Child Protection Officer** – **Iain Cameron**.

The policy and associated procedures will be reviewed each year. Staff will receive a regular annual briefing on the policy, its operation and any amendments to it.

**The Promise**

[#KeepThePromise](https://thepromise.scot/plan-21-24-pdf-standard.pdf)

*The Promise is responsible for driving the work of change demanded by the findings of the Independent Care Review.*

At Caledonian Campus we have a high percentage of learners who are care experienced. We are committed to ensuring that all our learners grow up to feel loved, safe and respected, and as such, we incorporate 'The Promise' into our daily practice.

In order to #KeepThePromise, we believe that all children should;

* **Have a voice**. All children must be listened to and appropriately involved in decision-making around their care and learning.
* **Feel safe**. We are committed to supporting families to ensure positive outcomes for our learners through nurture and love, working to remove barriers that get in the way.
* **Be cared for**. We work in a trauma-informed, nurturing way, with healthy relationships driving all our interactions.
* **Be involved**. We involve our learners in our decision-making processes and support them to actively develop relationships with people involved in their multi-agency teams to increase their autonomy and agency.
* **Experience scaffolding**. We support all our learners and their families when required. Our scaffolding of help, support and accountability are ready and responsive when required.

## **Legal Context**

Young people and their lives are the focus of a range of legislation aimed at protecting children, which ensures their rights are respected and describes the rights of parents.

The work of practitioners in education is also guided by a framework of duties and powers.

**Who is classed as a child?**

A child can be defined differently in different legal contexts:

* *Section 93(2)(a) and (b) of the* [*Children (Scotland) Act 1995*](https://www.legislation.gov.uk/ukpga/1995/36/contents) *defines a child in relation to the powers and duties of the local authority. Young people between the age of 16 and 18 who are still subject to a supervision requirement by a Children’s Hearing can be viewed as a child. Young people over the age of 16 may still require intervention to protect them.*
* *The United Nations* [*Convention on the Rights of the Child*](https://downloads.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf?_adal_sd=www.unicef.org.uk.1623325373030&_adal_ca=so%3DGoogle%26me%3Dorganic%26ca%3D(not%2520set)%26co%3D(not%2520set)%26ke%3D(not%2520set).1623325373030&_adal_cw=1623325371317.1623325373030&_adal_id=c21d3fd5-b026-447f-8808-d0270f8fb17c.1623325371.2.1623325371.1623325371.82db802e-56bc-4e68-bad6-82040cf98d9a.1623325373030&_ga=2.95566300.131707860.1623325370-1423568737.1623325370) *applies to anyone under the age of 18. However, Article 1 states that this is the case unless a majority is attained earlier under the law applicable to the child.*

Although the differing legal definitions of the age of a child can be confusing, the priority is to ensure that a vulnerable young person who is, or maybe, at risk of significant harm is offered support and protection. The individual young person's circumstances and age will, by default, dictate what legal measures can be applied.

For example, the Adult Support and Protection (Scotland) Act 2007 can be applied to over-16s where the criteria are met.

Where a young person between the age of 16 and 18 requires protection, services will need to consider which legislation, if any, can be applied. This will depend on the young person's circumstances as well as on the particular legislation or policy framework.

Special consideration will need to be given to the issue of consent and whether an intervention can be undertaken where a young person has withheld their consent.

When schools are concerned about a young person aged between 16 and 18 years, they should still follow the procedure outlined in Chapter 2 of this policy, which may involve seeking advice from the Senior Child Protection Officer or speaking directly to their local social work office. Social Work Services will thereafter ensure that the most appropriate service will respond.

**Children’s Rights**

The United Nations Convention on the Right's of the Child (UNCRC) sets out the wider basic human rights of all children and young people everywhere, without discrimination. Children and young people have the right to

* survival
* develop to the fullest
* protection from all forms of abuse, neglect and exploitation
* be treated as an individual
* have their views heard and considered
* participate fully in family, cultural and social life
* any intervention by a public authority should be properly justified and should be supported by services working in collaboration

It is good practice for staff to be aware of the UNCRC and for children to have opportunities to learn about their rights under the Convention.

Caledonian Campus aims to promote the rights of children, as outline by the United Nations Convention on the Rights of the Child (1990). Articles that we particularly aim to promote through this additional support policy include:

**Article 3 (best interests of the child)** The best interests of the child must be a top priority in all decisions and actions that affect children.

**Article 8** **(protection and preservation of identity)** Every child has the right to an identity. Governments must respect and protect that right and prevent the child's name, nationality or family relationships from being changed unlawfully.

**Article 12 (respect for the views of the child)** Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously. This right applies at all times, for example, during immigration proceedings, housing decisions or the child's day-to-day home life.

**Article 19 (protection from violence, abuse and neglect)** Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**Article 20 (children unable to live with their family)** If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child’s culture, language and religion.

**Article 28 (right to education)** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 29 (goals of education)** Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 39 (recovery from trauma and reintegration)** Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

**Article 42 (knowledge of rights)** Governments must actively work to make sure children and adults know about the Convention.

Education professionals must balance the rights of children and the rights of parents with regard to Article 8. The role of public services must be concerned with measures to protect children where children’s right to health and moral protection is not met by parents or where parents need support in this role.

All treatment concerning children, including school and parental discipline, should respect children’s dignity.

[**The Children (Scotland) Act 1995**](https://www.legislation.gov.uk/ukpga/1995/36/contents)

The Act has three overarching principles:

* The child’s welfare is the paramount consideration
* The child should be supported to express his/her views, and those views should be taken into account when making decisions
* No Court or Children’s Hearing should make an order in relation to a child unless there is no better way of working with the child and his or her family.

It also stipulates:

* Parents have rights as a means to enable them to fulfil their parental responsibilities.
* That parent should normally be responsible for the upbringing of their children.
* That when making decisions and plans, local authorities should make every effort to ensure the child remains in the family home - as far as this is consistent with the child's welfare
* The need for all agencies to work in partnership with parents.

The Children (Scotland) Act 1995 also underpins the Children's Hearing system. It lays out the grounds for referral to the Reporter if a child is felt to be in need of compulsory measures of supervision.

[**Education (Additional Support for Learning) (Scotland) 2004 and 2009**](https://www.legislation.gov.uk/asp/2009/7/contents)

This legislation replaces the system created by the Education (Scotland) Act 1980 for the recording and assessment of special educational needs for children. The process of creating a “Record of Needs” in the 1980 legislation has been replaced with a system of Co-ordinated Support Plans (CSP) for each child identified as having significant additional support needs.

Under section 8 of the 2004 Act, where a local authority has responsibility for the child's or young person's education, and it has been established that the child or young person has additional support needs, the authority has a duty to provide such support as is necessary to help them benefit from school education. Under section 9 of the 2004 Act, where a local education authority has responsibility for the child's or young person's education, and it has been established that the child or young person requires a CSP, the education authority has a duty to provide a CSP for the child.

## **[Getting It Right for Every Child (GIRFEC)](https://www.gov.scot/policies/girfec/) Curriculum for Excellence (CfE)**

At the heart of this guide is a shift towards early, proactive intervention. Core components of GIRFEC must be embedded in the work we undertake with young people and families. This includes the government’s vision that all of Scotland’s children and young people will be successful learners, confident individuals, effective contributors and responsible citizens. The wellbeing indicators state that young people must be healthy, achieving, nurtured, active, respected, responsible, included and safe. (SHANARRI)

The key components in **GIRFEC** are:

* A focus on improving outcomes for children, young people and their families based on a shared understanding of wellbeing
* A common approach to gaining consent and sharing information where appropriate
* An integral role for children, young people and families in assessment, planning and intervention
* A co-ordinated and unified approach to identifying concerns, assessing needs, agreeing on actions and outcomes based on the wellbeing indicators
* Streamlined planning, assessment and decision-making process that result in children, young people and their families getting the right help at the right time.
* Consistent high standards of co-operation, joint working and communication, locally and across Scotland
* A Named Person in universal services for each child and a Lead Professional to co-ordinate and monitor multi-agency activity where necessary
* Maximising the skilled workforce within universal services for children, young people and their families
* The capacity to share demographic, assessment and planning information electronically within and across agency boundaries

For further information on GIRFEC and the Curriculum for Excellence:

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

<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/>

## **What is Abuse?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family, institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult(s)or another child or children. Types of abuse include:

* Physical Abuse
* Sexual Abuse
* Neglect
* Emotional Abuse
* Physical Injury

**Please see Appendix 4 for descriptions of abuse.**

- **WHAT IS CHILD PROTECTION?**

'Child Protection means protecting a child from abuse or neglect. Abuse or neglect 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 but not a Child Protection Plan. In such cases, an investigation may still be necessary to determine whether a criminal investigation is needed and inform an assessment that a Child Protection Plan is not required.

[*The National Guidance for Child Protection in Scotland 2014*](https://www.gov.scot/publications/national-guidance-child-protection-scotland/)*, page 12.*

**What is harm and significant harm in a child protection context?**

Child protection is closely linked to the risk of “significant harm”. 'Harm' means the ill-treatment or the impairment of the health or development of the child, including, for example, impairment suffered as a result of seeing or hearing the ill-treatment of another. Forming a view on the significance of harm involves information gathering, putting a concern in context, and analysis with the assistance of appropriate information sharing.

There is no legal definition of significant harm or the distinction between harm and significant harm.

The extent to which harm is significant will relate to the anticipated severity of impact upon a child's health and development.

It is a matter for professional judgement as to whether the degree of harm to which the child is believed to have been subjected, is suspected of having been subjected, or is likely to be subjected is ‘significant’.

Judgement is based on as much information as can be lawfully and proportionately obtained about the child, his or her family and relevant context, including observation. In assessing whether harm is or may become ‘significant’, it will be relevant to consider the nature, degree and extent of physical or emotional harm apparent, the duration and frequency of abuse and neglect, overall parenting capacity, and the apparent or anticipated impact given the child’s age and stage of development.

Sometimes, a single traumatic event may constitute significant harm – for example, a violent assault, suffocation or poisoning. More often, significant harm results from an accumulation of significant events, both acute and long-standing, that interrupt, change or damage the child's physical and psychological development.

When there are concerns that a child may have experienced or may experience significant harm, and these concerns relate to the possibility of abuse or neglect, then-Police or Social Work must be notified. Along with other relevant services, they will form a view as to whether the harm is or is likely to be significant. Significant harm is not the threshold for referral to the Principal Reporter. The test for referral to the Principal Reporter, in the case of those (local authority & Police) with a statutory duty to refer is, namely, that i) the child is in need of protection, guidance, treatment or control, and ii) it might be necessary for a Compulsory supervision order to be made.

For additional information on ‘harm’, ‘significant harm’ and definitions of significant harm as a concept, *please see page 15,* [*The draft National Guidance for Child Protection in Scotland 2020.*](https://www.gov.scot/binaries/content/documents/govscot/publications/consultation-paper/2020/10/consultation-revised-national-guidance-child-protection-scotland-2020/documents/draft-national-guidance-child-protection-scotland-2020/draft-national-guidance-child-protection-scotland-2020/govscot%3Adocument/draft-national-guidance-child-protection-scotland-2020.pdf)

[The Children and Young People (Scotland) Act 2014](https://www.legislation.gov.uk/asp/2014/8/contents/enacted) introduces a legal duty for a wide range of public bodies and those commissioned or contracted to them to share such concerns with a child's Named Person. Through early and effective intervention and the sharing of wellbeing concerns, it is hoped that crisis can be avoided in many cases.

## **Identifying and Responding to Concerns**

Risk is a part of everyday life and can be positive as well as negative. In the context of this guidance, risk is the likelihood or probability of a particular outcome given the presence of adverse factors in a child’s life.

Children may be harmed by abuse or neglect, either suddenly or over a longer period of time.

Children and young people may be harmed by adult family members, siblings, carers, adult friends, teachers, youth leaders, other children or strangers.

Education and residential childcare staff are in a position to notice more subtle signs that may indicate abuse and may present as lower-level concerns that develop into patterns over time.

Factors that increase children and young people's vulnerability include:

* Domestic violence.
* Unstable parental relationships.
* Parental misuse of drugs or alcohol.
* Parental mental illness.
* Disability and Additional Support Needs
* Is a young carer.
* Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
* Is frequently missing/goes missing from care or home.
* Is misusing drugs or alcohol themselves.
* Is at risk of modern slavery, trafficking or exploitation.
* Has returned home to their family from care.
* Is showing early signs of abuse and/or neglect.
* Is at risk of being radicalised or exploited.
* Is a privately fostered child.
* Is at risk of Female Genital Mutilation
* Racial abuse
* Being forced to accept cultural practices such as circumcision or forced marriage.
* Use of sexually explicit language or behaviour;
* Eating disorders.
* Self-harming.

All staff should also recognise that children with additional support needs and/or complex disabilities are more vulnerable to abuse for many reasons, including:

* + Inability to recognise inappropriate behaviours.
  + Reduced opportunities for socialisation.
  + Increased experiences of intimate care, sometimes from multiple carers.
  + Impaired communication skills.
  + Increased family stresses.
  + Hesitancy to report concerns due to no obvious alternative supports.

## **Early Identification**

It is recognised that early identification of concerns and early intervention is the most effective approach to safeguarding the wellbeing of young people at Caledonian Campus.

As a result, all staff are committed to ensuring that our learners and families receive the right help at the right time. Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who displays any of the behaviours or characteristics listed on Page 19.

We, therefore, ensure that:

* ALL staff can identify the risk factors that indicate a family or pupil may benefit from Early Help.
* ALL staff will use the school’s agreed format for letting the DCPO know about Early Help requirements.
* CPOs will signpost and refer to appropriate support agencies.
* CPOs and other identified staff will identify and work with many relevant organisations in meeting the needs of pupils and their families.
* CPOs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help.
* CPOs will generally be the lead for Early Help cases.

## **Responding to Concerns/Disclosures or Allegations**

Concerns regarding children and young people are likely to emerge in one or more of the following ways:

* The child discloses abuse.
* A member of staff observes an injury that may be indicative of abuse.
* Sustained concerns about the presentation or behaviour of a child may be indicative of abuse.
* Another agency contacts the school or childcare setting as part of a child protection inquiry or investigation.
* Another parent, friend of the child, or public member may express concern or make an allegation of child abuse.

Children and young people often take time to seek out and test adults to whom they wish to disclose abuse. Disclosure is more often a process than an event.

**Whoever receives the information from the child/other should:**

* Listen carefully.
* Let the child/person tell their story.
* Reassure the child/person; let them know they are believed.
* Explain that s/he will have to share the information with someone else (the Designated Child Protection Officer) – never promise confidentiality.
* Inform the Designated Child Protection Officer **immediately** (or the Deputy DCPO if they are not available).

**Whoever receives the information from the child/other should not:**

* Promise to keep secrets/ guarantee confidentiality.
* Express their own views on the matter.
* Minimise the child’s feelings or experiences.
* Dismiss the disclosure.
* Blame the child.
* Interview the child or inquire into details – this is the responsibility of social work and/or Police as the investigating agencies trained in investigative interviewing of children.

Questions inappropriately phrased could be thought to be suggestive and then may lead to evidence being held as inadmissible by the Court in future criminal proceedings.

If clarification from the child is required, this should be limited to what may be necessary to establish whether there is a reasonable cause for concern and to ascertain what the child wishes to happen.

It is essential to recognise that you may experience intense emotions if you come across signs of children being harmed. This is normal. However, difficult feelings can sometimes act as a barrier that prevents us from recognising when children might be at risk of harm which may, in turn, stop some people from taking action to protect the child.

**You seek advice and support from the Designated Child Protection Officer or the Deputy DCPO within the school; Iain Cameron can be contacted on 0791297064.**

**In all instances, to ensure shared decision making and transparency of process, the DCPO will liaise with the Designated Safeguarding Lead for Care Tech Schools (Declan Tuer) to allow efficient and coherent responses to disclosures.**

**It remains the right of any member of staff at any point should they have significant concerns about the wellbeing of any young person to contact the local Social Work Services or the Social Work Services where the young person resides.**

**Please see the list of Key Contacts on Page 6.**

**Please remember that it is our duty to protect children in our care and those not in our care. If you think at any time that any child or young person might be in IMMEDIATE DANGER, please telephone the Police and Family Protection Unit on 101**

**Caledonian Campus is a small school, and as a result, several staff carry additional responsibility alongside their contracted role. At present, the Headteacher, Iain Cameron, is also the Designated Child Protection Officer; throughout the policy document, every effort has been made to articulate who is responsible or in which capacity they will be acting.**

**There will be times as outlined in the policy where the DCPO must liaise with the Headteacher or vice versa. In these instances, external support will be sort in the form of the Head of Education and Quality Declan Tuer, who also carries the role of Education Service Designated Child Protection Officer.**

**In addition to this and as articulated throughout the policy, should there be a concern raised about the conduct/behaviour of the Headteacher or DCPO who in this instance are the same person, then concerns would be raised with Declan Tuer, Head of Education and Quality.**

[**PLEASE REFER TO THE FLOW CHART**](#_Harbour_Point_School) **ON PAGE 8**

**WHAT HAPPENS NEXT:**

It is the duty of Social Work Services to investigate matters of concern in Child Protection, Caledonian Campus staff. Social Work will decide if a Child Protection investigation is required, where social work services will interview the child. If there is a criminal element to the allegation, then this investigation may be jointly undertaken with the Police.

Staff must give full co-operation in the process, and the DCPO must ensure the link person agreed, up-to-date with any developments.

Staff must also ensure the young person is fully supported throughout the process.

**FEMALE GENITAL MUTILATION - WHAT HAPPENS NEXT:**

The [Prohibition of Female Genital Mutilation (Scotland) Act 2005](https://www.legislation.gov.uk/asp/2005/8/section/1) states that a person who performs an action to either; excise, infibulate or otherwise mutilate in relation to the whole or any part of the labia majora, labia minora, prepuce of the clitoris, clitoris or vagina of another person is guilty of an offence.

In Scotland, the process for reporting FGM is set out in the [Responding to female genital mutilation: multi-agency guidance](https://www.gov.scot/publications/responding-female-genital-mutilation-fgm-scotland-multi-agency-guidance-978-1-78851-364-7/pages/8/). This is essential guidance for all staff to be aware of.

All concerns or disclosures regarding FGM should be reported through Child Protection Procedures as laid out within this policy.

## **Recording Child Protection Concerns**

Where a child has made a disclosure, a written factual record, using the pupil’s own words, should be made using the report form (Appendix 2) **by the member of staff to whom the disclosure was made**.

Where no disclosure has been made, but a member of staff has concerns regarding the welfare or wellbeing of a pupil, they should make a written account of such concerns using the Child Protection form (Appendix 2). This will ensure that information from all staff members is logged and collated, so that essential information is not overlooked.

Copies of the concern/referral form (Appendix 2) should be kept in the young person’s files (on the Education subsite)

All records should be dated and (electronically) signed, with the signatory's name clearly printed and filed in chronological order.

All recorded child protection concerns should be passed to the Designated Child Protection Officer (DCPO) as soon as possible and in any case within 24 hours. In some cases, it may be necessary to pass concerns verbally to the DCPO and follow it up in writing soon after. Concerns that appear initially trivial may turn out to be vital pieces of information, so it is essential to give as much detail as possible. The DCPO will make a professional judgment about what action needs to be taken. **The DCPO will record any actions taken on the Child Protection Concern Form.** ([Flow Chart)](#_Harbour_Point_School)

The Child Protection Concern Form will be completed as follows:

Section One – Young Persons Details: This will be completed by the reporting member of staff.

Section Two – Details of the Concern: This will be completed by the reporting member of staff.

Section Three – Actions Taken by the DCPO: This will be completed by the DCPO

Section Four – Final Outcome: This will be completed by the DCPO

Ideally, logs of incidents should be typed. Handwritten notes should be legible and written in ink and must contain the following:

* Date of the incident
* Date and time of the record being made
* Name and date of birth of the pupil(s) concerned
* A factual account of what happened and the location where the incident took place (include the actual words spoken by the pupil where possible)
* A note of any other people involved, e.g., as witnesses
* Action taken, and any future plans, e.g., monitor and review
* Details of any other agencies informed
* Printed name, job role and signature of the person making the record

In the case of a disclosure, the record should also include:

* As full account as possible of what the pupil said
* An account of any questions put to the pupil
* Time and place of disclosure
* Who was present at the time of the disclosure?
* The demeanour of the pupil; where the pupil was taken, and where the pupil was returned to at the end of the disclosure

Any handwritten notes made immediately after the event, for example, a disclosure, can act as evidence of them being written at the time in any future court case. Therefore, these should not be destroyed if the details are recorded more formally but kept securely attached to the school's child protection concern/referral form. (Appendices 2 and 3)

The child protection file should contain:

* A detailed chronology, updated regularly at the front of the file (Appendix 3).
* Any concerns raised by staff
* All safeguarding/concern reports, notes and correspondence referring to the child
* Any child protection information received from previous schools or other agencies.
* Notes/minutes of any Child Protection Conferences and Core Group Meetings etc

See Appendix 1 for Recording Flow Chart

## **Confidentiality and Information Sharing**

At \*Enter School Name\*, we recognise that information sharing is vital in identifying and tackling all forms of abuse and neglect. GDPR does not prevent or limit the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between schools, residential homes, local authorities, and external agencies is essential for keeping children safe and ensuring they get the support they need.

**The Data Protection Act 2018 introduced ‘safeguarding’ as a reason to be able to process sensitive, personal information, even without consent** (DPA, Part 2, 18; Schedule 8, 4).

When the DCPO in school considers whether or not to share safeguarding information (especially with other agencies), it will be recorded whom they are sharing that information with and for what reason, if we have taken a decision not to seek consent from the data subject and/or parent/carer that will also be recorded within the safeguarding file.

All relevant information can be shared without consent if gaining consent would place a child at risk.

Fears about sharing information **must not be allowed** to stand in the way of promoting the welfare and protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards should still be in place.

Safeguarding children raises issues of **confidentiality** that must be clearly understood by all staff/volunteers in schools.

* Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests.
* Staff/volunteers who receive information about children and their families in their work should share that information only within appropriate professional contexts.
* Timely information sharing is essential to effective safeguarding.
* Information must only be shared on a 'need-to-know basis, but you do not need consent to share information if a child is suffering or at risk of serious harm.

At \*Enter School Name\*, we use CPOMS as an electronic recording, management and storage system for pupil information; this includes:

* Pupil Contact Details
* Medical Information
* Recording Safe Holds
* Recording Safeguarding Concerns
* Recording Child Protection Incidents
* Storing Child Protection Forms
* Single Agency chronologies
* Incident Chronologies

CPOMS allows the DCPO and Senior Leadership team to view a young person's complete safeguarding Chronology.

## **Communication with Parents/Carers**

The guiding principle to remember in relation to communication with parents or carers is that parents should always be informed when \*Enter School Name\* school has concerns about their child.

The exception to this would be if the Child Protection Officer believes a parent or carer may have harmed a child, a criminal offence may have been committed against the child by a family member, or by doing so, the child would be placed at a higher level of risk. In these circumstances, the Child Protection Officer should discuss and agree with the young person's social worker on informing the parents/carers. Often means and methods of communication with parents/carers and others will be decided upon at a Strategy Meeting.

NB If a Strategy Meeting has been convened, it is not the role of the teaching staff within \*Enter School Name\* to inform parents of this. If the Child Protection Officer is communicating with parents after a discussion with Social Work, s/he should establish during the telephone discussion with Social Work exactly what information s/he can share with parents.

## **Police Involvement**

Child protection concerns will always be passed directly to Social Work, who will involve the Police in line with local inter-agency guidelines.

\*Enter School Name\* School should only consider contacting the Police directly when:

* There are immediate concerns for a child’s safety.
* Staff suspect a crime has been committed or is about to be committed.
* There are threats or intimidation of staff or children by a parent (or a non-contact parent/relative) or another adult.
* There are concerns about the motivation of an individual seen in the vicinity of the school.
* A child reports an incident or crime to a member of staff that occurred on the way to school.

## **Scottish Qualifications Authority**

Each year, a very small number of candidate scripts or coursework are submitted, which indicate concerns about a pupil's wellbeing. This may be because of something the candidate has written, which suggests there may be a risk to their welfare. The Scottish Qualifications Authority (SQA) policy is to refer these matters to the local authority responsible for the child or young person. Sometimes this will be directly to the Headteacher. Under these circumstances, normal child protection procedures should be implemented, and the DCPO would take the lead in dealing with the concern.

The Designated Child Protection Officer within \*Enter School Name\* School will discuss this issue with the young person’s social worker. Sometimes the SQA will refer their concerns to the nominated Senior Child Protection Officer (SCPO) within the local authority.

The SCPO will thereafter notify the SQA that the concerns are being addressed and establish whether any additional information is required regarding the outcome.

## **Supporting pupils involved in Child Protection**

Staff need to be able to anticipate children’s support needs when they are experiencing or have experienced traumatic events or are coping with the processes that follow after a disclosure or allegation.

Staff should be willing to support a child's own choice of staff to support them. This may not always be the staff with the most experience in child protection and pupil support. The Child Protection Officer should guide and support the chosen member of staff.

A child may change their mind about whom s/he wants to support them and the level of support s/he wants. This should be respected – children should feel as much in control as possible about who hears their story in interviews and meetings.

A child or young person may not know how to handle subsequent daily interaction with staff who know intimate details about their experiences. Pupils may be unsure about whether all staff now know these details. These issues could be discussed openly with pupils able to express their feelings about it, to prevent a pupil from worrying or having suspicions.

Children and young people may require time and space to reflect and will not always appreciate being reminded that staff are there to support them. They may wish to be allowed to forget. Staff should be prepared to let children and young people make the move to approach staff for support and trust that they will know the support is there if and when they want it.

Children may resent "supportive" approaches by staff, no matter how well-meant, when they are with their peers and in the public environment of the classroom, corridors and playgrounds.

## **ALLEGATIONS AGAINST MEMBERS OF STAFF IN SCHOOL SETTINGS**

Relationships between staff and pupils in our schools are overwhelmingly positive and based on mutual respect. Occasionally, however, information may come to light, or allegations may be made against a staff member about inappropriate conduct towards one or more pupils. In an effort to avoid this, staff should be alert to the need to ensure that their behaviour is appropriate at all times.

It is vital to both staff and pupils that any action taken in response to information or allegations is conducted properly and promptly to support thorough investigation if necessary.

Rumours and gossip can be damaging to the school, pupils and staff unless treated seriously and dealt with appropriately. It is also essential that a decision is taken in the earliest stages as to whether the matter needs to be addressed as child protection or criminal matter.

A child's involvement in any discussions or investigations must be very carefully handled. Whilst sufficient information will have to be gained from the pupil to judge the seriousness of the concerns and to enable senior managers to make informed decisions, detailed interviewing of the pupil is not appropriate at this stage. This may require to be carried out by police officers and sometimes social workers if the matter is deemed one of criminality or child protection.

Whenever a Designated Child Protection Officer or Headteacher has to consider such a matter, a level of professional judgement will be required, as in all instances where child protection concerns arise. If a situation should occur whereby personal relationships or other circumstances may mean that making impartial judgements and decisions might be difficult, advice should be sought from the SCPO, who will advise how to proceed.

One area for consideration should include how you might respond if the same allegation was being made or the same behaviour being conducted by a parent/carer, adult member of the child’s family or even any other adult acquaintance of the children. If it would be considered inappropriate in those circumstances, then the likelihood is that it is inappropriate in a school setting or a teacher-pupil relationship context.

**Should there be a concern about the conduct or an allegation against the Head Teacher or DCPO, this should be made directly to Declan Tuer.**

**Minimising Risk**

All staff should consider the appropriateness of their own and their colleagues' behaviour. Staff and pupils alike should feel confident about openly discussing behaviour which they do not like or which makes them uncomfortable - a positive school ethos helps build a climate of openness where this can happen.

The Designated Child Protection Officer and Headteacher should ensure that all staff understand the professional code of conduct expected of teachers and use this to guide all interactions with pupils.

Where a member of staff feels that their actions have been or might have been misinterpreted, s/he should make a written report to their line manager without delay. In the event of an investigation subsequently being undertaken in response to this or any future allegations, this report will form part of the investigation.

A number of day-to-day activities in schools should be considered by staff in relation to approaches to helping and supporting pupils to meet their needs. For example:

**Private meetings with pupils** – If one-to-one meetings are necessary, they should occur in a room with visual access or the door open.

**Physical contact with pupil**s is likely to occur through reassurance or comfort when a child is distressed. Contact should be minimal and respectful of the child's comfort and preferences.

**Physical Education/ Music Instruction** – Where staff support movement or in kinaesthetic teaching, the nature and purpose of contact should be fully explained to pupils beforehand. This type of instruction should be confined, wherever possible, to group settings.

**Changing clothes** – Appropriate privacy should be provided for older pupils, and adult supervision should be kept to a minimum. Younger children should be encouraged to dress without assistance wherever possible. Changing areas should be arranged to ensure the dignity and privacy of children and young people and appropriate separation of males and females. Supervision of changing areas should be carefully managed for children and young people of the opposite sex to the teacher.

**Relationships** – If a staff member is concerned that a pupil has feelings for them beyond the bounds of a professional relationship, they should seek the advice of the school's Child Protection Officer or the Headteacher.

**Holding Safely** – When necessary to protect the pupil or others from harm, and always as a last resort (after other attempts to de-escalate or defuse a situation), it may be necessary to intervene with a pupil physically. If so, the required minimum force should be used, and, if possible, another member of staff should witness and assist. Where staff are required to hold safely pupils regularly, they should receive regular and specialised training. All staff are trained in Therapeutic Crisis Intervention. All incidents of holding safely should be logged - dated and signed - in a log kept specifically for that purpose.

**Verbal banter** – Positive relationships between staff and pupils can often involve humour. Staff should, however, be aware that there is a fine line between remarks perceived as fair and humorous and those which are felt to be hurtful, humiliating and embarrassing.

## **SUPPORTING STAFF**

Staff who become closely involved in child protection matters contribute to decisions that profoundly impact the lives of children and whole families. At times, staff may feel a strong emotional response, including guilt, anger, frustration, despair and doubting of their suitability for the profession.

Since children often choose which member of staff they will disclose information to, it may be younger and inexperienced staff that children and young people will approach. Child protection training will remain abstract until the reality of a child’s experience of abuse or neglect is presented to them in living reality.

Staff welfare and support systems must be in place to help staff cope with this.

In addition, there are several issues which should be taken into consideration:

* Key staff supporting children and young people may feel a strong attachment to the case. The staff member may later be rejected by the child or may feel displaced by other professionals who take on a statutory or support role. Good de-briefing for staff involved with children will help this to be discussed.
* Staff should always be allowed to set their own limits on what support they feel able to provide to children and to set limits on their level of involvement in child protection proceedings. Even where a child has approached them for support, staff should feel confident to defer to other staff and never feel under pressure to become involved in situations where they feel out of their depth.
* Staff may support children to attend Hearings, Reviews or may attend case conferences, in which they may hear information about children and families that they were previously unaware of and which is traumatic for them. Good de-briefing must be arranged for staff following their involvement.
* Many adults have experienced abuse in the past, which they may not have come to terms with. School staff faced with pupils' experiences may become overwhelmed by buried emotions for which they require support and counselling themselves. Some staff may be particularly zealous due to their own experiences, for which they should also be provided with support and counselling. Some of these issues may not come to light unless there is good de-briefing for staff as a matter of course.
* Staff who experience health problems following their involvement in cases may have a stress-related illness. Schools and childcare settings should not wait until this occurs to offer support but should ensure that there is an appropriate back-to-work discussion following any time off to consider further support needs.
* The formal expectation by the school of an individual de-briefing for staff following involvement in each stage of a child protection case helps guard against staff perceiving the seeking of support as stigmatising.

**Staff de-briefing should:**

* Take place after each stage of an investigation and subsequent action, and at any time afterwards when staff feel the need for it.
* Be provided by a consistent member of senior staff, ideally trained for this role.
* Involve discussion and be a separate process from reporting and recording.
* Allow the member of staff to reflect, express feelings and seek reassurance.

It may be helpful to keep a brief record of these meetings.

Staff welfare and support systems back up the formal de-briefing, and

must be:

* Confidential and discreet.
* Available for as long as required and may begin sometime after involvement in a case if it is not desired immediately.
* Must be presented as a service for both experienced and inexperienced staff, male and female.
* Support must not be associated with personal weakness, personal problems or lack of professional skill. It is an aspect of professional development open to all staff. It may be beneficial to be outside of school and with neutral and impartial staff.

**Roles and Responsibilities**

The Headteacher and Senior Leadership will:

* Ensure that the policies, procedures and training in \*Enter School Name\* are effective and comply with national guidance and legal frameworks at all times.
* Ensure that safeguarding policies and procedures are followed by all staff.
* Put in place safeguarding responses in cases where children go missing from education.
* Ensure the school contributes to inter-agency working in line with National Guidance for Child Protection in Scotland 2020.
* Ensure that safeguarding procedures take into account local guidance.
* Ensure that staff members undergo safeguarding training within three months of taking up post.
* Ensure that all staff have completed the following training annually:
  + - *Identifying and Responded to Child Sexual Exploitation*
    - *Harmful Sexualised Behaviour*
    - *Introduction Child Protection In Scotland*
    - *Child Protection Module 1 – Recognise Possible Abuse*
    - *Child Protection Module 2 – Responding Appropriately*
    - *Child Protection Module 3 – Reporting your concerns*
    - *Child Protection Module 4 – Recording your observations*
* Ensure that all staff and senior leadership are trained and updated regarding safeguarding regularly.
* Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place.
* Ensure that children are taught about safeguarding and are aware of their rights.
* Prevent people who pose a risk of harm from working with children.
* Ensure there are procedures in place to handle allegations against teachers, headteachers, volunteers and other staff.
* Ensure staff in the school are aware of, and policies reflect, an understanding of specific issues such as peer on peer abuse and safeguarding children with disabilities and additional educational needs.
* Ensure that all practices and procedures operate with the best interests of the child at their heart.

The Designated Child Protection Officer and Senior Leadership will:

* Take lead responsibility for safeguarding and child protection.
* Manage referrals to Social Services, Police and other external agencies such as Mental Health Services and the Children’s Reporter.
* Work holistically and collaboratively with others to improve outcomes for children.
* Ensure all staff attend safeguarding training every year (at \*Enter School Name\*, DCPOs and deputies undergo DCPO training every two years).
* Undertake Prevent awareness training.
* Update their skills and knowledge regularly through regular CPD and inbuilt training on CLPL and in-service days
* Raise awareness of safeguarding throughout the school.
* Ensure that this policy is reviewed annually and is available publicly.
* Maintain, update and amend the school's safeguarding portfolio regularly.
* Ensure that parents and carers are aware of the school's responsibilities regarding safeguarding and child protection.
* Maintain accurate safeguarding records that are stored securely.
* Be available during school hours.
* Arrange cover of DCPO role for any out of hours/out of term activities.
* Represent the school in multi-agency meetings where applicable.
* Be provided with appropriate support and supervision to carry out the role safely and effectively from senior leadership.
* CPOs must take a holistic view to ensure broader environmental factors are considered, which may be a threat to the safety and welfare of children (Contextual Safeguarding).
* The DCPO will consider when a child is moving to school if it would be appropriate to share information in advance of the pupil moving.
* The DCPO should have details and liaise with the Local Authority Personal Advisors for any Care Leavers.

## **STAFF RECRUITMENT AND SELECTION**

The Recruitment & Selection Policy & Procedure of \*Enter School Name\* reflects the recommendations of the 1992 Warner Report entitled, ‘Choosing with Care’, and Safer Recruitment for Safer Services commissioned by The Scottish Executive from the Children’s Safeguards Review 1997. No staff members are exempt from the requirements of this policy regardless of their experience or status. All staff members are subject to enhanced criminal background checks and must complete a 6-month probationary period before being offered permanent contracts. A clearly defined Induction programme must also be satisfactorily completed before a new staff member can actively begin to undertake the role for which they were appointed. It will be made clear at interview and induction that all staff members are responsible for reporting any suspicious. They may have that a young person has been subjected to any form of abuse, either within \*Enter School Name\* or in any other place, in the past or the present.

The PVG (S) Act 2007 does two things; It ensures that those who have regular contact with vulnerable groups do not have a history of inappropriate behaviour. It excludes people who are known to be unsuitable on the basis of past behaviour.

The PVG (S) Act 2007 places a duty on organisations to make a referral to Disclosure Scotland in certain circumstances when one or more of the referral grounds are met. (This applies to current employee's as well as those who would or might have been dismissed or transferred even if that individual had stopped doing regulatory work for some reason, e.g., retired or resigned.) To make a referral, the prerequisite is that the individual must have done one or more of the following:

* Harmed a child or protected adult
* Placed a child or protected adult at risk of harm
* Engaged in inappropriate conduct involving pornography
* Engaged in inappropriate behaviour of a sexual nature involving a child or protected adult
* Given inappropriate treatment to a child or protected adult

Concerns about a professional competence are not by themselves a ground for referral such concerns should be addressed by the relevant professional regulatory body who will decide whether the person is fit to continue, e.g., SSSC, GTC, NMC, etc

Please note that SSSC/GTCs and Disclosure Scotland must both be contacted separately.

**Caledonian Campus have adopted Care Tech’s corporate approach to Safer, their Recruitment and Selection Policy as follows;**

*"The organisation is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.*

*These guidelines have been developed to ensure that safer recruitment practices are carried out across the organisation, ensuring that we are fulfilling our responsibility of ensuring that the children, young people and vulnerable adults that use our services are as safe as possible. These guidelines comply with the safe recruitment recommendations of the Bichard Enquiry (2004) into the Soham Murders and Choosing with Care Warner report (1992).*

*The safe recruitment process is an essential aspect of protecting children and adults at risk of harm and keeping them safe. It applies to all employees who have contact with and access to them, and equally to volunteers and paid employees. They both have access to children and adults at risk of harm using our services. They are also people whom children and adults at risk of harm see as safe and trustworthy.*

*In the recruitment of staff and volunteers, it is important to gather evidence from a range of sources, e.g., previous employment and life histories, references, interviews, DBS checks, qualifications and health questionnaires. All information must be rigorously checked as those already involved in abuse or those disposed to do so are extremely difficult to identify. Through good practice and vigilance, all employees must do their utmost to make it as difficult as possible for abusers to obtain access to children and adults at risk of harm. The recruitment process must be a consistent and thorough process of obtaining, collating, checking, evaluating and analysing all data from and about applicants.*

*Supplementary guidance is available on the following aspects of the recruitment process and can be found in the following policies:*

*• Disclosing and Barring*

*• Employing Foreign Nationals • Recruiting Ex-offenders*

*• The use of Agency Workers • Safer Recruiting Guidelines*

*The recruitment and selection process is a whole set of tasks that need to be completed to ensure that the appropriate person with the skills is selected to fill the vacancy. The process is necessary because people vary in their skills, knowledge and abilities and jobs vary in the level of demand they place on these requirements.*

*To ensure that everyone is given an equal chance and help reduce the risk of discrimination, the process must be used for all vacancies. At all stages of the recruitment process, care must be taken to ensure that there is no direct or indirect discrimination and attention is drawn to the Equal Opportunities policy.”*

## **Online Safety**

At Caledonian Campus we take online safety seriously. Our E-safety policy completes the suite of policies in relation to safeguarding and child protection and should be read in conjunction with this policy.

At Caledonian Campus we:

* ensure the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices
* provide staff with the overarching principles that guide our approach to online safety
* ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

**Please see our E-Safety Policy for Further Information.**

## **Curriculum**

## Within the curriculum, there is significant opportunity for young people to explore and develop their understanding of Children's Rights, their own safety and the safety of others.

An age and stage appropriate PHSE program is in place, which has been aligned with the CFE benchmarks. There are several key areas of focus in the PHSE curriculum that relate directly to Safeguarding and Child Protection, these are:

* Substance Misuse
* Relationships Sexual Health and Parenthood
* Physical Activity and Health

All staff at Caledonian Campus understand that the Health and Wellbeing of young people is the responsibility of **all**. Therefore, all Teachers and other practitioners in planning together will take account of children's background and home circumstances as well as by their individual development, values and behaviours, ensuring that experiences are relevant and realistic for the child or young person in their circumstances.

The knowledge, skills and attitudes identified within the various aspects of the health and wellbeing experiences and outcomes are interrelated; teachers and other practitioners will plan and present learning in ways that enable learners to see them as closely linked.

Teachers and other practitioners plan Health and Wellbeing programmes, which take account of local needs and are innovative, use relevant learning contexts and ensure coherence and progression. It is vital that all aspects of health and wellbeing, including events, are planned as part of a whole-school strategy to ensure that they have sustained impact.

## 

## **Opportunities for young people to have their voice heard**

At Caledonian Campus, we are committed to ensuring that pupil voice is actively sought and listened to. There is a commitment from **all** to listen to the views, wishes and experiences of all children and young people. We value what children and young people tell us about their school experiences.

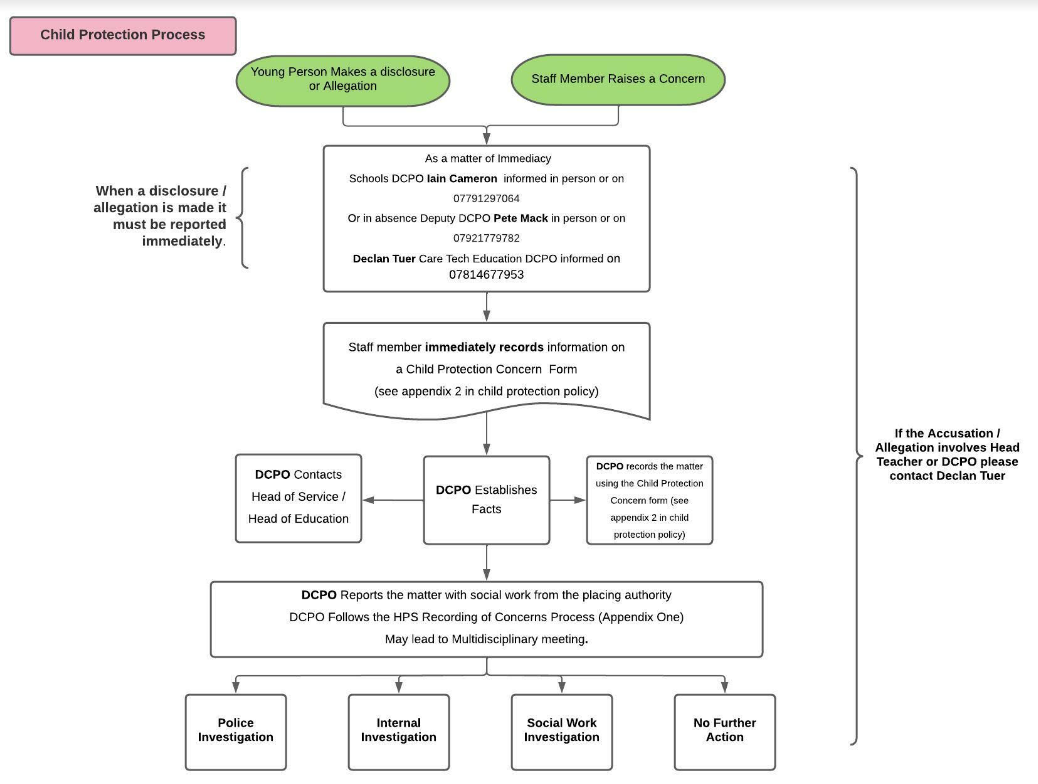
Therefore, we provide all children and young people with meaningful opportunities to share their school experiences, views, and hopes. We work hard to ensure that pupils know it is safe and that it is important for them to express their opinions on what happens at school.

Our aim is to ensure that all young people know what they say is valued, will be listened to and considered.

Young people have their voice hears in the following ways:

* Restorative practice to repair and strengthen relationships.
* The Pupil Council.
* A suggestion box in the main corridor.
* PASS assessments to gather student perception of school.
* We Involve young people in their own planning and decisions around their education.
* Seeking their views as part of the Child’s Planning Process.
* Involvement of young people in the setting and development of their IEP targets.
* The use of Mind of My Own – a digital platform that allows young people to express their views, successes and concerns.

## **Appendix 1 – Process for Recording Child Protection Concerns**



## **APPENDIX 2 – Child Protection Concern Form**

|  |
| --- |
| Child Protection Concern Form |

**Section One - Young Persons Details** (to be completed by the reporting member of staff)

|  |  |  |  |
| --- | --- | --- | --- |
| Young Person’s Name |  | Date of Birth |  |

|  |  |
| --- | --- |
| Name of Person who was informed: | Exact Time & Date: |

|  |
| --- |
| Source of Information (Please indicate below) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Observation By Staff |  | Young Person Disclosure |  | Concern raised by other (Give Details) |  |

**Section Two – Details of the Concern** **(to be completed by the reporting member of staff)**

|  |
| --- |
| Supporting information (Please attach additional sheets if required)  Please ensure that you disclose dates and times of any observations, discussions, answers verbatim etc. (Please also indicate if this arose in a school setting) |

|  |
| --- |
| Narrative |
|  |
| Action taken by the reporting member of staff to date: |
|  |

**Section Three – Actions Taken by the DCPO (to be completed by the Designated Child Protection Officer)**

|  |
| --- |
| Action taken by the Designated Child Protection Officer: |
|  |

**Section Four – Final Outcome (to be completed by the Designated Child Protection Officer)**

|  |
| --- |
| Final Outcome (List any actions taken by outside agencies, i.e. Social Work, any further action taken in school to support young person) |
|  |

**Checklist**

|  |  |  |
| --- | --- | --- |
| **Required Action** | **Completed** | **Date and Time** |
| **Head of Service / Head of Education Informed** |  |  |
| **Duty Social / Social Work Informed** |  |  |
| **Form has been Stored in Child Protection Files.** |  |  |
| **The form has been stored on CPOMS.** |  |  |
| **Concern has been added to the Single Agency Chronology.** |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Staff Reporting Concern |  | Date |  |
| Designated Child Protection Officer |  | Date |  |

**APPENDIX 3**

**CHRONOLOGY OF EVENTS/ACTIONS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date and Time** | **Significant Event** | **Positive/Negative/Unknown** | **Source of Information** | **Action Taken** | **Name, Title and Agency** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |

## 

## **Appendix 4 – Types of Abuse**

**CATEGORIES OF ABUSE**

All forms of child abuse involve the elements of a power imbalance, exploitation and the absence of true consent, whether they relate to deliberate acts where the predictable outcome would include harm to the child or acts where the outcome is a failure to protect the health, safety or welfare of a child.

# PHYSICAL ABUSE – Physical abuse is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

# 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 a sexually inappropriate way. Any child below the age of consent will be deemed to have been sexually abused when any person, either deliberately or by neglect, causes that child to be involved in any activity that might reasonably be expected to lead to sexual arousal or gratification of that, or any other person, including organised networks. This definition holds whether or not there has been genital contact and whether or not the child is said to have initiated the behaviour.

# 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 carer 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 'non-organic failure to thrive, 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.

# 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.

**Physical Injury**

Physical injury/abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Symptoms that may indicate physical abuse include:

* Bruising in or around the mouth, on the back, buttocks or rectal area
* Fingermark bruising or grasp marks on the limbs or chest of a small child
* Bites
* Burn and scald marks; small round burns that could be caused by a cigarette
* Large numbers of scars of different sizes or ages
* Fractures to arms, legs or ribs in a small child - Fracturesshould be suspected if there is pain, swelling or discolouration over a bone or joint. The most common non-accidental fractures are too long bones.

NB. Most accidents produce one bruise on a single surface, usually on or around, a bony protuberance. Bruising in accidents usually appears on the single side on which the child has fallen and may appear in conjunction with marks on the hands where an effort has been made to break the fall.

The following are uncommon sites for accidental bruising – back of legs, buttocks (except where the bony spine protrudes), mouth, cheeks, behind the ears, stomach, chest, under the arm, genital and rectal area (could be caused by bicycle riding) and neck.

* *Bites:*

These can leave clear impressions of the teeth. Human bites are crescent-shaped.

* *Burns and Scalds:*

It can be very difficult to distinguish between accidental and non-accidental burns, but as a general rule, burns or scalds with clear outlines are suspicious, as are burns of uniform depth over a large area. Splash marks, which indicate that a liquid has been thrown, are also suspicious.

* *Scars:*

Most children have scars, but notice should be taken of an exceptionally large number of scars of differing ages (especially if these are coupled with current bruising). Unusually shaped scars such as round ones may indicate cigarette burns and large scars from burns or lacerations, which did not receive treatment, are also suspicious.

**Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) 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 watching sexual activities, or encouraging children to behave in sexually inappropriate ways is also abusive. Under the Sexual Offences Act 2003, any sexual activity – contact or non-contact – with a child under the age of 13 is a crime. Refer to the Sexual Offences (Scotland) Act 2009

Symptoms of sexual abuse may include:

Suspicion should be aroused by –

* Injuries in the genital area
* Infections or abnormal discharge in the genital area
* Excessive sexual awareness or knowledge of sexual matters which is inappropriate for the child's age
* Acting in a sexually explicit manner
* Other signs and symptoms
* Sudden changes in behaviour or school avoidance
* Displays of affection in a sexual manner that are inappropriate to the child's age
* Tendency to cling or need constant reassurance
* Tendency to cry easily
* Regression to younger behaviour
* Complaints of genital itching or pain
* Bleeding or swelling in the genital area
* Distrust of a familiar adult
* Unexplained gifts or money
* Depression and withdrawal
* Secrecy
* Wetting (day or night)
* Sleep disturbances or nightmares
* Chronic illnesses such as venereal diseases or throat infections
* Anorexia or bulimia
* Unexplained pregnancy
* Fear of undressing
* Phobias or panic attacks

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a person under 18 into sexual activity in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology. Children who are trafficked across borders or within the UK may be at particular risk of sexual abuse.

**Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Symptoms that may indicate emotional abuse include:

* Excessively clingy or attention-seeking behaviour
* Very low self-esteem or excessive self-criticism
* Excessively withdrawn behaviour or fearfulness; a 'frozen watchfulness.'
* Despondency
* Lack of appropriate boundaries with strangers; too eager to please
* Eating disorders

**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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision, including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. It can exist in isolation or in combination with other forms of abuse.

Symptoms that may indicate signs of physical and emotional neglect can include:

* Inadequate nutrition, leading to ill-health, constant hunger, stealing or gorging on food.
* Failure to seek or to follow medical advice such that a child’s life or development is endangered
* Inappropriate clothing for conditions
* Diarrhoea
* Voracious appetite
* A child thriving away from home
* Unresponsiveness in the child
* Staying frozen in one position for an exceptionally long time.

For a set of circumstances to qualify as abusive, three elements must be taken into account:

* “Whether there is demonstrable damage or harm to a child or a prediction of harm to the child”,
* “Whether the injury/state of the child must have been avoidable through action by parents or carers responsible for that child”,
* “Whether the potential harm or future risk is linked to the action or inaction of the parent or other carer. This would also apply where it was not possible to establish the identity of the perpetrator.”

**Child Trafficking**

Child trafficking involves the recruitment, transportation, transfer, harbouring or receipt, exchange or transfer of control of a child under the age of 18 years for the purposes of exploitation. Transfer or movement can be within an area and does not have to be across borders. Examples of trafficking can include sexual, criminal and financial exploitation, forced labour, removal of organs, illegal adoption, and forced or illegal marriage.

## Some of the ways in which such exploitation can take place are:

* prostitution and sexual exploitation
* criminal exploitation
* slavery, servitude and forced or compulsory labour
* securing services and benefits
* financial exploitation/benefit fraud
* removal of organs
* debt bondage
* begging

It is very difficult to know if a child has been trafficked, as there are many different ways it may happen.  Many children who are trafficked are brought into the UK from other countries, both legally and illegally.  There are also children who are UK citizens who are trafficked within the country.

The child may not realise that they have been trafficked.  They may be too scared to tell anyone for fear of their traffickers, or they may think they will not be believed by adults in authority.

There are some indicators that should lead you to suspect that a child may have been trafficked. There will be different indicators at different points along a child's journey. For example, at the port of entry to the UK, they may have no passport or false documentation. One resident, they may have health concerns such as being malnourished or having signs of physical abuse. They may be absent from school for long periods of time or not be enrolled in a school. They may possess money or items such as phones they cannot account for. They may go missing from local authority care.

Sometimes the concerns are very difficult to evidence, for example, a child who is treated differently from other children in the household or who appears to be unduly controlled or influenced by the adults caring for them. It is important to remember that children are trafficked within the UK as well as from overseas.

**Child Criminal Exploitation CCE**

Criminal exploitation refers to the action of an individual or group using an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity in exchange for something the victim needs or wants, or for the financial or other advantage of the perpetrator or facilitator. Violence or the threat of violence may feature. The victim may have been criminally exploited, even if the activity appears consensual. Child criminal exploitation may involve physical contact and may also occur through the use of technology. It may involve gangs and organised criminal networks. Sale of illegal drugs may be a feature. Children and vulnerable adults may be exploited to move and store drugs and money. Coercion, intimidation, violence (including sexual violence) and weapons may be involved.

CCE is not defined in law, but practitioners should be alert to the possibility that some children who are victims of trafficking may be exploited by gangs and organised criminal networks (CCE can be associated with the term, and can be known as "County Lines"). Gangs which export illegal drugs into one or more importing areas (within the UK) may use dedicated mobile phone lines or another form of 'deal line'.

Such gangs are known to exploit children and vulnerable adults to move (and store) drugs and money. They will often use coercion, intimidation, violence (including sexual violence) and weapons. 296. Child criminal exploitation takes a variety of different forms. It can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

All forms of criminal exploitation have a detrimental impact on a child's life. As such, any child being forced or coerced to commit a crime must be seen as a victim of exploitation.

Child criminal exploitation is often unrecognised, and this can mean children are more likely to be prosecuted for offending behaviour, rather than being recognised as victims of exploitation. It is critical for professionals to be aware of indicators of trafficking and exploitation, and to take appropriate safeguarding and procedural steps. This is particularly important because a prosecution against someone who has committed a criminal act as a result of being trafficked or exploited would in some circumstances be contrary to obligations imposed by European and national law. Section 8 of the 2015 Act requires the Lord Advocate to publish instructions about the prosecution of persons who are, or appear to be, victims of an offence of human trafficking

**Female Genital Mutilation**

This extreme form of physical, sexual and emotional assault upon girls and women involves partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. Such procedures are usually conducted on children and are a criminal offence in Scotland. FGM can be fatal and is associated with long-term physical and emotional harm.

Immediate and long-term emotional impact is further complicated because the decision is usually made by those who are respected, loved and trusted. Adult survivors who experienced FGM as children have reported losing trust in those who forced them to undergo the procedure. Others experience family conflict and/or separation, especially in families when parental attitudes are divided. Women may experience recurrent sexual, psychological and physiological problems. FGM may also cause severe post-traumatic stress and can be associated with subsequent drug and alcohol problems, although this is less likely in cultures where drug and alcohol use is considered ‘shameful’.

Awareness and response: FGM or risk of FGM may first come to the attention of education or health professionals. A child can be considered at risk if they come from an FGM practicing community or if a close female relative is a survivor of FGM regardless of whether the community of origin traditionally practices FGM. A strong indicator could be the planning of an extended family holiday. 49. Every situation should be considered individually, rather than making automatic assumptions about levels of risk within specific communities.

Other child protection concerns may or may not co-exist. It is relevant to know if the family is from a community in which FGM is practised; if the girl’s mother has experienced FGM; if the girl has a female sibling/cousin who has experienced FGM; and if it is known that the family is as yet not well integrated. Practitioners should be aware that attitudes within the same family may vary. Some women who have experienced FGM are opposed to their daughters undergoing it. Experience of coercive control and the size of the family/extended family/wider community may limit the protective capacity of some parents. Consideration should be given to how to give mothers safe and private space in which to talk. As with other forms of child protection work, there should be efforts to engage and seek a shared understanding in partnership with parents/carers, unless there are safety considerations. Survivors of FGM should be given the opportunity to speak with female practitioners.

**Forced Marriage**

A forced marriage is a marriage conducted without the full and free consent of both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual, and emotional abuse. Forced marriage is both a child protection and adult protection matter. Child protection processes will be considered up to the age of 18. Forced marriage may be a risk alongside other forms of so-called 'honour-based abuse (HBA). HBA includes practices used to control behaviour within families, communities, or other social groups, to protect perceived cultural and religious beliefs and/or 'honour'.

**As a general rule, in all cases, an open mind and a cautionary approach should be combined with seeking opportunities and sources to test the validity of concerns.**

**Appendix 5 – List of Social Work Services**

Social Work Departments Contact Information Find Your Local Authority

• https://www.gov.uk/find-local-council Aberdeen City

* •  http://www.aberdeencity.gov.uk/social\_care\_health/social\_care\_health.asp
* •  Adult Social Work: 0800 7315520, Duty@aberdeencity.gov.uk
* •  Community Care: •
* •  Children’s Services: 01224 504 350, YouthTeam@aberdeencity.gov.uk Aberdeenshire
* •  https://www.aberdeenshire.gov.uk/social-care-and-health/
* •  Aboyne: 013398 87096
* •  Banchory: 01330 824991
* •  Banff: 01261 812001
* •  Ellon: 01358 720502
* •  Fraserburgh: 01346 510445
* •  Huntly: 01466 794488
* •  Inverurie: 01467 625567
* •  Kemnay: 01467 641297
* •  Laurencekirk: 01561 376490
* •  Maud: 01771 613967
* •  Peterhead: 03456 08 12 08
* •  Portlethen: 01224 666200
* •  Stonehaven: 01569 768400
* •  Strichen: 01771 638200
* •  Turiff: 01888 569260
* •  Westhill: 01224 849499

Angus

* •  http://www.angus.gov.uk/info/20008/social\_care\_and\_health
* •  Social Work Department: 01307 474 812

Argyll & Bute

* •  https://www.argyll-bute.gov.uk/social-care-and-health
* •  Social Work Department: 01546 605517
* •  Adult Services: 01546 605522

Clackmannanshire

* •  http://www.clacksweb.org.uk/social/
* •  Adult Care: 01259 727010, adultcare@clacks.gov.uk

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Criminal Justice: 01224 538 000, lsimpson@aberdeencity.gov.uk

* •  Child Care: 01259 225000, childcare@clacks.gov.uk
* •  Social Services: 01259 452498

Dumfries & Galloway

* •  http://www.dumgal.gov.uk/article/15112/Social-care-and-health
* •  Adult Services: 0303 333 3001
* •  Children’s Services

o Gretna: 01461 207 026

o Dumfries: 01387 273 600

o Kirkcudbright: 01557 339 260 o Stranraer: 01776 888 450

Dundee

* •  http://www.dundeecity.gov.uk/social-care-health
* •  Children and Families’ Services: 01382 433900, cis@dundeecity.gov.uk
* •  Community Care Services: 01382 438300, diane.mcculloch@dundeecity.gov.uk

East Ayrshire

* •  https://www.east-ayrshire.gov.uk/SocialCareAndHealth/Socialcareandhealth.aspx
* •  Social Services Headquarters: 01563 503301, social.work@east-ayrshire.gov.uk
* •  Children and Families’ Services

o Dalmellington: 01292 552900 o Galston: 01563 503400

o Cumnock: 01290 427720

o Kilmarnock: 01563 554200

East Dunbartonshire

* •  https://www.eastdunbarton.gov.uk/residents/communities-wellbeing/social-work-and- integrated-care
* •  Social Work Department: 0141 355 2200 East Lothian
* •  http://www.eastlothian.gov.uk/info/1347/social\_care\_and\_health
* •  Social Work Department: 01875 824 309

East Renfrewshire

* •  http://www.eastrenfrewshire.gov.uk/health
* •  Social Work Department: 0141 577 3003 or 0300 343 1505
* •  Adult Support and Protection: 0141 451 0866
* •  Child Protection

o Barrhead: 0141 800 7850

o Clarkston: 0141 577 4000 • Criminal Justice: 0141 577 8337

Edinburgh

* •  http://www.edinburgh.gov.uk/info/20015/social\_care\_and\_health
* •  Children and Families: 0131 200 2000
* •  Criminal Justice, Mental Health, and Substance Misuse: 0131 553 8200
* •  Health and Social Care: 0131 553 8520
* •  Social Care Direct (Adults): 0131 200 2324
* •  Social Care Direct (Children): 0131 200 2327

Falkirk

* •  http://www.falkirk.gov.uk/services/social-care/
* •  Social Work Department: 01324 506400

Fife

Glasgow

* + •  https://www.glasgow.gov.uk/index.aspx?articleid=15900
  + •  Social Care Direct: 0141 287 0555
  + •  Easterhouse: 0141 276 3410
  + •  Parkhead: 0141 565 0100
  + •  Drumchapel: 0141 276 4300
  + •  Possilpark: 0141 276 6210
  + •  Partick: 0141 276 3112
  + •  Anniesland: 0141 276 2420
  + •  East Pollockshields: 0141 420 0060
  + •  Gorbals/Govanhill: 0141 420 0060
  + •  Govan: 0141 276 8700
  + •  Pollock: 0141 276 2900 Highland
  + •  http://www.highland.gov.uk/info/1347/social\_care\_and\_health
  + •  Emergency Out-of-Hours Number: 0845 610 4813
  + •  Adult Protection: 0800 902 0042
  + •  Child Protection: 08000 938 100

Inverclyde

* + •  https://www.inverclyde.gov.uk/health-and-social-care
  + •  Emergency Out-of-Hours: 0300 343 1505
  + •  Health and Social Care Partnership: 01475 715 365,

HSCP.Communications@ggc.scot.nhs.uk

* •  http://www.fifedirect.org.uk/topics/index.cfm?fuseaction=themes.display&themeid=79F2819F- 4DB4-448D-A6D8-3C55AB04F634
* •  Adult Protection: 01383 602200
* •  Fife Council Social Work Offices: 01334 659323
* •  Health and Social Care Contact Centre: 03451 551503

• Social Work Department: 01475 714400 Midlothian

* •  https://www.midlothian.gov.uk/info/1347/health\_and\_social\_care
* •  Social Work Department: 0131 270 7500, social.work@midlothian.gov.uk
* •  Dalkeith: 0131 271 3860
* •  Loanhead: 0131 271 3900

Moray

* •  http://www.moray.gov.uk/moray\_standard/page\_40122.html
* •  Access Care: 01343 563999, accesscareteam@moray.gov.uk
* •  Triage: 01343 563900
* •  Protecting Children: 01343 554370
* •  Assessment (East): 01542 837222
* •  Assessment (West): 01343 563900
* •  Continuing Support (East): 01542 837236, continuingsuppeast@moray.gov.uk
* •  Continuing Support (West): 01309 694 034, continuingsuppwest@moray.gov.uk
* •  Engagement: 01343 55 9999/9970, engagement@moray.gov.uk

Na Eilean Siar

* •  http://www.cne-siar.gov.uk/socialwork/index.asp
* •  Stornoway: 01851 822708
* •  Tarbert: 01859 502973
* •  Balivanich: 01870 604984
* •  Castlebay: 01871 817217 North Ayrshire
* •  http://www.north-ayrshire.gov.uk/resident/health-and-social-care/health-and-social-care.aspx
* •  Child Protection: 01294 310444, cpc@north-ayrshire.gcsx.gov.uk
* •  Health and Social Care Partnership: 01294 317700, contactus@north-ayrshire.gov.uk

North Lanarkshire

* •  http://www.northlanarkshire.gov.uk/index.aspx?articleid=27624
* •  Airdrie: 01236 757000
* •  Bellshill: 01698 346666
* •  Coatbridge: 01236 622100
* •  Cumbernauld: 01236 638700
* •  Motherwell: 01698 332100
* •  Wishaw: 01698 348200

Orkney Islands

* •  http://www.orkney.gov.uk/Service-Directory/S/orkney-health-and-care.htm
* •  Health and Care: 01856 873535

Perth & Kinross

* •  http://www.pkc.gov.uk/socialcare
* •  Adult Protection: 0345 301 11 20
* •  Child Protection: 01738 476881, childprotectioncommittee@pkc.gov.uk
* •  Community Care Access: 0345 30 111 20, accessteam@pkc.gov.uk
* •  Self-Directed Support: 01738 476938, selfdirectedsupport@pkc.gov.uk

Renfrewshire

* •  http://www.renfrewshire.gov.uk/
* •  Social Work Department: 0300 300 1199, adultservicesreferral.sw@renfrewshire.gov.uk

Scottish Borders

* •  https://www.scotborders.gov.uk/info/20014/social\_care\_and\_health
* •  Social Work Department: 0300 100 1800

Shetland Islands

* •  http://www.shetland.gov.uk/community\_care/default.asp
* •  Emergency Out-of-Hours: 01595 744400
* •  Social Work Department: 01595 695611

South Ayrshire

* •  http://www.south-ayrshire.gov.uk/social-care-and-health/
* •  Adult Support and Protection: 01292 612055, asp@south-ayrshire.gov.uk
* •  Child Protection: 01292 267675
* •  Criminal Justice: 01292 289749, criminaljt@south-ayrshire.gov.uk
* •  Social Work Department: 0300 123 0900

South Lanarkshire

* •  http://www.southlanarkshire.gov.uk/info/200146/social\_care\_and\_health
* •  Social Work Department: 0303 123 1008

Stirling

* •  http://my.stirling.gov.uk/services/social-care-and-health
* •  Social Work Department: 01786 471177

West Dunbartonshire

* •  https://www.west-dunbarton.gov.uk/health-social-care/
* •  Adult Services and Protection

o Clydebank: 01389 81176

o Dumbarton: 01389 737020

* •  Criminal Justice: 01389 738484
* •  Child Protection

o Clydebank: 0141 562 8800 o Dumbarton: 01389 608080

West Lothian

* •  http://www.westlothianchcp.org.uk/socialwork
* •  Social Work Department: 01506 282252, socialwork@westlothian.gov.uk

**POLICY IMPLEMENTATION – STAFF SIGNING RECORD**

* I acknowledge that I have read and understood the contents of this policy.
* I acknowledge that by signing this form, I hereby agree to abide by the contents of this policy and procedures as part of my working practices whilst in the employ of CareTech Children's Services, and associated subsidiary holdings.
* I acknowledge that breach of company policy can amount to employee misconduct, and may lead to disciplinary action being taken against me.

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| **Staff Name (PRINT)** | **Staff Signature** | **Date** |
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**POLICY IMPLEMENTATION DATE:**