

Skills, Education and Learning Procedures and Guidelines

Safeguarding Children in Dumfries and Galloway

Child Protection Guidance for Education Settings and Early Learning and Child Care Settings

2023

FOREWORD

PURPOSE OF THE GUIDANCE

CHAPTER 1: THE PROFESSIONAL COMMITMENT OF OUR STAFF WORKING IN EDUCATION SETTINGS

Their roles and responsibilities including:

- All staff & volunteers involved in working in an education setting.
- Senior managers responsible for education services and early learning childcare.
- Education Safeguarding Manager.
- Headteacher and the Early Learning Childcare managers.
- Child Protection Coordinator.
- Early learning and childcare.
- The role of the named person.
- The role of the lead professional.
- Staff working in education setting not employed by Education Services.

CHAPTER 2: IDENTIFYING AND RESPONDING TO CONCERNS ABOUT CHILDREN AND YOUNG PEOPLE

- Professional judgment and harm.
- Identifying and responding to concerns about children.
- Responding to concerns and disclosures or allegations.
- What do I do if I have concerns about a child?
- What happens after the referral is made.
- If the child or young person is not at risk of harm.
- Engaging and communication with parents and carers.
- SQA.
- Sharing information.
- Supporting children involved in child protection.
- Recording information, chronologies and maintain records.

CHAPTER 3: ALLEGATIONS AGAINST MEMBERS OF STAFF IN EDUCATION SETTINGS INCLUDING STAFF NOT EMPLOYED BY EDUCATION SERVICES

CHAPTER 4: WHAT IS CHILD ABUSE AND NEGLECT

- Abuse and neglect
- Physical abuse
- Emotional abuse

- Sexual exploitation
- Child sexual exploitation
- Criminal exploitation
- Child trafficking
- Neglect
- Female genital mutilation
- Forced marriage

CHAPTER 5: SPECIFIC SUPPORT NEEDS AND CONCERNS

APPENDICES

1. Raising a concern form (this can be amended to use the logo of your education setting)
2. Referring to Single Access Point checklist
3. Glossary
4. Acronyms

FOREWORD

Across Dumfries and Galloway, all services that work with children, young people and their families work together to put children, young people, and their families at the centre of everything we do.

The welfare and rights of all children and young people are always our primary concern. The Scottish approach to child protection is based upon the protection of children's rights. There is a clear articulation of the importance of GIRFEC to protecting children, particularly in recognising that all children must receive the right help at the right time from the right people.

This underpins so much of what we do every day.

At times, we can have concerns over the safety or wellbeing of a child or young person. It is your professional experience, knowledge and relationships with pupils that are fundamental protective factors. Every child, young person, and protected adult, always, has a right to feel safe and protected from any situation or practice which may result in harm.

As a member of our staff, you have a key role to play in this.

This guidance provides a comprehensive advice on what to do if you have a wellbeing or child protection concern.

Child Protection Coordinators in our schools and early years setting are critical for the effective operation of these procedures and I thank them for their commitment to this responsibility.

However, the responsibility does not sit with them alone – but with all of us, it is everyone's job in making sure children 'are alright.'

All staff must be aware of, and must follow, these child protection procedures and I ask you to make sure you are familiar with them and participate in the regular training and support provided.

Dr Gillian Brydson
Director Skills, Education and Learning

PURPOSE OF THE GUIDANCE

The safety and wellbeing of children including unborn babies is paramount. Our children have the right to be protected from all forms of harm and abuse.

All staff working in education settings, including early learning and childcare (ELC) settings, have a key role in the support and protection of children. Day-to-day professional experience, knowledge and relationships with children is a fundamental protective factor as consequence **All staff must be aware of, and must follow, child protection procedures this includes visiting staff, partners to the school, specialist teachers and volunteers.**

Every school and ELC service should have a Child Protection Coordinator taking lead responsibility for child protection in their setting in liaison with the head of the setting to whom they will report. The child protection coordinator should also engage with appropriate training and development to be able to respond effectively to child protection concerns, to support staff and to share learning. Education Scotland has a strategic Safeguarding Lead to assist.

Overarching Principles of the Guidance

- Everyone has a responsibility to protect children and young people and adults.
- Every child, young person, and adult, always, has a right to feel safe and protected from any situation or practice which may result in harm.
- The welfare of children, young people and protected adults is the paramount consideration, and we must all work together to ensure they are protected.

Source - Education Scotland

Definitions:

The priority is to ensure that a vulnerable young person who is or may be at risk of harm is offered support and protection. References within this policy to children are intended to refer to **children** and young people up to the age of 18 years.

Children between the ages of 16-17 needing support and protection will be referred to Children and Families and not Adult Support and Protection within Social Work.

The terms school, Early Learning, and childcare (ELC) or education setting will be terms used within the guidance.

When concerns about risk of harm arise, education settings are well placed to notice and respond to:

- Additional needs or factors that may impact on a child's ability to voice concern.
- Physical and emotional changes in a child that could indicate abuse or neglect.
- Family, school, cultural and community context of concerns about a child or children.
- Escalating support needs of a child and their family.
- Risks and stresses for some children in transitional stages as they move into a new school or on to adult life and services.

Children often see education staff as a trusted source of help and support in confidence. However, when there are concerns about harm to a child emerging from their presentation, or from what they have said or done, then the nominated child protection coordinator will be consulted without delay. All steps and actions will be recorded.

Child protection is integrated within Getting it right for every child (GIRFEC) approach. Framing responses to child protection concerns within the GIRFEC approach is a critical feature of the revised National Guidance for Child Protection 2021 [National Guidance for Child Protection in Scotland 2021 \(www.gov.scot\)](#)

There is a clear articulation of the importance of GIRFEC to protecting children, particularly in recognising that all children must receive the right help at the right time and from the right people.

This guidance has a strengthened focus on children's rights, engagement, and collaboration with families, and on building on existing strengths and aligns itself with the UN Convention of the Rights of the Child <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

POLICY AND LEGISLATIVE CONTEXT

The Scottish Government wants Scotland to be the best place in the world for children and young people to grow up so that they become successful learners, confident individuals, effective contributors, and responsible citizens. All children and young people have the right to be cared for and protected from harm and abuse and to grow up in a safe environment in which their rights are respected and their needs met. Children and young people should get the help they need, when they need it, and their safety is always paramount.

The Scottish approach to child protection is based upon the protection of children's rights. There are consistent threads running between enabling, preventative and protective work applying the GIRFEC approach.

The Children & Young People (Scotland) Act 2014 places a duty on schools and local authorities to safeguard and promote the welfare of all children.

<https://www.gov.scot/publications/children-young-people-scotland-act-2014-national-guidance-part-12/documents/>

Safeguarding sits within the context of the wider **Getting it right for every child** (GIRFEC) approach, the Early Years Framework, and the **UN Convention on the Rights of the Child**

The National Guidance for Child Protection in Scotland 2021 - This guidance describes the responsibilities and expectations for all involved in and work with children to support the care and protection of them.

<https://www.gov.scot/publications/getting-right-child-girfec-policy-statement/documents>

There should be no discrimination on the grounds of race, disability, gender, age, sexual orientation, religion or belief, gender reassignment or based on pregnancy and maternity.

The Equality Act 2010 (legislation.gov.uk) restates, streamlines, and harmonises equality legislation.

<https://education.gov.scot/resources/equality-act-2010/>

Education Scotland has a support and monitoring duty within the context of safeguarding in relation to Prevent, Section 26 of the Counterterrorism and Security Act, 2015, which places a duty on central bodies to have 'due regard to the need to prevent people being drawn into terrorism'.

[Prevent duty guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/prevent-duty-guidance)

Dumfries & Galloway Council are committed to the Scottish Governments ambition of a trauma informed and responsive workforce. Our employees have access to trauma informed training that is relevant to their role, aligned to Scotland's Trauma Training Programme (NTTP) in order ensure our procedures and processes effectively identify and support those affected by trauma and adversity.

CHAPTER 1 - PROFESSIONAL COMMITMENT OF OUR STAFF WORKING IN AN EDUCATION SETTING - Roles and Responsibilities

The welfare and rights of all children are always our primary concern.

All children, young people and adults have the right to be protected from all forms of abuse, neglect, and exploitation.

This section of the guidance outlines the role of all staff in keeping our children safe and free from harm.

ROLES AND RESPONSIBILITIES

All Staff Working in an Education Setting

The observations of non-teaching & teaching staff can provide a unique perspective on children's wellbeing. Children may make their own choice of which adult to confide in. As a result, we must ensure:

- All staff are aware of their role in helping to keep children safe and well.
- All staff are trained in seeing signs that children need support, are at risk, are suffering from harm and/or neglect.
- Understand their responsibility to explain to children that they must pass on information when they believe children are at risk of harm.
- All staff know who the Child Protection Coordinator is to share concerns, allegations, or disclosures.
- All staff are supported to contribute to the school's role in acting or supporting children following identification of concerns/disclosures.
- All staff are helped to ensure their work is properly carried out in ways that prevent harm to children and maintain the safety and wellbeing of all involved.

All members of staff should discuss any concerns they have about a child with the Child Protection Coordinator, however minor these worries may seem. The Child Protection Coordinator may have additional knowledge or information which, when added to, clearly indicates that the child may be at risk – sometimes known as “the jigsaw effect.”

THE ROLE OF SENIOR MANAGERS RESPONSIBLE FOR EDUCATION SERVICES, EARLY LEARNING AND CHILDCARE

Senior Managers responsible for Education Services, including ELC, at an **authority level** must ensure that the services they manage and the staff they employ are developed to fulfil their responsibilities in protecting children.

All staff must be suitable to work with children and must be trained and supported to be aware of signs that children and families need help. They must know who to contact and what to do when there are concerns.

Services must work collaboratively, so that support for children and families is provided quickly and seamlessly.

Senior Managers must:

- Ensure all staff are suitable to work with children.
- Be confident that all staff can recognise signs that children and families need support.
- Be confident that all staff know who to talk to and what to do when there are concerns.
- Have key staff who understand the different support needs of children and families in different and challenging circumstances.
- Have key staff who can play their part in supporting any decision making or investigations.
- Have staff and systems in place to participate in action planning to support children and who have the capacity to respond whenever the need arises.
- Ensure that support for children is based on need and does not wait for the outcome of investigations.

The Role of the Education Safeguarding Manager

The local authority Education Safeguarding Manager will be a key enabler for schools and frontline services to play their part in keeping children safe and well and supporting them.

This role includes:

- Managing the implementation, delivery and quality assurance of Child Protection and Safeguarding programmes across Education Establishments.
- Leading on Child Protection practice development, implementation, and quality assurance.

- Leading on Education and Learning Directorate Child Protection related policies.
- Working with the GIRFEC leadership team on safeguarding practice development, implementation, and quality assurance.
- Representing Education Services in multi-agency Child Protection forums.
- Leading within the Supporting Learners Service the implementation of GIRFEC practice.
- Managing the escalation resolution process within Education Services and lead on behalf of Education Services on escalation procedures.
- Address issues of problematic practice relating to safeguarding as they arise within Education Services.

The Education Safeguarding Managers key tasks include:

- Being a point of contact for school staff to offer advice, guidance, and support regarding child protection and safeguarding concerns, practice, and procedure.
- Providing child protection training to all education services staff.
- Coordinating children missing from education processes.
- Providing relevant training to support the competency of Child Protection Coordinators and Named Persons regarding safeguarding.
- Reviewing and update of safeguarding policies.
- Coordinating Named Person Service cover during school holiday periods.
- Managing staff as required to support CP and GIRFEC activities.
- Developing and facilitating single agency quality assurance activities.

Support and Advice:

- Guiding and advising staff and CP Coordinators on aspects of their day-to-day work in which care and welfare issues, including child protection and GIRFEC, need to be considered.
- Having an awareness of the needs arising from the diversity of the local population to plan responses to special issues (need for translation services).
- Having systems in place to update schools and other education services on key issues/essential information.
- Having the capacity to discuss in detail with staff in schools and services any complex concerns which require consideration and the possibility of senior involvement.

Staff Development:

- The Education Safeguarding Manager has a development role with schools and staff to support them to achieve the best outcomes for children who need help, and to ensure that.
- Staff are competent and confident.
- The Authority and its schools work together with other agencies to assess needs and risks and develop plans.

The Safeguarding Manager will ensure:

- Systems are in place so that all staff are trained in child protection awareness and receive refreshers at regular intervals. Training opportunities will be shared within the professional learning area in the Safeguarding folder on GLOW.
- Schools and other education settings are provided with training tools and resources for local use.
- CP Coordinators and senior managers are provided with regular specialist training for their role.
- Senior managers in schools and other services are trained in de-briefing staff who are involved in supporting children and families.
- Staff in key child protection and named person roles are enabled to network and share good practice.
- Staff in key child protection and named person roles are supported to learn from practice throughout Scotland and other countries.
- Staff again in child protection and named person roles have opportunities for multi-agency training and networking.
- Regular review with partner agencies of the quality of processes, referrals, investigations, and support planning to develop staff accordingly.
- Schools are kept informed of child protection and GIRFEC developments/updated information.
- That systems and structures support the delivery of high standards of practice in relation to GIRFEC and Child Protection.
- The task of enabling schools to play their part in keeping children safe and their wellbeing optimised cannot be left to guidance alone. The Education Safeguarding Manager has a role in ensuring that staff are competent and confident in carrying out their responsibilities for safeguarding and promoting children's wellbeing.

The Role of Headteacher and Early Learning Childcare Managers

*All staff working in education establishments, including early learning and childcare (ELC) settings, have a key role in the support and protection of children due to their day-to-day professional experience, knowledge, and relationships with children area all fundamental protective factors. **All staff must be aware of, and must follow, child protection procedures.***

(National Guidance for Child Protection in Scotland 2021)

*Every school and ELC service should have a Child Protection Co-ordinator taking lead responsibility for child protection in the school, in liaison with the head of establishment, to whom he/she will report. The child protection lead should also engage with appropriate training and development to be able to respond effectively to child protection concerns, to support staff and to share learning. Education Scotland has a strategic Safeguarding Lead. **(National Guidance for Child Protection in Scotland 2021)***

This part of the guidance underpins the role of staff with a remit for safeguarding and child protection:

The Role of the Headteacher and Early Learning Childcare (ELC Managers)

The Headteacher or ELC Manager has a crucial role in ensuring the existence of a climate in which:

- All staff understand and take seriously their responsibilities for child protection.
- Meeting children's needs is given high priority with a focus on keeping our most vulnerable children safe.
- There are effective working relationships with other agencies.
- They have the responsibility to nominate a suitably experienced and trained person as Child Protection Coordinator and ensure this person has adequate time and support to carry out this remit. It may be in some instances that the Headteacher is the most appropriate person to assume this role, and the following may be taken into consideration:
- Designating this role to a member of staff other than the Headteacher enables a "two heads are better than one" approach to reflection and clear thinking.
- The role is closely aligned to personal support for pupils and the staff member may effectively lead on both child protection and pastoral care/pupil support if there is sufficient capacity.

- Complex child protection cases can be time consuming and long term. It may not be realistic for Headteachers to shoulder all the responsibility for these as well as other issues.
- Having more than one member of staff able to lead on child protection issues provides a safeguard during those times when there is staff absence.
- No single individual can protect children by acting alone. It is the sharing of information, collective thinking, collaborative action, and early intervention that enables decisions to be made in the best interests of children.

The Headteacher will ensure that appropriate child protection Depute Arrangements are in place:

- It is unacceptable for a child not to receive the help they need when they need it because of inadequate child protection arrangements within schools and childcare settings.
- There must always be someone available to whom staff can talk if they have a concern about a child. Time must be made to discuss any concerns & staff can submit a raising a concern form to their Child Protection Coordinator (**Appendix 1**) This form can be made personalised to each education setting and should be made accessible for staff to access if they need to use it.
- If the Child Protection Co-ordinator is to be absent, then all staff should be clear about whom they should approach if they have concerns about a child. This must be communicated to staff.
- The Depute Child Protection Co-ordinator can be another senior member of staff, the Headteacher - or arrangements can be agreed for a Child Protection Co-ordinator from another education setting within the cluster to deputise in the absence of their own Child Protection Co-ordinator. Whatever the arrangements are, these should be clearly communicated to all staff and contact details displayed in your school office and within and around your school building. It is good practice to include this within your school website too.
- The Education Safeguarding Manager can also be contacted if a case needs to be discussed.

The Headteacher will ensure a positive, caring school ethos by:

- Conveying the importance of care and welfare and child protection to all staff and making a visible commitment in the school to child protection, through prevention as well as responding to children's needs.

- Ensuring children, and parents have information and understand the school's procedures on care and welfare and child protection, and that staff can be approached at any time.
- Ensuring a climate in which there are mutually trusting and respectful relationships between staff, children, parents, and carers.

The Headteacher will ensure continuous improvement by:

- Ensuring the curriculum reflects a progressive approach to enable children to develop their skills to respect others, to protect themselves, and develop their resilience to recover from adverse events.
- The Health & Wellbeing Across Learning: Responsibilities of All Experiences and Outcomes within Curriculum for Excellence, alongside the GIRFEC wellbeing indicators, summarises how practitioners, pupils, parents, and communities must work together in protecting and promoting children's rights, wellbeing, and safety. This includes helping children develop in their ability to keep themselves and others safe; and helping them learn how to get help and support if they need it.
- Ensuring that other services used by the school reflect appropriate consideration of care and welfare and child protection.
- Completion of the Child Protection Checklist, circulated by the Safeguarding Manager at the start of each new session, to evaluate the school's child protection arrangements and practice.

The Headteacher will ensure staff are prepared and supported to respond to vulnerable children by:

- Ensuring training for all staff on child protection is given appropriate priority including all new, temporary, supply staff and volunteer helpers. This should include an annual review with all staff at the beginning of the autumn session & ensuring that safeguarding and child protection are both standing items on management meeting agendas.
- Ensuring recruitment and induction procedures give due regard to child protection.
- Ensuring support and de-briefing for staff involved in child protection cases.
- Ensuring that safeguarding and child protection matters are embedded within the life of your school.

The Headteacher will display accountability by:

- Maintaining an overview of any information received by the Child Protection Co-ordinator, decisions on recording and referral, subsequent liaison with other

agencies during investigation, proceedings, and action planning to support children.

- Developing your school's response to the needs of other children following a child protection action; developing a communication strategy if necessary.
- Undertaking appropriate action in conjunction with the Education Safeguarding Manager when there are concerns or allegations about a member of staff.
- The Headteacher is accountable for the school's actions in response to child protection concerns and its activities to keep children safe and well.
- The Headteacher is responsible for their school's effective contribution to inter-agency child protection procedures, including:
 - Reports being submitted timeously for Child Protection Planning Meetings (CPPMs) or for Children's Hearings.
 - The most appropriate member of staff attending Case Conferences or Children's Hearings.
 - The school contributing to and implementing child protection plans/safety plans.

Child Protection Co-ordinator

The role of the Child Protection Coordinator is critical to the effective operation of child protection procedures within the education setting. The Child Protection Coordinator should be the first point of contact regarding safeguarding and child protection concerns. The child protection co-ordinator will also be the single point of contact for any PREVENT information and referrals.

Key Tasks of the Child Protection Coordinator includes:

Information & Communication

- Ensuring that all staff are aware of their school's safeguarding and child protection procedures and any amendments to them.
- Ensuring school-based information on care and welfare and child protection information is up to date and easy to find on GLOW.
- Providing advice to staff on aspects of their day-to-day work in which care and welfare and child protection issues may need to be considered.
- Supplying new members of staff with a written copy of the procedures and know where to find safeguarding and child protection information.
- Share any amendments to staff regarding child protection procedures within Dumfries and Galloway, including new members of staff who may join through the academic year.

- Overseeing the development of topics and resources that can sit within the curriculum to help in the development of learner's knowledge, skills, and resilience to keep themselves safe and protected.
- Share information from the Education Safeguarding Manager and the weekly safeguarding and child protection weekly newsletter.

Communication:

- Being the first contact for staff who hear a disclosure or identify child protection concerns.
- Following through notifications by staff.
- Liaising with other agencies to support investigations, court proceedings, Children's Hearings, or Child Protection Planning Meetings.
- Communicating with named person/lead professional to ensure they are kept informed of any child protection concerns.
- Liaising with staff to ensure appropriate support to children affected by care and welfare and child protection issues.
- Ensuring appropriate support to staff affected by care and welfare and child protection issues.
- Ensuring appropriate and sensitive communication is shared with parents & carers.

Recording and Reporting:

- Ensuring appropriate measures for the secure storage of information on children and child protection information concerning individuals, in partnership with staff responsible for personal support for children and young people.
- Ensuring that when concerns arise about any child, a chronology is started or added to in respect of that child.

Staff Development:

- Taking responsibility for ensuring her/his own knowledge of child protection matters is up to date through regular attendance at authority and inter-agency training events.
- Having responsibility for developing staff understanding of child protection, their roles in relation to child protection and the procedures to be followed using the training materials supplied by the local authority.
- Sharing appropriate training opportunities with staff and staff members who are in a named person role.

Local Authority Nursery Managers

The nursery manager should assume the same roles and responsibilities as the designated Child Protection Coordinator within an education setting. In keeping with the job description of local authority nursery managers, they: “Manage all aspects of care and wellbeing, which meets the need of the individual child in line with the Council’s Policies, including Child Protection and the principles of Getting It Right for Every Child.”

In local authority nurseries, the Nursery Manager will undertake the responsibilities of a Depute Child Protection Coordinator for the nursery only. This will mean, that in terms of reporting:

- Nursery staff will share concerns with the Nursery Manager as Depute Child Protection Coordinator who will then share with the Child Protection Coordinator for the school. They will discuss and plan their response to the concern to ensure any concerns are reported without delay.
- Where the Child Protection Coordinator becomes aware of a child protection concern regarding a nursery child. They will inform the Nursery Manager and again discuss the response to the concern including reporting the concern updating chronologies, liaising with the family and other partners who may be involved because of the referral being made.
- In the absence of the Child Protection Coordinator, the Nursery Manager will, if necessary, take appropriate action and can contact the Education Safeguarding Manager to discuss any concerns.
- Where the Nursery Manager within a school becomes aware of any child protection concerns, they must share this information with the Child Protection Coordinator immediately, in order that they can maintain an overview as expected by Education Scotland and to establish the next steps for reporting and recording the concerns and who are doing these tasks.



It is expected that all nursery managers will complete the GIRFEC Skills Framework to evaluate their skills relating to Child Protection and that they will attend the relevant Multi-Agency Child Protection Training planned on the outcomes of the responses. The framework should be returned to the Safeguarding Manager once completed for action.

Early learning and childcare

Early learning and childcare (ELC) is a service consisting of education and care for children who are under school age. All three- and four-year-olds, and certain two-year-olds, are entitled to funded ELC. Local authorities also have discretionary powers to provide ELC in addition to the funded early learning and childcare entitlement to children deemed to be 'in need'. ELC is delivered by local authority, private and Third Sector providers, including self-employed childminders. As with any service that works directly with children and their families, ELC providers are well placed to identify concerns, offer support, and participate in plans to reduce risk as appropriate. They are also expected to have effective child protection procedures in place to ensure staff have a clear understanding of their responsibilities, and to respond appropriately. They are also expected to engage in safeguarding and child protection training that is offered.

Managers in private, voluntary, and independent services providing ELC on behalf on the Council should assume the responsibilities of the Child Protection Coordinator and ensure a depute child protection co-ordinator is also appointed. ELC providers should ensure they are familiar with the latest version of the Child Protection guidance and that child protection policies and procedures for their setting are up-to-date and accurate.

[National Guidance for Child Protection in Scotland 2021 \(www.gov.scot\)](http://www.gov.scot)

Any concerns that a child may have been harmed or is being neglected should be reported to Single Access Point within Social Work on **030 33 33 3001** being prepared to respond to the following questions, sometimes referred to as the front door questions:

7 Core Questions:

1. What worries do you have that made you call us today?
2. How safe is the child/vulnerable adult?
3. How safe do you think they will be tonight and tomorrow if nothing changes?
4. How long have you been worried about this child/person?
5. What are you most worried about?
6. What have you done to help?
7. What do you think given what you know this child/family/adult could be done to help?

ELC providers can also access courses on safeguarding and child protection provided by Public Protection - [Child Protection - Public Protection \(dgppp.org.uk\)](http://dgppp.org.uk)

The Role of the Named Person (Education):

In keeping with the [GIRFEC National Practice Model](#) - always involve the practitioner who is fulfilling the role of the [Named Person](#).

The named person for the child or young person will play a critical role in deciding whether a child or young person needs help, and in accessing such help promptly.

- For unborn children and those up to 10 days old, **the named person is the midwife.**
- From 10 days old until the child enters school, **the named person is the family nurse or health visitor.**
- When the child begins school, **a member of educational staff will become their named person.**

For further guidance -

<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2022/09/getting-right-child-girfec-practice-guidance-2-role-named-person/documents/getting-right-child-practice-guidance-2-role-named-person-2022/getting-right-child-practice-guidance-2-role-named-person-2022/govscot%3Adoc>

The Role of the Lead Professional

Where there is a child's plan in place, always involve the practitioner who is carrying out the role of the [Lead Professional](#), if one has been appointed.

- The **Lead Professional** is the practitioner best placed to co-ordinate multi-agency activity supporting the child or young person and their family.
- The **Child's Plan** is the single agency, or multi agency action plan agreed by all involved services.

Updating Chronologies:

- Where an incident has arisen, or an update received, this should be recorded by the person receiving the information. This should be recorded within SEEMiS as a significant event.
- Where a subsequent outcome is to be recorded, this should be recorded by the person involved in the meeting/intervention etc.
- It is crucial that the Child Protection Co-ordinator and the Nursery Manager are both aware of any significant events; the Nursery Manager having a child protection responsibility for nursery, and the Child Protection Co-ordinator as the overall designated manager (reporting to Head Teacher, where applicable).

Please note: Nursery Managers should be given access to view and contribute to pastoral notes. Currently, this can only be done by allowing access to all pupil chronologies. However, nursery managers should under no circumstance access the chronology of any child other than nursery pupils, therefore access to pastoral notes should have restricted access.

Chronology Guidance -

<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2021/09/national-guidance-child-protection-scotland-2021/documents/national-guidance-child-protection-scotland-2021/national-guidance-child-protection-scotland-2021/govscot%3Adocument/national-guidance-child-protection-scotland-2021.pdf>

Staff working in schools not employed by Education Services (e.g., building facilities, catering, CLD cleaning, Naturally DG Function Catering staff etc).

The roles and responsibilities outlined in Chapter 1 apply equally to staff working within education settings for whatever reason.

Members of staff should familiarise themselves with the child protection arrangements to ensure they are prepared in advance to respond appropriately to any concerns about a child as they arise.

All staff should know who the Child Protection Coordinator is and ensure they share any concerns, however minor, with that member of staff as soon as possible. **Child Protection Coordinators should make themselves known to staff and ensure that child protection posters are displayed in the staff areas.**

Senior Leaders and Line Managers of these staff should ensure that as part of their induction and on an ongoing basis, the members of staff for whom they are responsible for are clear about their roles and responsibilities when it comes to responding to child protection concerns, they may have. It is the responsibility of the staff member's line manager to ensure they have access to child protection training and information as agreed within their own organisation.

This may be as part of the Education Services Specific Level Child Protection Training which occurs on a three yearly rolling programme or the annual refresh and is delivered through the cluster model or through Dumfries and Galloway Council's Child Protection E-Learning course. **If staff are attending the three-year rolling programme and the**

subsequent E-Learning course the School Support Manager should take a register and can inform the area supervisors to make them aware of this to ensure that child protection training is up to date. Staff who have not attended the presentations must complete the E-Learning module.

If staff employed by Amey need to take any action regarding a concern they have about a child or about another member of staff, in addition to informing the Child Protection Coordinator as outlined above they should also make their own line manager aware of the situation without sharing any detail. If for any reason a line manager should require any further details, they should discuss this directly with the Child Protection Coordinator. It is important that staff members not employed by Education Services are supported in the same way that an employee of Education Services would be.

CHAPTER 2

IDENTIFYING AND RESPONDING TO CONCERNS ABOUT CHILDREN

Risk is a part of everyday life and can be positive as well as negative.

Professional judgement about risk of significant harm

Professional judgement is needed about the severity and immediacy of the risk of harm. This will be reviewed as relevant information is shared.

There is no statutory definition or uniform defining criteria for significant harm. Significant harm refers to serious interruption, change or damage to a child's physical, emotional, intellectual, or behavioural health and development.

To understand and identify significant harm, it is necessary to consider:

- The child's experience needs and feelings as far as they are known. When a child talks about maltreatment, this may prompt a request for an Initial Referral Discussion (IRD) The child's disclosure is not a pre-requisite.
- The child's development in context, including additional needs such as a medical condition, communication impairment or disability, which may affect the child's health, wellbeing, vulnerability, and care needs.
- What has happened, meaning the nature and degree of the actual harm, in terms of abuse or failures to provide care and protection.
- Parental or carer responses to concern as far as they are known.
- Past occurrence, frequency, or patterns in the occurrence of harm.
- Immediate risk of harm and cause of this risk.
- Impact/potential impact on the child's health and development.
- Degree of professional confidence in the information that either the abuse has occurred and is likely to be repeated, or that the child is at risk of harm.
- Capacity of the parents or carers to protect and care for the child.
- The context of risk within the child's culture, family network and wider world.
- Interaction between known risks and known strengths, complicating or protective factors in the child's world.
- The presence of premeditation, threat, coercion, or sadism.
- The probability of recurrence or persistence of harm or risk of harm.

Identifying and responding to concerns about children

Where a child is in immediate danger, any practitioner should report, without delay, directly to Police Scotland.

Similarly, where a child is thought to require immediate medical assistance, this should be sought as a matter of urgency and the emergency services contacted without delay. First aid from the school's designated first aider should be given.

Where the risk is of harm is significant and immediate, the focus of risk assessment is about what needs to happen to keep the child safe right now.

Inter-agency discussion out of hours may be essential. The need to gather information must always be balanced against the need to take any immediate protective action.

Social work services and police must decide whether any immediate action should be taken to protect the child and any others in the family or the wider community.

Other children affected. Where a child is at risk of harm from neglect, abuse or exploitation, consideration should always be given to the needs and potential risks to other children in the same household or family network, and to children who are likely to become members of the same household or family network.

Risk assessment is not static. The interaction of factors can shift, and risk of harm can become severe. The risk of harm from on-going concerns may become increasingly apparent. Similarly, protective factors in the family and the child's wider world may change or could be brought to bear on the situation in a way that reduces risk of harm. The process of identifying and managing risk must therefore also be dynamic and responsive, taking account of both current circumstances and previous experiences. Immediate and long-term needs and risks should both be considered.

Referral to the Principal Reporter is an option at any stage if it is likely that the child needs protection, guidance, treatment, or control, and that a Compulsory Supervision Order might be necessary. The grounds for a hearing are that the Principal Reporter, following investigation, is satisfied that one of the conditions in s67(2) of the 2011 Act exists and that it is necessary for a Compulsory Supervision Order be made for the child (or an existing order be reviewed) (Guidance on referral to Reporter). Contact can be made with local SCRA Reporter Offices at any stage for advice relating to referrals. Guidance for Children's Panel Members is also available from Children's Hearings Scotland.

Proportionate response. Many concerns raised over a child's wellbeing will not need a child protection investigation. A coordinated response may still be necessary. The GIRFEC principles and practice model apply.

When urgent, short-term decisions are needed, practitioners should always keep in mind the long-term emotional security of each child in supporting and planning with children and their families.

Responding to Concerns/Disclosures or Allegations

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

- The child discloses abuse.
- A member of staff observes an injury which may be indicative of abuse.
- Sustained concerns about the presentation or behaviour of a child which may be indicative of abuse.
- The education setting is contacted by another agency as part of a child protection inquiry or investigation.
- Another parent, friend of the child or member of the public may express concern or make an allegation of child abuse.

What do I do if I have concerns about a child?

Children rarely tell us that they are being abused. If a child or young person shares something that tells us that they have been abused or may be at risk of abuse this should never be ignored.

How to respond if a child shares information with you that they are being abused:

- Remain calm, no matter how difficult it is to listen to the child and listen without judgment.
- Listen to the child and take them seriously.
- Reassure them that they were right to tell.
- Explain your next steps, you must share this information with the Child Protection Coordinator (as they will know how to help and what to do next)
- Inform the Child Protection Coordinator and record any information - Use raising a concern form - **Appendix 1**

What you must not do:

- Promise to keep secrets or guarantee confidentiality.
- Express your own views and judgment on the matter.
- Ask leading questions or get the child to repeat their story.
- Interview the child or young person - this is the role of Social Work and/or specially trained Police Scotland Officers who are trained in the investigative interviewing of children and young people.

- Delay in reporting the concern, this can delay any help and support that needs to be out in place on the day the disclosure is made.
- Act alone.

Children often see education staff as a trusted source of help and support in confidence. However, when there are concerns about harm to a child emerging from their presentation, or from what they have said or done, then the nominated child protection officer will be consulted without delay. All steps and actions will be recorded.

Source: National Guidance for Child Protection in Scotland 2021

What will happen next?

Once the member of staff has discussed the disclosure with the CPC the following steps will be followed.

- Listen to and record the concerns from the reporting member of staff as a matter of priority.
- Seek further information from other staff if needed.
- Review the chronology of the child or young person and their siblings to provide more of a context.
- Seek information from other partners who may have a role with the child or young person and their family.
- If needed contact the Education Safeguarding Manager to talk a situation through and discuss next steps - seeking advice however should not delay nor substitute a referral being made to Single Access Point.
- Based on the information gathered and the context given the Child Protection Coordinator will arrive at a professional judgment as to whether there is reasonable cause to suspect or believe that a child or young person is at risk of harm and in need of protection, they will follow the Dumfries and Galloway Child Protection Procedures Flowchart.

Referring to Single Access Point (SAP) - Social Work

If the Child Protection Coordinator concludes that the child or young person may need protection, they will need to consider the following actions to protect the child or young person and use the Dumfries and Galloway Child Protection Process.

- Consider the immediate action to protect the child.
- Consider whether parents should be notified at this stage – **see communication with parents and carers.**
- Do I have all the information needed for the referral?

Making the referral:

The referral is usually made by the Child Protection Coordination or their deputy, but it can also be delegated to staff in a named person role.

Contact SAP on **030 33 33 3001** using **appendix 2** to assist.

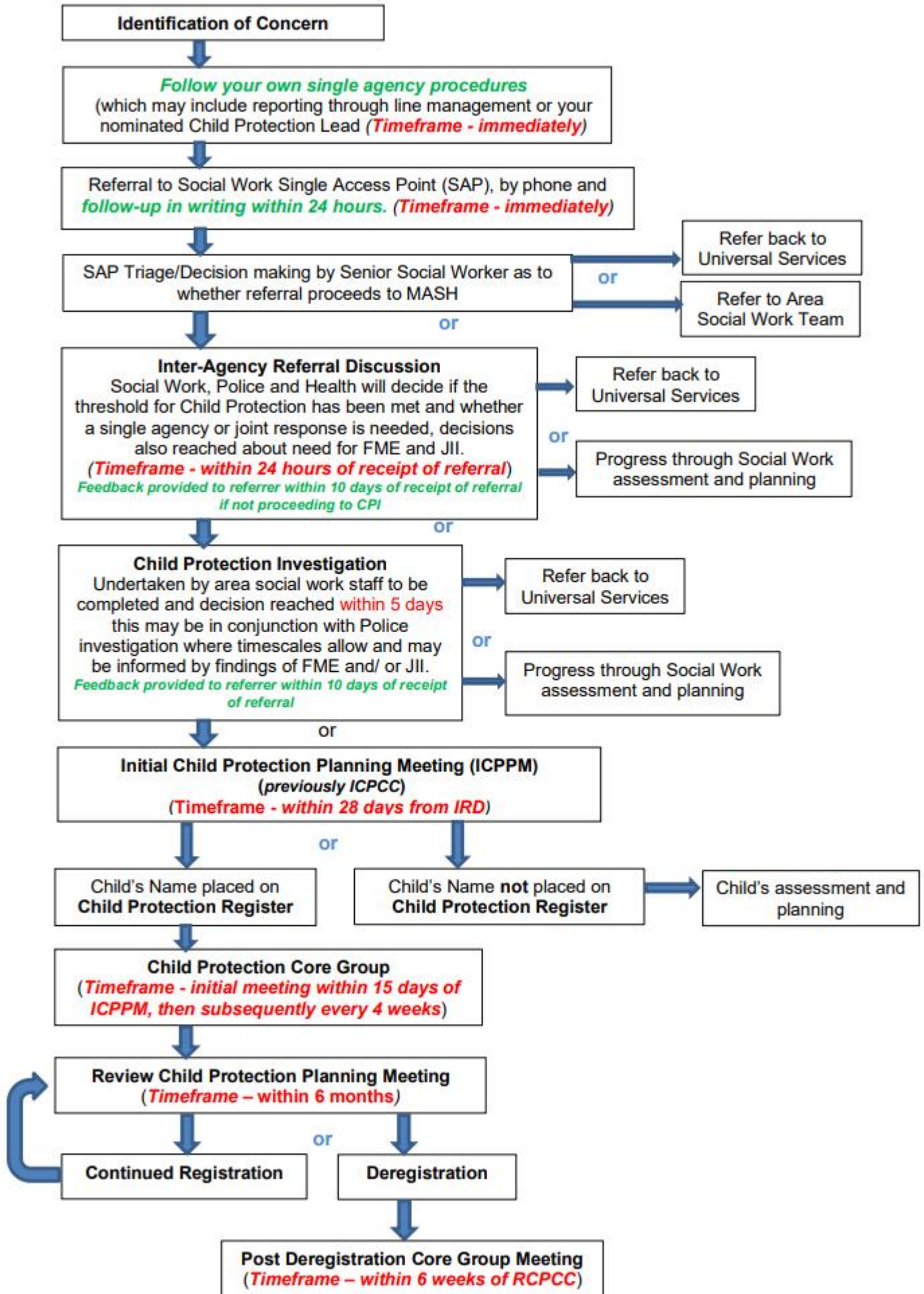
The referrer should:

- Be prepared to answer the front door questions and provide information on the child and young person. Use appendix 2 to help with this.
- Inform Single Access Point who already have a role in the life of the child or young person. This is seen as best practice.
- Keep the child or young person updated with what is happening and parents and carers too.
- Ensure that the Request for Assistance is completed and sent on to Social Work within 2 working days. The Completed Request for Assistance should be uploaded on to Wellbeing within SEEMiS.
- Request for Assistance Link - [RFA Request for Assistance form 10-2020.docx](#)

Networking Senior Phase Learners

Where a learner is networking, the staff member will share the concern with the Child Protection Co-ordinator in the establishment where the concern or disclosure arose or was made. The CPC will then contact the CPC or the Depute CPC in the learner's base school.

Dumfries and Galloway Child Protection Process Flowchart



If a child or young person withdraws an allegation or disclosure:

If the child subsequently wishes to withdraw the allegation, the Child Protection Co-ordinator should decide whether the concerns should still be referred to Single Access Point. Advice can be sought from Single Access Point colleagues in these situations.

What happens after the referral is made?

Once the referral has been made and to ensure follow up, the Child Protection Co-ordinator will:

- Ensure the detail and action taken is recorded on the child's chronology as a significant event.
- Consider what further action the school itself should take to provide further support for the child and, if appropriate, siblings.
- Support the staff member who raised the concerns by appropriate debriefing and ensuring they are kept informed of decisions made and actions taken.
- Decide which other members of staff need to be informed.
- Confirm with Single Access Point that the agreed actions are followed through and, where not, contact the relevant managers and, where required, the Safeguarding Manager.
- Contribute information to any Initial Referral Discussions (IRD) if necessary.
- Co-ordinate the preparation of reports on the child in response to requests from other agencies.
- Attend or arrange for a suitable nominee to be present at any planned Initial Child Protection Planning Meeting (ICPPM).
- Ensure that contributions are made to any safety plans and that education is part of the plan if appropriate.
- Provide the child or young person with information about other sources of support e.g. Childline.

See Appendix 3 for further information.

If the child is not at risk of harm:

If the Child Protection Co-ordinator concludes the child is not at risk of harm, they should refer to the GIRFEC practice model. This should enable them to reach a conclusion as to whether the child may benefit from the involvement of other agencies for support or further assessment. They should:

- Consider what action the school needs to take to provide support for the child.
- Decide how best to advise parents of the identified concerns.

- Ensure the child's chronology is updated or begin one for this child if there is not one already in existence.
- Record the decision, reasons for the decision, the date and who else was involved with the discussion and decision-making.

A decision may be reached that the child should be monitored for a specified and time-limited period and the tools from the GIRFEC Practice Model will be used as part of the assessment. This should involve all members of staff involved with the child.

When considering the immediate needs of a child once a concern about their safety is raised, it is essential that practitioners consider the following questions:

- Is this child or young person at immediate risk?
- What is placing this child at immediate risk?
- What needs to happen to remove this risk now?

The GIRFEC practice model gives us tools that can be used to assess risk within the life of a child or young person.

- My World Triangle
- The Resilience Matrix
- Wellbeing indicators

The information used when conducting an assessment can be used within the development of a child's plan or the updating of an existing one.

The My World Triangle serves as a starting point for considering what risks might be present in a child's life.

The Triangle focuses attention on the three dimensions of a child's world:

- The child themselves
- Their family
- Their wider environment

Once a concern has arisen, the Triangle is a useful tool for gathering information as part of an investigation, focusing attention on areas where there may be risks of significant harm or assessing the factors that have caused the concerns to arise, as expressed in the following diagram.



The information gathered allows practitioners to analyse the information and consider what does this tell me about the child.

Further information - [8. Using the My World Triangle - Getting it right for every child \(GIRFEC\) Practice Guidance 1 - Using the National Practice Model - gov.scot \(www.gov.scot\)](#)

Using the Resilience Matrix:

Using the My World Triangle to identify risk factors is the first step in assessing risk.

The next step is to look at how those factors impact on the individual child. The Resilience Matrix provides a framework for weighing up risks against protective factors for the individual child. By helping practitioners make sense of the relationship between the child's levels of vulnerability or resilience and the world around them, the matrix may also help highlight areas of risk that need more comprehensive or specialist assessment and analysis.

The matrix can be used to examine factors in relation to:

- vulnerability and unmet needs
- adversity
- strengths or protective factors
- resilience

<https://blogs.glowscotland.org.uk/ac/public/inclusion/uploads/sites/6414/2016/01/Resilience-Matrix.pdf>

Using the resilience matrix - https://www.youtube.com/watch?v=nbRIMeAWY_Y

The wellbeing indicators

The Wellbeing Indicators provide the broad framework for identifying a child's needs. They do so under eight headings, which should form the basis for single agency planning around the individual child:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

These wellbeing indicators are used to identify what needs to change in the Child's Plan and how progress on outcomes should be monitored and recorded.

There is a variety of different tools to help evaluate the wellbeing of our children and young people.

The Glasgow Motivation and Wellbeing Profile is being used widely. It provides a platform for children and young people to engage in dialogue about their emotions. It can be used to help identify next steps for individual children or young people as well as whole class or school interventions.

Further Information:

<https://education.gov.scot/resources/wellbeing-profile-glasgow-motivation-and-wellbeing-profile-gmwp/>

At the end of the monitoring period the information gathered should be reviewed by the staff group identified and analysed. The Child Protection Coordinator may choose to involve the Education Safeguarding Manager in this stage. Again, professional judgement will be required as to what further action is required. All such arrangements and decisions reached should be clearly recorded and added to the child's chronology.

- Discuss with the parents (and child if appropriate) the nature of concerns and why support from another agency may benefit the child or young person.
- Seek consent from the parents and child to share information and their assessment with that agency and ensure the consent is recorded within the chronology.
- With their agreement, make a telephone referral to the relevant agency and follow that up with a Request for Assistance.

If the assessment concludes that a referral to Social Work is needed, in the case of parents not consenting to a referral to that agency, the Child Protection Coordinator must use their judgement as to whether the child's welfare will suffer without that referral - again, advice can be sought from the Education Safeguarding Manager if required, and parents can be notified of the intention to do so.

If, believing it is in the child's best interests to continue with the referral, they should proceed and advise parents they intend to do so but will represent the parents' and child's views when making the referral. Again, all actions taken, and decisions reached should be clearly recorded and an entry included in the child's chronology.

Engaging and Communicating with Parents/Carers

The guiding principle to remember in relation to communicating with parents or carers is that they should always be informed when the education setting or ELC has concerns about their child this is best practice. When the school intends to make a referral to another agency, this should usually be discussed with parents/carers of the child.

If concerns are of a long standing or neglectful nature, these should have been discussed with parents/carers on an ongoing basis. If these concerns have reached a stage where, based on conclusions from assessments the Child Protection Co-ordinator intends to make a referral to another agency, this should be discussed with parent/care, child, or young person.

The exception to this would be if the Child Protection Co-ordinator believes a child or young person may have been harmed by a parent or carer, a criminal offence may have been committed against the child or young person by a family member, or by doing so the child or young person would be placed at a higher level of risk. In these circumstances, the CPC should discuss and agree with their colleague at Single Access Point when making the telephone referral to how parents/carers are to be made aware of the referral and by whom?

If the Child Protection Co-ordinator is communicating with parents/carers after a discussion with Multi Agency Safeguarding Hub (MASH) they should establish during the telephone discussion with MASH exactly what information they are able to share with parents.

If they are not sure about whether to discuss the referral with parents/carers, they should take advice from Single Access Point or the Education Safeguarding Manager.

Often means and methods of communication with parents/carers and others will be agreed through an Initial Referral Discussion (IRD).

N.B If an Initial Referral Discussion is being convened, it is not the role of the school to inform parents of this.

When there are concerns and action is required, the Child Protection Co-ordinator in discussion with parents should:

- Explain the responsibilities of the education setting or nursery in simple language.
- Provide named contacts for further information in the school and authority.
- Give details of organisations that can help parents, such as translating services, advocacy, or support.
- Explain the school's policy on recording action in response to concerns.

If, as part of a Child Protection Inquiry, it is agreed that social workers and/or police officers need to see children while they are at school, the Initial Referral Discussion will agree how consent from parents will be sought. Usually, this will be obtained by the social workers and police undertaking the inquiry. However, there may be exceptional circumstances when IRD can also decide that the level of risk or the circumstances require the child or young person to be interviewed in the education setting without parental/carer consent.

Sharing relevant information is an essential part of protecting children from harm. Practitioners and managers in statutory services and the voluntary sector should all understand when and how they may share information.

Where there is a child protection concern, relevant information should be shared with police or social work without delay, provided it is necessary, proportionate, and lawful to do so.

If the request for information is by Social Work and relates to a child protection concern, they have received, **this should be responded to within 2 hours where at all possible.**

If that cannot be achieved, the Child Protection Co-ordinator should contact Social Work, giving them the information that they do have and specifying a timescale for when they will be able to provide additional information.

Where contact is made with the Named Person (where this role differs) the Named Person should consult closely with the Child Protection Coordinator.

It is the role of the Child Protection Co-ordinator to provide clear and suitably detailed information about the child's wellbeing and presentation within their education setting or ELC within an appropriate timescale.

Through discreet contact with other members of staff the Child Protection Co-ordinator should gather these details as rapidly as is consistent with ensuring good quality information - always bearing in mind that any undue delay in providing the information to the other agency may result in the child being exposed to unnecessary risk.

The matter should not be discussed with the child unless the other agency has specifically requested this.

A record of information requested and provided should be recorded in the child's chronology. If no chronology is in place, one should be started at this point.

Scottish Qualification Authority

Each year a small number of candidate scripts or coursework are submitted which indicate concerns about the wellbeing of a pupil. This may be because of something the candidate has written which suggests there may be a risk to their welfare. It is the policy of the Scottish Qualifications Authority (SQA) to refer these matters to the local authority responsible for child protection.

Sometimes this will be directly to the Headteacher and under these circumstances normal child protection procedures should be implemented.

Sometimes the SQA will refer their concerns to a nominated contact within the local authority. In Dumfries and Galloway, the nominated contact is the Education Safeguarding Manager.

When the Education Safeguarding Manager is contacted about any such concerns for a pupil, direct contact will be made with the Child Protection Co-ordinator of the school involved, to agree how the concerns are going to be addressed.

The Child Protection Co-ordinator will notify the Headteacher. The Education Safeguarding Manager will thereafter notify the SQA that the concerns are being addressed and establish whether any additional information is required regarding the outcome. [Child Protection - SQA](#)

Sharing information

Sharing relevant information is an essential part of protecting children from harm. Practitioners and managers in education settings should all understand when and how they may share information. Where there is a child protection concern, relevant information should be shared with police or social work without delay, provided it is necessary, proportionate, and lawful to do so.

Professional judgement

It is the role of designated police, social work, and health staff? Within the MASH discussion to consider whether there may be a risk of significant harm, and if so, to progress necessary action through child protection procedures.

This will include careful consideration and a plan for how to communicate with the child and family, including where there is no further action required.

Practitioners with child protection concerns may share relevant information to:

- Clarify if there is a risk of harm to a child.
- Clarify the level of risk of harm to a child.
- Safeguard a child at risk of harm.
- Clarify if a child is being harmed.
- Clarify the level of harm a child is experiencing.
- Safeguard a child who is being harmed.

Professional judgement must always be applied to the available evidence about each specific emerging concern, and about what is relevant, proportionate, and necessary to share. The concern must be placed in the context of available observed and recorded information about the child, their needs, and circumstances.

Why relying on 'consent' as the basis to share information may not be appropriate.

UK General Data Protection Regulation (GDPR) sets a high standard for consent and, in most cases where there are child protection concerns, consent is unlikely to be an appropriate lawful basis to rely upon as it requires that individuals have real choice and control about the processing of their personal data. Relying on 'consent' as the lawful basis is not appropriate if, for example, refusal to give consent would prejudice a criminal investigation or might lead to serious harm to the child. Furthermore, due to the power imbalance between a child or families and the authorities, it would be difficult to demonstrate that consent was freely given. In matters of child protection, it is therefore likely that reliance on consent would be the exception and not the rule.

Sharing Without Consent

Where there may be a child protection concern, information may be lawfully shared without the need for consent to be obtained from the individual(s) to whom the information relates. The following considerations will be helpful to support relevant, proportionate, timely, safe, and effective information sharing.

- If there is evidence that a child is at risk of significant harm, relevant information can be shared with a statutory agency without delay. Consent is not required or appropriate because the information must be shared to protect the child. Consent should only be sought when the individual has a real choice over the matter. However, where appropriate, agreement and understanding about the sharing of information may be helpful in engaging individuals in the process.
- The needs, feelings, views and wishes of the child should be considered and documented. They may also need additional support to understand and communicate.
- Information sharing decisions must be based not only upon considerations about the safety and wellbeing of the individual, but also the safety of others.
- Information can be shared without consent if, for example, a practitioner is unable to gain consent from the individual in time to prevent risk of harm, or if gaining consent could place a child at risk.
- Relevant personal information can be shared lawfully if, for example, it is to keep a child or individual at risk safe from neglect or physical, emotional, or psychological harm. This must be done in a way that complies with the relevant areas of law such as data protection, human rights, and confidentiality.
- In all circumstances, it is important to be transparent with children and families so that they know what information is to be shared or has been shared and in what circumstances. In certain exceptional circumstances, it may not be appropriate to advise the individual that information is to be shared.

- Children and their families should also be aware that they can challenge whether sharing information is proportionate.
- A record should be made of the reasons and considerations that informed the decision to share the information.

If, where there is a child protection concern, a decision is made not to share information, consider:

- What are the reasons for deciding not to share information?
- What harm could result if this information is not shared?
- What are the possible risks for the child or young person or for others if information is not shared and how serious could those risks be?

Reasons for not sharing should be recorded.

Guiding principles

Information shared must only be that which is necessary for child protection purposes. Individuals about whom information is being shared should not be put under pressure to consent to the sharing of their information. They should be informed and involved in such a way that they understand what is happening and why? They should also be told what information about them is being shared, with whom and why this is necessary, unless to do so would be detrimental to:

- The best interests of a child.
- The health or safety of a child or another person,
- The prevention or detection of crime (e.g., creating a risk of harm to a child),

Or

- The apprehension or prosecution of offenders.
- It is not practical to contact the person.
- It would take too long given the circumstances (e.g., where you must act quickly).
- The cost would be prohibitive.
- There is some other compelling reason.

Information sharing must be:

- Timely in relation to the child protection concern.
- Secure in the way it is shared.
- Explicit in the records about any dispute in facts or opinions shared.

Shared information and records held must:

- State with whom the information has been shared and why?
- Be accurate and up to date.
- Be explicit about reasons for sharing or not sharing information.

Information sharing that may be viewed as interfering with the right to private family life can only be lawful if it is done in a way that is proportionate to the achievement of a legitimate aim.

Information Sharing within and across Education Settings or ELCs

We know that children expect us to think carefully about how we share information about them. Sensitive information sharing within an education setting is important in ensuring children's expectations are met, that they get the help they need when they need it, and that staff are supported.

While it is essential that information is brought to the attention of the Child Protection Coordinator from a wide range of sources, it must be considered carefully which members of staff are informed of investigations or action concerning a child. However, it is appropriate to ensure all staff are aware when a child may need extra care and support, without necessarily providing full details of why this is required.

Other staff may require more limited information to help them deal sensitively with children in different situations (e.g., changing for physical education, lateness, different arrangements made for pickups for example).

It is appropriate that any member of staff who first reports concerns receives feedback, is assured that appropriate responses will be made by the school and is helped to feel that they were right to share their concerns.

It is not appropriate for information regarding children or young people on the child protection to be on pupil information spreadsheets for all staff members to see. This sensitive information must be securely recorded.

Supporting children or young people involved in Child Protection

The Child Protection Coordinator and or the named person will need to be able to anticipate the child's support needs in their education or ELC setting when they are experiencing, or have experienced, traumatic events or are coping with the processes that follow a disclosure or allegation. This should be considered and discussed with

other agencies involved with the child, their parents/carers and in discussion with the child. Children may struggle with knowing what staff members know about what has happened to them. This should be discussed with them to allow their perspective and opinions to be heard.

Recording Information, Chronologies and Maintaining Records

Whenever concerns arise about any child, the Child Protection Co-ordinator should ensure that a chronology, summarising significant events or incidents regarding the child, is started. This can be used to record positive events as well as those causing concern. The information must also be recorded within the child protection overview spreadsheet and returned to the Education Safeguarding Manager where it will be analysed on a termly basis. The Education and Learning Directorate's MISS team is notified of all children who are placed on the Child Protection register. This information is uploaded to a secure folder on the pupil's record. The content of the record is then edited to reflect that there is now a Child Protection concern. The MISS Team notifies Headteachers that an update has been made and they can then view the documents from within their system.

Best practice in relation to maintaining records & updating chronologies:

Any disclosure should be recorded as soon after the event as possible and within the same working day. As this is a significant event use the template below to help record the information. There will be variation across agencies in how chronological events are recorded but all should include the following as a minimum:

- **The date of the event:**

This is the date of the actual event which is significant for the individual.

i.e., If a report is received (e.g., from the police), it is not the date of the report or the date the report was received which is the significant event.

- **The original source of the information:**

This is the source closest to the event. Information may come from the person themselves, members of the public, or family members, as well as agencies and their records. Where it is being received from a third party you can record it as "*as reported to....by.....*"

- **The details of the event:**

The chronology is a reduced and edited list. Case records remain the point of reference for more detailed information. There can be no fixed or exhaustive list of what constitutes

a significant event although some agencies will want to highlight certain types of events more specific to their involvement.

- **The impact on the person:**

Significant events will not be the same for everyone - even within the same family. *What happened to the person?* Rather than just an agency response.

- How does the event affect the person?
- How do they feel about this event? For example, do they feel safe, in control...?
- Has a similar event happened in the past and is there a pattern or cumulative impact?
- Has this event increased or reduced the risk/harm to the person or others?

- **Outcome:**

What happened because of the event?

The outcome provides evidence of the connection made between an event or series of events and the consequences. This could include actions taken by the person, their family, or friends, or by agencies. However, this should not be a lengthy list of step-by step agency actions. For example, after an incident of abuse, the outcome might be that the person remained at home or left or was removed or the alleged perpetrator was asked to leave. The outcome may contain the mechanism for this (e.g., criminal proceedings, referral to the Scottish Reporters Administration (SCRA), a Protection Order was obtained and/or they were placed away from home) but not every meeting, discussion, hearing etc. Where immediate protective actions are not considered necessary, an outcome might be a referral for additional assessment or support. The outcome may include a diagnosis and provision of specialist services for example.

Safeguarding and Child Protection information must be kept securely.

In most instances the Child Protection Co-ordinator will ensure that this information is recorded in SEEMiS Click + Go in the Significant Events area of Pastoral Notes. Any hard copies of files or documents should be uploaded to the Wellbeing Application within SEEMiS with restricted access and referenced in the Pastoral Note. A flagging system should be adopted e.g., a red coloured dot to the outside of the PPR to ensure that permitted staff looking in the child or young person's PPR can identify that confidential child protection information is contained within it. There should be restricted access to the PPRs, and they must be kept in a locked filing cabinet.

Child Protection information in relation to children should not be included into personal information/academic/wellbeing trackers within teacher community information.

CHAPTER 3: ALLEGATIONS AGAINST MEMBERS OF STAFF IN EDUCATION SETTINGS INCLUDING STAFF NOT EMPLOYED BY EDUCATION SERVICES

Relationships between staff and pupils in our schools are overwhelmingly positive and based on mutual respect. Occasionally, however, information may become known, or allegations may be made against a member of staff about inappropriate conduct towards one or more pupils. To avoid this, staff should be alert to the need to ensure that their behaviour is always appropriate. 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 this is necessary. Rumours and gossip can be damaging to the school, pupils and staff unless treated seriously and dealt with properly.

It is also essential that a decision is taken in the earliest stages as to whether the matter requires to be addressed as a child protection or criminal matter. A child's involvement in any discussions or investigations must be very carefully managed. 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 conducted by police officers, and sometimes social workers, if the matter is deemed to be one of criminality or child protection.

Whenever a Child Protection Coordinator or Head Teacher must 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 arise whereby personal relationships or other circumstances may mean that making impartial judgments and decisions might be difficult, advice should be sought from the Safeguarding Manager or Integration and Inclusion Manager who will advise how to proceed.

In all allegations against staff where there are child protection concerns, advice must be sought from the Education Safeguarding Manager or Integration Manager as to whether a formal response is required.

This procedure should be read in conjunction with all other relevant council and Education Services policies and guidance including Allegations of Potential Criminality by Trusted Adults Against a Child/Young Person 2023.

Raising a concern about the conduct of a colleague

If any member of staff receives information or hears of an allegation of abuse or inappropriate conduct towards a child or young person, they must tell the headteacher

or child protection coordinator as soon as possible. The allegation will be treated seriously and as a member of staff you will be supported.

Link to the Raising a Concern Policy.

https://share.sp.dg.dgcouncil.net/ODHRPolicies/_layouts/15/WopiFrame.aspx?sourcedoc={2D8F8678-502F-4F24-9BBD-428CB71ABFE3}&file=Raising%20Concerns%20-%20Policy%20June%202021.docx&action=default&DefaultItemOpen=1

CHAPTER 4 - WHAT IS CHILD ABUSE AND NEGLECT?

Abuse and neglect are forms of maltreatment.

Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use.

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. There may be some variation in family, community, or cultural attitudes to parenting, for example, in relation to reasonable discipline. Cultural sensitivity must not deflect practitioners from a focus on a child's essential needs for care and protection from harm, or a focus on the need of a family for support to reduce stress and associated risk.

Emotional Abuse

Emotional abuse is persistent emotional ill treatment that has severe and persistent adverse effects on a child's emotional development. 'Persistent' means there is a continuous or intermittent pattern which has caused, or is likely to cause, significant harm. Emotional abuse is present to some extent in all types of ill treatment of a child, but it can also occur independently of other forms of abuse. It may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person.
- Exploitation or corruption of a child, or imposition of demands inappropriate for their age or stage of development.
- Repeated silencing, ridiculing or intimidation.
- Demands that so exceed a child's capability that they may be harmful.
- Extreme overprotection, such that a child is harmed by prevention of learning, exploration and social development.
- Seeing or hearing the abuse of another.

Sexual abuse

Child sexual abuse (CSA) is an act that involves a child under 16 years of age in any activity for the sexual gratification of another person, whether 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 the child is aware of what is happening.

For those who may be victims of sexual offences aged 16-17, child protection procedures should be considered. These procedures must be applied when there is concern about the sexual exploitation or trafficking of a child.

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 indecent images, in watching sexual activities, using sexual language towards a child, or encouraging children to behave in sexually inappropriate ways.

Links to further information:

[Stop it now - Upstream Prevention Pack \(PDF\) \[200KB\]](#) [Scotland Upstream Cyber Booklet \(PDF\) \[2MB\]](#)

Child sexual exploitation (CSE)

It 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 using technology. Children who are trafficked across borders or within the UK may be at particular risk of sexual abuse.

Links to further information:

<https://www.celcis.org/CSE>

[https://www.pkc.gov.uk/media/32890/Guidance-on-Child-Sexual-Exploitation-A-Practitioner-s-Resource-Pack-Barnardo-s-Scotland-](https://www.pkc.gov.uk/media/32890/Guidance-on-Child-Sexual-Exploitation-A-Practitioner-s-Resource-Pack-Barnardo-s-Scotland-2014/pdf/16_Guidance_On_Child_Sexual_Exploitation.pdf?m=636114274824630000)

[2014/pdf/16_Guidance_On_Child_Sexual_Exploitation.pdf?m=636114274824630000](https://www.pkc.gov.uk/media/32890/Guidance-on-Child-Sexual-Exploitation-A-Practitioner-s-Resource-Pack-Barnardo-s-Scotland-2014/pdf/16_Guidance_On_Child_Sexual_Exploitation.pdf?m=636114274824630000)

Criminal exploitation

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 years 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 using 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.

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 and reasons for trafficking can include sexual, criminal, and financial exploitation, forced labour, removal of organs, illegal adoption, and forced or illegal marriage.

Neglect

Neglect consists in persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. There can also be single instances of neglectful behaviour that cause significant harm. Neglect can arise in the context of systemic stresses such as poverty and is an indicator of both support and protection needs.

'Persistent' means there is a pattern which may be continuous or intermittent which has caused or is likely to cause significant harm. However, single instances of neglectful behaviour by a person in a position of responsibility can be significantly harmful. Early signs of neglect indicate the need for support to prevent harm.

The GIRFEC SHANARRI indicators set out the essential wellbeing needs. Neglect of any or all of these can impact on healthy development. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); to protect a child from physical and emotional harm or danger; to ensure adequate supervision (including the use of inadequate caregivers); to seek consistent access to appropriate medical care or treatment; to ensure the child receives education; or to respond to a child's essential emotional needs.

Links to further information:

[Assessment-of-Care-Practice-Toolkit-Sept-2019.pdf \(glowscotland.org.uk\)](https://www.glowscotland.org.uk/Assets/Policy-and-Practice/Child-Abuse-Prevention/Assessment-of-Care-Practice-Toolkit-Sept-2019.pdf)

Faltering growth refers to an inability to reach normal weight and growth or development milestones in the absence of medically discernible physical and genetic reasons. This condition requires further assessment and may be associated with chronic neglect.

Malnutrition, lack of nurturing and lack of stimulation can lead to serious long-term effects such as a greater susceptibility to serious childhood illnesses and reduction in potential stature. For young children, the impact could quickly become life-threatening. Chronic physical and emotional neglect may also have a significant impact on teenagers.

Female genital mutilation (FGM)

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.

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 years.

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.'

CHAPTER 5: SPECIFIC SUPPORT NEEDS AND CONCERNS

The previous chapter examines child protection indicators. This chapter covers specific areas of concern; and factors that may intersect with these concerns and so may require specific attention and support. There are common threads connecting practice. The GIRFEC approach encourages consideration of the child's experience and perspective, within and beyond the family.

Specific Support Needs and Concerns include:

- Poverty
- When services find it hard to engage
- Child sexual abuse Child sexual exploitation
- Internet-enabled sexual offending
- Harmful sexual behaviour by children
- Online safety
- Under-age sexual activity
- Bullying
- Hate crime
- Serious harmful behaviour by children
- Risk of terrorism
- Disabled children
- Parents with learning disabilities
- Impact of mental health or health problems on children
- Children and young people experiencing mental health problems
- Suicide and self-harm
- Pre-birth assessment and support
- Looked after children
- Reunification
- Repeat removal
- Complex investigations
- Female genital mutilation
- Honour-based abuse and forced marriage
- Fabricated or induced illness
- Sudden unexpected death
- Neglect and emotional abuse
- Domestic abuse
- Parental alcohol and drugs use

- Physical abuse, equal protection, and restraint
- Severe obesity
- Children Missing
- Separated/unaccompanied children
- Trafficking and child criminal exploitation
- Child protection in transitional phases
- Community
- Cultural and faith communities
- Defence community
- Child protection in emergencies
- Non-recent abuse
- Child Protection themes

For further guidance - [National Guidance for Child Protection in Scotland 2021](#)
(www.gov.scot)

Appendix 1 - Raising a Concern

If this is a Child Protection concern, please complete Questions 1& 2 only and pass immediately to the designated Child Protection Coordinator in your education setting.

Well-being concerns; pass to Named Person

Staff Details:

Name of staff raising the concern:	Role within the school:	Today's date	Concern being raised with: (CPC or named person)

Details of the child or young person:

Name of the child or young person:	Year group:	Date of birth (if this can be accessed)

Consider the wellbeing indicators and identify the ones that are causing wellbeing concerns:

Safe () Healthy () Achieving () Nurtured () Active () Respected ()
 Responsible () Included ()

Now complete the following questions

1. What are your concerns?

2. Why do you have these concerns?

If this is child protection concern pass this form on to your school's Child Protection Coordinator immediately.

For wellbeing concerns please complete the rest of the form and pass on to the named person of the child or young person.

3. What steps have you taken already and how well did they work?

4. Have you involved the child/young person in raising this concern? Please give brief details.

To be completed by the Child Protection Coordinator only:

Is this a child protection concern? Yes () No ()

If yes contact Single Access Point immediately.

Has this concern been added to the child or young person's chronology? Yes () No ()

APPENDIX 2 - REFERRING TO SINGLE ACCESS POINT

- Ascertain the name and designation of the person you are speaking with and state clearly that you wish to make a child protection referral or are seeking advice in the first instance.
- Identify the child, spelling out their name/date of birth/ address/ parents (carers)/ siblings if known. Inform the Social Work assistant if you are aware that the child is staying anywhere other than the address you have provided.

Be prepared to answer the seven core/front door questions below:

1. What worries do you have that made you call us today?
 2. How safe is the child or person?
 3. How safe do you think they will be tonight and tomorrow if nothing changes?
 4. How long have you been worried about this child/person?
 5. What are you most worried about?
 6. What have you done to help?
 7. What do you think given what you know this child/family/adult could be done to help?
- Are there other factors to be considered - risks, protective factors, vulnerabilities, and adversities.
 - Provide details of all others who are aware of this information.
 - Establish any immediate action that Social Work intend to take.
 - Where it has not been appropriate to inform the parents establish who will inform parents/carers and when this will be done.
 - Check whether the child (and/or siblings) should be collected/dissmissed as normal and establish what should happen if this is not to be the case.
 - Check what you can say if parent/carer arrives before any action is taken by Social Work / Police Scotland.
 - Establish what further action will be required from the school.
 - Email Request for Assistance and Child's Assessment Report form within 2 working days.

Appendix 3

Timescales for stages in child protection processes

Variations in timescales in specific situations may be approved if the alternative ensures the safety and best interests of the child/children involved.

When to share a child protection concern with police or social work?	Without delay, following consultation with line manager/child protection lead where this applies.
When to hold an inter-agency referral discussion?	As soon as reasonably practical. Outwith core hours, the IRD may focus on immediate protective actions. A more comprehensive IRD will continue as soon as practical. This should normally be on the next working day.
How much notice should participants be given of a CPPM?	5 calendar days (wherever possible). In every situation families should be given support to understand processes and to participate.
When to hold a CPPM?	If a child protection investigation has been progressed a CPPM will follow within 28 calendar days unless there is an IRD decision that this is not required.
When to hold an unborn child CPPM?	Within 28 calendar days of concern being raised. (There may be exceptions where the pregnancy is in the very early stages.) Within 28 weeks of gestation.
When a CPPM is inquorate, how soon must it be reconvened?	Within 10 working days
How soon should participants receive a record of the CPPM?	Within 5 working days.
How soon should a Core Group meet after a CPPM?	Within 15 working days
How soon should Core Group refer significant changes or concerns within the plan to CPPM Chair/lead professional?	As urgently as necessary and always within 3 calendar days of the change/concern being identified.
When should a CP Plan be reviewed?	Within 3 months of a pre-birth CPPM but there should be latitude for professional judgement about the most appropriate timing post-birth. Within 6 months of the initial CPPM and thereafter 6 monthly or earlier if circumstances change significantly.
When to refer to the Reporter?	At any stage when a compulsory supervision order appears necessary. Single agencies and individuals can also refer.

Glossary

Source - National Guidance Child Protection 2021

Advocacy: A term used within different contexts in this Guidance. Listening to a child, or an adult who cares for the child and working out with them how to represent their views, experiences and needs within assessment, planning and decision-making processes. The terms of some forms of advocacy are provided for in statute.

Care and Risk Management (CARM): Processes which are applied when a child between the ages of 12 and 17 has been involved in behaviours which could cause serious harm to others. This includes sexual or violent behaviour which may cause serious harm. CARM processes are also applicable when an escalation of behaviours suggests that an incident of a seriously harmful nature may be imminent.

Chief Officers Group: The collective expression for the Local Police Commander and Chief Executives of the local authority and NHS Board in each local area. Chief Officers are individually and collectively responsible for the leadership, direction and scrutiny of their respective child protection services and their Child Protection Committees.

Child: Child protection processes within this Guidance relate to unborn babies and children and young people under the age of 18 years. (Part 1 seeks to summarise some of the relevant legal definitions of ‘child’ in Scotland, and the applicability of legislation relating to the protection of young adults).

Child abuse and child neglect: Abuse and neglect are forms of maltreatment of a child. Somebody may abuse a child by inflicting, or by failing to prevent, harm to a child:

- Emotional abuse is persistent emotional neglect or ill treatment of a child causing severe and lasting adverse effects on the child’s emotional development. ‘Persistent’ means there is a continuous or intermittent pattern which has caused, or is likely to cause, significant harm.
- Neglect consists in persistent failure to meet a child’s basic physical and/or psychological needs, which is likely to result in the serious impairment of the child’s health or development. There can also be single instances of neglectful behaviour that cause significant harm. Neglect can arise in the context of systemic stresses such as poverty and is an indicator of support needs.
- Physical abuse is the causing of physical harm to a child or young person.
- Child sexual abuse is an act that involves a child under 16 in any activity for the sexual gratification of another, whether it is claimed that the child either consented or assented. For those who may be victims of sexual offences aged 16-17, child

protection procedures should be considered; and must be applied when there is concern child about sexual exploitation or trafficking.

Child's Plan/Child Protection Plan: Where those working with the child and family have evidence to indicate that support across services may be required to meet the child's wellbeing needs, a child's plan is drawn up to co-ordinate a single plan of action. This should be managed and reviewed through a single planning process, including a single meeting structure, even if the child is involved in several processes. The child's plan will incorporate a Child Protection Plan if the criteria for registration are met, namely risk of significant harm requiring a multi-agency plan. The Child Protection Plan must focus on actions to reduce risk.

Child protection: 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 from abuse, neglect, or exploitation:

- Child protection guidance provides overall direction for agencies and professional disciplines where there are concerns that a child may be at risk of harm.
- Child protection procedures are initiated when police, social work or health professionals determine that a child may have been abused or may be at risk of significant harm, and when an inter-agency referral discussion (see below) takes place.

Child Protection Planning Meeting: A multi-disciplinary meeting, formerly termed a Child Protection Case Conference. Involvement of child and relevant family members should be supported. The purpose of the meeting is to consider and agree an assessment of risk and form a plan of required action to protect a child or young person. **Participants are those persons essential to the Child Protection Plan.**

Child Protection Committee: The locally based, inter-agency strategic partnership responsible for child protection policy and practice across the public, private and Third Sectors. Working on behalf of Chief Officers, its role is to provide individual and collective leadership and direction for the management of child protection services in its area.

Child protection register: All local authorities are responsible for maintaining a central register, known as the child protection register. This is a list of all children, including unborn babies, who are subject to a Child Protection Plan.

Core Group: A group of identified practitioners, and child/family including the lead professional, who liaise regularly between Child Protection Planning Meetings to ensure that actions are being progressed and to monitor risk. This may be a smaller group than the team around the Child, involving those practitioners with direct and regular engagement.

Disabled children: A term used in the National Child Protection Guidance and in Scottish Government policy documents to reflect a social model of disability in which the barriers created by society are recognised as a cause of disadvantage and exclusion, rather than the impairment itself. (p7. A Fairer Scotland for Disabled People.) It is the right of individuals, families, and groups to use terms which feel acceptable to them, such as 'children with disabilities'.

Domestic abuse: Domestic abuse is a form of violence, committed predominantly by men, predominantly towards women. It is any form of physical, verbal, sexual, psychological, or financial abuse which might amount to criminal conduct and takes place within the context of a relationship between partners (married, cohabiting, civil partnership or otherwise), or ex-partners. Abuse may include controlling, isolating, degrading, threatening and humiliating behaviour. It may be committed in the home or elsewhere; and may include online activity. The offence of abusive behaviour towards a partner or ex-partner is defined in section 1 of the Domestic Abuse (Scotland) Act 2018.

Harm: Impairment of the health or development of the child, including, for example, impairment suffered because of seeing or hearing the ill treatment of another. Risk in this context refers to the probability of harm given the presence of adverse factors in a child's life. There is no statutory definition or uniform defining criterion for significant harm, which refers to serious interruption, change or damage to a child's physical, emotional, intellectual, or behavioural health and development.

Inter-agency referral discussion (IRD): The start of the formal process of information sharing, assessment, analysis and decision-making following reported concern about abuse or neglect of a child or young person under the age of 18 years, in relation to familial and non-familial concerns. This may include discussion of concern relating to siblings or other children within the same context and can refer to an unborn baby that may be exposed to current or future risk.

Joint Investigative Interviews (JII): These are formal interviews of children conducted by trained police officers and social workers where there is a concern that a child is a

victim of, or witness to, criminal conduct, and where there is information to suggest that the child has been or is being abused or neglected or may be at risk of significant harm.

Lead professional: The social worker who leads and co-ordinates the multi-disciplinary child protection assessment and oversees implementation of actions to protect the child.

My World Triangle: Within the GIRFEC National Practice Model, the My World Triangle is a starting point for considering what risks might be present in a child's life. The Triangle focuses attention on the three dimensions of a child's world: the child, their family, and their wider environment.

Named person: A core component of the GIRFEC approach, this is a professional point of contact within universal services, if a child, young person, or their parents need information, advice, or help. Local arrangements and the term used to describe this role or function may vary from area to area.

Notification of Concern: Where concerns about possible harm to a child arise, these should always be shared with the appropriate agency (normally police or social work) so that staff responsible for investigating the circumstances can determine whether that harm is significant. Where a practitioner has a concern about a child's wellbeing, this can be shared with a named person (or equivalent) where this has been discussed with the family.

Parents and carers: A 'parent' is the legal mother or father of the child, whether genetic or not. This is subject to the Human Fertilisation and Embryology Act 2008, which sets out which persons are to be treated as the parents of a child conceived through assisted reproduction. A 'carer' is someone other than a parent who is looking after a child.

Resilience: This refers to positive adaptation despite serious adversities and threats to a child's development. Within the GIRFEC National Practice Model, the resilience matrix is a tool which promotes consideration of the dynamic interaction of stresses and protective factors in the child's world.

Team around the child: Those practitioners who support the child and family and are likely to be participants at a child's plan meeting.

Wellbeing Indicators: A holistic and rights informed framework, within the GIRFEC National Practice Model, which outlines a child's wellbeing needs under eight headings: safe, healthy, achieving, nurtured, active, respected, responsible, and included.

Acronyms**ACR:** Age of criminal responsibility**CAMHS:** Child and Adolescent Mental Health Service**CARM:** Care and Risk Management**CCE:** Child criminal exploitation**CELCIS:** Centre for Excellence for Children's Care and Protection**CHS:** Children's Hearings Scotland**CICA:** Criminal Injuries Compensation Authority**CPO:** Child protection order**COG:** Chief Officers Group**CSA:** Child sexual abuse**CPC:** Child Protection Committee**COPFS:** Crown Office and Procurator Fiscal Service**COSLA:** Convention of Scottish Local Authorities**CSO:** Compulsory Supervision Order**CYCJ:** Centre for Youth and Criminal Justice**CPPM:** Child Protection Planning Meeting**CSE:** Child sexual exploitation**CSWO:** Chief Social Work Officer**ECHR:** European Convention on Human Rights**EHRC:** Equality and Human Rights Commission**FASD:** Foetal Alcohol Spectrum Disorder**FGC/FGDM:** Family Group Conferencing/Family Group Decision Making**FGM:** Female genital mutilation**FII:** Fabricated or induced Illness**FNP:** Family Nurse Partnership**GIRFEC:** Getting it right for every child**HBA:** Honour-based abuse**HIS:** Healthcare Improvement Scotland**HMICS:** Her Majesty's Inspectorate of Constabulary in Scotland**ICR:** Independent Care Review**IRD:** Inter-agency referral discussion**JII:** Joint Investigative Interview**JPFE:** Joint Paediatric Forensic Examination**PRR:** Parental responsibilities and rights LAAC: Looked after and accommodated child**NES:** NHS Education Scotland**MAPPA:** Multi-Agency Public Protection Arrangements

MARAC: Multi-Agency Risk Assessment Conferences

MATAC: Multi-Agency Tasking and Co-ordination

RMA: Risk Management Authority

RSHO: Risk of Sexual Harm Orders

SID: Sudden Infant Death

SCRA: Scottish Children's Reporter Administration

SCLD: Scottish Commission for Learning Disability

SHANARRI: Getting it right for every child wellbeing indicators – safe, healthy, active, nurtured, achieving, respected, responsible, included.

SOS: Signs of Safety

SPS: Scottish Prison Service

SUDI: Sudden unexpected death in infancy

TEPOs: Trafficking and Exploitation Prevention Orders

TEROs: Trafficking and Exploitation Risk Orders

UASC: Unaccompanied asylum-seeking child

UNCRC: United Nations Convention on the Rights of the Child

VAWG: Violence against women and girls

VISOR: Violent and Sex Offender Register