

EAST RENFREWSHIRE COUNCIL
EDUCATION DEPARTMENT

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TO HEADS OF ALL EDUCATIONAL ESTABLISHMENTS

Dear Colleague

REVISED STANDARD CIRCULAR 57
CHILD PROTECTION

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1. Introduction

- 1.1 Revised Standard Circular 57 provides guidelines for all education staff in East Renfrewshire's schools and nurseries to ensure all children and young people are protected and their needs met.
- 1.2 Revised Standard Circular 57 reflects the requirements of the *National Guidance for Child Protection in Scotland (2014)* and adheres to the *West of Scotland Child Protection Procedures (2017)*. The Circular also takes into account current legislation including the Children and Young People (Scotland) Act 2014, the *Children (Scotland) Act (1995)*, *The*

Protection of Children (Scotland) Act (2003) and The Protection of Vulnerable Groups scheme (2011)

- 1.3 East Renfrewshire Council Education Department is committed to the *United Nations Convention on the Rights of the Child* and its implementation in schools through, for example, the UNICEF Rights Respecting Schools Award. The *Children's Charter (2004)* reflects the voice of children and young people - what they feel they need and what they should be able to expect (see *Appendix 4*).
- 1.4 *The National Framework for Standards - Protecting Children and Young People, Scottish Executive (2004)* is the means by which the Charter for Children will be delivered in all schools. These standards apply to all professionals working with children (see *Appendix 4*).
- 1.5 All staff within education settings have a duty of care to make sure all children and young people are safe from abuse, neglect and exploitation. This includes all staff within a school, including supply teachers, all support staff, technicians, janitorial, catering and cleaning staff who have regular contact with children.
- 1.6 In fulfilling this duty, close partnership working is essential, with parents and carers and relevant agencies - primarily Social Work, Police, Health Services and the Scottish Children's Reporters Administration (SCRA). It is the sharing of information, collective thinking and collaborative action that enables decisions to be made in the best interests of children.
- 1.7 Standard Circular 57 details the procedures and actions to be taken when there are concerns relating to the care and welfare of a child or children and/or the potential risk to their wellbeing. Head Teachers should ensure these procedures are adhered to and followed meticulously at all times unless to do so will place the child at higher risk. In such a circumstance, advice must be sought from East Renfrewshire Council Legal Services and the Head of Education Services (Equality and Equity).
- 1.8 Revised Standard Circular 57 must be brought to the attention of all staff on an annual basis.

2. Definitions

- 2.1 For the purpose of this Revised Standard Circular a 'child' is understood to be a young person under the age of 18 years and still at school. Young people who have left school and are aged 16 – 18 will be covered by adult protection procedures unless their needs are assessed to lie within child protection. There may be instances in which the adult protection legislation offers greater protection to children and young people. Social Work will determine this on assessment of the referral.
- 2.2 The National Guidance for Child Protection highlights that children and young people can be abused in a number of different ways and provides definitions of abuse against the following and non-exhaustive areas of concern (see *Appendix 1*):
 - Physical abuse
 - Sexual abuse
 - Neglect
 - Emotional abuse
- 2.3 The guidance also illustrates a range of possible indicators of risk which can be used in the recording process to categorise the key elements of concern (see *Appendix 2*).
- 2.4 "Safeguarding" is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is the responsibility of everyone and incorporates protecting children from abuse and maltreatment, preventing impairment of children's health and development, ensuring that children grow up

in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

3. Role and Responsibilities of Education Staff within Schools

3.1 All schools should designate a member of the Senior Management Team, normally the Head Teacher, as Child Protection Coordinator. The Child Protection Coordinator must:

- Be the main contact for child protection referrals from staff and ensure the procedures in this circular are followed;
- Ensure all staff are informed about child protection through annual in house child protection training and access to the child protection training calendar;
- Ensure general information on pupil support and child protection is readily available to parents, staff and pupils;
- Liaise with other agencies to support investigations, court proceedings, child supervision requirements and case referrals;
- Ensure meticulous record keeping of all information, related to child welfare and protection using a chronology of significant events, with relevant documentation;
- Ensure child protection files are securely stored, with clear protocols for sharing of the information.

3.2 The Head Teacher is responsible for ensuring that the appropriate procedures are followed in the event of concerns regarding a child's welfare or evidence of the risk of immediate danger to them.

3.3 The school has a key role to play in early intervention and prevention and must utilise the wide range of available professional expertise to support children and their families. The Joint Support Team (JST) has a key role to play in this as a forum for agencies to share information and plan for cohesive and appropriate intervention.

3.4 Schools should fully utilise the GIRFEC framework (Education) to identify, assess and plan to meet the needs of children and young people.

3.5 All staff must:

- Ensure they are fully conversant with Revised Standard Circular 57;
- Contribute to a proactive school ethos, which seeks to minimise the risk of harm;
- Share information on an inter-agency basis which is of benefit to a child's wellbeing;
- Focus on preventative, early intervention strategies;
- Respond effectively and promptly to any concerns, especially of imminent risk to a child;
- Contribute to the assessment of a child's needs and necessary support;
- Contribute to assessment and recording of all child welfare and child protection concerns, using a chronology of significant events and related documentation.

3.6 Schools should review and update their policies annually by involving staff, pupils and parents in discussion and development. This helps to ensure the relevance of policies and gives priority to the safety and wellbeing of children and young people.

3.7 All schools should operate within a good practice framework for pupil support which reflects the vision, values and principles of East Renfrewshire Council Education Department as set out in key policy documentation.

3.8 Education staff have a key role in monitoring and supporting children, particularly in the case of any child who is on the Child Protection Register. School staff may have a range of concerns about a child which do not necessitate a child protection referral; such a child may

be referred to the school's Joint Support Team. Where a child is in need of support, a Single Agency Wellbeing Plan may be sufficient to plan to meet the child's needs.

- 3.9 The school should record concerns, or significant events using the chronology which is available on the Education GLOW, Staff Only section:
<http://www.erc.education/erdoc/documents/ChildProtection/Chronology.doc>
- 3.10 Some children may require more intensive support and schools should be proactive in utilising their own resources, including multi-agency and school based staff, and in calling case management meetings in line with GIRFEC framework advice. Where there is a need for a more comprehensive assessment and inter-agency support is required a Wellbeing Assessment should be actioned.
- 3.11 Pupils and families with English as an additional language should be given support through the school's EAL staff or Bilingual Support Worker.
- 3.12 Education staff are required to attend Child Protection Case Conferences, Core Group and Review meetings and to give a written report of their assessment of the child's needs and/or progress made in implementing a previous Child Protection Plan or Wellbeing Plan. The appropriate Child Protection Initial/Review Case Conference Report should be completed prior to attending. These are contained on the Education Intranet, Staff Only Site.
- 3.13 Information on the school's child protection policy and procedures for making a referral should be contained in school and staff handbooks, school website and posters, which should be displayed in school entrance displays. (Refer to Section 10)

4. Referral and Recording Procedures

- 4.1 School staff are in a unique position because of their daily contact with children. They will often be the first person with whom a child shares his/her concerns, or who notices a change in the child's behaviour. Staff also work hard to maintain positive relationships with parents and carers. In the event of a disclosure or of concern staff should be aware that they do not have the authority to investigate these concerns which must be reported to Social Work and/or the Police. Where there are concerns about significant risk or safety in the home setting, Head Teachers should make a direct referral without reference to the parent/guardian.
- 4.2 Children and young people have a right to be listened to and their voice heard. A child or young person may seek out a trusted member of staff to tell them about a worry or concern. In such situations, the member of staff should:
 - Be supportive and assure them you will only share this information with those people who need to know in order to prevent any further harm;
 - Take time to listen to what the child is saying, without asking too many questions;
 - Reassure the child that they were right to tell you;
 - Record in the child's own words what was said; and,
 - Sign and date these notes.
- 4.3 The proper investigation of referred concerns is the responsibility of Police Scotland and Social Work personnel and is carried out by specially trained staff following structured procedures. This process can be hindered by attempts to gather evidence at an earlier stage.
- 4.4 The information should immediately be passed on to the Head Teacher and the Child Protection Coordinator.
- 4.5 If the Head Teacher or Child Protection Coordinator is unsure if the concerns warrant child

protection action, they may seek advice from the Request for Assistance Team on what course of action, if any, should be taken.

- 4.6 If the Head Teacher considers that a child may have been abused or is at risk of abuse a Child Protection Referral should be made, by telephoning the Social Work Request for Assistance Team.
- 4.7 Where a child is felt to be in immediate danger, Police should be contacted.
- 4.8 If the child or their family has English as an additional language, then the school's Bilingual Support Worker may be involved in supporting the child or their family.
- 4.9 A list of Social Work and Police telephone numbers is contained in Appendix 3.
- 4.10 A Child Protection Referral Form is available on the Education, Staff Only Intranet. <http://www.erc.education/erdoc/documents/ChildProtection/ChildProtectionReferralForm.doc>. It should be completed and a copy sent that day to:
 - Social Work Request for Assistance Team or relevant Social Work Office (if not resident in ERC)
 - Lead Officer (Child Protection)
 - Head of Education Services (Equality and Equity)
 - Principal Educational Psychologist, if the child has additional support needs.
 - The School Nurse or in Early Years settings the Health Visitor
- 4.11 A copy of the Referral Form should be kept in the child's file.
- 4.12 The Head Teacher may also send a copy of the Referral to the Reporter, where there are significant enough concerns to prompt the consideration of compulsory measures of care.
- 4.13 Social Work will determine the action to be taken following a formal referral and confirm their decision and action taken to the Head Teacher.
- 4.14 In line with Health Board procedures, the School Nurse or Health Visitor will monitor all Child Protection Referrals received and carry out further action as required.
- 4.15 On occasions the Police and Social Work will require to carry out a Visually Recorded Interview (VRI) using mobile equipment in a room provided by the school. This will be part of a forensic evidence gathering exercise and you will be advised accordingly.
- 4.16 Where there is any concern related to the conduct of a member of staff immediate contact must be made with the Head Teacher.
- 4.17 Where a member of staff has concerns related to the conduct of the Head Teacher, immediate contact should be made with the Education Senior Manager (Developing People).

5. Safeguarding

- 5.1 The care and protection of children and young people is central to the work of staff in schools and fundamental to creating an environment for learning. As such, staff in schools have a crucial role in identifying and responding to the needs of children.
- 5.2 Within East Renfrewshire, schools and nurseries have a number of early intervention strategies in place for identifying vulnerable children and those in need of additional support. The Education Consultancy Group and Education Resource Group consider the need for additional educational resources The Pre-school Resource Group provides support and allocates places for vulnerable children in early years.

- 5.3 All Educational establishments operate the GIRFEC framework (Education).
- 5.4 In line with *Getting it Right for Every Child* all children with additional support needs, as defined in the broadest sense, should have an individualised plan in place.
- 5.5 Education staff will:
- Contribute to the planning process by providing assessment information and identifying needs;
 - Provide resources to implement the plan;
 - Co-operate with multi-agency monitoring and review procedures as relevant to their areas of responsibility;
 - Continue to monitor the child's wellbeing in the context of regular pastoral care procedures; and,
 - Involve Psychological Services in the subsequent care plan, where appropriate.
- 5.6 The use of preventative approaches and early identification of need can help avoid child protection action at a later stage.

6. Children Missing From Education

- 6.1 Standard Circular 5 details policy and procedures related to Attendance at School. Head Teachers and school staff should implement these procedures rigorously.
- 6.2 Procedures to be followed when children are missing from education are contained in Revised Standard Circular 57(a). These relate to children who attend prefive centres, primary and secondary schools.
- 6.3 Although attendance at pre-school education is not compulsory, procedures in Revised Standard Circular 57(b) should be followed when a child fails to attend or is missing from education, within a nursery or family centre.

7. Confidentiality and Information Sharing

- 7.1 It is critical that education staff are clear that wherever there is reasonable cause to suspect that a child or young person may be suffering or may be at risk of suffering significant harm, they should share, seek advice and where necessary refer concerns to social work or the police. The child's interests must be the overriding consideration in making such decisions.
- 7.2 All children and young people have a right to be listened to and to have matters treated in confidence. Involving children and young people and upholding their rights is good practice and builds trust with children, young people and their families. Where there is no risk to a child's wellbeing, school staff should respect their right to confidentiality.
- 7.3 Where possible consent to share information should be sought from the child and their parent or carer, the exception to this is where there is potential of harm to the child or young person or where the child or young person has already been identified as being at risk through child protection procedures. In such circumstances then the need for consent is overridden and information should be shared with appropriate agencies.
- 7.4 For the purposes of the Data Protection Act a person over 16 has the capacity to consent. A child under 16 has that capacity if the child has a general understanding of what is involved. In the absence of any indication to the contrary children aged 12 or over are generally expected to be old enough and to have that understanding to give their consent. However the understanding or capacity of the child needs to be considered individually. In most

cases, where a child is unable to consent, then a person with parental responsibilities and parental rights, such as a parent, guardian or carer, should be asked to give consent on behalf of the child unless this places the child or others at greater risk.

- 7.5 Children and young people should be advised that there are no guarantees to confidentiality, where the school assesses them to be at risk.
- 7.6 Children and young people who are looked after or looked after away from home by the local authority have the same rights to confidentiality with the same caveats in respect of assessed risk.
- 7.7 While it is essential that there is information brought to the attention of the Child Protection Coordinator from a wide range of sources, schools should have a protocol for sharing information within the school. This should include which staff are informed of investigations or action concerning a child or young person. However, it is appropriate to ensure all staff are aware when a child may need extra care and support, without necessarily being provided with full details of why this is required.
- 7.8 Staff in support roles, particularly those with contact with parents in school or in the family home, must be informed of any investigation or action planning following child protection concerns. They may need this to ensure their own safety.
- 7.9 Other staff may require more limited information to help them deal sensitively with children and young people in different situations e.g. changing for physical education, lateness.
- 7.10 It is appropriate that any member of staff who first reports concerns is helped to feel that they were right to share concerns and are assured that appropriate responses will be made by the school.
- 7.11 Schools should have an effective, secure system for storing information related to children and young people. This should ensure that the needs of the child or young person are met, by ensuring effective recording and sharing of information and a clear protocol for accessing confidential information related to a child or young person.

8. Communication with parents and members of the community

- 8.1 General information should be available to all parents, carers and members of the community through the school handbook, school website, and leaflets. This information should:
 - Provide parents, children and young people with a named contact and how to get in touch if they have concerns about safety and wellbeing of children;
 - Tell parents, children and young people how the school responds to concerns or allegations;
 - Inform parents, children and young people of the school's complaints procedure;
 - Describe the confidentiality policy;
 - Describe how the school ensures staff are suitable to work with children and young people;
 - Describe the school's general measures for keeping children and young people safe and well; and,
 - Explain the learning opportunities for children and young people to keep themselves safe and well.
- 8.2 There should be specific information for parents if action is required when there are concerns. This should:
 - Explain the school's responsibilities in jargon-free 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; and,
- Ensure clear communication between staff when a family is the focus of concerns, to decide on an appropriate communication strategy.

9. Engagement with partner providers and visitors to schools

- 9.1 It is the responsibility of the Head Teacher to ensure that any organisation or service engaged directly by schools and external to the Education Department:
- Is fully briefed on Revised Standard Circular 57; and,
 - Has clear procedures and training in place to ensure the care and safety of children with whom they are working.
- 9.2 All parents, visitors to schools who have regular and sustained contact with children or who are required to supervise pupils must undergo an enhanced PVG (Protection of Vulnerable Groups) check.
- 9.3 The Education Department will ensure that all authority engaged providers, including FE colleges and ELC partner providers will be provided with a copy of Revised Standard Circular 57.

10. Career Long Professional Learning

- 10.1 At the start of each new school session the Child Protection Coordinator should ensure that all staff are fully briefed on Revised Standard Circular No. 57, with a minimum of an annual review of policy and practice to ensure compliance with the Standard Circular. All staff should receive a copy of the staff guidance card, which summarises staff responsibilities.
- 10.2 Training materials are available on the Education GLOW: Staff only site.
- 10.3 All staff must sign the school's training log annually to acknowledge they have received training on child protection procedures. The Child Protection Coordinator should ensure the Child Protection Training Log is signed and completed for each member of staff and a copy submitted to the Quality Improvement Officer (Child Protection) in September each year.
- 10.4 The Quality Improvement Officer (Child Protection) has a specific responsibility to coordinate and monitor child protection training, within the Education Department and all schools, and liaises with the Council's Child Protection Lead Officer.
- 10.5 There are three levels of central inter-agency training; an annual programme is issued and can be accessed using the CPD Manager or by contacting the Quality Improvement Officer (Child protection). The Child Protection Coordinator should ensure that key staff undertake CLPL at the appropriate level depending on their role.
- 10.6 The Child Protection Coordinator should ensure all visiting staff and students within the school are briefed on child protection procedures as part of their induction procedures.
- 10.7 Child Protection Coordinators receive additional training through the Council's Child Protection training programme and seminars on relevant issues and from regular meetings with the Quality Improvement Officer (Child Protection)
- 10.8 Head Teachers will be routinely advised of any developments.

11. Equal Opportunities

- 11.1 The Head Teacher / the Child Protection Coordinator should ensure that the school's Child Protection Policy and Procedures is compliant with the legal requirements of the Equality Act (2010).
- 11.2 This may involve ensuring that pupils and parents who require it have access to translation and interpreting services, sign language, etc. through the Education Department or Council's support services.

12. Monitoring Procedures

- 12.1 The Head Teacher and the Child Protection Coordinator should regularly carry out self-evaluation of the school's child protection procedures, using the appropriate nationally produced quality indicators.
- 12.2 This should include gathering evidence on the effectiveness of the school's pupil support system from pupils, staff and parents. Any areas for improvement should be included in the school's planning structures and if they involve another agency, communicated to the Head of Education Services (Equality and Equity) or the Quality Improvement Officer (Child Protection).
- 12.3 The Education Department, through its quality assurance procedures, has a key role through the Support and Protection thematic review to monitor the delivery of policy and general adherence to Revised Standard Circular No. 57.
- 12.4 Quality Improvement Officers will monitor a sample of child protection case files in each school / ELC setting on an annual basis to ensure consistency with the Case File Management guidance available on the Education, Staff Only Intranet.
- 12.5 The Education Department collates and monitors responses to questionnaires issued to staff, pupils and parents as part of a review or inspection of a school or centre and will discuss the responses to such with individual Head Teachers as part of the review process. Annual analysis of such will be discussed at Head Teacher forums on an annual basis.
- 12.6 The Director of Education has a strategic overview of the Child Protection Policy within the Education Department. The Head of Education Services (Equality and Equity) has strategic and operational responsibility and is a member of the Child Protection Committee, which is a multi-agency group, with overall responsibility for Child Protection within East Renfrewshire Council.

13. Prevent

- a. Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on local authorities to have, in the exercise of their functions, "*due regard to the need to prevent people from being drawn into terrorism*". Where schools have any such concerns they should seek initial advice from the Head of Democratic & Partnership Services, Corporate & Community Services, East Renfrewshire Council. In the event of a heightened concern the police should immediately be contacted.

Appendix 1- Definitions of Abuse

What is child abuse and child neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Assessments will need to consider whether abuse has occurred or is likely to occur.

While it is not necessary to identify a specific category of abuse when adding a child's name to the Child Protection Register it is still helpful to consider and understand the different ways in which children can be abused. The following definitions show some of the ways in which abuse may be experienced by a child but are not exhaustive, as the individual circumstances of abuse will vary from child to child.

Physical abuse

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

Emotional abuse

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

Sexual abuse

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

Neglect

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

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

Child protection is closely linked to the risk of 'significant harm'. 'Significant harm' is a complex matter and subject to professional judgement based on a multi-agency assessment of the circumstances of the child and their family. Where there are concerns about harm, abuse or

neglect, these must be shared with the relevant agencies so that they can decide together whether the harm is, or is likely to be, significant. The Children and Young People (Scotland) Act 2014, introduces a legal duty for a wide range of public bodies and those commissioned or contracted to them to share such concerns with a child's Named Person. Through early and effective intervention and the sharing of wellbeing concerns it is hoped that crisis can be avoided in many cases.

Significant harm can result from a specific incident, a series of incidents or an accumulation of concerns over a period of time. It is essential that when considering the presence or likelihood of significant harm that the impact (or potential impact) on the child takes priority and not simply the suspected or reported abusive behaviour. It should be remembered that the threshold for referral to the Children's Reporter is not the significant harm threshold, but when it is considered that a child is in the need of protection, guidance, treatment or control and Compulsory Measures of Supervision might be necessary.

Appendix 2 – Indicators of Risk

The National Guidance summarises key aspects of a number of indicators of risk. Indicators should be set in the context of the child's wider circumstances and should not necessarily imply risk.

Indicators of risk

Domestic abuse
Parental alcohol and drug misuse
Disability
Non-engaging families
Children and young people experiencing or affected by mental health problems
Children and young people who display harmful or problematic sexual behaviour
Female genital mutilation
Honour-based violence and forced marriage
Fabricated or induced illness
Sudden unexpected death in infants and children

Harm outside the home or in specific circumstances

Complex child abuse investigations: inter-agency considerations
Child trafficking
Historical allegations of abuse
Children who are looked after away from home
Online and mobile phone child safety
Children and young people who place themselves at risk
Children and young people who are missing
Under-age sexual activity
Bullying

Appendix 3 – Useful Contact Numbers

Education

Head of Education Services
(Equality and Equity) 0141 577 3204

Social Work

Request for Assistance Team 0141 577 8300

Out of hours: Standby Social Work
0300 343 1505

Police Scotland – ask for the Public Protection Unit 101
Barrhead Police Station 0141 532 6200
Giffnock Police Station 0141 532 5700

Children’s Reporter 0300 200 1400

ChildLine 0800 1111

ERC Child protection website: <http://www.eastrenfrewshire.gov.uk/ercpc>

Appendix 4 – Key reference documents and themes

Key Reference Documents and Links

In order to supplement the guidance and procedural action in Revised Standard Circular 57 there are a number of documents that you should be familiar with

These include:

National Guidance

National Guidance for Child Protection in Scotland (2014)
West of Scotland Child Protection Procedures 2017
Getting Our Priorities Right (2013)
Protecting Children – A Shared Responsibility (1998) (2004)
Protecting Children and Young People – Framework for Standards (2004)
National Framework for Standards 2004
It’s Everyone’s Job to Make Sure I’m Alright, 2002
Happy, Safe and Achieving their Potential 2005
Hidden Harm, 2004 and 2006

Legislation - general

Children (Scotland) Act (1995)
Standards in Scotland’s Schools etc Act 2000
Education (Additional Support for Learning) (Scotland) Act 2009

Legislation defining offences against children

Protection from Abuse (Scotland) Act 2001
Criminal Justice (Scotland) Act 2003
Prohibition of Female Genital Mutilation (Scotland) Act 2005
Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005
Sexual Offences (Scotland) Act 2009
Children’s Hearings (Scotland) Act 2011
Children and Young People (Scotland) Act 2014

Legislation on managing adults who may pose a risk to children

Criminal Justice and Licensing (Scotland) Act 2010

Police Act 1997

Protection of Vulnerable Groups (Scotland) Act 2007

Domestic Abuse (Scotland) Act 2011

Children's Charter – key themes

Get to know us;

Speak with us;

Listen to us;

Take us seriously;

Involve us;

Respect our privacy;

Be responsible to us;

Think about our lives as a whole;

Think carefully about how you use information about us;

Put us in touch with the right people;

Use your power to help;

Make things happen when they should

Help us be safe

Framework for Standards

Standard 1	Children get the help they need when they need it.
Standard 2	Professionals take timely and effective action to protect children.
Standard 3	Professionals ensure children are listened to and respected.
Standard 4	Agencies and professionals share information about children where this is necessary to protect them.
Standard 5	Agencies and Professionals work together to assess needs and risks and develop effective plans.
Standard 6	Professionals are competent and confident.
Standard 7	Agencies work in partnership with members of the community to protect children
Standard 8	Agencies, individually and collectively, demonstrate leadership and accountability for their work and its effectiveness.