

Child Protection in Fife Schools

Category: Pupils: Safeguarding

Risk Management and Legal Implications

Failure to manage risk may impact on the delivery of Service objectives and the outcomes achieved by Service users. The Education Service aims to mitigate the implications by ongoing management and review of risk in all elements of work activity.

The production of this document is one way in which we aim to reduce our exposure to risk. By providing staff with information on good practice, making reference to other guidance that is available across the Council and providing clarity on how we should do things, we can ensure that the management of risk is intrinsic to what we do

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If you believe that a child or children is/are in immediate danger, do not delay, call Police Scotland on 999

If you have a concern and the child is not in immediate danger you should contact the Social Work Contact Centre **on 03451 55 15 03** then **press the star key on your phone**. Using the **star key** automatically fast tracks your call so it is dealt with as a priority by Customer Services Advisors or, for Emergency Out of Hours call **03451 55 00 99**.

The **Fife Child Concern Form** (NoCC) for use by all partners in Fife has been developed to allow the recording and sharing of child protection concerns. The form should be completed by education staff and submitted to the Social Work Contact Centre at the email address **SW.Contactctr@fife.gov.uk**

Staff should complete as much of the form as they can, but must not delay in sending the form, even if there are sections that cannot be completed or there is information that is not available.

It is more important that concerns are acted upon quickly, with some gaps in information, than failing to act due to concerns being shared too late.

Most of the boxes on the NoCC form are self-explanatory; however, staff should contact their line manager or child protection lead if they would like clarification about how to complete this form.

Feedback will be provided as appropriate, to the person or service that submitted the notification form. The person submitting the concern is also encouraged to seek feedback regarding the issues raised. If they are not satisfied with the information provided they should raise this with their line manager or child protection lead.

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Section 1

1. The Context for Child Protection in Education and Children’s Services

1.1 International perspectives

Current law and child protection practice in the United Kingdom is underpinned by the principles derived from Articles of the United Nations Convention on the Rights of the Child, ratified by the UK Government in 1991. These principles and the Scottish Government Getting It Right for Every Child initiative, underpin the work and scope of effective child protection processes.

In line with the Children (Scotland) Act 1995 definition of children in need, the term “child” within this policy refers to a person under eighteen years of age, and the term “family” in relation to a child includes any person who has parental responsibilities for a child, and any other person with whom the child has been living.

1.2 UK and Scottish perspective

“Education practitioners, school staff and staff in other learning establishments play a crucial role in the support and protection of children as well as the development of their wellbeing. The role of the Named Person in education is key to the identification of wellbeing concerns, assessment and planning to improve outcomes for children and young people. Teachers are likely to have the greatest level of day-to-day contact with children and are well placed to observe physical and psychological changes in a child that could indicate abuse.

Education staff may be the first to be aware that families are experiencing difficulties in looking after their children. They should share information about any concerns with the Social Work Service or the Police at an early stage using the established reporting mechanisms. Staff may be asked to help with investigations into reported or suspected abuse or neglect. Where this is necessary staff must follow the guidance provided by the Public Protection Unit staff, child protection social workers or police officers. Children and young people often see teachers as a trusted source of help and support. “Where the concerns do not constitute a Child Protection Concern the Named Person will have a role in developing a Child’s Plan where appropriate.” (National Guidance for Child Protection in Scotland 2014).

The Children (Scotland) Act 1995 states that “the welfare of the child should remain the paramount consideration throughout”, and therefore any actions taken should be child-centred and in the best interests of the child.

The Children and Young People (Scotland) Act 2014 strengthens the rights of the child and creates a new system of support for children and their family. Each school age child will have a Named Person. The Named Person will be the child’s Headteacher or Depute Headteacher whilst they attend Primary school. For Secondary school age children, their Named Person will normally be their Guidance teacher.

The Named Person will work with the child and their family to provide support and advice. In addition, the Named Person role will complement that of the Child Protection Coordinator in Fife schools.

Although every child will have a Named Person, they may not require the support or advice of the Named Person. Fife Education Service will continue to provide high quality support through the Universal provision in schools. Where Additional or Intensive Support is required for a child, the Named Person would take a lead role in coordinating the support. Looked After Children in Fife will have a Named Person and a Lead Professional. The Lead Professional will be the child's allocated Children and Families Social Worker. The presence of a Lead Professional does not replace the Named Person for the child.

This policy supersedes any previous guidance and should be read in conjunction with the National Guidance for Child Protection in Scotland 2014, Fife CPC Multi-Agency Child Protection Guidance (additional notes for practitioners: protecting disabled children from abuse and neglect).

Policy and Practice

“Chief Officers and senior managers have a clear responsibility to deliver robust, co-ordinated strategies and services for protecting children and to provide an agreed framework to help practitioners and managers achieve the common objective of keeping children safe. Additionally, within Part 3 of the Children and Young People (Scotland) Act 2014, local authorities and health boards are required to jointly produce Children’s Services Plans that identify how children’s and related services will be provided in a way that best safeguards, supports and promotes the wellbeing of all children in their locality. Section 19 of the Children (Scotland) Act 1995 is replaced by the provisions in Part 3 of the Children and Young People (Scotland) Act 2014.

The Scottish Government seeks to improve the wellbeing of all children in Scotland and the GIRFEC approach is a key foundation for all action supporting children and families. Children’s wellbeing is characterised by the eight wellbeing indicators – safe, healthy, active, nurtured, achieving, respected, responsible and included (SHANARRI).

1.3 Getting It Right For Every Child (GIRFEC)

Child protection should be seen in 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. Child protection must be seen within the wider context of supporting families and meeting children’s needs through GIRFEC.

GIRFEC promotes action to improve the wellbeing of all children across eight wellbeing indicators, commonly referred to as the Wellbeing Indicators or SHANARRI indicators. These wellbeing indicators encourage practitioners to consider the holistic needs of children in relation to them being Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included. The primary indicator for child protection is to keep a child safe.

1.4 Getting It Right In Fife (GIRIF) Framework

This framework seeks to provide a common language and approach to when and how services engage with families building on this core Named Person role. It is for all services working with children and families. The framework explains how universal, additional and intensive services can effectively work either as single agencies, or within an integrated approach to develop and promote children and young people’s well-being.



Framework for Intervention

When children do need more help, there are many resources within the Universal Services of Health and Education to call upon. One such resource is the Child Wellbeing Pathway.

1.5 Child Wellbeing Pathway

GIRFEC promotes a flexible approach across a continuum to consider the wellbeing needs of children. Within Fife, Children's Services can use the Child Wellbeing Pathway to begin multi-agency conversations and planning for individual children at the earliest stage.

The Child Wellbeing Pathway has been revised to allow practitioners to use the approach as a tool for including children, young people and their families in the decision-making process, in a structured way. The Pathway outlines a Getting It Right, early intervention approach to addressing emerging needs or risks.

It is used where the Named Person identifies, or receives information that would indicate that there may be wellbeing concerns about a child or young person. The Pathway supports effective information exchange (with the consent of the child, young person or parent) between agencies and collective assessment of needs, risks and strengths together with collaborative decision-making and planning.

The pathway specifically supports professionals to take account of the views of the child and family and may, lead to child protection processes being implemented. The approach is complemented by agreed single agency risk assessment tools, which are available to Named Person staff in Education and Health.

Section 2

2. Information Sharing and Recording

Information Sharing can be a complex and confusing legislative environment for practitioners. In relation to child protection it is essential that if a child is at risk of harm or significant harm, relevant and proportionate information must always be shared. Named Persons **do not require the consent of the child or parent to share information** related to child protection issues, where the child may be at risk of harm or significant harm.

The Fife Inter-Agency Child Protection Guidance 2016 expands on the general principles in relation to Information Sharing. Information Sharing guidance for Named Person and Child Protection Coordinators has been developed in line with the Children and Young People (Scotland) Act 2014, the Children and Young People (Information Sharing) (Scotland) legislation and the associated statutory Named Person code of practice. The Education Service information sharing guidance for schools is entitled, "**Information Sharing – interim guidance for schools**" and is available on FISH

Named Persons and Child Protection Coordinators are reminded however, that where a child is at risk of harm or significant harm, **information must be shared timeously**. If you have any doubts about sharing information, please telephone the Social Work Contact Centre and discuss the concern with a duty social worker.

<http://www.fifechildprotection.org.uk/minisites/index.cfm?fuseaction=page.display&pageid=8785B270-9FD8-E43D-AEC318AF21A1355A&siteID=AA73CD9C-E7FE-C7EA-06436BFC786E1C8E>

If there is a child protection concern, information must be shared **immediately** with the **Social Work Contact Centre** to ensure the safety and wellbeing of the child. The Fife Notification of Child Concern form (NoCC) should be completed for each child protection notification. The information should be factual and include possible risks and protective factors.

The reasons for sharing the information should be recorded in the SEEMiS wellbeing application, using the Fife Council Information Sharing form provided. The source of the information, the date requested and provided, must also be clearly recorded. The agreed action and outcomes including by whom and when should be clearly documented.

Where required, information should be shared with other agencies, e.g. social work, police, health, Reporter's office, etc. In cases of historic abuse, pupil files should be made available to Police Scotland, including those for young people who have left the educational system.

It is important that information be shared to ensure the safety and wellbeing of any child where abuse is suspected. While it would be ideal to share information with the consent of the child, there are times when information may need to be shared without consent to ensure the child's safety. Staff must not delay sharing information where there is a child protection concern.

It should be made clear to parents through school booklets and reminders in other communications, that the school is obliged to pass on information about child abuse, i.e. physical injury, emotional, neglect or sexual, to other partners and that information cannot be kept confidential where a child is at risk of significant harm.

Ideally information recorded as Care and Welfare in SEEMiS should be shared with parents as appropriate, through discussion, **unless to do so would put the child at risk.**

Where a child has disclosed that the parent(s) has/have abused them, this **must not be disclosed to parents by staff.** Staff should complete the NoCC form, submit it to the Social Work Contact Centre and follow this up with a telephone call to the Contact Centre.

It is essential that all staff know the procedures for dealing with child protection concerns. Staff must also know the Social Work Contact Centre and Social Work Out of Hours Emergency telephone numbers.

Headteachers are reminded that new staff and supply staff must be given details of the Child Protection procedure and telephone number of the Social Work Contact Centre as part of the induction process on the first day of employment.

It should be noted that if the Council receives a Subject Access Request (SAR) or Freedom of Information Request (FOI) it is possible that all documentation may be made available to parents, unless disclosing such information would put the child at risk of harm.

Where a pupil is based for part or all of the week in a Pupil Support Service (PSS) establishment, it is essential that information be shared between the sending school and the PSS establishment.

Section 3

3. Education and Children's Services responsibility

3.1 Personal Safety for Children and Young People

Schools, nurseries and childcare settings should ensure that personal safety and child protection issues are included in the curriculum. Schools should have access to up-to-date and relevant curricular materials and should be sensitive in their approach to the personal experiences of children and the age and stage of the group.

Elements of preventive programmes should include:

- basic information about child protection for children and young people
- personal safety programmes, involving other agencies e.g. Children 1st, NSPCC, ChildLine
- confidence/self-esteem building/respect, e.g. Cool in School programme
- safe use of internet websites, including social networking websites, mobile phone messaging and interactive games consoles, e.g. X-box
- input from other partners as appropriate e.g. Public Protection Unit, Social Work, Police, Health, Domestic and Sexual Abuse Partnership, Alcohol and Drug agencies.

3.2 Service Responsibilities

The Service must:

- Promote a culture where children and young people are listened to and respected and where they are encouraged to respect and care for each other
- Ensure that policies and procedures are in place to inform and encourage good practice, so that children and young people identified as vulnerable to abuse are given the support they need when they need it
- Ensure liaison with other services and agencies e.g. Health, Family and Community Support Team, Social Work, Police, Public Protection Unit and the Centre for the Vulnerable Child
- Identify and respond to staff training needs by offering In-Service training
- Ensure that a system of identified Child Protection Coordinators and Depute Coordinators is maintained
- Provide support and advice to Education Service staff as necessary through Fife Council Psychological Service and Education area teams
- Monitor, develop and evaluate implementation of Child Protection procedures through regular audit of practice
- Have in place procedures to deal with children who are missing from education

<http://fish.fife/fish/detailedsearch/index.cfm?fuseaction=PubView&objectid=0F5B0AD7-D832-969E-AD7E93D8BC886EEA>

- Follow procedures for dealing with requests from parents to home educate, carrying out appropriate child protection checks in the initial stages and requesting annual updates of the education plan for the child

<http://fish.fife/fish/detailedsearch/index.cfm?fuseaction=PubView&objectid=839C90B9-CE5E-2B8A-424CCA229A8E1940>

- Have procedures in place to identify a person from the Education and Children's Service to attend a Case Conference which has been arranged during the school holiday period
- Make clear to parents through school booklets, websites and other communications to the home, that the school is obliged to pass on information about child abuse, i.e. physical injury, emotional, neglect or sexual, to other agencies and that information cannot be kept confidential where a child is at risk of significant harm
- It should be noted that the Council may receive Subject Access Requests (SAR) or Freedom of Information requests (FOI). All documentation may be made available to parents through either of these processes
- While it would be ideal to share information with the consent of the child and the parent, it is most often the case with child protection issues that information must be shared without consent, to ensure the child's safety
- Parents/carers who require information through an FOI (Freedom of Information) or a SAR (Subject Access Request) should be asked to email their request to the Information Request Team in Fife Council, by emailing information.requests@fife.gov.uk .
- The Information Request Team based in Fife House will respond to the request and link with the school regarding which records are required
- Fife Council procedures for the recruitment and selection of staff (Policy RS01) are designed to ensure that effective pre-employment checks on the suitability of adults to work with children are carried out and where appropriate staff are registered with their relevant professional body and hold a PVG (Scotland) Scheme Record

<http://fish.fife/fish/detailedsearch/index.cfm?fuseaction=pubview&objectid=13B0AB3D-8D67-4AC8-BC8FF1999573F617>

- When recruiting volunteers to work in schools, nurseries or childcare settings the Recruitment and Selection of Volunteers Policy (VO01) and (VO05) should be followed.

<http://fish.fife/subjects/index.cfm?fuseaction=advisedisplay&objectid=8E15E591-2194-49A6-95EBAA67C5AC5B21>

3.3 Supervision for Named Persons and Child Protection Coordinators in Fife

- The National Guidance for Child Protection in Scotland (Scottish Government, 2014) and The Children and Young People (Scotland) Act 2014 speaks of practitioners from all partners involved in child protection receiving high quality, consistent and accessible support and supervision. Each partner should have formal procedures in place that promote good standards of practice and support individual members of staff. Senior managers should ensure that supervision procedures are implemented and that staff feel supported.
- The Education and Children’s Services Directorate is developing guidance for the Supervision of Named Person and Child Protection Coordinators.
- The aim of the Supervision model is to provide opportunities that promote reflection of practice, to help improve the quality of service provided to children and young people.

3.4 School or Establishment Responsibilities

Whole school ethos

Child abuse is, by its very nature, a secret activity, and very few children are likely to disclose or wish to be identified as being abused. Children may, however, display challenging or disturbing behaviour to which school staff should be alert and responsive. However, we know from adult services and from current research that it is likely that significant numbers of abused children are being managed within the school environment at any given time. For this reason it is crucial that schools are proactive in promoting a positive climate where all children can thrive; where they feel safe from any harm and where there is a climate of trust which encourages both pupils and staff to safely express their concerns.

Staff should be made aware of the need to keep themselves safe which includes not divulging personal information about themselves, either in class or on the internet. At the beginning of each school session the Directorate provides a child protection update presentation to be used with staff during the In-service day. Included with the Child Protection update is a presentation on the safe use of social media by staff. This presentation entitled “Keeping yourself safe online”, has been developed by Fife Council Psychological Service and offers best practice advice to staff about keeping safe online.

Each school or establishment must:

- Adhere to Education and Children’s Services Directorate guidance and procedures for dealing with suspected or identified abuse. **The contact numbers for Social Work Contact Centre must be clearly visible in school offices**

Social Work Contact Centre (Social Work Contact ctr): 03451 55 15 03

Social Work Out of Hours Service (Emergency Out of Hours): 03451 55 00 99

- Ensure that all staff have access to the Education and Children’s Service Child Protection Guidelines and are familiar with the guidance and processes
- All staff should be aware of the Fife Inter-Agency Child Protection Guidance 2016

<http://www.fifechildprotection.org.uk/minisites/index.cfm?fuseaction=page.display&pageid=8785B270-9FD8-E43D-AEC318AF21A1355A&siteID=AA73CD9C-E7FE-C7EA-06436BFC786E1C8E>

- Ensure all staff, including support, janitorial and catering staff have access to appropriate Child Protection Training and awareness raising sessions. This includes the mandatory staff annual update and biennial training that the Child Protection Committee offers, all of which are advertised regularly to schools

<http://www.fifechildprotection.org.uk/minisites/index.cfm?fuseaction=page.display&pageid=87877FEB-D7BE-1111-F0AD258619A43FBF&siteID=AA73CD9C-E7FE-C7EA-06436BFC786E1C8E>

- Identify a designated Child Protection Coordinator and a Depute Child Protection Coordinator, one of whom may be a member of the senior management team.
- Administration staff should not be asked to fulfil the role of Child Protection Coordinator or Depute Child Protection Coordinator
- The Child Protection Coordinator and Depute Child Protection Coordinator must have access to the Fife Council Child Protection Register. If the Child Protection Coordinator or the Depute Child Protection Coordinator do not have access to the Child Protection Register, please contact your Education Officer to discuss the process for obtaining access to the Register
- Ensure that all staff are aware of the process and guidelines for dealing with any child protection issues, in the absence of both the Child Protection Coordinator or Depute Coordinator
- Through the Curriculum for Excellence programme, equip pupils with knowledge, skills and understanding to keep themselves and others safe. Schools should note that particular emphasis should be placed on Internet and online safety
- Monitor, develop and evaluate child protection procedures through regular self-evaluation of school’s practice using the How Good is our School Child Protection Audit, How Good is Our School 4 and other evaluation tools
- Recognise the time commitment required to carry out the duties of the Child Protection Coordinator and Depute. Additionally, recognise the emotional impact on staff of being involved in a child protection investigation and allow time for support to be given
- Where Care and Welfare records have been kept in hardcopy form, an envelope marked “Care and Welfare and Child Protection” should contain all Care and Welfare forms /Child Protection records and chronologies of concerns. From session 2017-18 onward care and welfare concerns will be stored in the child’s record in SEEMiS. The completed Care and Welfare form should be scanned and uploaded to the Wellbeing Application in SEEMiS. Schools must be aware of the

retention schedule relating to the storage of records pertaining to children and young people

- The Council's Retention Schedule is available on FISH. Schools are asked to note that the SEEMiS system does not automatically delete files which are beyond their retention period. Deletion of files with respect to the retention schedule must be carried out manually by schools. Headteachers are asked to ensure that senior admin staff are aware of the retention schedule for record retention/deletion and liaise with the child's Named Person to ensure these are carried out
- Records relating to child protection will be held until last action or when the pupil reaches 25 years of age (whichever is later) after which these should be secured destroyed
- Retention of records for LAC pupils is Date of Birth +100 years. The Education and Children's Services Directorate will provide guidance on how schools manage these files with their SEEMiS system.
- Please follow the guidance on retention of files:

<http://fish.fife/fish/uploadfiles/Publications/Retention%20Schedule%20October%202013.pdf>

3.5 Child Protection Coordinator Responsibilities

Previous monitoring of child protection processes in schools has indicated that there are a small but significant number of cases where there was a delay in reporting suspected abuse to the Social Work Contact Centre. Schools are asked to ensure that all staff are aware of their responsibility to report child protection concerns timeously to the Child Protection Coordinator or Depute Child Protection Coordinator.

Child Protection Coordinators and Depute Child Protection Coordinators must ensure that there is no delay in informing the Social Work Contact Centre.

The Child Protection Coordinator will:

- **ensure that they refer suspected cases of abuse to the Contact Centre as soon as possible, by emailing the Fife Notification of Child Concern form to (sw.contactctr@fife.gov.uk) and follow this up with a telephone call to the Contact Centre (03451 55 15 03).**

<http://fish.fife/fish/detailedsearch/index.cfm?fuseaction=PubView&objectid=EFBF9B-EF-ADDB-E6C1-099F0AFE76BEA7C5>

- Support the child throughout a child protection investigation and thereafter ensure their wellbeing needs are met. Child Protection Coordinators should note that the Public Protection Unit staff, consisting of specially trained Fife Council social workers and police officers, will conduct any investigation
- **It is imperative that school staff do not investigate allegation of child abuse, as this may interfere with the police investigation and affect the possibility of prosecution of the perpetrators**

- **Child Protection Coordinators will be guided by the Public Protection Unit staff regarding what input, if any, from the Child Protection Coordinator is required**
- Support staff who have notified the Child Protection Coordinator of a possible child protection issues may be updated by the Child Protection Coordinator, if it is appropriate to do so
- Advice regarding sharing of information can be obtained from the Education Officer with a strategic remit for Child Protection or the Development Officer. Proportionate information sharing may include how the child's personal circumstances might affect their behaviour, ability to work, timekeeping, etc. Effective feedback will encourage staff to be vigilant in identifying young people who need help
- Complete care and welfare information using the SEEMiS Wellbeing Application and update and undertake any wellbeing or risk assessment
- Respond to SWIFT messaging alerts by speaking to the child where appropriate, and passing the information to staff so that the child can be supported. Information should also be noted in the child's record in SEEMiS
- **Discuss with the child's Named Person, the information provided to the Inter-Agency Referral Discussions (IRD) which are held at Police Scotland Divisional Headquarters each morning**
- Ensure any significant child protection information is recorded within the Wellbeing Application and actioned accordingly

The Child Protection Coordinator will:

- Ensure information around all pupils and families is stored confidentially and securely, within the SEEMiS wellbeing module
- The SEEMiS Latest Pastoral Notes module provides a recording tool for day-to-day issues that are **not significant**
- **Significant Information** - wellbeing information, child protection information, Care and Welfare forms and any significant reports will be stored electronically in the SEEMiS Wellbeing module
- Adhere to the Education Service guidance; "The storage of Care and Welfare forms and Child Protection Files Guidance." This guidance is available on FISH.
- The guidance supports a coordinated approach to record keeping across Fife schools when the child transfers within or outwith Fife. From school session 2017-18 onward, care and welfare and child protection records will be stored securely in the SEEMiS system
- Comply with the standards noted in this guidance
- Ensure all significant information is logged in and actioned accordingly, to provide a chronology when required

- Use the:
 - **eight** wellbeing Indicators (**SHANARRI**)
 - Wellbeing Assessment Tool (Part 2 of Care & Welfare)

<http://fish.fife/fish/detailedsearch/index.cfm?fuseaction=PubView&objectid=8EA9A1E0-CEA9-E86F-ED1FAACA9B19737B>

- Underage Sexual Activity protocol to assess the needs and risks of the child and help to make an informed decision provided this does not delay a referral to the Social Work Contact Centre

<http://www.fifechildprotection.org.uk/publications/index.cfm?fuseaction=publication.pop&pubid=E877FE43-C9C2-6C86-31D6634CE13DF4FE>

- Use the agreed template for submitting a report for Case Conference
- Ensure that information shared is relevant and proportionate
- **Child Protection Coordinators should evaluate their child protection practices and procedures annually.** Fife Education and Children’s Services evaluation tool, “How Good is Our Child Protection/Named Person”, will help schools with this process

3.6 Transfer of Care & Welfare Forms/Child Protection Records - within Fife

Care and Welfare information and Child Protection concerns must always be transferred to the child’s new school or educational establishment when a pupil moves from one school to another. The electronic recording of care and welfare and child protection information in SEEMiS will make the transfer of pupil records easier. Pupil records stored in SEEMiS can also be electronically transferred to other local Scottish authorities, when a pupil moves to a school in another Scottish local authority area.

Transfer of information within Fife is accomplished by transfer of the electronic record. If a Fife school has not enrolled the pupil, the pupil’s record will be held as a ‘transition issue’ within the SEEMiS application. The Named Person for the child should contact the ‘new’ school to ensure that the pupil enrolls and that the SEEMiS record is successfully transferred.

If there are any concerns or child protection activity at the time of pupil transfer, the receiving school should be alerted by telephone as soon as possible.

Existing hard copies of child protection records

As the Education Service use of SEEMiS to record child protection issues proceeds, schools will naturally have a mixture of paper and electronic records for pupils. The Named Person for the child should ensure that, where appropriate, the electronic records are transferred to the new school, and any paper records (PPR, Care and Welfare and Child Protection) are **packaged securely** and posted to the new school, using the **secure mailing service of Royal Mail**. Proof of posting must be retained. In addition, the

package used to contain the paper records must be robust enough to withstand handling by the mailing service.

Schools must not place a child's records in polythene wallets or plastic packaging which would allow the contents to be read by those handling the mail.

There have been occasions where school staff have used their own cars to transport the child's records to the new school. Staff must be alert to the risks of leaving a child's record in their vehicles/in plain sight in their vehicles.

If a child's records are lost/misplaced, the Headteacher should report this as a Data Protection breach by informing their Education Officer and recording the loss as a data breach/security issue in First Contact.

If there are any questions relating to data protection schools can email the Council's Data Protection lead officer at dataprotection@fife.gov.uk .

3.7 Transfer of Care & Welfare Forms/Child Protection Records - outwith Fife

When a pupil moves out with Fife (to another Scottish Local Authority), the receiving school should be alerted to any concerns as soon as possible. The Care and Welfare Forms, Child Protection documents and correspondence and the Chronology of events for the child must be sent in a separate envelope, marked confidential, with the PPR. The Records must be sent by Recorded Delivery. A receipt for these documents should be requested and retained by the sending school. Information about current/live child protection activity or concerns should be passed quickly to the receiving school. Where the care and welfare and child protection records are held solely within the SEEMiS system, these will be transferred electronically to the new/receiving school. There is no need to print hardcopies of these notes.

When a pupil moves to a school elsewhere in the United Kingdom, the SEEMiS records should be printed and posted to the new school, using a secure mail service.

3.8 Child Protection Training of School Staff

Training for all Child Protection Coordinators is mandatory

Dates for initial full day training for new Child Protection Coordinators and Update Training sessions, for those who have already attended the full day can be accessed on the education CLMS system.

3.9 Introduction to Child Protection e-Learning

An introductory Child Protection e-Learning programme for all staff is available online and can be accessed through FISH.

3.10 Annual Update of School Staff

It is essential that this is undertaken by all staff and that the school keep a record of who attended the session, for audit and inspection purposes. Where possible, ancillary staff should be invited by the Headteacher/Child Protection Coordinator/Named Person to attend, e.g. Janitorial Staff, Travel Escorts and Catering and Cleaning staff (who will be paid by Catering and Cleaning Services to attend on a non-working day). Janitorial

staff must make themselves known to the Child Protection Coordinator when starting in a new school.

It is also essential that Probationer teachers are included and that they are made aware of the procedures within your school, including who to contact should they have any concerns about pupil's safety.

All staff, including new staff should be given the Child Protection Committee Advice cards which were previously issued to all staff. Extra cards can be requested from the Child Protection Committee Support Officer. Schools may wish to consider adding the basic child protection information, such as the Child Protection Coordinator's name, contact email address and telephone number, to the reverse side of the visitor badges issued, when temporary staff and visitors sign in at reception.

3.11 Child Protection Committee Multi-Agency Training

The Child Protection Committee offers several multi-agency courses over the year. These courses are relevant to staff in schools and Child Protection Coordinators. Details of these courses can be found on the Child Protection website. Individual staff who have attended CPC multi-agency training should be encouraged to add this to their own CPD online record.

3.12 Child Protection Training for Child Care Staff

Childcare Managers and Child Protection Coordinators will attend a one day Child Protection for Managers course, the content of which meets the requirements set out in the Scottish Government National Framework – Child Protection in Scotland 2012 document for Intensive Contact Workforce. Managers will attend a refresher course every two years.

Childcare Practitioners and Early Years Practitioners / Early Years Support Workers will attend an Introduction to Child Protection one day course, the content of which meets the requirements set out in the Scottish Government National Framework – Child Protection in Scotland 2012 document for Specific Contact Workforce. Practitioners and Support workers will attend a refresher course every two years.

3.13 Individual Staff Responsibilities

Child protection is everybody's job. Working in schools, nurseries or childcare settings, staff have a duty to identify and respond appropriately to any child/children at risk. Any concerns, no matter how small, should be noted and passed on.

Each member of staff must:

- have access to the Education and Children's Services Child Protection Policy and Procedures and the Fife Inter-Agency Child Protection Guidance
- attend the Child Protection training (including updates) provided by your school, nursery or childcare setting
- be alert to potential / actual situations of child abuse/neglect or other forms of harm or significant harm

- know how to complete and process Care and Welfare information and the Five Child Concern Notification form, when there is a concern about any aspect of a child's wellbeing. Information given should be factual and include anything which the child disclosed. It is crucial to record even apparently minor incidents or concerns, as the significance of these may only be realised when assessed in their entirety
- speak to their Child Protection Coordinator (or Depute Coordinator) immediately if they are worried about a child, if however, they cannot be contacted, this should not delay raising a concern
- Call Police Scotland on 999 if they believe the child to be in immediate danger
- Seek advice from the Child Protection Coordinator. If no Coordinator is available, contact the Social Work Contact Centre on **03451 55 15 03** if they are unsure about what to do
- If a concern is raised after 5pm or at a weekend, contact should be made with Social Work Out of Hours Emergency Service on **03451 55 00 99**
- Know how to work in a manner which avoids any physical contact with children where ever possible. For those who may have to provide personal or intimate care they should follow the guidance and procedures relevant to their setting. Whenever possible children should be encouraged to express their views about physical contact

Section 4

4. Recognising and responding to concerns about children

4.1 Responding to Initial Concerns

If a child is identified as being at risk of 'Significant Harm' this should be reported immediately to Social Work Contact Centre. The Contact Centre will undertake an assessment and proceed according to their internal guidance.

Any cause for concern noted by staff should be shared with the Child Protection Coordinator as a matter of urgency and not delayed for any reason. Following initial conversation with the Child Protection Coordinator, staff member to note concern on a Care and Welfare form and hand it in person to the Child Protection Coordinator. The information should be factual and action taken clearly noted on the form.

If education staff identify early indicators of wellbeing concerns for a child they should use the GIRFEC 'practice model' and particularly the resilience matrix is a useful tool to apply when undertaking an initial assessment. Other assessment tools can also be used. For example, Education Care and Welfare Wellbeing Assessment Tool and the Underage Sexual Activity protocol.

4.2 Identifying Concern and Risks

Concerns about a child can arise in several ways, e.g. an accumulation of concerns, a single significant event, reports from the child themselves, observation of child/parent

interaction or information from a relative or a member of the public. It should be recognised that abuse can be carried out by another child or young person. All cases should be taken seriously.

Although not definitive, this list may be helpful in clarifying whether there is cause for concern. The child may be living with or affected by:

- Problematic alcohol and/or drug use
- Mental health / illness
- Disability
- Domestic abuse
- Neglect
- Physical, sexual or emotional abuse

There may be signs which cause concerns and could be an indication of a child being abused neglected or exploited. Whilst not an exhaustive list the child may:

- Have unexplained bruising or bruising in an unusual place
- Appear afraid, quiet or withdrawn
- Be afraid to go home
- Appear hungry, tired or unkempt
- Be left unattended or unsupervised
- Have too much responsibility for their age
- Be acting out in a sexually inappropriate way
- Be misusing drugs or alcohol
- Be displaying concerning use of the internet and mobile phone
- Frequent absence from school
- Frequent lateness, for example after lunchtime.

Not all children who are abused or neglected will display obvious signs and equally a child may display some of these signs and symptoms for other reasons.

Other forms of abuse could include:

- Child Sexual Exploitation. A training programme for the Named Person/Child Protection Coordinator, guidance/support staff will be available during the school session. Training dates will be published via the weekly circulars and on CPD on-line. A practitioner's guide is available
- Female Genital Mutilation and Forced Marriage Booklets have been developed. Training sessions are available on Female Genital Mutilation, Forced Marriage and Honour based Violence
- Child Trafficking
- Fabricated or induced illness
- Anti-Bullying training for all anti-bullying Single Points of Contact (SPoC) is mandatory on a biennial basis. Dates for training sessions led by two Respectme trainers will be available on the council's CPD on-line system throughout the session

4.3 Under-age Sexual Activity

The law is clear that society does not encourage sexual intercourse in children or young people under 16. However, **it does not follow that every case presents as a child protection concern** and it is important that a proportionate response is made. If there are no child protection concerns, there may still be wellbeing needs to be addressed, either on a single agency or multi-agency basis.

National guidance, in line with current legislation, specifies that child protection measures **must** be started:

- if the child is, or is believed to be, sexually active and is 12 or under
- if the young person is currently 13 or over but sexual activity took place when they were 12 or under; and where the "other person" involved is in a position of trust in relation to the young person
- if there is evidence or indication that the young person is involved in pornography or prostitution
- if the 'other person' is an adult over the age of 16yrs and in a position of trust in relation to the young person
- if the young person is perceived to be at immediate risk
- If there is a concern regarding forced marriage, female genital mutilation and child sexual exploitation up to the age of 18yrs

In the case of sex between older children, i.e. 13 to 15 years of age, consideration should be given to whether the activity is consensual, abusive or exploitative and a professional judgement made regarding what action should be taken and what support provided.

4.4 Gypsy Traveller Children/Transient Families

Gypsy Traveller children often leave a school without any warning and may be away for several months at a time. This mobility is a part of the gypsy traveller culture and unless there have been specific child protection concerns about the family it is not recommended that schools follow the Children Missing from Education policy. However, if there are child protection concerns, a referral to Social Work Contact Centre should be made.

4.5 Dealing with Disclosure

Disclosure refers to a child talking about something that may have happened to them. If a child wants to speak to a member of staff about something which is clearly both sensitive and difficult, it is important that staff are able to make it possible for them to do so, particularly as this may be the first time they have attempted to talk about their experiences.

Below are some helpful suggestions about how to respond:

DO

- allow the child to lead the conversation
- remember that it is **not** your role to establish proof or gather evidence

- make time to listen to the child
- try to avoid the need for the child to repeat details which are possibly embarrassing
- only ask open-ended questions; who, what, where, when?
- be honest about confidentiality; the child must know that you will have to pass the information on to get them the help they need
- where possible, indicate what might happen in the short term
- take the child seriously, acknowledge that they were right to tell, and are not responsible for what happened
- reassure the child that you will continue to support them in the future
- referral should be made to Social Work Contact Centre
- make notes as soon as possible after the disclosure
- complete a Care and Welfare form and/or Child Concern Notification form
- keep the child informed of what is likely to happen

If you have any doubts, contact the Social Work Contact Centre and speak with the Duty Social Worker. Alternatively, contact the school's link Education Officer or Educational Psychologist.

4.6 Sharing Concerns with Parents

If the cause for concern relates to a child protection issue, **do not share the concern with the parent/carer unless otherwise advised by Social Work or Police Scotland.**

4.7 Referrals for Child Protection Investigation

Referrals to Social Work Contact Centre

If there is immediate danger to a child then do not wait; telephone Police Scotland (999) immediately.

If the concern is less serious but nevertheless requires a referral to the Social Work Service Contact Centre, do so as soon as possible by telephone on 03451 55 15 03 and e-mail the Fife Child Concern Notification Form to sw.contactctr@fife.gov.uk

The Fife Child Concern Notification Form ensures that concerns are properly recorded and **the referrers should receive feedback.**

Outwith normal working hours all Child Protection referrals should be made to the Social Work Out of Hours Service or Police Scotland on 101.

If there is any uncertainty, the Child Protection Coordinator may find it helpful to discuss any general concerns with Social Work Contact Centre who may be able to clarify what action is required including whether or not to contact parents.

Where a child is of an age to understand (generally, 12 years or older), action being taken because of alleged abuse should be shared with them.

Every effort should be made to ensure that information regarding the vulnerability of a pupil is passed to the appropriate agencies so that the well-being of the pupil can be addressed as soon as possible.

4.8 Contributing to an Investigation

Following a referral of suspected abuse to the Social Work Contact Centre a decision may be made for the child to be jointly interviewed by Police and Social Work. This may take place in an education setting or elsewhere.

If the interview is being held in school the Child Protection Coordinator should:

- ensure the Headteacher is aware the interview is taking place
- ensure a quiet room is available
- ensure there are no interruptions during the interview of the child
- have chronologies available should they be requested
- arrange for a support person to be available for the child if this has been requested
- should be aware that parental consent is not required for a child to be interviewed

All joint interviews will be carried out in the best interest of the child.

4.9 Attending a Child Protection Case Conference.

A school representative may be invited to attend a Child Protection Case Conference and will be required to provide a report. There is a standard report format which must be used.

The recommendation section of the report must always be completed with the writer's opinion of whether the child should be placed on Fife Child Protection Register.

Information provided by education staff for these reports should relate to how the child or young person appears within the educational setting, using the 8 wellbeing indicators (SHANARRI). There are several tools within the SEEMiS wellbeing application that provide an opportunity to review and collate information around a child based on different categories, from both Click & Go and the Wellbeing Application.

The report may contain both fact and professional opinion, but these should be clearly differentiated and supported by evidence drawn from the care and welfare information and a chronology of concerns. The content of these reports should be shared with the child and their views obtained wherever possible and appropriate. Parents should be invited to attend a meeting at the school to discuss the contents, but where this invitation is declined, a copy of the report should be sent to them with a covering letter before the Case Conference takes place.

Where a Case Conference takes place during the school holiday period, a report should be sent to the Social Work Reviewing Officer, parents and the education representative attending in the Child Protection Coordinators absence.

Providing support to the child

If, as part of the outcome of a Case Conference, the child is placed on the Child Protection Register, the education representative will be invited to be part of the Core Group. This will involve providing support for the child and the family in a manner identified at the Case Conference and recorded in the Child's Plan.

A child attending school after or during a Child Protection investigation may have to deal with a range of physical and emotional experiences which may have an impact on their learning and behaviour in school. They may have contact with a range of partners to

provide the opportunity to work through some of the issues which have arisen. A child will find it easier to deal with school life if staff are positive and welcoming and appropriately informed of any issues which may affect their work or attendance in school.

School management, in consultation with the Child Protection Coordinator, child and family should decide on how to brief appropriate staff and pupils. A familiar routine and structure within the classroom is helpful and there should be opportunities for the child/young person to talk with a trusted member of staff about any difficulties which have arisen in school or at home.

There may be issues arising where family members are involved in allegations of abuse. It will be important to maintain links and facilitate discussion with the child, family and those professionals who will be involved in future planning or in supporting the child.

Staff may find it helpful to seek support in dealing with the issues involved from the school Child Protection Coordinator, Educational Psychologist.

4.10 Child's Plan following Child Protection Case Conference

When a child's name has been added to Fife's Child Protection Register a Child's Plan will be drawn up outlining the support which is to be put in place. A Lead Professional will be nominated, usually the social worker, to coordinate, progress and review the Plan. The Named Person will be integral to this plan and will be required to attend regular Core Group meetings to review the plan.

4.11 Looked After Children/Child Protection Register

Where a child is either Looked After or on the Child Protection Register and has a very poor attendance record in school, this information should be included with the report given to the review case conference. Where such a pupil fails to attend school at any time, the parent/carer/social worker should be contacted immediately.

A child who is either Looked After or on the Child Protection Register should only be excluded from school after all other alternatives to exclusion have been explored and then only with the explicit agreement of the social worker. Headteachers are reminded of the Education guidance on exclusion, available on FISH. Care should be taken to ensure that if looked after children are being excluded there is an appropriate adult at home who will ensure their safety. If appropriate, a risk management plan should be created. Headteachers are reminded of the Scottish Government and the Education Service guidance on exclusion, a copy of both can be found on FISH.

4.12 Allegations against Education Staff

All staff should be aware that children and parent/carers can sometimes make allegations of abuse against staff within education settings. Following allegations of this nature the Headteacher should contact their Education Officer to discuss the situation. The Education Officers are asked to link with the EO who has a remit for Child Protection and Police Scotland. This Officer will provide advice to the Head of Service and the link Education Officer.

Where an allegation of physical assault has been made against a teacher, the Headteacher should ensure that the teacher is not left alone with the child or the teacher is supported in another manner which addresses the safety of both parties.

The Directorate guidance for Headteachers regarding staff allegations, entitled “Incidents involving staff” can be found on FISH.

<http://fish.fife/fife/detailedsearch/index.cfm?fuseaction=PubView&objectid=C3D36C56-E2DE-32F2-55086B082D8195DB>

Section 5

5. Child protection – specific circumstances

5.1 Prevent Strategy

The United Kingdom’s response to domestic and internal terrorism is called **CONTEST** (**COuNter TERRORism STRategy**). The CONTEST strategy consists of 4 elements, known as the four “Ps”. The Four “Ps” are:

Pursue - to stop terrorist attacks

Prevent - to stop people becoming terrorists or supporting terrorism

Protect - to strengthen our protection against an attack

Prepare - to mitigate the impact of a terrorist attack

The Prevent strategy is part of the overall UK counter terrorism strategy known as CONTEST. The aim of Prevent initiative is to reduce the threat to the United Kingdom from terrorism by stopping people becoming terrorist or supporting terrorists.

The **Prevent** strategy has **three** objectives:

1. respond to ideological challenge of terrorism and the threat we face from those who promote it
2. prevent people from being drawn into terrorism, ensuring they are given appropriate advice and support
3. work in a multi-agency manner to minimise the risk of radicalisation of children, young people and adults

The Prevent strategy recognises the threat from international terrorism as well as domestic terrorist threats e.g. Northern Ireland. In addition, Prevent activity may touch upon Anti-Semitism, or extreme right-wing groups.

The delivery of the Protect, Prepare and Prevent strategy will be coordinated by Fife Council. The Education and Children’s Services Directorate has an important role to play in conveying the message of Prevent to school leaders and staff, raising the awareness of Prevent and the CONTEST strategy with children and young people.

If there are concerns about a child or young person in danger of becoming radicalised, or involved in groups with extremist views, staff must follow the normal process for child protection, including the completion of a Notification of Child Concern form which should be emailed to the Social Work Contact Centre.

Staff are asked to ensure that they include, within the body of the NoCC form, the words “**Prevent Concern**”. This will help Children and Families Social Workers at the Contact Centre with their assessment of the risk to the child.

It is best practice to follow up the emailed NoCC form with a telephone call to the Social Work Contact Centre (03451 55 15 03).

On receipt of the NoCC form, Social Work will carry out an assessment of the risk to the child or young person and route the concern, if necessary to the multi-agency IRD meeting, held each morning at Police Scotland Divisional HQ, Glenrothes.

One possible outcome of the IRD meeting could be the involvement of the Police Scotland Prevent Team East, to advise and support the child or young person.

Schools will receive the regular Scottish Region Counter Terrorism Protective Security Updates from Police Scotland.

5.2 Separated Families

Both parents have the responsibility and the right to say how their child(ren) should be brought up until the young person is 16. From 16 to 18 they can advise and guide only. The Education (Scotland) Act 1980 confers certain rights and imposes certain duties upon parents of a school age child and, for the purposes of the Act, "parent" is defined as "any guardian and any person who is liable to maintain or have the actual custody of a child".

In the case of separation or divorce the Court will decide about parental rights and responsibilities and this will include access rights to the child. The parent with whom the child resides should provide information to the school about the Court's agreement regarding access arrangements. If this has not been done then this information should be requested in writing.

An award by the Court of a residence order to one parent does not carry with it the right and duty to control the child's education to the complete exclusion of the other parent. An award of residence to one or other parent of any children of the marriage will generally be made by the Court. The parent to whom custody is awarded is entitled to determine the residence of the child and regulate the child's day to day upbringing. In practice, a parent with sole custody will also usually regulate matters concerned with the education of the child. Although the Court may provide for contact in any way it sees fit to the child provision would not be made for contact to be exercised at the child's school. If a request is received from a parent to have contact with the child at school, such a request should be refused.

In the absence of any Court Order, schools should continue to have normal contact with both parents. If either parent suggests that contact with the child should not be granted to the other for reasons of safety, Headteachers should seek legal advice from the Council. However, in view of the continuing responsibilities of both parents, it would be in order for Headteachers upon written request to make available to the parent deprived of residence of the child the normal details of the child's educational progress and activities, notwithstanding any protest from the other parent.

In most cases the parent with a residence order is the parent with whom the child resides. This parent should be the one with whom the school principally communicates regarding the education of the child. The School Pupil Records (Scotland) Regulations 1990 confer the right of access to the pupil record to parents, under certain conditions. This right of access to records extends to both parents even if a parent has been denied contact with the pupil.

From time to time Headteachers and teachers are asked by solicitors representing a parent during divorce, separation, access and custody proceedings, to give a precognition on a pupil's behaviour and progress in school. (A precognition is a statement prepared for the purposes of seeing what evidence a person would give to a Court and assessing the person's worth as a potential witness). However, staff should note that there is no obligation to give such a statement and that such a request can be refused.

Schools are asked to note that precognition requests should come from a Court appointed solicitor or interlocutor. If schools are asked by one of the parents in a separated family to take a statement for their solicitor, the Headteacher should decline such requests and contact their Education Officer for guidance.

In situations where formal residence arrangements are not in force, schools should treat the parent with whom the child is living as if he/she has residence. As the Council's relationship with both parents is in law the same, it is not possible to deny access to the parent without residence, to events such as sports days.

The Separated Families guidance can be found on FISH.

<http://fish.fife/fish/detailedsearch/index.cfm?fuseaction=PubView&objectid=1030EC96-E515-B043-C7D67142B69A3D56>

5.3 Families Affected by Imprisonment

Evidence suggests that there are a significant number of school aged children whose parent(s) or close family members are imprisoned or have their liberty restricted in Scotland each year. The impact upon children by parental imprisonment can affect them in many ways, some more obvious than others. Fife schools should be aware of the possible impact of the imprisonment of a parent or close family member.

Research indicates that children and young people whose mother or father are imprisoned are more likely to:

- have mental health issues
- be at risk of substance abuse
- have complex care arrangements
- suffer from low self-esteem and lack of confidence
- have attainment and achievement issues at school
- attend school less often than their peers
- social, emotional, behavioural, financial and in the worst cases, exposure to the criminal justice system

Schools should also be mindful that some young people will take on additional caring responsibilities for other family members in the absence of a parent or significant carer. All schools have been provided with the Directorate guidance regarding Young Carers.

Guidance on Young Carers should be referred to when supporting children affected by imprisonment.

<http://fish.fife/fish/detailedsearch/index.cfm?fuseaction=PubView&objectid=95216216-BF93-51A6-44054FBD067B7155>

The issue of identifying those children and young people affected by a parent in prison is particularly challenging for schools. Schools will appreciate the sensitivity of this issue given the stigma associated with imprisonment and the social exclusion the child/young person may suffer because of any disclosure of this information to those in school or the local community. Many adults within these families may have had poor experiences of the education system; often with poor relationships with their teachers or those they deem to be in positions of authority.

Fife schools are encouraged to provide ready access to advice leaflets and information booklets for children and parents to help to remove the stigma associated with family imprisonment issues. There are a range of information and advice leaflets produced by the Families Outside organisation which can be accessed at www.familiesoutside.org.uk

School support staff have an important role to play in meeting with a child/young person who would want to talk about their concerns and experiences. Staff should consider carefully the use of support mechanisms once a child/young person has been identified and, monitor/review these regularly.

5.4 Multi-Agency Risk Assessment Conference (MARAC)

MARAC is an approach that addresses reduction in repeated cases of domestic abuse. The MARAC only picks up the highest risk cases so the “Team around the child in school” are key to being responsive to children’s needs.

Where school staff have concerns pertaining to domestic abuse, Care and Welfare/Child Protection procedures should be followed.

Where there are significant concerns the school can make a referral to MARAC themselves, the MARAC Coordinator at the PPU can be contacted for advice.

The MARAC takes place every two weeks and is attended by a multi- agency group of professionals. The aim is to put in place a risk management plan around the victims.

5.5 Safety Planning

MARAC may request that schools carry out safety planning with children and young people. Advice can be found on the following link:

<http://fish.fife/fish/subjects/index.cfm?fuseaction=page.display&pageid=0307C837-F7B3-73BE-A655C771DA7C938D&subjectid=FA94672E-C54D-6B09-82DDE644BE3D71D5>

During the year following the case being heard at MARAC, agencies are responsible for flagging to MARAC any repeat instances of domestic abuse they become aware of between the victim and perpetrator. This can be done by emailing marac@fife.gcsx.gov.uk

6. Quality Assurance and Self-Evaluation

The Fife Education and Children's Services document "How Good is our Child Protection, a school evaluation tool", provides a summary of all aspects that need to be considered in quality assurance of the schools' child protection processes.

How Good Is Our School version 4, is designed to promote effective self-evaluation as the first step in the process of self-improvement. This working document is clearly focused on making a difference, closing the attainment and achievement gap and strengthening the focus on wellbeing and equality.

The HGIOS 4 toolkit of illustrations, examples of highly effective practice and challenge questions is intended for use by practitioners of all levels. Named Persons and Child Protection Coordinators should use HGIOS 4 to evaluate and improve their practice.

"This self-evaluation framework highlights partnership and collaboration as significant features of a highly effective school and a high-performing learning system."

Quality Indicator 2.1 Safeguarding and child protection and the themes of:

- Arrangements for safeguarding, including child protection
- Arrangements to ensure wellbeing
- National guidance and legislation

Focus on the range of duties required of all staff and partners to ensure that all children are safe and well cared for. Schools should use the highly effective exemplars and the challenge questions to self-evaluate their practice and processes for child protection. Additionally, an annual child protection audit is carried out by the education service in a sample of schools, Early Learning and Child Care Centres.

A range of child protection training and support is offered by the Education and Children's Services Directorate each session. Schools should speak to their link Educational Psychologist regarding suitable programmes of CPD and support.



FIFE CHILD CONCERN NOTIFICATION FORM (MULTI-AGENCY)

This form can be completed by anyone concerned about a child and should be used to follow up a telephone notification (See guidance for details)

Do you consider the child(ren) to be in IMMEDIATE danger Yes No

(If no complete form and send to sw.contactctr@fife.gov.uk)

If Yes, DO NOT wait, call 999 Fife Police, Tel. 101

If Yes, please provide the name & office of Police Officer spoken to:

Time: Date: Name: Address

SECTION 1 - CORE DETAILS (Please complete what you can)

NOTIFIED BY:	
Name and job title:	
Agency/Dept:	
Contact Details:	Address Tel. No. E-mail address
Contact person for feedback or further enquiry (if different from above):	Address Tel. No. E-mail address
Line Manager / CP Lead (if appropriate)	Tel. No.:

Full Name(s) of the child(ren) you are concerned about	Address & Tel. No.	DOB	Gender (M/F)	Ethnicity	School (If known)

Full name(s) of other child(ren) in the household (enter "unknown" if information not available)	DOB	Gender (M/F)	Ethnicity	Relationship to the child	School (If known)

Full names of ALL adults in the household (Include all known names i.e. maiden names, aliases, etc.)	DOB	Gender (M/F)	Ethnicity	Relationship to the child	Has Parental Rights & Responsibilities Y/N/not known

Name of any PARENT who does not reside with the child (Include all known names)	Address & telephone number	DOB	Gender (M/F)	Ethnicity	Has Parental Rights & Responsibilities Y/N/not known

Others:	Name	Contact Details	Name	Contact Details			
Midwife			School				
Health Visitor/PHN			GP				
Nursery/ Childcare			Other Professionals				
Is this child:							
Looked after?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unknown <input type="checkbox"/>	On the Child Protection Register?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unknown <input type="checkbox"/>

SECTION 2 - CONCERNS

Describe the issues which give you cause for concern, and why (you may wish to consider the SHANARRI indicators - Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible, Included). Include parental behaviour that is a concern (e.g. substance misuse, domestic abuse, mental ill health etc). Include how many occasions or how long this has been happening, and the possible impact on the child and/or any other children in the same family/household.
If you think anyone poses a specific risk to children, please include their name(s) below:

Date of concern: _____ Time of concern: _____
Nature of concern:

Does it involve any of the following (tick all that apply)

Parental Substance Misuse Domestic Abuse Mental Health Issues Child Sexual Exploitation (CSE)

Describe any discussions and/or actions that have already taken place regarding this concern.

Are there any additional support needs for the family, e.g. interpreter?

Information Sharing.

Have you made the parent/carer aware that information may be shared? Yes No
Have you made the child/young person aware that information may be shared? Yes No

FOR RECEIVING AGENCY PURPOSES ONLY: Please ensure that other professionals working with the child are aware of this concern and any outcome following notification.

Notification received by:			
Outcome fed back to notifier:	Date:	By Whom:	



Professional Report for Case Conference and Looked After Child Meeting

(Please complete a separate report for each child attending the meeting)

School:	
Child's Name:	
Date of Birth:	

Name of Professional providing report:	
Role:	
Work Address:	
Email Address:	
Contact Telephone Number:	
Date of visits since last meeting (If applicable):	
Has report been shared with family?	Yes / No
Date of Review:	

Please provide an overview of each aspect of the child's wellbeing, Needs, Risks and Protective Factors:

SAFE: (including Legal status) Behaviour difficulties; Care and Welfare concerns; Living arrangements; Contact arrangements; Legal orders / legal advice; **Non-Disclosure Notices (SCRA)**; Risk assessment; Communication between parties; Level of visiting; meetings of the team around the child; Support for parents; Involvement of Children's Rights Service; Frequency and nature of contact

HEALTHY: Assessment of general health; Eye health; Dental health; A&E and Hospital admissions; Age and stage of development; Emotional wellbeing; Specialist Health; Dates of Immunisations

ACHIEVING: Date of starting present School; Shared placement in other education establishment; Transition needs; Meeting potential; Attainment Levels; Self-care skills; Independent living skills; Education arrangements; Additional Support Plan; Education Psychology involvement; Attendance

--

NURTURED: Experience of care and parenting; Identity and self-esteem; Extended family support; Support from friends/community

--

ACTIVE: Out of school activities; Play; Fun; Sport

--

RESPECTED/RESPONSIBLE: Pupil Support Needs; Children involved in decision making; Children encouraged to take responsibility; Community support

--

INCLUDED: Additional Support Plan or Coordinated Support Plan; Community involvement; Child and family understand what is happening; involvement of parents/carers

--

OTHER AGENCIES not mentioned who may have a role in supporting the family

--

CHILD'S VIEW:

--

PARENT'S VIEW:

--

RECOMMENDATION FOR CHILD PROTECTION REGISTRATION: Any useful comment on future safety;
Based on information available at the time of completing the report an interim recommendation can be given.

--

Signed:	
Name:	
Date:	
Role:	