**Bellshill Academy**

Logo

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**Child Protection Policy**

A person smiling for a picture

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**Mr A. Hamilton (DHT, CP Co-ordinator) Mrs J. McGraw (Head teacher)**

**Any concerns regarding Child Protection should be brought immediately to the attention of the Child Protection Co-ordinator. At Bellshill Academy, this role is fulfilled by Mr A Hamilton (Depute Head Teacher. In the event of the Head Teacher’s absence, concerns should be directed to Mrs J. McGraw (Head Teacher)**

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**CONTENTS**

|  |  |
| --- | --- |
|  |  |
| 1. Rationale 2. Aims of Policy |  |
| 1. What is Child Protection? |  |
| 1. Helping prevent child abuse |  |
| 1. Infrastructure and procedures within Bellshill Academy |  |
| 1. Recognising child abuse |  |
| 1. Responding to a child protection concern |  |
| 1. The role of the Child Protection Co-ordinator |  |
|  |  |
|  |  |

**Appendices**

* The Child Protection process
* Descriptions of terms
* Important contacts and telephone numbers

**Rationale**

All children have inherent rights, as outlined in the [United Nations Convention on the Rights of the Child (UNCRC),](https://www.unicef.org.uk/what-we-do/un-convention-child-rights/) which include the right to be protected from abuse and neglect. This aligns with [Article 19](https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf) of the UNCRC, which specifically addresses the right of every child to be protected from all forms of violence, abuse, neglect, maltreatment, and exploitation. Therefore, safeguarding children and young people is a duty shared by all.

In accordance with the updated [National Guidance on Child Protection in Scotland (2023),](https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2023/08/national-guidance-child-protection-scotland-2021-updated-2023/documents/national-guidance-child-protection-scotland-2021-updated-2023/national-guidance-child-protection-scotland-2021-updated-2023/govscot%3Adocument/national-guidance-child-protection-scotland-2021-updated-2023.pdf) aligned with the principles of [Getting it Right for Every Child (GIRFEC),](https://www.gov.scot/policies/girfec/) it is imperative that Education & Families and other relevant agencies have a duty and responsibility to work together to protect children from harm and exploitation. This includes promptly identifying and responding to instances of abuse, and striving to provide each child with a nurturing, stimulating, and secure environment. These efforts should be supported by practitioners, families, and caregivers. Upholding these standards is crucial in all aspects of our educational establishments to ensure the wellbeing and protection of every child. It is the responsibility of everyone involved in our school to consistently adopt and implement effective practices in their respective roles.

Following the National Guidance update, North Lanarkshire Council (NLC) has created a digital document that contains revised policies, practice guidance as well as up to date SharePoint resources which can be assessed through the following link:

[NLC Child Protection Practice Guide](https://glowscotland.sharepoint.com/sites/NLEducationSharePoint/SitePages/NLC-Child-Protection.aspx)

**Whistleblowing**

All organisations that work with children are required to have policies and procedures in place that allow individuals to escalate a child protection concern outside of their management structure. Senior managers and child protection coordinators are required to deal with child protection concerns appropriately, this includes not minimising or dismissing allegations of harm. Senior managers could also be suspected of harming a child or young person. If you need to escalate a concern, please contact –

* Police Scotland on 999 in an emergency or 101 for non-emergencies (0141 308 1070) without delay if a child or young person is at risk of harm.

Please ensure that the **Whistleblowing Poster “Integrity is Everyone’s reposnsibility”** is prominently displayed on the staff noticeboard/staff bases.

What happens next?

You should –

* Record the name and details of the person you made the referral to.
* Ask them to give you feedback on your referral where this is possible (and it does not prejudice any legal action).

What happens when social work/police receive your referral?

On receipt of a referral social work and or police will carry out an initial assessment of the information. Where the information indicates a very low level of concern the matter may be diverted to a single agency for appropriate action, or to multi-agency partners to coordinate a plan for a Child in Need.

Where it is deemed to be a child protection matter, child protection procedures will be implemented. The receiving agency social work and or police will -

* Treat every referral seriously gather information available, assess and analyse this jointly and make decisions based on the information.
* Jointly assess the situation and determine how best to progress the matter, the welfare of the child will always be of paramount consideration.
* Identity who will be responsible for feeding back to the referrer.
* Agree the need to arrange an Initial Referral Discussion to plan the child protection investigation.
* Consider the need for any emergency legal measures required or statutory measures via a referral to the Children’s Reporter.

**INTRODUCTION**

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

We believe that Bellshill Academy provides a safe, positive and caring environment in which children and young people can develop physically, emotionally, socially, academically, spiritually and morally. We recognise the vital contribution Bellshill Academy can make to safeguarding pupils’ wellbeing and are fully committed to fulfilling our responsibilities in this regard.

**This policy applies to all Bellshill Academy’s staff, all visiting adults (e.g. peripatetic teachers, student teachers, etc) and all volunteers.  Parents/carers and other adults associated with the school may also contact the Child Protection Co-ordinator, should they have any concerns regarding the care and welfare of a Bellshill Academy pupil.**

1. **AIMS OF POLICY**

* To support the development of the whole child as an individual by promoting security, confidence and independence
* To raise awareness with all staff to their responsibilities in identifying and reporting possible causes of abuse
* To ensure that staff concerned with particular children in need are aware of their role in safeguarding these pupils
* To use a clear system of monitoring children who are known to be, or considered as likely to be, at risk of harm
* To ensure that good communication between all members of staff is fostered
* Raise staff awareness about the different forms of abuse and the signs that may indicate abuse is occurring.
* Establish the roles and responsibilities for the care and protection of our pupils.
* Provide guidance and support to staff members as they fulfil their roles and responsibilities in protecting the children and young people in our school.
* To develop and promote effective working relationships with other agencies, especially Social Work and Police Scotland
* To ensure all adults working within the school have undergone the appropriate checks to establish their suitability for working with children

1. **WHAT IS CHILD PROTECTION?**

‘Child Protection’ means protecting a child from abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a likelihood or risk of significant harm from abuse or neglect. Education Scotland describes Child Protection as;

*The processes involved in consideration, assessment and planning of required action, together with the actions themselves, where there are concerns that a child may be at risk of harm from abuse, neglect or exploitation.*

1. **HELPING PREVENT CHILD ABUSE**

Bellshill Academy recognises that developing the necessary qualities within both the children as individuals, and the school as a whole, can help to keep children and young people safe. Bellshill Academy is, therefore, committed to:

* establishing and maintaining an ethos where children feel secure, are encouraged to talk and are listened to
* ensuring all pupils know that there are adults in the school who they can approach if they are worried or in difficulty
* providing a curriculum which equips pupils with the skills they need to keep themselves safe, recognise risk, understand what is appropriate and acceptable and ensure they know who to turn to for help
* designating a Key Adult with pastoral responsibility for every child, in the form of Principal Teachers of Pupil Support
* Every child, young person, at all times, has a right to feel safe and protected from any situation or practice which may result in harm.
* Above all, the welfare of children, young people and protected adults is the paramount consideration, and we must all work together to ensure they are protected.

The above adheres to *Getting It Right For Every Child* (GIRFEC) and GIRFEC guides our daily practice as a team. We have a distinctive approach to safeguarding in Scotland linked to Getting It Right for Every Child (GIRFEC) which promotes action to improve the wellbeing of every child and young person. Safeguarding is a golden thread that runs through the curriculum. The aim is to support the development of learner’s knowledge, skills and resilience to keep themselves safe and protected, and to develop an understanding of the world so that they can respond to a range of issues and potential risky situations arising throughout their lives. As such, it permeates many features of the education experience including leadership, values, vision, the curriculum, learning and teaching, positive relationships, building learner resilience and suchlike.

1. **INFRASTRUCTURE AND PROCEDURES WITHIN BELLSHILL ACADEMY**

The school’s procedures for safeguarding children are in line with national guidelines and the guidelines and procedures and guidance provided by North Lanarkshire Council.

Bellshill Academy will ensure that:

* The Depute Head Teacher responsible for The Pupil Support Team holds the designated role of Child Protection Co-ordinator and she/he receives regular Child Protection training from the Local Authority, as does the Head Teacher
* In the CP Co-ordinator’s absence, the school’s Leadership Team will act on her/his behalf
* All members of staff know:
  + the name of the Child Protection Co-ordinator who to approach in her/his absence
  + that they have an individual statutory responsibility for referring child protection concerns to the CP Co-ordinator or member of SLT as soon as can reasonably be considered possible
* All members of staff are required to either attend Child Protection training from the CP co-ordinator at the start of the session or complete the ‘Understanding Child Protection Self Learning Pack’. Staff must sign to attest that they have done so
* All Principal Teachers of Pupil Support will be offered Child Protection Training on a rolling basis
* All matters relating to child protection remain confidential. Information about a child will only be disclosed to members of staff, when it is suitable for them to be made aware
* Parents/carers are aware of the role they play in child protection and understand that good communication between parents/carers and the school is vital to this
* Parents/carers are aware of this policy and have access to a copy
* All new members of staff are made aware of Child Protection procedures during their induction to the school and are made aware of where to find the policy
* All adults within the school with access to pupils undergo the appropriate checks to establish their suitability for working with children
* The CP Coordinator’s photograph, along with information directing staff to further CP information held electronically or in hardcopy at the front office, is displayed in all staff social areas throughout the school
* Entry to the school premises is controlled by an electronic door and authorised visitors to the school are logged in and out of the premises

1. **RECOGNISING CHILD ABUSE**

In order to protect children and young people from abuse, all those working with children and their families should have some understanding of child protection issues and be confident in the recognition of and response to child abuse.

**Indicators of Risk**

The following circumstances are considered to be indicators that a child may be at increased risk of harm within their families:

* Poverty
* Resistance and disguised compliance (non-engaging families)
* Disability (disabled children – physical, emotional, developmental, learning, communication, and healthcare needs)
* Parental disability (learning or otherwise)
* Mental health or health problems (parental or child)
* Suicide and self-harming
* Emotional abuse and neglect
* Domestic abuse
* Parental problematic alcohol and drug misuse
* Obesity
* Child sexual abuse (CSA) (involving a child in any activity for the sexual gratification of another person)
* Child sexual exploitation (CSE) (a form of CSA in which a person or persons of any age take advantage of a power imbalance and force or entice a child into engaging in sexual activity, in return for something received by the child and/or those perpetrating or facilitating the abuse)
* Digital environment/online safety (including harmful online challenges and hoaxes)
* Children who are looked after away from home (placed with kinship carers, foster carers, prospective adopters, residential school setting, or in residential care in a children’s house)
* Female Genital Mutilation (FGM)
* Honour-based abuse and forced marriage
* Fabricated or induced illness (parent or caregiver induces illness or a sick role in a child by exaggeration, deliberate non-treatment, fabrication or falsification or signs of illness)
* Death of a child (sudden unexpected death in infants and children)
* Cultural and faith communities
* Radicalisation

Please refer to [Part 4 of the National Guidance](https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2023/08/national-guidance-child-protection-scotland-2021-updated-2023/documents/national-guidance-child-protection-scotland-2021-updated-2023/national-guidance-child-protection-scotland-2021-updated-2023/govscot%3Adocument/national-guidance-child-protection-scotland-2021-updated-2023.pdf) for more in-depth information on the above circumstances, available from page 137 onwards.

The above guidance also provides information about ways in which children and young people can come to harm outside of the home and in specific circumstances such as:

* Child trafficking
* Child Sexual Exploitation (CSE)
* Online and mobile phone safety

Further detailed information on these and other specific circumstances can also be found within Part 4 of the National Guidance (Page 139).

Since 2011, it has not been necessary to register a child or young person under a specific category of abuse in Scotland. Instead, the four areas below form part of a whole host of indicators of concern and assist in identifying when child abuse has or is likely to occur.

* **Physical abuse**
* **Emotional abuse**
* **Sexual abuse**
* **Neglect**

These are described in detail below. It is vital that all staff take the time to familiarise themselves with those signs which could potentially arouse concern and require action to be taken.

**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. Physical harm includes:*

* a child being hit, punched, kicked or bitten.
* a child being shaken violently.
* a child being burned or deliberately scalded.
* a child being squeezed with violence or attempted suffocation.
* deliberate poisoning (household substance, alcohol, drugs or medicines).
* a child being shut in a cupboards or confined in small places.
* a child being tied or strapped down.

**Signs that should concern you:**

* unexplained injuries (bruised eyes, fractured or broken bones, burn or bite marks).
* perplexing illnesses.
* continuous ‘accidents.
* an unlikely (or no) explanation for an injury.
* a continual pattern of accidents or injuries.
* a child being reluctant to change for physical activities at school, etc.

**Behavioural indicators may include:**

* a child who is very reluctant to return home
* a child who appears withdrawn or in pain/discomfort
* a child who is resistant to going home with a particular family member
* self-harm, self-destructiveness
* persistent aggression and violent play

**Emotional Abuse**

*Emotional abuse is the 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 in so far 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 levels of emotional abuse are present in all types of ill treatment of a child; it can also occur independently of other forms of abuse. Emotional abuse includes:*

* verbal abuse (children being told they are stupid, useless, ugly or should never have been born)
* children being subjected to continuous criticism or faced with unrealistically high expectations
* children having their interests and achievements ridiculed or compared unfavourably
* affection given by parents being dependent on the child’s behaviour or achievements
* children being overprotected to an unrealistic extent
* communication with the child being distorted so that the adult uses his/her maturity inappropriately to make the child feel guilty
* children having their toys withdrawn, denied or sold by parents/carers as a punishment
* children being emotionally damaged by experiences of domestic abuse within the house

**Signs that should concern you about a child**:

* child is developmentally delayed
* child indicates through the use of words and body language that they think they are worthless, stupid or unattractive
* children expect blame and punishment (or blame themselves)
* children may harm themselves
* children may find it difficult to make friends and see themselves as not being likeable
* children may be mistrusting of adults
* low self-esteem
* sudden speech and language difficulties
* significant decline in concentration
* head banging or rocking
* compulsive stealing (from parents/carers/teachers)
* extremes of passivity or aggression
* running away
* indiscriminate friendliness
* **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 the child 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 include physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, using sexual language towards a child or encouraging children to behave in a sexually inappropriate way. Sexual abuse includes:*

* penetrative or non-penetrative acts
* sexual fondling
* masturbation
* sexual exhibitionism
* non-contact activities, such as watching pornographic materials
* pornographic images
* grooming (including grooming via the internet)

**Signs that should concern you:**

As with any kind of child abuse, there is no definitive list of signs of sexual abuse. The following are not in themselves absolute evidence of sexual abuse. Concerns must be placed within an understanding of the normal range of children’s development:

* high sexualised behaviour, rather than affectionate physical contact
* abused children may express their worries and experiences through play
* sexually explicit paintings or drawings
* sexual knowledge or curiosity (unlikely for their age)
* children may tell you about secrets or games that they are uneasy about
* regression in development
* self-harm
* a child not wishing to go with a certain adult or be looked after by a certain person (e.g. babysitter)

**Physical Signs:**

* pain, itching or redness in the genital or anal area
* bruising, bleeding or soreness in any orifice

**A note about Child Sex Offenders**

* abusers may be extremely frightening and threaten to hurt the child or someone they care about
* abusers may claim that nobody will believe the child if they tell (and may threaten the child with this)
* some abusers will attempt to bribe children with presents, treats or money
* some abusers work to convince children that what they are doing is a normal and acceptable activity within the family or between friends
* abusers come from all classes, professions, racial and religious backgrounds and can be anyone – family members, neighbours, friends, doctors, community group helpers, even professional colleagues
* most known abusers are men, but some women sexually abuse their own or other children
* young people also abuse other children - about one third of reported cases involve young people

**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, failing to protect a child from physical harm or danger, or failing 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’ or ‘growth faltering’ where they have significantly failed to reach normal weight and growth or developmental 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. Neglect includes:*

* inadequate food – leading to children and young people being malnourished
* inadequate clothing (for time of year; shoes too tight; ill-fitting clothing; dirty and unwashed clothing)
* neglect of children’s basic physical needs (dirty, smelly, unkempt)
* leaving young children unattended

**Signs that should concern you:**

* child/young person may be too thin
* child/young person may be tired and lethargic
* child/young person may arrive at your workplace desperate for food, constantly hungry, eating large amounts
* child/young person may be regularly dressed inappropriately for the weather
* clothes may be dirty, smelly or soiled
* parents may not bring the child on a regular basis
* frequent lateness and/or unexplained non-attendance at school
* child/young person may have untreated medical conditions or infections
* low self-esteem
* consider: are all the children in the family neglected or is it only one child/ young person?

**National Priorities for Child Protection:**

The Scottish Governments priorities in Child protection are;

* Female Genital Mutilation
* Child Sexual Exploitation
* PREVENT (anti-radicalisation)

As with any other matter relating to Child Protection, any concerns should be reported to the Child Protection Co-ordinator immediately.

1. **RESPONDING TO A CHILD PROTECTION CONCERN**

**Grounds for concern** can arise from a wide range of circumstances but will generally be covered by the following events:

* A child states that abuse has taken place or that they feel unsafe
* A third party or anonymous allegation is received
* A child’s appearance, behaviour, play, drawing or statements caused suspicion of abuse
* A child reports an incident of abuse that happened some time ago
* Staff witness abuse

*Remember: if you don’t share your concerns, a child may be harmed.*

**How should you respond to the child?**

* Listen and observe with care
* Treat the allegation in a serious manner
* Reassure the child that he/she is doing the right thing telling you
* Affirm the child’s feelings as expressed by the child
* Do not give a guarantee of confidentiality or secrecy
* Do not ask leading questions
* Seek clarification using open ended questions only
* Do not interrogate the child
* Do not show disbelief
* Do not introduce personal or third party experience of abuse
* Avoid displaying strong emotions

**What action should you take?**

* Any grounds for concern should be reported immediately to the CP Coordinator. On no account should staff tell a parent/carer about what has happened at this stage.
* If there is direct evidence or suspicion of child abuse, the matter must be reported immediately; staff should not wait to gather evidence nor agree to keep the information secret or discuss the matter with others.
* Staff must follow the guidance given by the CP Coordinator in relation to recording concerns, supporting the child, co-operating with subsequent actions to investigate the grounds for concern, and protecting the child or children concerned.
* Staff should provide an accurate report for the CP Coordinator when requested.
* All information recording must be relevant, accurate, signed and dated as it may become a legal document. Staff must ensure the child’s name and date of birth are accurately recorded. The information should include a clear, succinct chronology of events, all relevant factual information and a summary of the employee response and any agreements reached.
* It is essential that there is no delay in initiating child protection procedures even where the CP Coordinator is absent or not available. In such circumstances, staff should speak to another member of the Senior Leadership Team. Further support is available from the Education Officer (Support for Learning) or Development Officer (Child Protection) at Education and Families Headquarters.

Roles and Responsibilities

At Bellshill Academy, holds ultimate responsibility for all child protection matters. These responsibilities include the following:

* Ensuring that the **NLC Multiagency Child Protection Procedures** are reviewed as required, with all staff consistently reviewing the practice guidance, to maintain clarity and keep everyone up to date. Providing them with access to the NLC SharePoint for any updates or relevant information is also important. Additionally, it is crucial to ensure that a copy of relevant posters is prominently displayed on the staff noticeboard. This will help ensure that staff are aware of important information and can refer to it easily.
* Ensuring that all staff are acquainted with the Child Protection Coordinator within the establishment and know whom to contact in their absence.
* Formulating establishment policies and practices in accordance with the national and local authority guidance.
* Facilitating child protection training for all staff.
* Fostering a school culture and learning environment which has children’s rights at the centre, promoting the safety and wellbeing of all children.
* Timely completion and submission of all child protection documentation as stipulated in local protocols and guidance.

**All Staff**

Ensuring the safety of children and young people is a collective responsibility, making it imperative for **all** school staff to actively participate in maintaining a secure environment.

In terms of child protection, staff should be aware of the following indicators of concern, which may stem from various situations but will generally be covered by the following events:

**Grounds for Concern:**

* **Disclosure by the child**: A child may directly disclose that they have experienced abuse or feel unsafe.
* **Third-party allegations**: Reports or allegations of abuse from other individuals, such as concerned adults, witnesses, or anonymous sources.
* **Observable signs**: Suspicious or concerning indicators observed by adults, including changes in a child’s behaviour, appearance, or statements as well as any unusual drawings or play activities that may suggest abuse.
* **Historical disclosures**: Reports of past incidents of abuse shared by the child, ever if they have occurred some time ago.
* **Staff witnessing abuse**: Instances where school staff directly witness or become aware of abusive behaviour or harmful situations involving a child.

Identifying and addressing grounds for concern are crucial steps in protecting children and ensuring their safety and wellbeing. Prompt reporting and appropriate action are essential to safeguarding children from potential harm.

Prompt initiation of child protection procedures is imperative, even in cases where the head of establishment is absent or unavailable. In such instances, staff should communicate with the designated Principal Teacher or Depute. Additional assistance can be sought from the Child Protection Development Officer, Michael Bradley, who is available by email at [bradleymic@northlan.gov.uk](mailto:bradleymic@northlan.gov.uk)and by telephone on **07816 200095.**

**What happens next?**

In the event of a medical emergency, it is crucial to notify medical services immediately. If necessary, administer first aid before reporting the incident to the senior social worker.

Child abuse constitutes a criminal offense. Urgent situations may necessitate involving the police, such as to prevent further abuse, ensure the immediate pursuit of an alleged abuser, or prevent the destruction or evidence.

The grounds for concern and any subsequent actions taken must be promptly recorded, signed, and dated on the same day using the Notification of Concern (NoC) documentation, as outlined in Appendix 2. Two copies should be sent immediately as indicated on the form. The copy retained within the establishment should be securely stored in the confidential child file, which is typically kept in the Head Teacher’s office. Additionally, the grounds for concern should be recorded as a significant event in [SEEMiS pastoral notes](https://www.seemis.gov.scot/index.php/login-menu-item).

After receiving a NOC, the police will conduct an investigation and may initiate an Initial Referral Discussion (IRD) through a teleconference call. The aim of the IRD is to facilitate the involvement of key agencies and services in sharing and analysing information initially. This collective effort informs a joint decision regarding whether a notification of child protection concern warrants further investigation. This approach ensures collective responsibility and consistent engagement by police, social work, health, and education staff in staring information, assessing risks and maintaining a unified record of decision making.

**Co-operating with Agencies involved in Child Protection Process**

Following the reporting and recording of concerns, staff are expected to fully cooperate with subsequent investigations and support plans as directed by the head of establishment, in consultation with the appropriate agency representatives. This may involve attending case discussions, child protection conferences and reviews.

Handling child protection issues can have significant emotional and psychological impacts on employees. Education & Families recognise their duty of care to all staff members. Support services are available through the Staff Welfare Officer, Nicola Harvie at [Harvienic@northlan.gov.uk](mailto:Harvienic@northlan.gov.uk) to assist employees during such challenging times. If you feel you or any of your colleagues need support in this area, please see support offered by North Lanarkshire Council by accessing the following links:

* [Health & Wellbeing Support for Employees – My NL](https://mynl.co.uk/knowledge-base/health-and-wellbeing-support/)
* [Talk about it | Work well NL](https://workwellnl.co.uk/think-well/talk-about-it/)

**Conclusion**

All children have the right to receive care and protection, which includes being kept safe from abuse and harm. This should be done in a safe environment that respects their rights, as stated in the UNCRC. By following the procedures outlined in this policy and seeking guidance from local and national policies, we can ensure that we are vigilant in safeguarding our pupils and promoting their health and wellbeing, in alignment with the principles of the UNCRC.

Further information and resources are available within the NLC Sharepoint link below:

https://glowscotland.sharepoint.com/sites/NLEducationSharePoint

**Essential information for the Child Protection Coordinator**

* A medical emergency should be reported immediately to medical services and, if required, first aid should be administered before reporting the incident to the senior social worker.
* Child abuse is a criminal offence. Urgent circumstances may require help from the police, for example to immediately avoid further abuse, to ensure the immediate pursuit of an alleged abuser or to avoid destruction of evidence.
* The grounds for concern and action taken should be recorded, signed and dated (on the same day) using Appendix 2 Notification of Concern (NOC). Two copies should be sent immediately (telephone to inform, and e-mail as indicated on the form). The copy retained in the establishment should be stored confidentially. Grounds for concern should be recorded on Seemis Pastoral Notes.

Following a Notification of Concern (NOC) the police will investigate and may initiate an ‘Initial Referral Discussion’ (IRD) through a teleconference call. The purpose of the IRD is to ensure that key agencies/services are involved in the initial sharing and analysing of information to inform a collective decision about whether a notification of child protection concern should proceed to a child protection investigation. This ensures a collective responsibility and consistent involvement by police, social work, health and education staff in sharing information and assessing risks and a single record of joint decision making.

Should the CP Coordinator make the decision to contact Social Services or the Police, the following information will be required:

* The child’s name, address and date of birth
* The parent’s address and current whereabouts
* Where the child is and their views, if known
* Contact details of the school
* Details of concern/alleged abuse
* Details of any other children in the household
* Whether the parents/carers are aware of the school’s concerns

**APPENDICES**



**THE CHILD PROTECTION PROCESS**

**NOTIFICATION OF CONCERN (CHILD PROTECTION)**

Joint Police & Social Work Investigation or no further CP action

*(N.B. Following a Notification of Concern, there will be an initial discussion and*

*assessment to decide whether or not the Child Protection process will proceed)*

**INITIAL CHILD PROTECTION CASE CONFERENCE (ICPCC)**

When there are significant concerns that a child may be/or is at risk of abuse

**DECISION ON REGISTRATION**

The ICPCC decides whether a child or children should be placed on the Child Protection Register and whether a referral to the Scottish Children’s Reporter Administration is required.

**CHILD PROTECTION PLAN**

**MULTI AGENCY CORE GROUP**

Multi agency intervention/support/protection plan

**REGULAR CORE GROUP MEETINGS**

A review of the Child Protection Plan to consider progress being made in protecting the child/young person

**REVIEW CHILD PROTECTION CONFERENCE**

A meeting to consider whether continued registration is required

**DE-REGISTRATION**

Ongoing support and services considered

**DESCRIPTIONS OF TERMS**

**Child Protection Case Discussion**

A Child Protection Case Discussion may be convened when, following a Notification of Concern being received, it is believed that a wider multi agency discussion is required in order to obtain all relevant agency information to inform whether the Notification of Concern proceeds to investigation.

**Initial Child Protection Case Conference (ICPCC)**

An Initial Child Protection Case Conference is a multi-agency meeting to consider whether a child is at risk of significant harm. This meeting must be convened within 21 days of the Notification of Concern being received. Information relevant to concerns about abuse, or risk of abuse, is shared and considered and decisions are made regarding the future protection of the child. The roles and tasks of key agency personnel are clarified at an Initial Child Protection Case Conference. A decision is made at the initial conference about whether or not to place the child’s name on the **Child Protection Register.** If the decision is made to place the child’s name on the register, a **Child Protection Plan** is agreed.

**Child Protection Register**

The Child Protection Register is the system in place for alerting professionals that there is sufficient concern about a child or young person to warrant an inter-agency Child Protection Plan. The local authority Social Work Services are responsible for maintaining a Register of all children who are the subject of an inter-agency Child Protection Plan, which provides a point of enquiry for professionals who are concerned about a child’s wellbeing or safety. The multi-agency Child Protection Case Conference takes the decision of whether or not to place a child’s name on the Child Protection Register. The final decision lies with the locality social work manager.

A child’s name will remain on the Child Protection Register until such times as the risk to the child or young person is significantly reduced. After the Initial Child Protection Case Conference, regular reviews will take place as required until such times as the child is removed from the Register.

**Child Protection Plan**

When the conference decides to place a child’s name on the Child Protection Register, an inter-agency Child Protection Plan plan must be agreed by the conference to reduce risk to the child and provide support to the family. A **Core Group** is identified at the conference.

**Core Group**

Core Groups provide an important mechanism to ensure a co-ordinated approach to the protection of a child. A Core Group is set up in all cases where a decision has been reached to place a child on the Child Protection Register. The primary purpose of the group is the implementation of the

Child Protection Plan. The first Core Group meets two weeks following the

Initial Child Protection Case Conference.

The purpose of the Core Group is to ensure that an identified multi agency group of professionals working alongside the family, finely tune the Child Protection Plan, ensuring that the agreed tasks are being carried out and to continuously review the risk to the child or young person.

**Review Child Protection Case Conference**

The purpose of a review CPCC is to review the decision to place a child’s name on the Child Protection Register or to consider significant changes in the child’s or family’s circumstances. The participants will review the progress of the Child Protection Plan, consider all new information available and decide whether the child’s name should remain on the Child Protection Register. The first Review Child Protection Case Conference should be held within three months of the initial CPCC and thereafter at six monthly intervals or sooner if circumstances change. Only a review CPCC can deregister a child’s name from the Child Protection Register.

**IMPORTANT CONTACTS AND TELEPHONE NUMBERS**

**Social Work**

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| **Bellshill Social Work** | **01698 346666** |
| **Social Work Emergency Services**  **(Out of Hours)** | **0800 121 4114** |

**Police**

**All Areas 101**

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| **The Family Protection Unit** | **Access via 101** |

**Education, Skills and Communities**

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| **Michael Bradley, CP Development Officer** | **01236 812294** |

**Health NHS Lanarkshire**

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| **Child Protection Advisors** | **01698 452861** |