

# Coatbridge High School



## Child Protection Policy – 2024/2025



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## INTRODUCTION

We believe that Coatbridge High School provides a safe, positive and caring environment in which children can grow in their physical, emotional, social, academic, spiritual and moral development. We recognise the vital contribution Coatbridge High can make to safeguarding pupils from harm and are wholeheartedly committed to carrying out our responsibilities actively and conscientiously in partnership with all other concerned parties.

**This policy applies to all Coatbridge High school's staff, all visiting adults (e.g. peripatetic music teachers, students). Parents/carers and other adults associated with the school may also contact the Head Teacher or Child Protection Co-ordinator, Rebecca Mills (DHT) should they have any concerns regarding the care and welfare of a Coatbridge High pupil.**

For further information, please refer to NLC Management Circular C5.

## AIMS OF POLICY

- ✓ To support the development of the whole child as an individual by promoting security, confidence and independence
- ✓ To raise awareness of 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
- ✓ To develop and promote effective working relationships with other agencies, especially Social Services, the NHS and Police Scotland
- ✓ To ensure all adults working within the school with access to children have undergone the appropriate checks to establish their suitability for working with children.

## 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.



## HELPING PREVENT CHILD ABUSE

Coatbridge High School recognises that developing the necessary qualities within both the pupils themselves and the school as a whole can support the prevention of child abuse. Coatbridge High School 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.
- Including in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and ensure they know who to turn to for help.
- Including in the curriculum materials which will help children develop appropriate views and attitudes to the responsibilities of adult life, particularly with regard to the care of children.

The above are integral to *Getting It Right For Every Child* (GIRFEC) and are facilitated and delivered through the procedures and practices of the pupil support team, the PSHE programme and the school's Health and Wellbeing programme,



## **INFRASTRUCTURE AND PROCEDURES WITHIN COATBRIDGE HIGH SCHOOL**

The school's procedures for safeguarding children are in line with National guidelines and the guidelines and procedures of North Lanarkshire Council.

Coatbridge High School will ensure that:

- The Child Protection Co-ordinator receives regular Child Protection training.
- During the Child Protection Co-ordinator's absence, the Head Teacher will act on her behalf, having received appropriate training.
- All members of staff know:
  - the name of the Child Protection Co-ordinator (and designated depute co-ordinator)
  - that they have an individual statutory responsibility for referring child protection concerns to the Child Protection Co-ordinator or Head Teacher/ Senior Leadership Team as soon as can reasonably be considered possible
- All members of staff are required to complete the 'Understanding Child Protection Self Learning Pack' and have this signed off by the Child protection Co-ordinator. In addition to this, all staff receive annual refresher training which includes:
  - their personal responsibilities in relation to child protection
  - the school's specific child protection procedures
  - how to support and respond to a child who tells of abuse
  - any appropriate legislation relating to Child Protection
- All matters relating to child protection remain confidential. Information about a child will only be disclosed to members of staff on a need to know basis
- Parents/carers are aware of the responsibilities of staff with regard to Child Protection
- 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 provided with a copy of this policy
- All adults within the school with access to pupils undergo the appropriate checks to establish their suitability for working with children
- 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



## RECOGNISING CHILD ABUSE

In order to protect children and young people from abuse, all those working around 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:

- Domestic abuse
- Parental problematic alcohol and drug misuse
- Non-engaging families
- Children and young people experiencing or affected by mental health problems
- Children and young people who display harmful or problematic sexual behaviour
- Female Genital Mutilation (FGM)
- Honour based violence and forced marriage
- Fabricated or induced illness (previously known as Munchausen by proxy)
- Sudden unexpected death in infants and children

Further detailed information on all of the above circumstances can be found within Part 4 of the *National Guidance for Child Protection in Scotland 2014* (page 113). This can be accessed online at [http:// www.gov.scot/Resource/0045/00450733.pdf](http://www.gov.scot/Resource/0045/00450733.pdf)

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 Coatbridge High 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 cupboard 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

## 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 Child Protection Co-ordinator/ Head Teacher. 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 Co-ordinator/Head Teacher 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 child protection co-ordinator 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 Co-ordinator/Head Teacher is absent or not available. In such circumstances, staff should speak to the designated Principal Teacher. Further support is available from the Education Officer (Support for Learning) or Development Officer (Child Protection) at Education, Youth and Communities Headquarters.

## THE ROLE OF THE CHILD PROTECTION CO-ORDINATOR

The designated Child Protection Co-ordinator will:

- work closely with the Senior Leadership Team to ensure that they can act effectively as Deputy Child Protection Officers in her absence.
- adhere to North Lanarkshire Council Education, Skills and Youth Employment Child Protection procedures by referring children to Social Services or Police Scotland if there are concerns about their safety or wellbeing.
- ensure that in the case of a referral to Social Services, the parents/carers are informed immediately, unless doing so would put the child concerned at risk of further harm
- ensure that careful written records are kept on any child about whom there are concerns of possible abuse or neglect. A chronology will be kept electronically in the Pastoral Notes area of SEEMIS.
- ensure that the grounds for concern and any action taken is recorded, signed and dated (on the same day) using the Child Protection Recording Form (Appendix 2, Child Protection and Guidance). The report and four copies will be sent as indicated on the form with the copy retained by the school stored in a confidential incident file.
- ensure that the progress of any child for whom a protection referral has been made is monitored closely. Progress shall be recorded using the Child Protection Monitoring Form (Appendix 3, Child Protection and Guidance). The outcome of any investigation will be detailed, including action points. The report will be sent to the Child Protection Officer at Headquarters.
- Current and active child protection records are stored on the NLC Seemis Wellbeing App. Non active Child Protection records should be stored confidentially in a securely locked cabinet in the Child Protection Co-ordinator's office.
- monitor the attendance of children on the Child Protection Register and notify Social Services immediately if there is an unexplained absence of a pupil.
- attend initial case conferences, core groups, Child Protection Review Conferences and Children's Reporter meetings (or, if necessary, send a Principal Teacher on their behalf).

- submit written reports to Social Services or the Children's Reporter on request within the agreed time limits.
- liaise with other agencies to safeguard children.
- ensure that there is close communication and liaison with any establishment a child transfers to and that all Child Protection records are safely and confidentially transferred.
- ensure that all adults within the school with access to pupils have undergone the appropriate checks to establish their suitability for working with children.



### **Essential information for the Child Protection Co-ordinator/Head Teacher**

- 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, scan and email, followed by a hard copy) as indicated on the form. The copy retained in the establishment should be stored in the confidential child file, located in the Pupil Support office. 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 Child protection Co-ordinator/Head Teacher 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

## **SUPPORTING PUPILS WHO HAVE EXPERIENCED OR WITNESSED ABUSE**

Coatbridge High School recognises that when children are the victims of abuse or witness domestic violence, their self-esteem and sense of self-worth can be adversely affected. The school may be the only stable, secure and predictable element in the lives of children at risk. However, when at school, the behaviour of these children may be challenging and defiant or, in contrast, they may become withdrawn. All Coatbridge High staff will, therefore, always consider the underlying root or cause of children's behaviour.

Coatbridge High School understands that part of the school's role is to help children combat the feelings of helplessness and self-blame which they may experience in situations involving abuse. We can do this by maintaining a positive school ethos where children feel valued, safe and secure, where they are encouraged to talk and where staff always take the time to genuinely listen.

Coatbridge High School will endeavour to support pupils with difficulties through:

- continued monitoring of their development, overseen and co-ordinated by the Head Teacher in collaboration with other staff working directly with the child
- maintaining up-to-date records and notifying Social Services as soon as there is a recurrence of a concern
- on-going close collaboration with parents/carers
- liaison with appropriate and trustworthy statutory and voluntary agencies who may be able to support the pupil
- staff adhering to the school's Positive Behaviour policy to help ensure a consistent approach to dealing with behaviour which does not risk damaging the child's sense of self-worth.

## **SPECIFIC CHILD PROTECTION ISSUES RELATING TO STAFF**

### **Staff support**

Coatbridge High School understands that staff who have been involved with a child who has been abused or appears at risk of harm may find the situation stressful and upsetting. Support will be given to staff by providing an opportunity to talk with the Head Teacher about their anxieties and reflect on possible outcomes. If appropriate, external support will be sought via the local authority's Staff Welfare Officer.

### **Allegations against staff**

Coatbridge High is aware that a pupil may make an allegation against a member of staff. In such cases, the member of staff will be informed immediately by the Head Teacher who will carry out an investigation and, if necessary, refer the matter to the school's link Education Officer. Should the allegation made to a member of staff involve the Head Teacher, the member of staff should immediately inform the school's link Education Officer.

### **Whistle-blowing**

Coatbridge High school recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff, therefore, should be aware of their duty to raise concerns about any inappropriate attitudes, approaches or actions of colleagues.

### **Physical contact with pupils**

Whilst it would be unrealistic to prohibit all physical contact between adults and children, Coatbridge High staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misrepresentation.

If it becomes necessary to physically restrain a pupil for their own or others' safety, this should be in line with the school's separate policy on physical restraint. The Head Teacher will be informed on the same day and a record will be entered in SEEMIS.

### **One-to-one contact with pupils**

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations (e.g. musical instrument tuition or a counselling session), the door to the room in which a meeting is taking place should be left open. All rooms which are used for the teaching or counselling of pupils will have a clear glass panel.

### **Administering First Aid**

First aid will only be administered by qualified first aiders. All first aid and routine hygiene care will be appropriately recorded. If it is necessary for the child to remove clothing for this treatment, there should be an adult of the same gender as the child present.

### **Photographing pupils**

Under normal circumstances, any photograph of a pupil (e.g. for the purpose of recording their progress or a particular achievement) should be taken on a school camera or iPad. If taken on a member of staff's own phone, camera or iPad, this should be deleted from the device as soon as it has been printed or uploaded onto GLOW, Twitter or the school website.

### **Contact with pupils outside school**

School staff should be alert to the possible risks which might arise from contact with pupils and parents outside of school. This is particularly the case on Social Media and staff are advised not to do this on personal accounts, If in doubt, they should speak to the Head Teacher.

## DATA PROTECTION AND THE SHARING OF INFORMATION

Disclosure of personal information is governed by the Data Protection Act 1998 (DPA). Personal data covers both facts and opinions about a living individual, which might identify that person. The DPA prevents unauthorised disclosure of a wide range of information.

Sharing appropriate information is an essential component of child protection. To secure the best outcomes for children, practitioners need to understand when it is appropriate to seek or share information. These general principles should apply:

- The safety, welfare and wellbeing of a child are of central importance when making decisions to lawfully share information with or about them.
- Children have a right to express their views and have them taken into account when decisions are made about what should happen to them.
- The reasons why information needs to be shared and particular actions taken should be communicated openly and honestly with children and, where appropriate, their families.
- In general, information will normally only be shared with the consent of the child (depending on age and maturity). However, where there are concerns that seeking consent would increase the risk to the child or others, or prejudice any subsequent investigation, information may need to be shared **without consent**.
- At all times, information should be relevant, necessary and proportionate to the circumstances of the child, and limited to those who need to know.
- When information is shared, a record should be made of when it was shared, with whom, for what purpose, in what form and whether it was disclosed with or without informed consent.

When concerns about children's safety or wellbeing require a professional or agency to share confidential information without the person's consent, they should tell the person that they intend to do so, unless this may place the child, or others, at greater risk of harm. They should also tell them what information and to whom that information will be disclosed. Each agency should make clear to people using their service that the wellbeing and protection of children is the most important consideration when deciding whether or not to share information with others. No agency can guarantee absolute confidentiality as both statute and common law accept that information may be shared in some circumstances.

Within North Lanarkshire, employees should refer to the Lanarkshire Information Sharing Protocol – Obtaining Consent, Good Practice Guidance, 2<sup>nd</sup> Edition, published March 2012.

## **MISSING PUPILS**

If a child ceases to attend school without notification and normal non-attendance procedures have failed to locate the child's whereabouts after four weeks, the Education Officer (Support for Learning) should be notified by the Child Protection Co-ordinator/Head Teacher using Appendix 6 Child Protection Procedures and Guidelines, including as much information on the child and family as possible.

If a child ceases to attend school with notification of the forwarding school, and the receiving authority fails to request records after 4 weeks, the Child Protection Co-ordinator/Head Teacher should notify the Education Officer (Support for Learning) using Appendix 6 of Child Protection Procedures and Guidelines and, when given permission, send the pupil details using the SEEMIS system to a non-SEEMIS destination site. The Education Officer (Support for Learning) or designated officer will liaise with Social Work Headquarters, NHS Lanarkshire and Housing.

If a child is on the Witness Protection Programme, the Development Officer for Child Protection should be notified in writing. Once disclosure permission has been granted the child's details should be sent to a non-SEEMIS site with destination unknown.

## **THE ROLE OF THE LOCAL COMMUNITY**

The community as a whole has responsibility for the wellbeing of Coatbridge High School pupils. Members of the public should remain alert to circumstances in which children and young people may be harmed. Individuals can assist the school and other agencies by bringing cases to their attention. Relatives, friends and neighbours of children and young people are particularly well placed to do so, but they must know what to do if they are concerned.

Because of the difficult and sensitive nature of the situation, people must be confident that any information they provide will be treated in a sensitive way and used only to protect the interest of the child. They should know that early action on their part is often the best way of helping a family stay together as well as protecting the child.

# 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 The 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**

<b>Coatbridge Social Work</b>	<b>01236 622100</b>
<b>Social Work Emergency Services (Out of Hours)</b>	<b>0800 121 4114</b>

### **Police**

<b>All Areas</b>	<b>101</b>
<b>The Family Protection Unit</b>	<b>Access via 101</b>

### **Education, Skills and Communities**

<b>Michael Bradley, CP Development Officer</b>	<b>01236 812294</b>
<b>Michelle O'Halleron (Acting Chief Officer, North)</b>	<b>01236 812287</b>

### **Health NHS Lanarkshire**

<b>Child Protection Advisors</b>	<b>01698 452861</b>
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