

**DIGITAL
SCHOOL**



DIGITAL LEARNING

**CHILD WELFARE AND
PROTECTION**

LEARN HERE

This information leaflet has been designed for Education staff and should be read in conjunction with the Digital Learning and Teaching Approaches guidance document.

In ever changing times we are increasingly thinking of new ways to work and to deliver a creative and engaging curriculum for children. This leaflet will provide you with increased knowledge of Child Protection but also the welfare considerations for the children in your school.

The [National Guidance for Child Protection in Scotland](#) tells us that policies and procedures cannot in themselves protect children: a competent, skilled and confident workforce, together with a vigilant public, can.

Research shows that children are most often harmed or neglected by a parent or caregiver rather than by a stranger. As you may now be entering into a different way of working with children it brings with it a different perspective of a child's life.

Working virtually will give you a window into the child's life that you probably will not have had before. Subsequently you may have concerns about several things such as:

- The child's home environment
- How the child is spoken to
- You may witness an incident taking place
- Changes in a child's demeanour when a parent is in the room
- Alcohol or substance use by the parent
- Alcohol or substance paraphernalia in the home

Often people know exactly what to do when there is a child protection incident and perhaps less so when there are general concerns. We suggest that where you have left a session with a child and you are uneasy (this called intuitive reasoning or gut instinct) about what has taken place or what you have seen or heard then you should immediately discuss this with the base school's child protection officer.

Whilst it might not be serious concerns this should still be reported as it will help build a picture of the child's lived experience and may provide clarity to the concerns of other agencies.

In relation to child protection matters there are four main categories Physical Abuse, Emotional Abuse, Sexual Abuse and Neglect. I have provided some definitions below taken from the National Guidance 2014.

Physical Abuse

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

Emotional Abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, to protect a child from physical harm or danger, or to ensure

access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to, a child's basic emotional needs.

Sexual Abuse

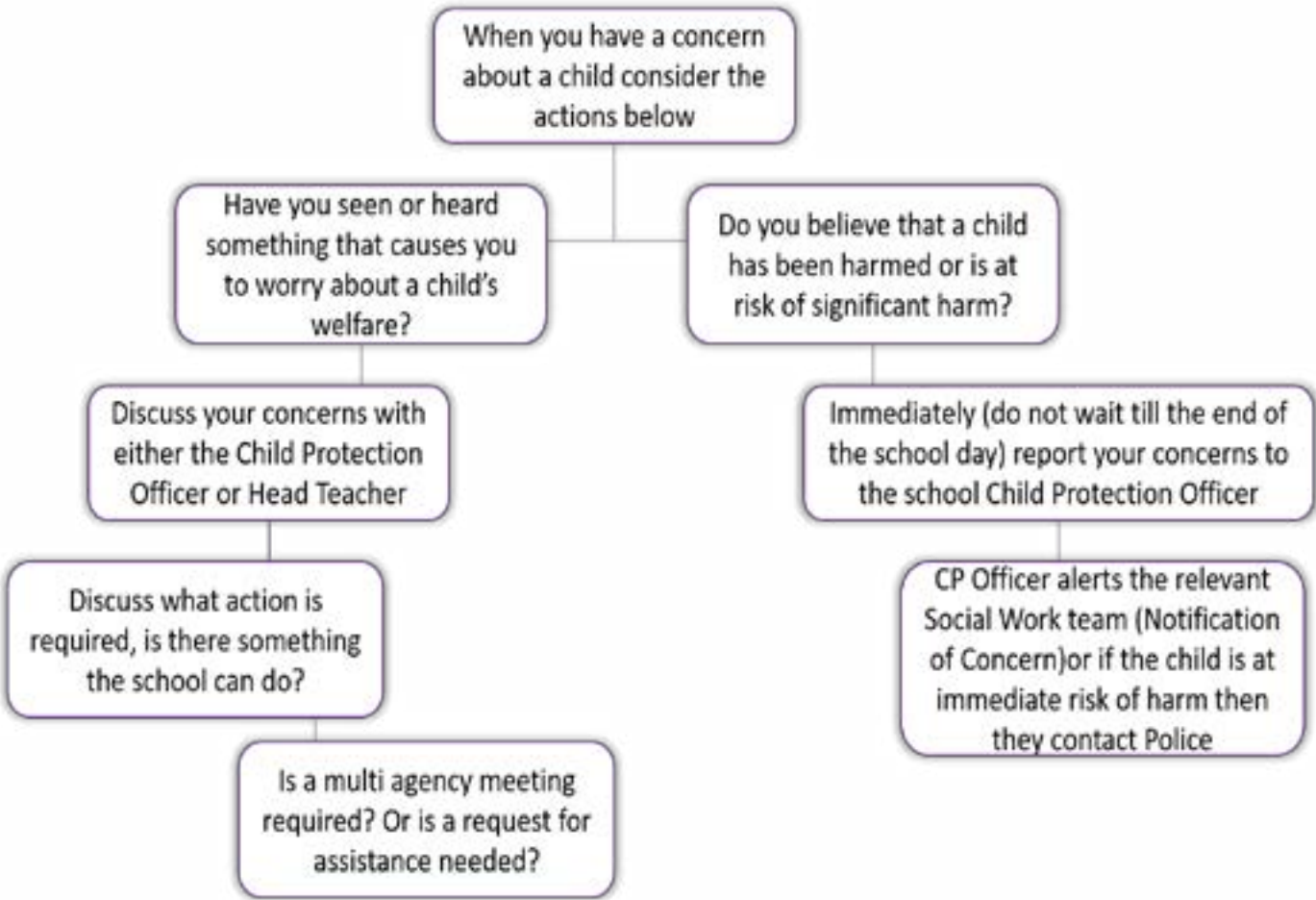
Sexual abuse is any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at, or in the production of indecent images or in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways.

If you believe that a child is at risk of significant harm you **MUST** report this immediately.

Let's all work together to look after and protect North Lanarkshire's children.

Child Welfare and protection flowchart



Please ensure that anything relating to a child's welfare or protection is appropriately recorded in line with school procedures.

Child Protection Coordinator Contact details for my school are:

Name:

Email:

Number: