The Highland Council
Comhairle na Gàidhealtachd

Child Protection and Safeguarding Handbook for Education



Cawdor Primary School November 2026

CAWDOR PRIMARY SCHOOL

Policy to be reviewed: November 2027

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Introduction

Cawdor Primary School supports the development, learning and wellbeing of children from ELC through to Primary 7. As of November 2026 our Early Learning and Childcare (ELC) setting is registered for up to 30 children and our children in Primary 1-7 are in six classes. We are part of the Nairn Academy associated schools group (ASG), and as of November 2026, 58% of our P1-P7 children are placing requests from schools within the Culloden and Nairn ASGs.

At Cawdor, our children's wellbeing is paramount. Through our commitment to realising the wellbeing indicators (SHANARRI), children's rights (UNCRC), the sustainable development goals (SDGs) and the public sector equality duty (Equality Act, 2010) for each child, child protection and safeguarding are central to both our policy and practice, and our Health and Wellbeing curriculum.

In planning for children's additional support needs we have strong multi-agency partnerships with a range of agencies. The staff team at Cawdor receive updated refresher Child Protection training each academic session, and more in-depth training as per the local authority guidance. Staff that join Cawdor throughout the year are supported through familiarisation with school and local authority guidance, policy and practice. From our partnership with 'Safe, Strong and Free' in the Early Level, to our work in Digital Citizenship in upper primary, we aim to equip our children with the knowledge and skills to thrive in today's ever-changing world, and share any worries, anxieties or incidents with a member of the team. Through our Child Protection and Safeguarding training, we aim to equip the staff team with the knowledge and skills to respond to children appropriately, following the protocols agreed across the local authority.

All visitors are made aware of our protocols, and of the need to contact the Designated Child Protection Coordinator (or Depute in their absence) if a child protection matter or disclosure arises.

Designated Child Protection Coordinator

In the event of a Child Protection concern, our Designated Child Protection Coordinator is:
James Cook – Head Teacher

Our Depute Child Protection Coordinator is:
Julia Jerrett – Principal Teacher

Scope of Handbook

This handbook applies to all children, young people* and vulnerable adults** who are in contact with members of Cawdor Primary School staff*** team. All staff are briefed on the content of this policy and their role in responding to concerns about children and young people annually. All staff are expected to comply with the information contained in this handbook, and to seek clarification if/as necessary.

In all aspects of our work, the needs, interests and wellbeing of children, young people and vulnerable adults will be prioritised. This policy and the guidance contained within it therefore has priority over other policies and advice.

The scope of this handbook covers the roles, responsibilities and actions which are expected of all members of the staff team. It does not extend to the responsibilities of multi-agency or partner organisation teams.

*'Children and young people' is the term used in this document which refers to a person up to the age of 18.

** 'Vulnerable adult' is the term used in this document to identify a young person or parent/carer over the age of 16 who is provided with a type of care, support or welfare service, or whose circumstance or context leads to a need for their protection. Highland Council guidance on adult protection can be found at: NHS Adult Support

*** Throughout this document the term 'staff' is used to identify all teaching and non-teaching team members, promoted and unpromoted staff, permanent, temporary/visiting/occasional team members, student teachers, and volunteers – and is determined as someone whose role in school or other educational setting places them in a position of responsibility for providing a service or support to any of our children and young people.

Context of Handbook

Our work is shaped by a number of local and national drivers, all of which are underpinned by the UN Convention on the Rights of the Child.

Safety and Rights

The Scottish Government supports implementation of UNCRC Rights and they have been incorporated in to Scots Law from July 2024.The Convention Rights are inter-related and interdependent.

For example, rights to protection from abuse, neglect and exploitation are inextricable from consideration of best interests and rights in relation to participation, non-discrimination, survival, recovery, parental support, and support for healthy development. The UNCRC informs the GIRFEC approach'

Scottish Government/Aldgate 2013

The national approach to improving outcomes for young people in Scotland is Getting it right for every child (GIRFEC) (2023).

These approaches provide a framework for us when working with children and young people and their families and should enable the right support to be provided at the right time. The practice of all professionals working with children and young people in Scotland is also underpinned by the National Guidance for Child Protection Scotland (2021)

Children and Young People Framework for Standards was published alongside the Children's Charter (Scottish Executive 2023). The principles in this framework, applying across the workforce, are:

- Children get the help they need when they need it
- Take timely and effective action to protect children
- Ensure children are listened to and respected
- Professionals share information about children where this is necessary to protect them
- Professionals work together to assess needs and risks and develop effective plans
- Professionals are confident and competent
- Professionals, individually and collectively, demonstrate leadership and accountability for their work and its effectiveness
- Professionals work in partnership with members of the community to protect children
- Individual protected characteristics, including the religious and cultural background of the child and family, are taken into consideration when any decisions are being taken
- Children and their families should be involved, wherever possible, in planning to meet the child's needs, both in the short and longer term. Children are often best placed to know 'what works for them.

In Scotland, a child legally becomes an adult when they turn 16. Statutory guidance which supports the Children and Young People (Scotland) Act 2014 includes all young people up to the age of 18.

Aspects of our statutory work are also governed by other legislation such as the Children's Hearings (Scotland) Act 2011. Where concerns are raised about a 16 or 17 year old, agencies may need to refer to the Adult Support and Protection (Scotland) Act 2007, depending on the situation of the young person.

Specific guidance on Adult Support and Protection in Highland:

https://www.nhshighland.scot.nhs.uk/services/asc/adultsupport/pages/welcome.aspx

Resources

The Highland Council have prepared and provided a number of useful sources of information relating to Child Protection, which can be found on the website www.hcpc.scot. Under the heading "Highland Policy Documents and Operating Procedures" you will see a list of available documents.

Equality and diversity matters were clarified and streamlined through the Equality Act (2010) and in accordance with this our Child Protection & Safeguarding processes are consistent, fair, and centre on individual outcomes and enablement.

All staff are expected to be mindful of equality and diversity issues, and all children and young people can expect to have equal access to and delivery of Safeguarding and Child Protection processes, supports and services.

Each member of the staff team holds responsibility in relation to Child Protection and Safeguarding according to the operational responsibility of their role.

Training in core competencies, knowledge and skills, is provided to the teams who comprise the General Contact Workforce, the Specific Contact Workforce and the Intensive Contact Workforce in accordance with the National Framework for Child Protection Learning and Development 2024.

Every year all staff will receive a Child Protection refresher course during the August In-Service day, and every third year it is mandatory for teaching, EYP and PSA staff to attend a more in-depth Child Protection course delivered by the Child Protection Advisor.

Additional training is made available when required in response to the changing needs of our school community.

Handbook Policy Statement

Every young person has the right to be safe and protected, and to feel safe and protected from any situation or act which might result in them:

- Being physically, sexually, or emotionally harmed.
- Being put at risk of physical, sexual, or emotional harm, abuse, or exploitation.
- Having their basic needs neglected.
- Having their needs met in ways that are not appropriate to their age and stage.
- Being denied the sustained support and care necessary to thrive and develop.
- Being denied access to appropriate medical treatment.
- Being exposed to demands and expectations which are inappropriate to their age and stage of development.

In accordance with the Children and Young People (Scotland) Act 2014, our educational settings are committed to ensuring that:

- Children and young people are heard, and their concerns are taken seriously.
- The right of children and young people to care and protection from harm is firmly upheld regardless of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity factors, race, religion or belief, sex, or sexual orientation.
- We maintain an ethos which promotes and safeguards the welfare and wellbeing of all children and young people, and where people are comfortable about sharing any concerns which arise.
- There is clarity for all members of the learning community about how to share concerns appropriately when they arise.
- We take full account of the additional needs of children and young people from minority groups, who have disabilities, or who face other barriers to learning, to ensure that they receive the support they require and are entitled to.
- We safeguard the interests of the staff as they engage with all learners as part of school business.
- All staff are suitably trained in Safeguarding matters and have clear guidance to follow when concerns about a child or young person are identified.
- All staff have a clear understanding of their roles and responsibilities involved in Child Protection.
- We are an effective and reliable part of the multi-agency process with and for our children and young people as need dictates.
- We fulfil our legislative duties relating to Safeguarding, including Child Protection.

Child Protection & Safeguarding Handbook

This handbook provides the framework which defines the individual and collective responsibility of the establishment's staff team in relation to Child Protection and Safeguarding of children, young people and vulnerable adults. This is a priority for all members of staff.

What do we mean by Child Protection?

Child Protection means protecting a young person from the likelihood or risk of significant harm caused by abuse or neglect as defined in the National Guidance (below).

There are four forms of child abuse:

Physical Abuse | Emotional Abuse | Sexual Abuse | Neglect

"Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child.

Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger."

National Guidance for Child Protection 2021 6a. Highland Child Protection Procedures - Final Draft (002)

What do we mean by Safeguarding?

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This is a much wider concept than child protection and refers to promoting the welfare of children, young people and protected adults. It encompasses protecting from maltreatment, preventing impairment of their health or development, ensuring that they are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children, young people and protected adults to have the best outcome. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm. 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 protect themselves 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, etc.

(Education Scotland, 2018)

Safeguarding extends beyond the area of Child Protection and includes all that we do to promote welfare and wellbeing of children, young people and vulnerable adults as we work to achieve positive outcomes. We use the National Practice Model (GIRFEC) to ensure that our children and young people are safe, healthy, achieving, nurtured active, respected, responsible, and included.

We work in partnership with young people, their families and relevant professionals to address concerns which impact on any of the eight wellbeing indicators as the need arises.

Our children and young people are all supported through universal provision provided within classrooms and as part of our core provision. Those who need more individualised supports will be able to access services within school and from our partner agencies based on who can provide a service which meets their need. We aim to ensure that our children and young people can develop the knowledge, skills, and resilience to keep themselves safe now and as they move into adult life.

Child Protection processes are a significant part of our approach to Safeguarding, but we also consider that our work in the following areas are important contributors to our Safeguarding arrangements:

- Administration of medicines
- Adult Protection
- Adverse weather arrangements
- Attendance processes
- Additional Support for Learning
- Bullying
- Children Missing from Education procedures
- Complaints/Compliments
- Corporate parenting
- Enrolment & Induction processes
- Equalities
- Exclusions
- First Aid provision
- Free school meals & clothing grants (& emergency foodbank referrals)
- GDPR/Data Protection
- Health & Safety (including emergency procedures, accident reporting etc.)
- Multi Agency Working
- Prevent (Section 26 of the Counterterrorism and Security Act, 2015)
- Prevention of/Recovery from Offending
- Promoting Positive Behaviour
- Pupil Voice

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- Records Retention/storage
- Recruitment/Selection (PVG process)
- Restorative Practice
- Risk Assessment
- Sharing of student information (e.g. medical needs)
- Substance Use (response to)
- Support at transition points
- Young Carer Support

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What do we mean by Risk?

In the context of Child Protection and Safeguarding, risk is considered as the likelihood or probability of an outcome given the presence of factors in a child or young person's life.

Risk is part of everyday life – a toddler learning to walk will face the probability of stumbles and the risk of scrapes, but this does not mean they should be discouraged from walking.

Risks identified may be deemed acceptable, and/or they may be able to be reduced by parents / carers or through early intervention.

Where risks cause (or are likely to cause) significant harm to a young person, a Child Protection response is required. Where a young person has already been harmed, assessment involves considering the risk of repeated harm, and the potential effects of continued exposure over time.

Roles and Responsibilities – Overview

Child Protection is a core responsibility of all staff regardless of whether there is direct contact with children and young people through their core duties.

All staff must be fully aware of their responsibilities to keep young people safe and seek advice from the Designated Child Protection Coordinator in Education settings regarding any uncertainty or concerns.

Our staff team plays a crucial role in the support and protection of children and young people. We are well placed to observe physical and psychological indicators which may suggest exposure to abuse or risk of harm, and we are able to contribute meaningfully to assessing and supporting vulnerable children and young people.

Specific roles and responsibilities relating to Child Protection vary according to each professional role within our setting. We strive to have a staff team who are individually and collectively trusted and considered to be a source of effective support and advice to our learners.

Concerns must be shared within the school or setting at an early stage by the person who identifies them.

Intervention will range from education staff level to multi agency and statutory according to the circumstances and context of the child or young person. Specific staff (usually the Designated Child Protection Coordinator in the education setting) may be asked by Social Work Services or Police Scotland to support an assessment into reported or suspected abuse or neglect.

Roles and Responsibilities – Individual Members of Staff

Every member of staff working with children and young people has a responsibility to:

- Help keep children and young people safe and well.
- Always maintain confidentiality and only share relevant information with the Designated Child Protection Coordinator.
- Any information shared should be proportionate, relevant and appropriate for the wellbeing of the child or young person.
- Be aware of signs that children and young people may need support, be at risk, and/or be suffering from harm and/or neglect – and be vigilant to this.
- Contact the Designated Child Protection Coordinator immediately when they have concerns, hear an allegation, or receive a disclosure. Staff must not investigate the concern or promise to keep secrets that the child or young person has disclosed that are pertinent to the concern.
- Facilitate quick access to support through own action or appropriate onward referral.
- Ensure that their work is carried out in ways that prevent harm to young people whilst promoting the safety and wellbeing of all involved.
- Attend school Child Protection briefings and further relevant training (will vary depending on role).
- Ensure that actions and conduct are always professional to mitigate against concern arising from interaction with children and young people.
- Be proactive in learning more about current risks that affect children and young people within our local community and school or setting.
- Request clarification promptly should any part of the Child Protection policy or process be unclear

Please see your specific sector's professional standards*.

*https://www.gtcs.org.uk/professional-standards/professional-standards.aspx

https://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/

Roles and Responsibilities – Visiting Staff

(including Educational Psychologists, specialist teachers, supply staff, music instructors, volunteers, external instructors, active school coordinators, Youth Workers, Social Workers, Children's Services Workers, Primary Mental Health Workers, Allied Health Professionals and third sector staff)

The roles and responsibilities already outlined for individual members of staff apply equally to staff visiting the school or setting for whatever reason. In addition to this:

- Visiting staff should familiarise themselves with the Child Protection arrangements in each setting they visit to be able to respond to concerns about a child or young person as they arise.
- Visiting staff must ensure they know who the Designated Child Protection Coordinator is in each setting they work in and must ensure they share any concerns (however minor) with that member of staff as soon as they arise.
- Visiting staff must check regularly that they are aware of any changes in arrangements for Child Protection.

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Roles and Responsibilities – Designated Child Protection Coordinator

The key role of the Designated Child Protection Coordinator in education settings is to ensure the effective operation of Child Protection procedures within the establishment. All Head Teachers, Depute Head Teachers, PT Guidance and Support, and Primary PT are also familiar with what is required of this role should the designated key contacts be unavailable.

Should a member of staff believe they have identified a Child Protection concern and be unable to contact a member of the SMT or PT Guidance, the member of staff should pass information directly to Social Work or Police Scotland (101).

The Designated Child Protection Coordinator has the following **strategic responsibilities** for Child Protection processes:

- To be a single point of contact for staff and other agencies for all matters relating to Child Protection and Safeguarding
- To implement the Highland Council multi-agency Child Protection policy and procedures

- To ensure that arrangements are clearly communicated to all staff and are displayed in every classroom, activity space and main office via the Highland Child Protection poster
- To ensure that children, young people and parents/carers have information, understand procedures for Child Protection, and are aware that senior staff can be approached at any time
- To comply with Highland Council guidelines on appropriate and secure record retention and recording systems for Child Protection information
- To liaise with other agencies to support investigations, court proceedings, Children's Hearings, and case reviews
- To have a strategic oversight of concerns for individual children and young people and monitor to identify patterns or accumulating concerns, liaising with appropriate services as per the National Practice Model (GIRFEC)
- To attend Child Protection training and/or strategy update sessions
- To ensure that all staff have access to Child Protection guidance and appropriate professional learning and support through liaison with the Highland Council's Child Protection Officer
- To develop staff understanding of Child Protection and their role in relation to Child Protection and Safeguarding
- To ensure that all new staff receive Child Protection training during induction
- To ensure that a Child Protection training record is maintained
- To monitor and evaluate child protection and safeguarding procedures and practices regularly.
- To ensure that all staff in the establishment are trained annually in accordance with Highland Council's guidance.
- To lead in the development of policy and practice, ensuring compliance with national and local guidance.
- To promote and support curricular input in relation to personal safety/Child Protection.
- To lead on the evaluation of Child Protection arrangements and practice on an annual basis.
- To ensure that the staff team contributes effectively and appropriately to multiagency Child Protection procedures including:

- Reports being submitted timeously for initial Child Protection Planning Meetings / Interagency Referral Discussion, Child Protection Planning Meetings, Looked After Child Reviews, Children's Hearings etc.
- Ensuring appropriate staff representation at initial Child Protection Planning Meetings, Child Protection Planning Meetings, Core Group meetings or Children's Hearings.
- Contributing to the development of Child Protection Plans.

The Designated Child Protection Coordinator has the following **operational responsibilities** in relation to Child Protection processes:

- To ensure school visitors and school staff have signed the Highland Child Protection Information for Supply Staff and Visitors
- To ensure school visitors wear the appropriate identification badge with the Child Protection procedures in the back of the badge
- The responsibility to ensure that appropriate action is taken in response to concerns being reported as outlined in Appendix 1.
- To make an assessment and determine whether the young person needs protection without delay.
- To listen to and record the concerns of children, young people, staff or third parties in relation to Child Protection, ensuring the appropriate agencies receive the relevant information.
- To work within the Multi Agency Guidance as per Appendix 2
- To compare new or updated/changing information relating to children and young people's circumstances to ascertain whether there is a risk of harm to the child or young person or their wellbeing.
- To contact Practice Lead Care & Protection / Duty Officer Social Work to share concerns if an immediate risk exists.
- In consultation with the Practice Lead / Duty Officer Social work, gather further relevant information from appropriate sources as a matter of urgency after a concern has been raised.
- To record concerns and reasons for decisions reached accurately on a Child Concern Form (CCF), and to share this with relevant multi-agency partners.

- To liaise and co-operate with other establishments and agencies in relation to Child Protection processes where appropriate.
- To co-operate where additional information or clarification is needed by Social Work team members or Police Scotland Officers.
- To communicate sensitively with parents/carers as per agreement reached with partner agencies, i.e. Social Work and/or Police Scotland
- To ensure appropriate support is provided to staff affected by their role in supporting Child Protection processes.
- To share information that is relevant, necessary, legitimate, appropriate, and proportionate with others including the HT and/or the Area Education and Learning Manager.
- Robust records and chronologies are maintained. These records will include all actions taken and outcomes secured. Details documented include adding and recording feedback received. The following course may be helpful for supporting greater understanding of robust chronologies: https://calaelearning.co.uk/product/what-makes-a-good-chronology/
- To implement multi-agency Child Protection plans
- To be aware of which children and young people are on (or have previously been on) the Child Protection register, and to allocate appropriate additional support to them as needs dictate

Roles and Responsibilities – Head Teacher

The Head Teacher is ultimately accountable for actions in response to child concerns, and the activities which promote and protect wellbeing.

The Head Teacher has the following responsibilities within our Child Protection procedures:

- To ensure establishment practice complies with local authority guidelines.
- To ensure that arrangements exist which clarify individual and collective responsibility for Child Protection for all staff.
- To ensure arrangements for curriculum development which equips children and young people with the knowledge, skills, and attributes to protect themselves.

- To appoint a suitably experienced and trained Designated Child Protection Coordinator, a Depute Child Protection Coordinator and to create a contingency plan should both be unavailable.
- To ensure that all staff know who the named Child Protection Coordinator is.
- To ensure recruitment and induction procedures give due regard to Child Protection and Safeguarding requirements.
- To support the monitoring and evaluation of Child Protection policy and procedures, and the planning of appropriate improvement.
- Supporting appropriate action in conjunction with senior officers and HR when there are concerns or allegations about a member of school staff.

Child Protection Training

The Highland Council Education and Learning Service requires that all staff working with children and young people receive adequate training to ensure that they are confident, well informed, and supported to promote the protection of children and young people.

Each year, all schools will deliver mandatory Child Protection training on the August in-service day. The general programme includes Child Protection processes and Childhood Trauma, Online Safety, Prevent (online) and Run, Hide & Tell (online). There will be termly area meetings with the Highland Council's Child Protection Officer for Education and Learning, and each school's Designated Child Protection Coordinator.

Advice on the calendar of appropriate training is published annually.

Training and support will be provided for all staff in accordance with their post and the National Guidance for Child Protection 2021.

As part of staff induction procedures, new staff will receive an initial overview of Child Protection procedures within one week of taking up post.

Staff must complete role related training within twelve weeks of taking up appointment.

Information Sharing and Child Protection

Sharing relevant information is an essential part of protecting children and young people.

At times, staff may be concerned or conflicted about the balance of their duty to protect children and young people from harm and their personal relationships with others in a variety of contexts. Concerns about a child or young person's safety must always take precedence.

It should be borne in mind that what may seem to a member of staff a minor wellbeing concern, when combined with information from other sources may point to much more serious concerns. It is therefore imperative that staff pass on all concerns to the Designated Child Protection Coordinator. The Designated Child Protection Coordinator may wish to seek advice from the Child Protection Advisor (Education and Learning Service).

Under current information sharing legislation it lawful for services to share information where there is an indication that a child or young person's wellbeing is at risk. Under such circumstances consent is not required and need not be sought.

In relation to Child Protection procedures and confidentiality, the main points to remember are:

- In the interests of protecting children and young people, staff have a professional obligation to pass on information to relevant agencies.
- Staff must not promise to keep secret any allegation or concern even if a child, young person or third-party person requests this.
- There is no guarantee that the source of a concern can be kept confidential.

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Child Protection Measures

Formal Child Protection measures can be broadly divided into several different stages.

Members of our staff team often contribute to the first three and the last two of the stages listed below:

- Recognising actual or potential harm to a child or young person.
- Sharing concerns.
- Initial information-gathering.
- Joint investigation/assessment.
- Medical examination and assessment.
- Child Protection Case Conferences.
- Developing a Child Protection Plan.

Key Questions when a Child Protection concern is raised

When considering the immediate needs of a child or young person once a concern about their safety is raised, it is essential that Designated Child Protection Coordinators consider the following questions as part of their assessment:

- Is this child at immediate risk?
- What is placing this child at immediate risk?
- What needs to happen to remove this risk now?

Concern may be raised within the school or following the receipt of a Child Concern Form from another agency.

Recording Decisions and Actions

Should the Designated Child Protection Coordinator decide that it is necessary to contact Social Work and/or the Police because of a child concern, this will be progressed without delay. A Child Concern form will be completed and submitted to Social Work. Contact may also be made by phone or in person and this should also be recorded.

Whilst it is important to make a written record, for evidential, chronological, and audit purposes, the completion of a Child Concern Form should not be seen as a substitute for the sharing of information through direct contact with Care and Protection services within Highland Council or Police Scotland.

Direct contact with Family Team Practice Lead or duty worker / Police Scotland initially and the agreement of the submission of a Child Concern Form is the most effective means of sharing concern and acquiring advice from Social Work / Police Scotland timeously.

Social Work staff and/or the Police will then determine whether:

- The child or young person is at risk of immediate or significant harm.
- The child or young person is a “child in need.”
- That no further action is identified as being required.

Regardless of the outcome, a note of the discussion and any arising actions, including no action, will be recorded in the child’s or young person’s file or chronology by the Child Protection Coordinator. Staff should be aware that all contact with social work team members will be recorded.

When a child or young person is at risk of imminent or significant harm:

- If the child or young person is or may be at risk of significant harm the Social Work service or Police will advise the Designated Child Protection Coordinator of next steps.
- Under these circumstances it is probable that a Multi-Agency Risk Assessment will take place, a record of which will be initiated by either Social Work or the Police. This will be added to the child's or young person's file by the Designated Child Protection Coordinator.
- When the outcome from the concern being raised is fed back to the establishment, the Designated Child Protection Coordinator should record this in the child's or young person's file and chronology.

Where the child or young person is a "child in need":

- If the outcome of the discussion with Social Work or the Police is that the child or young person should be "in need," this and next steps suggested should be recorded by the Child Protection Coordinator in the child's or young person's chronology.

When it is considered that no further action is required:

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- If the outcome of the initial consultation with Social Work or the Police is that no further action is required, this should be recorded in the child's or young person's chronology by the Child Protection Coordinator.
- The five key GIRFEC questions should be used to agree actions in response to need of the child or young person. These are:

    - What is getting in the way of this child or young person's wellbeing?
    - Do I have all the information I need to help this child or young person?
    - What can I do now to help this child or young person?
    - What can my agency do to help this child or young person?
    - What additional help, if any, may be needed from others?

- The Designated Child Protection Coordinator will ensure that is recorded in the chronology and a brief note to signpost to this is recorded within Pastoral Notes.

Informing Parents and Carers

The most important aspect of our Child Protection procedures are actions which keep children and young people safe from harm. When a concern has been raised, when parents/carers are informed, how and by whom, should always be discussed with Social Work and/or Police Scotland colleagues as part of the referral process.

The Designated Child Protection Coordinator should not inform parents or carers prior to this discussion.

Child Protection Register

The Child Protection Register is a confidential database of the names of any children or young people deemed to be at risk of serious harm or death. The Register can be accessed by Police and Social Work.

The Designated Child Protection Coordinator will be made aware of any decision to place a child's or young person's name on the Child Protection register and will prioritise them for additional support as required.

Placing a name on the Register does not itself protect the child or young person.

Protection comes from the actions in the multi- agency Child Protection Plan, which each service has agreed to implement for the safety and wellbeing of the child or young person.

Child Protection Plan Meetings

If a child or young person is believed to have been exposed to significant harm or felt to be at risk of significant harm, a meeting of multi-agency professionals may take place to decide whether their name should be placed on the Child Protection Register.

A Child Protection Plan Meeting is a non-statutory multi-agency meeting organised by the social work service. It is central to Child Protection procedures. Its function is to:

- Bring together all the information from people who work with the child or young person.
- Use this information to analyse and to assess the extent of risk that the child or young person is or may be exposed to.
- Agree what measures need to be taken by various agencies to protect the child or young person and/or promote their welfare.

- Decide whether to place/keep the child's or young person's name on the Child Protection register, and whether to create a Child Protection Plan.
- If a Child Protection plan is created, the Child Protection Plan Meeting will appoint a Lead Professional and identify a Core Group to implement the plan. Regular review meetings will take place until the risks reduce or no longer apply.

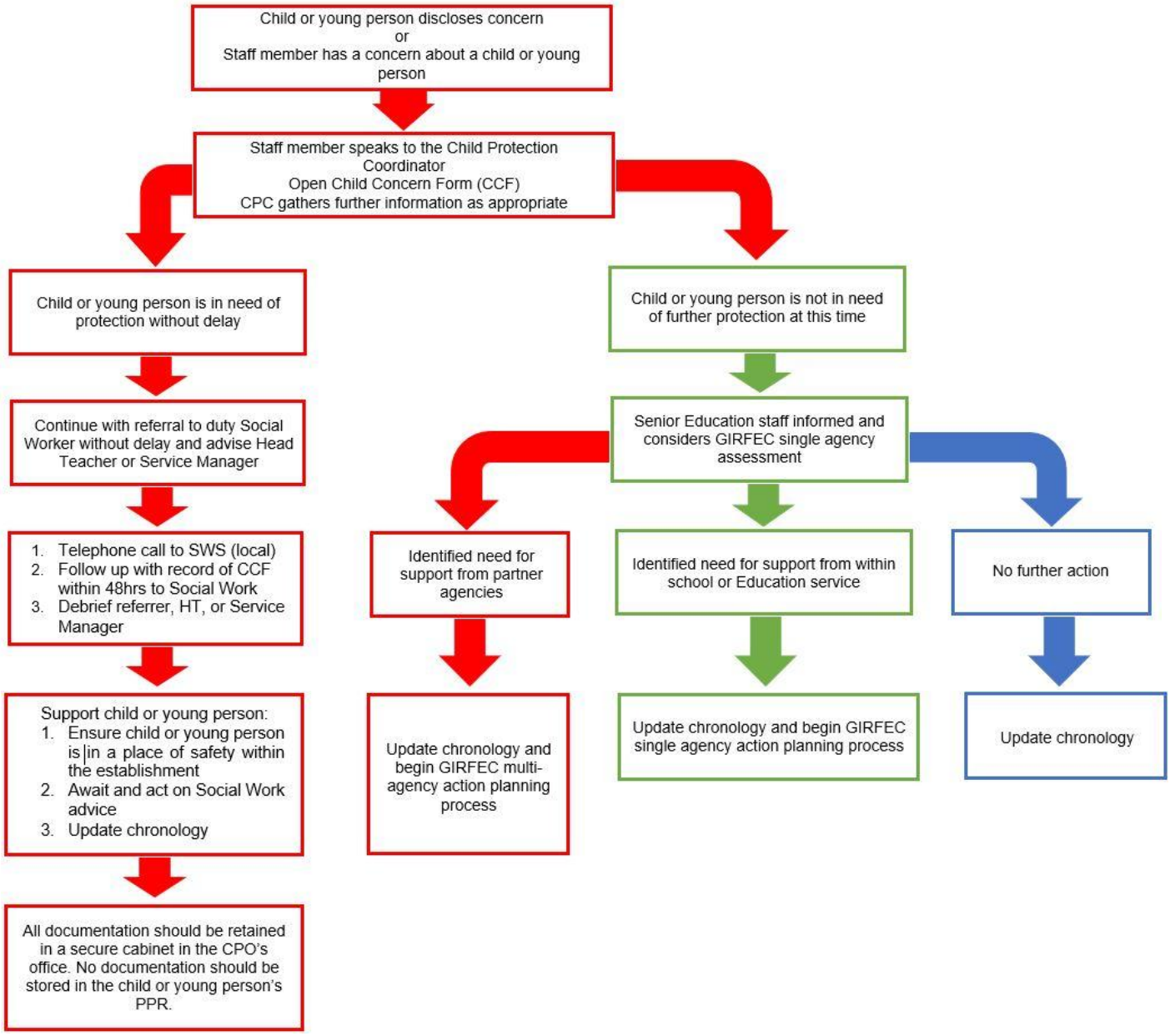
Where possible, our establishment will provide a report (usually written by a DHT or PT of Guidance or ASN) to summarise the views and observations of the staff team to the chair of the Child Protection Plan Meeting in advance.

The representative of the establishment at the Child Protection Plan Meeting will usually be the Designated Child Protection Coordinator and/or the PT of Guidance, PT ASN or the Lead Practitioner in nursery, who will elaborate on the contents of the report, and provide any clarification that is necessary.

At the Child Protection Plan Meeting each service in attendance will have a representative who will be asked for their professional opinion as to whether the child's or young person's name should be entered or maintained on the Child Protection Register and will be asked for their reasoning behind the decision.

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Appendix 1: Child Protection Flowchart



Appendix 2: 5 Key GIRFEC Questions

The 5 GIRFEC questions every professional should ask.

1. What is getting in the way of this child or young person's wellbeing?
2. Do I have all the information I need to help this child or young person?
3. What can I do now to help this child or young person?
4. What can my agency do to help this child or young person?
5. What additional help, if any, may be needed from others?

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Appendix 3: **Child Concern Form**

STANDARD CHILD CONCERN FORM
(all agencies except Police
Scotland)

Available to download from the Schools Hub

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Appendix 4: Categories of Abuse

Definitions of the **categories of child abuse** (referenced in the updated 2021 Child Protection framework) are below.

What is child abuse and child neglect?

Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home, within a family or peer network, in care placements, institutions or community settings.

Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use.

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.

There may be some variation in family, community or cultural attitudes to parenting, for example in relation to reasonable discipline. Cultural sensitivity must not deflect practitioners from a focus on a child's essential needs for care and protection from harm, or a focus on the need of a family for support to reduce stress and associated risk.

Emotional abuse

Emotional abuse is persistent emotional ill treatment that has severe and persistent adverse effects on a child's emotional development. 'Persistent' means there is a continuous or intermittent pattern which has caused, or is likely to cause, significant harm.

Emotional abuse is present to some extent in all types of ill treatment of a child, but it can also occur independently of other forms of abuse. 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, exploitation or corruption of a child, or imposition of demands inappropriate for their age or stage of development. repeated silencing, ridiculing or intimidation, demands that so exceed a child's capability that they may be harmful, extreme overprotection, such that a child is harmed by prevention of learning, exploration and social development, seeing or hearing the abuse of another (in accordance with the Domestic Abuse (Scotland) Act 2018).

Sexual abuse

Child sexual abuse (CSA) is an act that involves a child under 16 years of age 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.

For those who may be victims of sexual offences aged 16-17, child protection procedures should be considered. These procedures must be applied when there is concern about the sexual exploitation or trafficking of a child.

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, in watching sexual activities, using sexual language towards a child, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a person under 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology. Children who are trafficked across borders or within the UK may be at particular risk of sexual abuse.

Criminal exploitation

Criminal exploitation refers to the action of an individual or group using an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity in exchange for something the victim needs or wants, or for the financial or other advantage of the perpetrator or facilitator. Violence or the threat of violence may feature. The victim may have been criminally exploited, even if the activity appears consensual.

Child criminal exploitation may involve physical contact and may also occur through the use of technology. It may involve gangs and organised criminal networks. Sale of illegal drugs may be a feature. Children and vulnerable adults may be exploited to move and store drugs and money.

Coercion, intimidation, violence (including sexual violence) and weapons may be involved.

Child Trafficking

Child trafficking involves the recruitment, transportation, transfer, harbouring or receipt, exchange or transfer of control of a child under the age of 18 years for the purposes of exploitation. Transfer or movement can be within an area and does not have to be across borders.

Examples of trafficking can include sexual, criminal and financial exploitation, forced labour, removal of organs, illegal adoption, and forced or illegal marriage.

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. 'Persistent' means there is a pattern which may be continuous or intermittent which has caused, or is likely to cause, significant harm. However, single instances of neglectful behaviour by a person in a position of responsibility can be significantly harmful. Early signs of neglect indicate the need for support to prevent harm.

Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment), to protect a child from physical and emotional harm or danger, to ensure adequate supervision (including the use of inadequate caregivers), or to seek consistent access to appropriate medical care or treatment.

Neglect may include unresponsiveness to a child's essential emotional needs. 'Non-organic failure to thrive' refers to an inability to reach normal weight and growth or development milestones in the absence of medically discernible physical and genetic reasons. This condition may be associated with chronic neglect.

Malnutrition, lack of nurturing and lack of stimulation can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. For very young children the impact could quickly become life-threatening. Chronic physical and emotional neglect may also have a significant impact on teenagers.

Female Genital Mutilation

This extreme form of physical, sexual and emotional assault upon girls and women involves partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. Such procedures are usually conducted on children and are a criminal offence in Scotland.

FGM can be fatal and is associated with long-term physical and emotional harm.

Forced marriage

A forced marriage is a marriage conducted without the full and free consent of both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual, and emotional abuse.

Forced marriage is both a child protection and adult protection matter. Child protection processes will be considered up to the age of 18.

Forced marriage may be a risk alongside other forms of so called 'honour-based' abuse (HBA). HBA includes practices used to control behaviour within families, communities, or other social groups, to protect perceived cultural and religious beliefs and/or 'honour'.

What is child protection?

Child protection refers to 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.

Child Protection Guidance provides overall direction for agencies and professional disciplines where there are concerns that a child may be at risk of harm. Child Protection Procedures are initiated when Police, Social Work or Health professionals determine that a child may have been abused or may be at risk of significant harm.

Child protection involves: immediate action, if necessary, to prevent significant harm to a child inter-agency investigation about the occurrence or probability of abuse or neglect, or of a criminal offence against a child. Investigation extends to other children affected by the same apparent risks as the child who is the subject of a referral assessment and action to address the interaction of behaviour, relationships and conditions that may, in combination, cause or accelerate risks focus within assessment, planning and action upon each child's experience, needs and feelings collaboration between agencies and persistent efforts to work in partnership with parents in planning and action to prevent harm or reduce risk of harm recognition and support for the strengths, relationships and skills within the child and their world in order to form a plan that reduces risk and builds resilience

Child protection is part of a continuum of collaborative duties upon agencies working with children. The Getting it right for every child (GIRFEC) approach promotes and supports planning for such services to be provided in the way which best safeguards, supports and promotes the wellbeing of children, and ensures that any action to meet needs is taken at the earliest appropriate time to prevent acute needs arising.

The planning of systems should ensure that action is integrated from the point of view of recipients.

Child protection processes fall at the urgent end of a continuum of services which include prevention and early intervention. The GIRFEC principles and approach are consistently applicable. Children who are subject to child protection processes may already be known to services. They may already have a child's plan in place.

Child protection processes should build on existing knowledge, strengths in planning and partnerships to reduce the risk of harm, and to meet the child's needs.

Preventative and protective work may be needed at the same time. Preventative, restorative, supportive, collaborative and therapeutic approaches do not stop because compulsory measures or urgent protective legal steps are taken. A tailored blend of care and professional authority may be needed whether a child at risk is at home with family or accommodated, or when the child is to transition between placements or to be reunified with birth family after a placement away from home.

The level of risk a child is exposed to can shift, often rapidly, as circumstances change or information emerges. Services may be organised in response to 'thresholds' of risk. However, the way children and families act and think is not bound within such categories. Safe systems allow for

a degree of flexibility as professional understanding of need and risk evolves. Safe systems ensure sufficient continuity of support when the immediate urgency to protect is alleviated.

Safety may depend upon accessible support when need arises over the longer term.

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Appendix 5: Indicators of Risk

When making judgements about the risks and needs of a young person, there are a range of indicators that should trigger assessment and, where appropriate, action.

For further information, see Part 4 (specific concerns) in the National Guidance for Child Protection 2021.

Not all are common, nor should their presence lead to any immediate assumptions about the levels of risk for an individual. Where identified, they should act as a prompt for all staff to consider their impact. Indicators of potential risk often arise alongside others. Indicators of risk should therefore be considered alongside all information relating to the relevant aspects of a young person's life. (e.g. a young person involved in offending behaviour is often a young person in need of care and protection.)

Where there are several risk factors in a young person's life, the cumulative impact of these should to be identified.

Indicators of Risk as identified and fully described in the National Guidance for Child Protection 2021.

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- Poverty
- When services find it hard to engage
- Protection of Disabled children
- Parents with learning disabilities
- Impact of mental health or health problems on children
- Children and young people experiencing mental health problems
- Suicide and self-harm affecting children
- Responding to neglect and emotional abuse
- Domestic abuse
- Children and families affected by alcohol and drug use
- Physical abuse, Equal Protection, and restraint
- When obesity is a cause for escalating concerns about risk of harm
- Child Sexual Abuse
- Child Sexual Exploitation
- Indecent images and internet-enabled sexual offending by adults
- Children and young people who display harmful sexual behaviour
- Child protection in the digital environment / online safety
- Under age sexual activity
- Pre-birth assessment and support

- Children who are looked after away from home
- Re-unification or ‘return home’
- Preventing repeat removal of children
- Children and young people who are missing
- Protecting unaccompanied asylum-seeking and trafficked children
- Child trafficking and criminal exploitation
- Protection in transitional phases
- Bullying
- Hate crime
- Serious harmful behaviour shown by children above and below age 12
- Vulnerability to being drawn into terrorism
- Complex investigations
- Female Genital Mutilation
- Honour-based Abuse and Forced Marriage
- Fabricated or Induced Illness

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Appendix 6: Counter Terrorism Approaches

https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-scotland

Prevent Duty Guidance for Scotland is the Scottish Government's strategy for countering terrorism. It was formally updated in 2019. It is part of the UK wide strategy called CONTEST 2018.

https://www.gov.uk/government/publications/counter-terrorism-strategy-contest-2018

Contest has four areas of focused work which are known as the 4 P's. These are:

Prevent | Pursue | Protect | Prepare

The Prevent strategy has 3 specific strategic objectives;

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address

Our establishment strives to provide a safe space for children and young people to explore, discuss and debate the range of social and political issues which impact on our world.

The Prevent agenda is about safeguarding individuals from being drawn into terrorism. Our establishment has an important role to play in this which starts with being aware of those children and young people who may be vulnerable to extremist and terrorist narratives, and to intervening with appropriate advice and support at an early stage.

Our staff are aware of the Prevent strategy and know that they must flag concerns about young people holding views which endorse extremism as they would any other Child Protection concern.

Further advice on approaches to Prevent can be found within the National Improvement Hub. Staff may also find the published guidance on right-wing terrorism is useful in understanding the context and risks.

Appendix 7: **Further Sources of Advice**

Members of staff should seek support with any difficult emotions following concerns arising for a young person via the Child Protection Coordinator or our Employee Assistance Programme in the first instance.

Sources of further information and support include:

- Schools' Hub Safeguarding and Child Protection tile
- Protecting Children in Highland: https://hcpc.scot/
- Highland Council Guidance on Child Protection: https://hcpc.scot/
- Terrorism and National Emergencies:

  http://forhighlandschildren.org/2-childprotection/publications_44_1060070483.pdf

- The NSPCC Website
- Childline Scotland
- NSPCC Serious and Significant Case Reviews / It's Everyone's Job to Make Sure I'm Alright (2002)

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Appendix 8: Inter-agency Guidelines to Protect Children and Young People in Highland

Has been added to your school SharePoint tile and can also be found at https://hcpc.scot/

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