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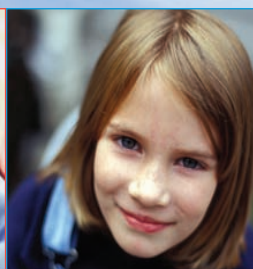


Falkirk Council
Education Services



Protecting Children and Young People

Practitioners Handbook



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Introduction

Section 1



SECTION 1

INTRODUCTION

- 1.1 "Every adult in Scotland has a role in ensuring that all our children and young people live safely and can reach their full potential. Teachers and school staff provide support to children and young people in their daily work and have a vital role in protecting children and young people from harm.

School staff must be effectively prepared and supported for their role. Any action in response to a child or young person's need for help and support, or action to protect them, must be properly co-ordinated in schools.

Schools must have appropriate policies and practices that help to keep children and young people safe and well. Schools should also provide appropriate learning opportunities that enable children to develop the skills to protect themselves and make positive and safe life choices."

'Safe and Well. A Handbook for Staff, Schools and Education Authorities' Scottish Executive 2005

- 1.2 This handbook is designed to enable and support staff in Falkirk Council Education Services to fulfil their roles and responsibilities in line with national legislation including Protection of Children (Scotland) Act 2003, The Children (Scotland) Act 1995 and documents such as 'Protecting Children and Young People: The Charter' Scottish Executive 2004, 'Protecting Children and Young People: National Framework for Standards' Scottish Executive 2004, 'Safe and Well',

and 'How Well are Children and Young People Protected and their Needs Met? Self-evaluation using Quality Indicators' and Local Inter-agency Procedures' HMle 2005.

Staff are in a position to contribute to the safety and well-being of children/young people - acting to challenge, minimise or prevent harm, to provide ongoing support, and to educate about risks and how these can be managed.

All staff share the responsibility both during pupil hours and out of school activities. They require to be aware and confident of the arrangements in place to protect children/young people, of their need to be alert to the needs of children/young people and competent in their contribution to the system of protection and support.

- 1.3 Although the term 'establishment' is used throughout these procedures it applies equally to all aspects of the services provided throughout Falkirk Council Education Services such as enhanced provision, day units, home education and Education Psychology Service.

- 1.4 For the purposes of this handbook, children (0-12) and young people are defined as those under 16 years of age. However the age may be extended in cases where young people are deemed to be especially vulnerable. A parent is defined as any person with parental responsibility to a child.



1.5 In 2002 the Scottish Executive published 'It's Everyone's Job to Make Sure I'm Alright' which reported on a national audit and review of child protection in Scotland. It stated that some children and young people "experience very serious levels of hurt and harm" which civilised societies cannot tolerate and that practice could be improved. Similar conclusions had been arrived at in previous reviews and inquiries.

1.6 As a result of the findings of 'It's Everyone's Job to Make Sure I'm Alright', the Child Protection Reform Programme was established and a series of documents have been published with direct bearing on everyone in education including:

- 'The Charter' which identifies what children and young people thought services should do for them when they need help. It includes a pledge to children and young people describing what they can expect of professionals. Refer to 'Safe and Well', page 2 for further detail.
- 'The Framework for Standards' which sets out the commitment to service provision. Refer to 'Safe and Well', pages 4 and 5 for further detail.
- 'Safe and Well' presents four guides to supplement local guidance, offering information and reminders about practice.
- 'How well are children and young people protected and their needs met?' provides a set of quality indicators which help professionals identify strengths in their practice and where further development is required.

www.hmie.gov.uk/documents/publication/hwcpnm.html

1.7 These publications incorporate tenets of international and national documents including:

- The United Nations Convention on the Rights of the Child (UNCRC) 1989, ratified by UK government in 1991, which sets out basic rights for all children and young people.
- The Children (Scotland) Act 1995 which has three overarching principles:
 - A the child's welfare is the paramount consideration
 - B the child should be supported to express his/her views and those views should be taken into account when making decisions
 - C minimum intervention principle, ie minimum action is taken to achieve the aim of the intervention and is proportionate to the circumstances.

1.8 Liaison with Parents and Carers

Experience indicates that positive outcomes for children and young people are more likely when parents and carers are aware of the role of establishment staff whether it is where staff are acting proactively with the general care and welfare of children and young people in mind or when staff are responding to particular instances where they suspect or are presented with evidence of abuse and neglect. 'Safe and Well' (pages 20-21) provides advice on information that establishments should make available to parents and carers, both in general and also specifically when there are concerns.





Recognising Indicators of Abuse and Neglect

Section 2



SECTION 2

RECOGNISING INDICATORS OF ABUSE AND NEGLECT

- 2.1 Children and young people may be at risk of being harmed by different forms of abuse and neglect. Harm may occur as an isolated instance or over a longer period of time. Establishment staff are in a position to notice subtle indicators of abuse and neglect as well as more obvious signs.
- 2.2 Abusers may be members of the family (adults or other children), carers, friends of the family, other adults with responsibilities in services, agencies or organisations, peers, or strangers.
- 2.3 Some situations indicate a higher factor of risk of abuse and neglect, namely:
- domestic abuse
 - unstable parental relationships
 - parental misuse of alcohol or drugs
 - parental mental ill-health
 - children with additional support needs
 - Looked After Children
 - young carers.
- 2.4 General indicators of abuse and neglect include:
- appearance - inappropriate dress, hungry, tired
 - mood - changed, unusually withdrawn, aggressive, emotionally fragile, low self-esteem, destructive tendencies
- relationships - changes in the way the child or young person works, plays or interacts with peers or staff
 - unexplained yet significant changes in patterns - attendance, attainment
 - inappropriate sexual language or behaviour
 - development difficulties or delay
 - compulsive stealing
 - untreated medical problems
 - unexplained bruises or other injuries
 - something said or overheard.
- 2.5 **Categories of Abuse and Neglect**
- Appendix 1 provides descriptions of the categories of abuse and neglect used when consideration is being given to the names of children and young people being placed on the Child Protection Register. It also provides more detailed indicators of abuse and neglect.
- 2.6 Staff should be alert to circumstances when children's and young people's own behaviour may put them at risk indicating a need for protection and support such as:
- inappropriate use of technology such as computers and mobile phones
 - ill-judged relationships



- inappropriate social behaviour such as bullying
- misuse of alcohol or drugs
- inappropriate sexual language or behaviour
- eating disorders
- self-harming
- running away.

2.7 Children and young people with additional support needs are more vulnerable to abuse and neglect for a number of reasons including:

- limited communication skills
- high dependence on physical

handling and intimate care, sometimes from multiple carers

- inability to recognise inappropriate behaviour and what constitutes abuse
- restricted opportunities to socialise and experience wider range of interactions
- higher levels of family stress
- lower self-esteem and self-image
- unwillingness to report as there is fear of the consequences and no apparent alternative provision or support
- staff collusion with parents and carers
- increased risk through their own socially inappropriate behaviour.





Roles and Responsibilities

Section 3



SECTION 3

ROLES AND RESPONSIBILITIES

- 3.1 'Safe and Well' states that "Schools and front-line education services will play the greatest role in ensuring all children and young people are safe and well. They will carry out many day to day tasks which require awareness of what can be done to ensure maximum safety and wellbeing.

They will also have the most daily contact with children, young people and often their parents, and may be first to notice that children, young people and families are in need of help. They may be the first adults to whom a child, young person or parent will turn for help.

When there are serious concerns, schools and other education services play a vital role in ensuring consistency of support and stability for children and young people experiencing difficult circumstances."

- 3.2 All individual staff members in Falkirk Council Education Services have a role to play in protecting children and young people as has the service as a collective organisation. "No single individual can protect children by acting alone. It is the sharing of information, collective thinking and collaborative action that enables decisions to be made in the best interests of children." 'Safe and Well'.

3.3 Roles and Responsibilities of Falkirk Council Education Services

Falkirk Council Education Services endorses the statement on practice as set out in 'Safe and Well' that there is a need to:

- "ensure all staff are suitable to work with children and young people
- be confident that all staff can recognise signs that children, young people and families need support
- be confident that all staff know who to talk to and what to do when there are concerns
- have key staff that understand the different support needs of children, young people and families in different and challenging circumstances
- have key staff that can play their part in supporting any decision making or investigations
- have staff and systems in place to participate in action planning to support children, young people and families and the capacity to respond whenever the need arises
- ensure that support for children and young people is based on need and does not wait for the outcome of investigations".

3.4 Roles and Responsibilities of the Senior Officer Designated by Falkirk Council Education Services with Responsibility for Protecting Children and Young People

The officer's role includes:

- co-ordinating policy and procedures
- ensuring establishments are aware of national and local policies and procedures
- ensuring establishments designate a trained Child Protection Co-ordinator (CP Co-ordinator)



- developing and implementing a child protection training strategy
- ensuring a system enabling access to information on children and young people relating to child protection when establishments are closed
- monitoring effectiveness of child protection
- acting as a named contact within the service, and as a representative for inter-agency working including attendance at the Child Protection Committee.

3.5 Roles and Responsibilities of the Headteacher/Manager

The headteacher/manager is accountable for the establishment's actions in response to child protection concerns and its activities to keep children and young people safe and well. S/he has a crucial role in the following areas.

A positive caring ethos by:

- conveying the importance of care and welfare and child protection to all staff and making a visible commitment in the establishment to child protection, through prevention as well as responding to children's and young people's needs
- ensuring children, young people, parents and carers have information and understand procedures on care and welfare and child protection, and that staff can be approached at any time
- ensuring a climate in which there are mutually trusting and respectful relationships between staff, children and young people, and parents and carers.

Policies and development planning by:

- reviewing with all staff the establishment's policies and procedures for care and welfare and child protection on a regular basis
- ensuring that the development plans set objectives for implementation of child protection procedures and training
- ensuring the curriculum reflects a progressive approach to enable children and young people to develop their skills to respect others, to protect themselves, and develop their resilience to recover from adverse events
- undertaking strategic development of relationships with partner agencies in order to reach compatible policies and procedures on care and welfare and child protection
- ensuring that contacts with service providers and other services used by the establishment reflect appropriate consideration of care and welfare and child protection.

Accountability by:

- designating a CP Co-ordinator in line with the advice in 'Safe and Well' (pages 10-11)
- maintaining an overview of any information received by the CP Co-ordinator, decisions on recording and referral, subsequent liaison with other agencies during investigation, proceedings and action planning to support children and young people
- developing the establishment's response to the needs of other children and young people following child protection action; developing a communication strategy if necessary



- undertaking appropriate action in conjunction with the authority's Child Protection Officer when there are concerns or allegations about a member of staff
- fulfilling the requirements of the role of CP Co-ordinator if no other member of staff is designated

Staff development and support by:

- ensuring training for all staff on child protection is given appropriate priority
- ensuring appropriate training is provided to enable the CP Co-ordinator to fulfill her/his role and responsibilities
- ensuring recruitment and induction procedures give due regard to child protection
- ensuring support and de-briefing for staff involved in child protection cases

3.6 Roles and Responsibilities of the Child Protection Co-ordinator

The CP Co-ordinator must be familiar with procedures and be confident to follow them. The CP Co-ordinator has the responsibility for making a formal child protection referral. The CP Co-ordinator's role has three elements relating to:

Information:

- helping staff to maintain an awareness of child protection issues and to know when and how to refer to the CP Co-ordinator
- ensuring that establishment-based information on care and welfare and child protection issues is up to date and easy to find

- providing advice to staff on aspects of their day-to-day work in which care and welfare and child protection issues may need to be considered, such as planning trips. The 'A-Z' section in 'Safe and well' is a useful reference.

Communication:

- being the first contact for staff who hear an allegation or identify child protection concerns
- following through notifications by staff
- liaising with other agencies to support investigations, court proceedings, child supervision requirements and case reviews
- liaising with establishment staff to ensure appropriate support to children, young people and parents and carers affected by care and welfare and child protection issues
- liaising with the designated senior manager to ensure appropriate support to staff affected by care and welfare and child protection issues

Recording and Reporting:

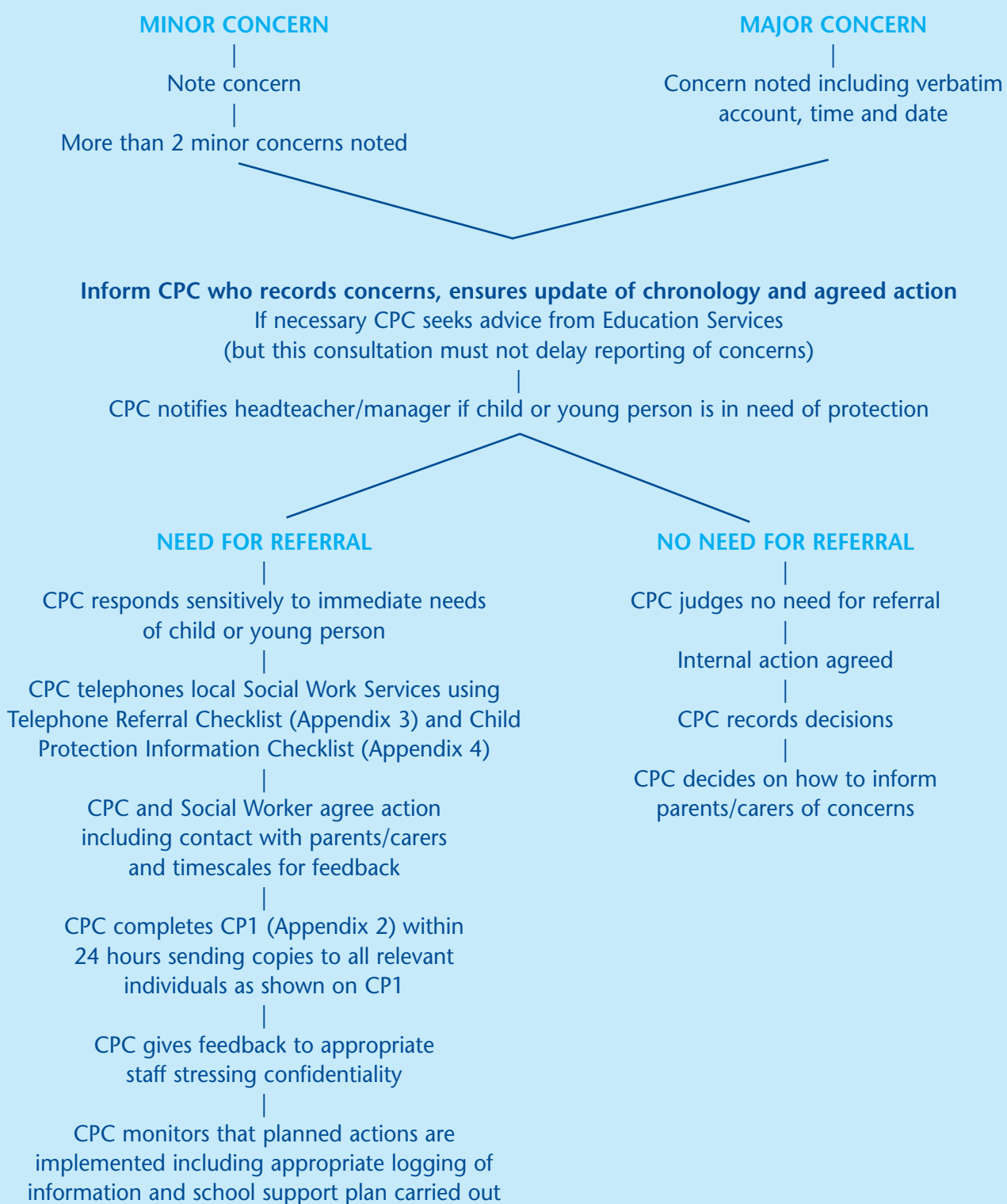
- ensuring appropriate measures for the secure storage of information on children and young people and child protection information concerning individuals, in partnership with staff responsible for personal support for children and young people

The CP Co-ordinator must follow the actions shown in the following flow chart.



CHILD PROTECTION PROCEDURES

ABUSE ALLEGED OR SUSPICIONS/CONCERNS RAISED



ADDITIONAL NOTES TO ACCOMPANY THE FLOW CHART

In cases of alleged or suspected abuse and neglect:

- listen to and record concerns
- seek further information from other staff if necessary
- if necessary seek advice from Falkirk Council Education Services senior officer responsible for protecting children and young people
- decide whether there is reasonable cause to suspect that a child or young person is at risk of abuse and neglect and is in need of protection

It should be noted that seeking advice is not a referral and should not delay concerns being reported to relevant agencies.

In cases where further referral is not required:

- consider what action the establishment needs to take to provide support for the child or young person
- put logging arrangements in place to ensure that additional relevant information is collated
- decide how to inform parents or carers of concerns which have been identified
- record with dates the decision and the reasons for the decision

In cases where it is concluded that the child or young person is in need of protection:

- discuss concerns with headteacher/manager
- consider whether immediate action is needed to protect the child or young person

- make a child protection referral to Social Work Services - having appropriate information to hand (see Appendix 3 for Telephone Referral Checklist)
- follow up telephone referral in writing on Child Protection Referral Form 1 (CP1) within 24 hours (see Appendix 2 for CP1)
- forward a copy of CP1 to Falkirk Council Education Services Head of Service, Falkirk Council Education Services Principal Psychologist, Falkirk Council Child Protection Co-ordinator, and Social Work Services Team Manager
- in consultation with the agency referred to, decide how parents or carers are to be informed of the identified concerns
- attend and contribute to a Child Protection Meeting to plan and co-ordinate investigation or inquiry
- clarify with the agency referred to that the agreed action has been followed through and if not to make contact with the relevant managers

In all cases:

- ensure that a signed and dated record of the concern is stored in the child's Pupil Progress Record (PPR) folder and detailed on the chronology sheet at the front
- establishments must maintain a chronology noting **all** concerns (see Appendix 5 for sample chronology)
- should two minor concerns be noted this should trigger CP procedures



- ensure that a copy of CP1 is stored in the PPR
- ensure that the child or young person is informed of what is happening by the most appropriate person
- consider further support that the child or young person, and siblings need, if appropriate
- decide which members of staff need to be informed
- consider whether to refer to the Reporter
- co-ordinate preparations of reports for other agencies
- attend or arrange for an appropriate member of staff to attend, meetings, conferences or hearings
- make arrangements to ensure that those attending meetings during periods when the establishment is closed have access to relevant information to enable them to participate fully in the meetings
- ensure that the establishment's contributions to the child protection plan are carried out
- ensure that information on the outcome of the initial referral is relayed to the reporting member of staff.

3.7 Roles and Responsibilities of the Whole Establishment Team

The whole establishment team shares the responsibility for the care and welfare of the children and young people. Everyone needs to be aware of the general indicators of abuse and neglect, to understand the impact that abuse and neglect have on children and young people and to be competent and

confident in taking action should they suspect or be presented with abuse and neglect.

Staff should be aware of children and young people in need of care and support, though do not need to know details in all cases. Some staff work in locations outside classrooms, such as playgrounds, and at specific times during the day, such as dropping-off times and collection times, which put them in the position of observing behaviour patterns and interactions of which other staff may not be aware.

The whole establishment team comprises

- janitorial and cleaning staff
- breakfast club staff
- catering staff
- playground supervisors
- support assistants
- clerical staff
- home-school link staff
- teachers
- student teachers
- technical assistants
- visiting specialists
- school nurse
- behaviour and learning support staff
- youth workers
- out of school care staff
- staff from partner agencies
- school crossing patrollers
- school transport staff
- parent helpers
- school librarian
- careers advisor



All staff are required to follow the actions detailed in the flowchart.

Where there is evidence of harm:

- inform CP Co-ordinator without delay
- record concerns on the same day, noting language actually used
- ensure support for other children or young people if required
- do not discuss with other staff unless directed to do so by CP Co-ordinator

Where there is suspicion but no clear evidence of abuse and neglect:

- discuss concern with CP Co-ordinator
- agree if further observation is required
- agree whether other members of staff need to be informed
- agree on when and how parents or carers are to be informed of concern
- agree on how recording should be done
- discuss further support

3.8 Public Health Nurses

In addition to informing the school's CP Co-ordinator the public health nurse should discuss the concern with the Child Protection Advisor in line with health professional guidance.

3.9 Educational Psychologists

Educational Psychologists are regular visitors to all Falkirk Council Education Services establishments. They offer consultation and advice to school staff on the learning, development and behaviour of children and young people. They are a valuable point of reference for staff who may have concerns over a child or young person at risk of abuse or neglect.

Any such consultation should not delay any reporting of concerns by an establishment's Child Protection Co-ordinator. If Educational Psychologists in the course of their work come across situations or circumstances where they suspect a child is at risk of abuse or neglect they will report this immediately to the school CP Co-ordinator or headteacher.





Section

4

Responding to Concerns

Section 4



SECTION 4

RESPONDING TO CONCERNS

4.1 Recognition of Concerns

Staff should understand that it can be extremely difficult for a child or young person to confide in another person given that many abusers use a cloak of secrecy, intimidation and threats to prevent allegations being made and to protect themselves. A child or young person may remain silent for reasons such as:

- fears of the consequences, of not being believed, or of not being accepted
- inability to communicate
- not understanding what is happening to them
- lack of trust

Children and young people may test out staff before making an allegation and the disclosure can be a process providing a series of indicators rather than a single event.

A concern may be brought to the attention of staff in a number of ways, ranging from times where explicit evidence prompts immediate emergency action through to instances where over a period of time changed behaviour is observed and noted indicating a pattern meriting closer consideration. Sometimes the child or young person may seek out a member of staff with whom they wish to talk recognising that a sufficiently reliable trusting rapport is in place before opening up their worst feelings and fears.

Concerns may emerge in a number of ways including:

- child or young person makes an allegation
- member of staff observes or overhears something that may indicate abuse or neglect
- presentation or behaviour of child or young person over a period of time indicating abuse and neglect
- concern brought to attention of member of staff by parent or carer, friend of the child or young person, another parent, or a member of the public
- by a colleague as part of an inquiry or investigation initiated by another agency.

4.2 Responding to Allegations

When a child or young person confides in a member of staff s/he must:

- be accessible and receptive
- be reassuring
- listen carefully
- take what is said seriously
- say that information will be shared appropriately, giving reasons for this
- check out what has been said with limited open-ended questions
- make careful record of what was said



and must not:

- show panic or disbelief
- jump to conclusions
- speculate
- accuse or criticise anyone
- express own view
- make promise or guarantee confidentiality
- investigate as that is the responsibility of social workers and police officers trained in investigative interviewing.

The member of staff must report the concern, suspected or otherwise, to the CP Co-ordinator without delay.

When the CP Co-ordinator is informed s/he must:

- record the time of the report being made
- identify and respond sensitively to the immediate needs of the child or young person
- decide whether the child or young person is in need of protection and if so make a referral. See Appendix 3 (Telephone Referral Checklist) and Appendix 4 (Child Protection Information Checklist)
- ensure that the child or young person is informed of what is happening
- provide the child or young person with information about other sources of support such as Childline
- support the member of staff involved by appropriate debriefing and keeping her/him informed
- ensure that information is recorded and stored securely.

If the child or young person later wants to withdraw the allegation the CP Co-

ordinator must decide whether the concerns should still be referred on and if so the child or young person should be informed and given reason for the decision. It is possible that the establishment's level of concern is sufficiently high that staff feel that it has to be shared with another service who might already have other relevant information.

4.3 Contact by Other Services and Agencies

The CP Co-ordinator is the point of contact for inquiries from other services and agencies and will:

- provide appropriate information as speedily as possible (see Appendix 4 Child Protection Information Checklist for detail)
- not discuss the matter with the child or young person unless requested to do so by the inquiring service or agency
- record and store the information requested and provided in the child's PPR.

4.4 Contact by a Relative or Member of the Public

The CP Co-ordinator is the point of contact and should encourage the person to pass their concerns directly to the appropriate Social Work Services office, giving advice on how to do so. If this is not possible the CP Co-ordinator will take responsibility for progressing the referral in the normal way and will inform the person of the procedure.

4.5 Liaison with Parents and Carers

If concerns about a child or young person have been raised but it has been decided



that they do not merit a child protection referral those concerns should be discussed by the headteacher or CP Co-ordinator with the parent or carer.

If concerns have been raised and a decision taken to make a referral the CP Co-ordinator should discuss with the other agency involved on how best to inform the parent or carer.

4.6 Co-ordinated Support Plan

A co-ordinated support plan should be drawn up by the CP Co-ordinator and appropriate staff for the child or young person who has been abused or neglected to ameliorate the impact of the abuse or neglect. It should include the following:

- what actions the establishment can take to provide support
- how this will be done
- what contacts need to be maintained
- how the situation will be monitored
- how the situation will be reviewed
- and be stored securely in the child's PPR folder

If the name of the child or young person is placed on the Child Protection Register the co-ordinated support plan will be integral to any inter-agency child protection plan.

When the name of the child or young person is removed from the Child Protection Register the plan should be reviewed. However it should not be assumed that there is no longer a need for support.

Please refer to Additional Support for Learning Handbook.

4.7 Children's Hearings

Any person including members of establishment staff can make referral to the Reporter if they believe a child or young person is in need of compulsory measures of supervision. However if the concerns are related to child protection staff should normally make such a referral in consultation with the CP Co-ordinator and other agencies involved, usually at a school liaison group meeting. 'Safe and Well A-Z' provides additional information on Children's Hearings.

4.8 Recording and Storing Information

Lack of recorded information substantiating referrals can prevent children and young people accessing support. A robust system must be in place to ensure that:

- any allegation is recorded as soon after the event as possible within the same working day
- records are signed and dated
- conversations are recorded verbatim
- further actions and subsequent outcomes are recorded
- records are made objectively.

Records must be stored securely in a designated filing cabinet. Classroom monitoring logs must be locked away at the end of each day and passed to the CP Co-ordinator once the period of logging terminates.

A flagging system must be used on Pupil Progress Reports (PPR) and in electronic pupil profiling systems to ensure that staff can identify where the confidential information is held. A chronology logging concerns must be attached inside the



front of each child or young person's PPR. When three events are logged it indicates sufficient level of concern to trigger action (see Appendix 5 for sample Chronology Log). The placement or removal of the name of a child or young person on or off the Child Protection Register must be recorded in paper and electronic files. Records must be accessible by appropriate members of staff during time when the establishment is closed such as holidays.

4.9 Transfer of Information

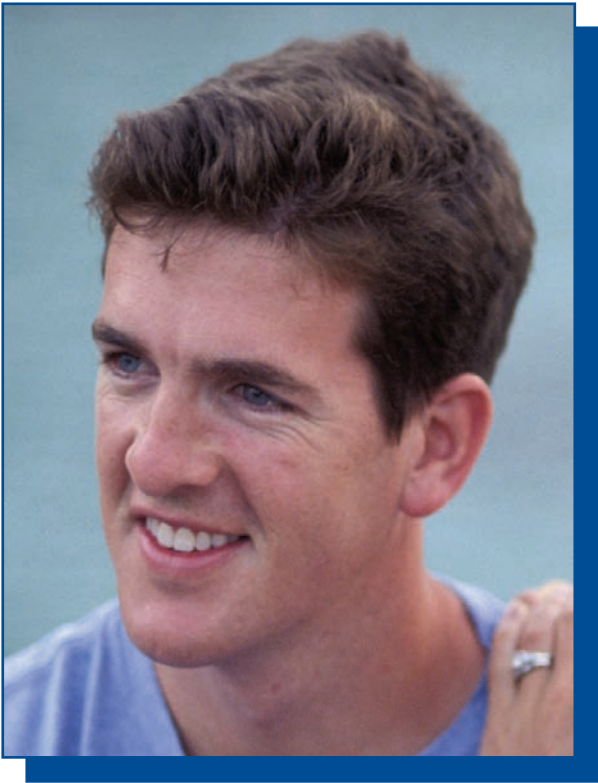
In cases of a planned transfer there must be discussion between appropriate staff in the two establishments initiated by the establishment which the child or young person is leaving to ensure that the circumstances are understood and the needs continue to be met.

Information including whether the name of the child or young person is on the Child Protection Register must be shared prior to transfer. All relevant records must be transferred including the co-ordinated support plan. The Social Work Manager or key worker in the receiving area must be informed.

If the receiving establishment cannot be identified the authority's Child Protection Co-ordinator must be informed. In cases of a child or young person disappearing from view the Child Protection Co-ordinators from both the leaving and receiving authorities must be informed.

The section on Children Missing Education in 'Safe and Well' provides more detail.





Links and Protocols with Other Services, Agencies and Organisations

Section 5

Section
5



SECTION 5

LINKS AND PROTOCOLS WITH OTHER SERVICES, AGENCIES AND ORGANISATIONS

5.1 There is a large number of different professionals in the statutory services and agencies and in other organisations which share the responsibility for ensuring the care and welfare of children and young people. They include:

- social workers
- police officers
- Children's Reporter
- Procurator Fiscal
- health professionals
- education services staff
- community educators
- college staff
- careers advisors
- staff from voluntary organisations

5.2 Inter-agency guidelines and Falkirk Council Services guidelines and procedures set out how statutory services and agencies work in partnership to protect children and young people. There are agreed protocols for sharing information, collaborating on action and maintaining support for children and young people who are or are at risk of being abused and neglected (see Appendix 6 for the list of key personnel - for self- completion in each establishment).

5.3 Staff in all services, agencies and other organisations have a duty to refer children

and young people to those agencies which have the responsibility to investigate abuse and neglect, namely Social Work and/or the police and/or the Reporter, if there is evidence or suspicion of abuse or neglect. Establishment staff normally make the referral to Social Work Services. If an establishment becomes aware that a child protection investigation is being carried out but the establishment has not been contacted and involved the CP Co-ordinator must contact the investigating agency or agencies so that pertinent information can be shared.

5.4 It is incumbent on all staff in all services, agencies and other organisations to share information where there is concern that a child or young person is at risk of harm. This overrides professional or agency requirements relating to confidentiality.

5.5 Establishment-College Links

Protocols must be in place to ensure that:

- relevant information is shared prior to placement
- staff contacts are designated in establishment and college
- attendance, presentation and behaviour patterns are monitored
- changes in circumstances are reported without delay
- there is clarity of responsibility for reporting concerns.



5.6 Falkirk Child Protection Committee

Falkirk Child Protection Committee is the local inter-agency committee with the strategic role of developing, promoting, implementing, monitoring and reviewing child protection policies and procedures including training strategies.

5.7 Child protection investigation, case conference and the child protection plan

Establishment staff must:

- make referrals without delay
- share information including changes in circumstances
- be represented at meetings
- be able to participate fully at meetings including decision making such as expressing a view on placing the name of a child or young person on the Child Protection Register and formulating and implementing a protection plan
- store information appropriately
- pay particular attention to patterns of attendance and behaviour of children and young people named on the Child Protection Register
- inform key worker/social worker of changes in circumstances or any cause for concern.

During investigations it may be deemed in the best interests of the child or young

person that s/he be interviewed in school. Usually parental consent should be obtained however there may be some circumstances where this is not possible or against the best interests or wishes of the child or young person. This will be decided by the investigating agencies. The investigating agencies may request the presence of a member of staff whom the child or young person knows and trusts.

5.8 Communicating with the Media

The school must have and implement a crisis management plan in line with Falkirk Council Education Services guidance on how to deal with serious incidents which sets out:

- clear responsibilities
- protocol for media handling and media access to premises, staff, children and young people
- that children, young people, parents, carers, and staff are aware of who to contact and to whom media enquiries must be referred
- that children and young people are confident to challenge strangers and to refuse to provide information
- system for out of school hours contact and support
- system to support staff and their families if necessary.





Aspects Relating Specifically to Staff

Section 6

Section
6



SECTION 6

ASPECTS RELATING SPECIFICALLY TO STAFF

6.1 Support for Staff

Staff need to feel that they are working in a safe, supportive environment where they can raise concerns about children and young people and about the practice of others in relation to protecting children and young people from harm. All staff find handling child protection matters stressful, even if they have had experience in dealing with sensitive issues. They can be supported by:

- a positive caring ethos
- effective recording systems
- professional working practices including access to support and advice and monitoring of work load
- effective line management including opportunities to discuss cases and support when preparing reports or to attend meetings
- appropriate training including annual reminders of procedures
- transparency of procedures in cases of allegations against staff.

6.2 Staff Training

It should be recognised that training around sensitive matters such as child protection may raise particular personal and professional issues. All staff will receive training in protecting children and young people. Probationer teachers, returners to teaching, supply teachers, and all other establishment staff including

support staff will receive awareness training which will include reference to the following:

- national and local contexts
- role of staff
- categories and indicators of abuse and neglect
- procedures and practice
- proactive activities
- support for staff
- professional integrity.

Staff designated as CP Co-ordinators will receive additional interagency training which will include reference to the following:

- legal framework
- referral to investigating agencies
- operation of interagency procedures.

6.3 Meeting Pupils 1:1

Staff will need to meet children and young people on a 1:1 basis as part of curricular activities or to provide pastoral support to pupils. They should consider the following advice:

- inform another member of staff
- avoid using rooms in isolated parts of the building
- keep the door ajar or ensure visibility, unless privacy required for personal care



- use a room with a telephone
- keep a brief record of the meeting.

6.4 Collection from School

All staff and parents and carers must be aware of the school's policies and procedures regarding the collection of young children from school. Guidance on practice is detailed in 'Safe and Well A-Z'.

6.5 Recruitment

Recruitment of all staff must comply with legal requirements and Falkirk Council policies on recruitment and human resources. Newly recruited staff must undertake an induction programme that includes basic awareness of protecting children and young people and an introduction to the Child Protection Co-ordinator.

6.6 Allegations Against Staff

Staff should be aware that allegations of abuse can be made against them. They should consider the following advice:

- maintain appropriate professional relationships with children and young people
- be aware of professional boundaries
- do not believe that it cannot happen
- when meeting a child and young person 1:1 follow advice in Section 6.3
- do not touch children and young people except for care and safety and always explain why
- do not use suggestive or sexist language
- be mindful of other relevant policies such as intimate care
- if an attraction appears to be developing between a child or young person and a member of staff share that information with an appropriate senior member of staff.





Education for Protecting Children and Young People

Section 7

Section 7



SECTION 7

EDUCATION FOR PROTECTING CHILDREN AND YOUNG PEOPLE

7.1 By their very nature educational establishments provide a number of proactive contexts through which to educate children and young people on aspects of protection which differentiates them from other statutory services. In these cases the focus is on prevention of abuse and neglect.

7.2 Establishments aim to create a positive ethos which promotes values such as open-ness, care, warmth, self-awareness, self-regard, and self-esteem. This enables children and young people to challenge and prevent situations where there is an abuse of power.

7.3 Establishments are well placed to contribute to a protective environment which fosters resilience which acts as a buffer to the negative effects of adversity and vulnerability. A caring establishment offers supportive adults, a secure base, the network of a reliable community, opportunities to develop self-efficacy, and additional help when needed.

7.4. The curriculum should provide:
Structured and progressive Education for Personal and Social Development (EPSD) which focuses on skills to make safe and informed choices and to seek information and support.

Such provision should be planned, implemented, reviewed and monitored to ensure that all children and young people can access an effective provision including those who are particularly vulnerable.

Children and young people who are resilient "are better able to cope with change and uncertainty and recover more completely from traumatic experiences, or indeed the many 'normal' challenges of growing up". *'Safe and Well'*

Personal safety education programmes which "assist children to live safely and feel empowered to reject inappropriate behaviour". *'A Commitment to Protect' Scottish Executive 1998* should be in place.

They should comprise:

- respect for self and others
- understanding risks from the environment
- ability to assess risks from others
- anticipation of risks from own actions
- development of skills to help to keep themselves safe
- knowledge of sources of help and support from within and outwith school
- certificated courses on childcare and parenting which include the development of practical skills in addition to the inclusion of reference to childcare and parenting in EPSD.

7.5 Establishments should ensure that the curriculum approaches and materials used



are age and stage appropriate and designed to raise awareness of issues and to develop skills, knowledge and understanding in a sensitive way that does not cause undue anxiety. Staff should be aware that some children and young people be experiencing, have experienced or been affected by abuse or neglect.

- 7.6 'Safe and Well' and 'Promoting personal safety and child protection in the curriculum' The Scottish Office 1998

provide additional information on content, contexts and approaches.

- 7.7 Falkirk Council Education Services policies and procedures relating to for example pastoral support and health promoting schools describe and encourage the provision of opportunities to enable children and young people to increase and develop their knowledge, understanding and skills relating to personal safety.





Specific Contexts Relating to Educational Provision

Section 8



SECTION 8

SPECIFIC CONTEXTS RELATING TO EDUCATIONAL PROVISION

Additional advice, suggestions and websites relating to these educational contexts are detailed in 'Safe and Well A-Z of Practice Issues'. Appendix 3 indicates the contents of the 'A-Z'.

8.1 Bullying and Young Abusers

When bullying occurs establishments must act in accordance with their anti-bullying policies. Deliberate hurtful bullying can be a form of abuse. If the bullying behaviour persists and is not resolved by the establishment's anti-bullying strategies multi-agency assessment and intervention must be sought.

When harm beyond bullying is caused by one child or young person to another, such as serious physical or sexual assault, the establishment must implement the child protection procedures for both the victim and the alleged abuser. Victims and other children and young people may be in need of protection. Children and young people who abuse others require comprehensive assessment and skilled therapeutic intervention to address not only their behaviours but also their welfare needs.

8.2 Children and Young People with Additional Support Needs

As referred to in paragraph 2.7 children and young people with additional support needs may be more vulnerable to abuse and neglect. Staff must be particularly alert to possible indicators of abuse and neglect.

Establishments can help vulnerable children and young people by ensuring that educational provision curricular and otherwise is in line with legal requirements such as the Education (Additional Support for Learning) (Scotland) Act 2004 and guidance provided in 'Helping Hands - Guidelines for Staff who provide Intimate Care for Children and Young People with Disabilities' Scottish Office 1999.

'Safe and Well' offers a summary of support strategies including reference to the provision of appropriate EPSD including programmes on sexual health and well-being and relationships.

8.4 Community Service

Children and young people are encouraged to participate in the life of establishment and the wider community through for example volunteering and/or becoming peer educators, mentors or buddies. Establishments must satisfy themselves that risks relating to the protection of children and young people have been assessed and acted upon in the interest of all children and young people concerned.

8.5 Domestic Abuse

As referred to in paragraph 2.3 children and young people are affected by domestic abuse experienced in their home. They do not need to be in the same room to experience the impact of the abusive behaviour. There is also a



high risk that children and young people whose parent experiences domestic abuse is abused by the perpetrator.

Child protection procedures must be considered when establishments become aware of or suspect domestic abuse in a family.

8.6 Drug and Alcohol Misuse

Establishments may have concerns about the welfare of children and young people affected by drug and alcohol misuse by:

- others such as peers or family
- the children and young people themselves.

Establishments must comply with their policies on their handling of incidents of drug misuse in schools. Service Circular Folder 4, Pupil Safety/Medical matters, No 9 - Substance Misuse.

Child protection procedures must be considered when establishments become aware of drug and alcohol misuse affecting children and young people.

8.7 Exclusion from Establishment

When an establishment considers exclusion of a child or young person who is also the subject of child protection concerns such as named on the Child Protection Register or on compulsory measures of care, there must be discussion with the relevant colleague in Social Work Services.

A risk assessment in line with the Scottish Executive Guidance on Exclusion from School (Circular 8/03) and Falkirk Council Service Circular must be carried out to identify and plan to address difficulties or additional risk likely to arise from the exclusion.

8.8 Gypsy and Traveller Children and Young People

Gypsies and travellers generally are reluctant to engage with statutory services. Positive relationships with them take time to be established and maintained. Every effort must be made to encourage notification of absences and indications of return dates. If the child or young person does not arrive as expected the establishment should follow the guidance set out in service circular (attendance).

8.9 Information and Communications Technology (ICT)

The use of ICT can expose children and young people to risks such as being open to obscene and/or violent material, bullying or intimidation through e-mail, mobile phones, identification through websites, and contact through chat rooms with adults who seek to exploit them.

Schools must ensure that they comply with Falkirk Council's Acceptable Use Policy and guidance, provided by ICT Support Team which includes reference to; specialised guidance published by the Scottish Executive and BECTA

8.10 Looked After Children

Some children and young people are Looked After Children as a result of having been abused or neglected. As referred to in paragraph 2.3 Looked After Children are particularly vulnerable and at risk of physical, sexual or racial abuse, misusing alcohol or drugs, poor mental health, self harm or prostitution. Establishments must be alert to such possibilities and take appropriate steps to reduce the risk.



8.11 Mental and Emotional Well-being, Self-harm and Suicide

Establishments must consider how to promote the mental and emotional well-being of children and young people. It is an important factor in helping to encourage positive personal and social development which contributes to protection from abuse and neglect. Generally signs of stress and upset are signals that help is needed and must not be ignored. They may be indicators of abuse and neglect.

Self-harming behaviours take many forms and children and young people should be offered support. If it is judged that the self harming presents a serious risk the school's Child Protection Co-ordinator must be contacted.

If there is any suggestion that a child or young person either comes to an establishment having attempted suicide or attempts suicide in the establishment emergency health care procedures must be implemented.

Police officers and paramedics are trained in assessing and handling suicide situations where there is an immediate physical danger. Staff should stay calm and ensure appropriate communication within the school.

Following emergency health care the establishment should work with health practitioners, mental health services and Social Work Services to provide appropriate support to the individual and their family.

8.12 Minority Ethnic Communities

All children and young people regardless of race, ethnicity or cultural background

have the right to be protected from abuse and neglect. Establishments must ensure that they do not fail recognise and report abuse and neglect through fear of appearing to challenge sensitivities of ethnic minorities.

8.13 Refugees and Asylum Seekers

Children and young people who arrive with their families as refugees seeking asylum may have already experienced and may be experiencing a series of traumatic abusive situations such as loss of family, friends, home and community, confusion and concerns about the present such as communication difficulties and harassment, and uncertainty about their future. Their circumstances are expected to cause distress. However if the establishment has concerns about abuse or neglect it must follow the Child Protection Procedures.

8.14 Residential Visits and School Trips

There are three main categories of visits and trips with accommodation as follows:

- on home-stay basis
- under direction of course/centre staff
- under direction of establishment staff.

The potential for child protection issues in all cases must be considered and measures taken accordingly. Staff must be aware of the significant difference between more informal approaches which are appropriate during visits and trips and the failure to exercise professional integrity and due care.

Establishments must comply with the requirements of Falkirk Council Education Services, Service Circular, Folder 6: Policy and Procedures for Excursions, in line with Scottish Executive guidance 'Health and Safety on Educational Excursions' 2004.



If a child protection incident occurs the Child Protection Procedures must be followed see also Service Circular, Folder 6: Policy and Procedures for Excursions.

8.15 Under Age Sexual Activity

Involvement in under age sexual activity varies from for example willing participation or exploratory childish behaviour to adult pressure or rape. Consequences also vary and may lead to sexually transmitted infection or pregnancy.

The establishment must initially assess the factors in the relationship particularly including issues of power imbalance on the basis for example of size, age, development, gender, levels of knowledge, and degrees of trust. From the legal perspective all instances of under age sexual activity constitutes a criminal

offence and should be reported. In practice an element of judgement is used, dependent on the nature of the circumstances. However, all instances involving a young person under the age of 13 must be reported.

8.16 Home Education

Parents may prefer to home educate their children for many reasons, however local authorities still have a legal duty to safeguard and promote the welfare of these children. The relationship between the authority and the family who home educate must be their shared interest in 'the best interests of the child'. In this regard, it may be appropriate for the education authority to ensure that the child's views on their education are sought. Please refer to summary chart in Safe and Well A-Z Home Education.





Quality Assurance

Section 9



SECTION 9

QUALITY ASSURANCE

The principles of quality assurance must be applied to the way in which establishments address the issues of protecting children and young people.

9.1 Self-evaluation

'How well are children and young people protected and their needs met?' is designed to help school self-evaluate the quality of provision. It contains a set of quality indicators which help identify strengths in practice and where further developments are required and thus evaluate the quality of the service experienced by children and young people and their families. The quality benchmark is set out in 'The Charter' and 'The Framework for Standards' and all three documents complement each other. The Standards are matched to five key questions:

- How effective is the help children and young people get when they need it?
- How effectively do agencies and the community work together to keep children and young people safe?
- How good is the delivery of key processes?
- How good is operational management in protecting children

and young people and meeting their needs?

- How good is individual and collective strategic leadership?

A summary of the quality indicators and associated themes is provided in Appendix 4.

The process of self-evaluation helps to:

- recognise the positive impact of the work undertaken
- identify the level of service provided, needs to be maintained or improved
- inform stake-holders on the quality of service.

9.2 External Evaluation

The Services for Children Unit (SFCU) within HMLe has been charged with the responsibility to evaluate how well children and young people are protected and their needs met throughout Scotland. Multi-disciplinary teams carry out inspections of multi-agency child protection services. The work undertaken by schools is integral to the evidence gathered and analysed during such inspections.

Refer to Safe and Well page 18.



APPENDICES



APPENDIX 1

CATEGORIES OF ABUSE AND NEGLECT

Although the following categories are presented as discrete definitions the circumstances of any one child or young person will not always fit neatly. The indicators may also be signs of alternative medical, psychological or social conditions.

1. Physical injury is defined as:

actual or attempted physical injury to a child, including the administration of toxic substances, where there is definite knowledge, or reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Indicators include:

bruising, fractures, scratches, burns, scalds, poisoning, drowning, smothering, unreasonable physical chastisement, serious risk or actual injuries resulting from parental lifestyle prior to birth, running away, secretive/defensive behaviour, unexplained absences, repeated visits to Accident and Emergency departments.

Attention is drawn to these indicators where the injuries are not consistent with the age of the child or young person, on soft tissue areas or with the explanation given.

2. Sexual abuse is defined as:

when any child may be deemed to have been sexually abused when any person(s), by design or neglect, exploits the child, directly or indirectly, in any activity

intended to lead to sexual arousal or other form of gratification of that person or any other person(s), including organised networks.

This definition holds whether or not there has been genital contact and whether or not the child is said to have initiated the behaviour.

Sexual abuse includes incest, rape, indecent assault, taking indecent photographs of children and young people or encouraging children and young people to become prostitutes or witness intercourse or pornographic materials. The exploitative element can be difficult to define but issues taken into account include description of the activity; lack of consent; inequalities in terms of age, size, strength, developmental stage, power; betrayal of trust; actual or threatened coercion.

Indicators include:

sexually explicit behaviour or language, overly affectionate or withdrawn behaviour, knowledge beyond age and stage of development, sexually transmitted infection, pregnancy, specific illness or injury, poor personal hygiene, depression, self harming.

3. Emotional abuse is defined as:

failure to provide for the child's basic emotional needs such as to a severe effect on the behaviour and development of the child.



It may include the following types of behaviour towards the child or young person: constant ridicule, found wanting, denigration, rejection, scapegoating, focus of all things negative, isolation from normal social experiences, encouragement to behave in anti-social ways, prevention of forming friendships.

Indicators include:

parental attitude of high criticism and low warmth, nervousness, anxiety, withdrawn, low self-esteem and self confidence, panic attacks, developmental delay, obsessive or compulsive behaviour, attention seeking, aggressive, self harming.

4. **Physical neglect is defined as:**

when a child's essential needs are not met and this is likely to cause impairment to physical health and development. Such needs include food, clothing, cleanliness, shelter and warmth. A lack of appropriate care may result in persistent or severe exposure, through negligence, to circumstances which endanger the child.

Physical neglect may also include a failure to secure appropriate medical treatment, failure to ensure that a child follows a course of medical treatment; lack of proper supervision; persistent exposure to a lifestyle inappropriate to the development or needs of the child.

Indicators include:

constant hunger, inappropriate size and weight, distress, unhappiness, financial problems, bullied, stealing food, untreated illness or injury, attention seeking, poor concentration, inappropriate self-caring, lack of parental presence, body odours, inappropriate dress.

5. **Non-organic failure to thrive is defined as:**

when children significantly fail to reach normal growth and developmental milestones ie physical growth, weight, motor, social and intellectual development, where physical and genetic reasons for the failure have been medically eliminated and a diagnosis of non-organic failure to thrive has been established.

Non-organic failure to thrive may be a consequence of a complex interplay between physical and emotional deprivation. In its chronic form it can lead to greater susceptibility to more serious childhood illnesses and for younger children especially may be life threatening in a relatively short period of time.

Indicators include:

developmental delay including language, intellectual, motor, social and behavioural; behavioural signs such as still, unresponsive, confused, insecure, sad, anxious, detached, minimal or lack of smiling, frantic.



APPENDIX 2

CONFIDENTIAL

FORM CP1

FALKIRK COUNCIL : EDUCATION SERVICES CHILD PROTECTION PROCEDURES

1. Name of Pupil.....Date of Birth.....
Address.....
.....
Previous Address.....
.....
2. School.....
3. Name of Parent/Guardian
4. When were suspicions reported to headteacher or other member of teaching staff?
Date..... Time.....
5. Are either or both parents aware that this case has been referred under the Child Protection Procedures? YES/NO
6. Has the young person expressed a view on this information being passed on under the Procedures? YES/NO
7. Contact with Social Services
(a) Which Area Office of the Social Work Service was contacted?
(b) Name of member of Social Work Services contacted
(c) Date and time of contact with Social Work Services



8. State what suspicions were.
(Continue on a separate sheet if necessary and use a diagram if appropriate)

.....

.....

9. Name, designation and signature of member of staff who reported the suspected abuse to the headteacher/manager

Name.....

Designation.....

Signature..... Date.....

Signed..... Date.....
Headteacher/Manager

Copy to:

	✓	Date
Child Protection Co-ordinator		
Head of Service		
Principal Psychologist		
Team Manager, Social Work		



CONFIDENTIAL

FORM CP1

FALKIRK COUNCIL : EDUCATION SERVICES
CHILD PROTECTION PROCEDURES

1. Name of Pupil.....Date of Birth.....
Address.....
.....
Previous Address.....
.....
2. School.....
3. Name of Parent/Guardian
4. When were suspicions reported to headteacher or other member of teaching staff?
Date..... Time.....
5. Are either or both parents aware that this case has been referred under the Child Protection Procedures? **YES/NO**
6. Has the young person expressed a view on this information being passed on under the Procedures? **YES/NO**
7. Contact with Social Services
 - (a) Which Area Office of the Social Work Service was contacted?
 - (b) Name of member of Social Work Services contacted
 - (c) Date and time of contact with Social Work Services

8. State what suspicions were.
(Continue on a separate sheet if necessary and use a diagram if appropriate)

.....

.....

9. Name, designation and signature of member of staff who reported the suspected abuse to the headteacher/manager

Name.....

Designation.....

Signature..... Date.....

Signed..... Date.....
Headteacher/Manager

Copy to:

	✓	Date
Child Protection Co-ordinator		
Head of Service		
Principal Psychologist		
Team Manager, Social Work		

APPENDIX 3

TELEPHONE REFERRAL CHECKLIST

This list provides a framework for staff when making a telephone referral to Social Work Services.

1. Ask to speak with Duty Social Worker, Senior Practitioner or Duty Manager (in that order) stating clearly that it is a child protection referral. Note name and designation of member of staff involved in discussion.
2. If none available give details of child or young person involved and ask how soon you will be contacted. Note name and designation of member of staff involved in discussion.
3. When making referral identify the child or young person by name, previous names(s), date of birth, address and alternative address if child or young person staying elsewhere, parents or carers, siblings.
4. Give details of concerns - how, when and why concerns have been raised, and what actions have been taken.
5. Inform who else is aware of information.
6. Establish what immediate action Social Work Services intends to take.
7. Establish who will inform parents or carers and when this will be done.
8. Establish whether child and or siblings should be collected or dismissed as normal and what is to happen if this is not the case.
9. Establish what is to be said to parent or carer if s/he arrives at the establishment before the social work and/or police officer take(s) action.
10. Establish who will provide feedback and when - taking into consideration that the child or young person may/may not be in the establishment the next working day.
11. Establish what further action the establishment requires to take.
12. Fax and post a copy of the Child Protection Referral Form (CP 1) within 24 hours to Social Work Services, with copies sent to Falkirk Council Education Services Head of Service, Falkirk Council Education Services Principal Educational Psychologist, Falkirk Council Child Protection Co-ordinator and Team Manager Social Work Services.
13. Contact Social Work Services Duty or Team Manager if there are any concerns about the implementation of the procedure.
14. Contact Falkirk Council Education Services Child Protection Co-ordinator if concerns are not resolved.



APPENDIX 4

CHILD PROTECTION INFORMATION CHECKLIST

This is the type of information, based on professional and diligent observations and records made by staff, that establishments can provide which is invaluable enabling circumstances to be assessed and decisions to be taken. It will be shared with colleagues at point of referral, at Child Protection Case Conferences, in response to inquiries from other agencies.

Relevant information on a child or young person includes:

- achievements
- attainments
- behaviour
- presentation both physical and emotional
- attendance
- punctuality
- relationships with peers and adults
- parental contact, co-operation and care and support

Attention should be paid in particular to any significant changes in the behaviours listed.



Protecting Children and Young People

SAMPLE CHRONOLOGY LOG

[illegible]

Protecting Children and Young People

CHRONOLOGY LOG

[illegible]

APPENDIX 6

LIST OF KEY PERSONNEL - Please complete and keep in School/Nursery office

Establishment:.....

Date of most recent update:.....

Child Protection Co-ordinator in Establishment:		
Name:	Tel:	E-mail:
Name of Depute CPC:		
Tel:	E-mail:	
Falkirk Council Education Services Senior Officer with Responsibility for Child Protection:		
Name:	Tel:	E-mail:
Falkirk Council Education Services Principal Educational Psychologist:		
Name:	Tel:	E-mail:
Social Work Services Local Children and Families Team:		
Location:	Tel:	E-mail:
Falkirk Council Child Protection Co-ordinator:		
Name:	Tel:	E-mail:
Central Scotland Police Local Community/Liaison Officer:		
Name:	Tel:	E-mail:
Forth Valley Health Board		
Local Health Visitor:		
Name:	Tel:	E-mail:
Public Health Nurse:		
Name:	Tel:	E-mail:
Children's Reporter:		
Name:	Tel:	E-mail:

[illegible]

LIST OF KEY PERSONNEL - Please complete and keep in School/Nursery office

Establishment:.....

Date of most recent update:.....

Child Protection Co-ordinator in Establishment:		
Name:	Tel:	E-mail:
Name of Depute CPC:		
	Tel:	E-mail:
Falkirk Council Education Services Senior Officer with Responsibility for Child Protection:		
Name:	Tel:	E-mail:
Falkirk Council Education Services Principal Educational Psychologist:		
Name:	Tel:	E-mail:
Social Work Services Local Children and Families Team:		
Location:	Tel:	E-mail:
Falkirk Council Child Protection Co-ordinator:		
Name:	Tel:	E-mail:
Central Scotland Police Local Community/Liaison Officer:		
Name:	Tel:	E-mail:
Forth Valley Health Board		
Local Health Visitor:		
Name:	Tel:	E-mail:
Public Health Nurse:		
Name:	Tel:	E-mail:
Children's Reporter:		
Name:	Tel:	E-mail:

[illegible]

NOTES



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