



## **Children and Learning Directorate**

**CHILD PROTECTION  
GUIDELINES AND PROCEDURES  
SCHOOLS & LEARNING and EARLY YEARS**

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<b>CONTENTS</b>	<b>Page No</b>
<b>Introduction</b>	<b>1</b>
<b>Forward</b>	<b>2</b>
<b>Section 1</b>	<b><u><a href="#">Roles and Responsibilities</a></u></b>
	3
	3
	4
	5
<b>Section 2</b>	<b><u><a href="#">Actions and Procedures to be Followed</a></u></b>
	7
	7
	9
	9
<b>Section 3</b>	<b><u><a href="#">Protecting Yourself</a></u></b>
	<b>11</b>
<b>Section 4</b>	<b><u><a href="#">Allegations made against Members of Staff</a></u></b>
	14
	14
	15
<b>Section 5</b>	<b><u><a href="#">Children Missing from Education</a></u></b>
	16
	17
	18
<b>Section 6</b>	<b><u><a href="#">Educational Excursions</a></u></b>
	20
<b>Section 7</b>	<b><u><a href="#">Protocol for People who Commit Sexual Offences</a></u></b>
	21
<b>Section 8</b>	<b><u><a href="#">Child Protection Case Conference</a></u></b>
	<b>23</b>

Section 9	<a href="#"><u>Police Concern Reports</u></a>	24
Section 10	<a href="#"><u>Multi-Agency Risk Assessment Conference (MARAC)</u></a>	25
<b>APPENDICES</b>		
Appendix 1	<a href="#"><u>Angus Five Stage Intervention Process</u></a>	26
Appendix 2	<a href="#"><u>Chronology of Significant Events Form</u></a>	27
Appendix 3A	<a href="#"><u>CP Concerns - Flowchart - Section 2</u></a>	28
Appendix 3B	<a href="#"><u>CP1</u></a>	29
Appendix 4	<a href="#"><u>PPR Pupil Transfer Form (Including CME Cases)</u></a>	33
Appendix 5	<a href="#"><u>Pre-School Children Missing from Education - Flowchart</u></a>	35
Appendix 6	<a href="#"><u>Contact Details</u></a>	36
Appendix 7	<a href="#"><u>Useful Links</u></a>	41

## INTRODUCTION

Following publication of the previous Angus Council Child Protection Guidelines and Procedures, a number of significant developments in the area of child protection have occurred nationally and locally, in particular the publication of the [National Guidance for Child Protection in Scotland 2014](http://www.gov.scot/Resource/0045/00450733.pdf) (<http://www.gov.scot/Resource/0045/00450733.pdf>)

These Guidelines have been produced to support, reflect and translate both the national and local guidelines. They aim to ensure an informed and appropriate response to children and young people where there are child protection concerns and should be read in conjunction with the Angus Child Protection Committee [Interagency Guidance for Professional Staff \(2012\)](http://www.anguschildprotectioncommittee.org.uk/pdfs/ACPInteragencyGuidance.pdf) (<http://www.anguschildprotectioncommittee.org.uk/pdfs/ACPInteragencyGuidance.pdf>) which provides further details on the context, roles and responsibilities and key information on issues such as Domestic Abuse; Children Affected by Parental Substance Misuse and Parental Mental Health Difficulties; Children Affected by Disability; Child Sexual Exploitation; Neglect and Violence Against Women and Girls (please also see [Appendix 7](#) for useful links).

In these Guidelines child protection is seen in the policy context of Getting it Right for Every Child (GIRFEC) (<http://www.gov.scot/Topics/People/Young-People/gettingitright>), the [Early Years Framework](http://www.gov.scot/Publications/2009/01/13095148/0) (<http://www.gov.scot/Publications/2009/01/13095148/0>) and the [UN Convention on the Rights of the Child](https://www.unicef.org/crc/index_30160.html) ([https://www.unicef.org/crc/index\\_30160.html](https://www.unicef.org/crc/index_30160.html)). Underpinning this wider approach are two key child protection guiding principles, namely the [Children's Charter](http://www.gov.scot/Publications/2004/04/19082/34410) (<http://www.gov.scot/Publications/2004/04/19082/34410>) and the Framework for Standards:

Standard 1: Children get the help they need when they need it;

Standard 2: Professionals take timely and effective action to protect children;

Standard 3: Professionals ensure children are listened to and respected;

Standard 4: Agencies and professionals share information about children where it is necessary to protect them;

Standard 5: Agencies and professionals work together to assess needs and risks and develop effective plans;

Standard 6: Professionals are competent and confident;

Standard 7: Agencies work in partnership with members of the community to protect children; and

Standard 8: Agencies, individually and collectively, demonstrate leadership and accountability for their work and its effectiveness.

## FOREWORD

All children and young people have the right to be cared for and protected from harm and abuse. They deserve to grow up in a safe environment in which their rights are respected and their needs met. In line with the Children and Learning Directorate's commitment to Young people, children and young people should get the help they need, when they need it.

The Scottish Government has set out a vision that all Scotland's children and young people will be **successful learners; confident individuals; effective contributors;** and **responsible citizens**. This depends very much on how well they have been supported to develop their well-being. All staff in contact with children and young people must play their part in making sure that children and young people are **safe, healthy, achieving, nurtured, active, respected, responsible** and **included**.

All staff have a responsibility for the care and welfare of pupils along with the promotion of their personal safety. They have a key role in creating physically and emotionally safe environments and in recognising and monitoring situations when children have been, or are at risk of being, harmed. Staff who are in day-to-day contact with children have a significant role in protecting children. As such, these guidelines identify what to do if you have concerns a child may be at risk of harm or has been harmed.

Margo Williamson  
Strategic Director – Children and Learning Directorate

## SECTION 1 ROLES AND RESPONSIBILITIES

### 1.1 Role of Head Teacher/Manager

The key role of the Head Teacher/Manager is to create an ethos where all aspects of a child's wellbeing are supported, including their safety. It is in the best interests of children and young people that open communication and consistency apply.

In all circumstances, Head Teachers/Managers retain an overall management role in child protection concerns and it is their responsibility to ensure that:

- the school centre is a physically and emotionally safe environment;
- all child protection concerns are dealt with **immediately** as a matter of priority;
- he/she has a good working knowledge of the Child Protection Guidelines;
- **all** staff receive awareness raising/training in child protection on an annual basis;
- the skills/knowledge of the Child Protection Designated Officers (CPDOs) are maintained;
- in larger settings, there is more than one trained CPDO within an establishment;
- **all child protection information is filed in the Child Protection Folder (red folder) and held in a separate locked filing cabinet;**
- practice is evaluated regularly;
- the school handbook contains information about child protection procedures; and
- positive relationships between colleagues in partner agencies are fostered and maintained.

### 1.2 Role of the Child Protection Designated Officer (CPDO)

Ideally, all schools, educational establishments and services in Angus should have at least two designated officers for child protection. In smaller settings where there is only one CPDO, a 'buddy' should be identified from within the cluster and provide support and cover when required. CPDOs are charged with a number of key responsibilities and must have a minimum of two years post qualifying teaching experience prior to undertaking the role. CPDOs must:

- report to the Head Teacher/Manager or Service Manager on a regular basis and provide an update on all child protection matters;
- ensure all staff, including new staff, are aware of the Schools & Learning and Early Years Child Protection Guidelines and Procedures;
- facilitate the development of sound Child Protection practice throughout the school/service and include it in school/service improvement plans;
- provide support to staff dealing with child protection issues, ensuring that all relevant documentation is completed and that appropriate support is offered to children,

young people and their families;

- endorse all child protection referrals prior to referral;
- liaise with the child's Named Person (NP) or Lead Professional (LP) and other agencies as appropriate;
- ensure that information is shared with the receiving CPDO when a child transfers to another school;
- co-ordinate 'in-house' arrangements for Children Missing from Education (CME) and liaise with CME Co-ordinator for Angus Council (Senior Planning Officer - Child Protection – 01307 473971);
- when necessary, and following discussion with the Named Person/Lead Professional, convene Child's Plan Meetings (should always include parents/carers and child as appropriate) and Professional Workers' Meetings (for professionals only) as directed in the [Child Protection Interagency Guidelines for Professional Staff](http://www.anguschildprotectioncommittee.org.uk/pdfs/ACPInteragencyGuidance.pdf) (<http://www.anguschildprotectioncommittee.org.uk/pdfs/ACPInteragencyGuidance.pdf>); Part 4 - 4.9.1 and 4.9.2;
- attend mandatory CPDO training, including a minimum of 3 training sessions delivered by the Child Protection Committee, and each CPDO forum in order to keep up-to-date with developments in the field and be in a position to raise awareness within their school/service;
- monitor the management of child protection information held in Child Protection Folders in line with the Authority's policy. All child protection concerns must be appropriately recorded as detailed in the [PPR Guidelines](http://www.angus.gov.uk/downloads/file/1438/pupil_progress_records_procedures) ([http://www.angus.gov.uk/downloads/file/1438/pupil\\_progress\\_records\\_procedures](http://www.angus.gov.uk/downloads/file/1438/pupil_progress_records_procedures));
- appropriately share information relating to siblings, or other \*children with CPDOs/NPs/LPs in other settings;
- share information on all children/young people on the child protection register appropriately;
- include information about \*children in the household; any other siblings; other family members; other adults who frequent the household in all child protection reports where this information is available;
- seek feedback on child protection referrals to ensure you are fully appraised and informed of progress; and share this information with relevant staff within school;
- encourage curricular initiatives for child protection issues to be incorporated into teaching subjects and materials.

\* this does not necessarily mean sibling it could be any other child residing in, or visiting, the household.

### 1.3 Transition

It is of vital importance that, at the point of transition, all information relating to children who currently have, or previously have had, child protection issues, is shared between pre-

school and P1 and P7 to S1. This includes movement between schools in Angus and across local authorities.

It is the joint responsibility of the early years CPDO and the primary CPDO to facilitate Child Protection transition meetings from pre-school to P1. It is the joint responsibility of the primary CPDO and the secondary CPDO to facilitate Child Protection transition meetings from P7 to S1 children. The purpose of these Child Protection transition meetings is to ensure that all relevant Child Protection information is shared. Minutes of these meetings will be shared appropriately with the relevant professionals

#### 1.4 **Roles of Staff**

**All** staff working with children, for example, janitors, school meals staff, breakfast club staff, playground supervisors, school and pupil support assistants, clerical/administration staff, teachers, students, technical assistants, school nurses, visiting specialists, school librarians, careers advisers, out of school care staff, staff from partner agencies, school crossing patrollers, school transport staff, parent helpers, voluntary services, Community Learning and Development Workers and Assistants, Early Years Workers, Educational Psychologists, Additional Support Needs (ASN) staff – should recognise that they have a duty to:

- **listen, observe, record and report;**
- be fully conversant with the Schools & Learning and Early Years Child Protection Guidelines and Procedures;
- know how to respond to any Child Protection concerns;
- report any child protection concerns to the CPDO during school hours, and Children and Families Services out with school hours as in Section 2;
- undertake awareness raising/training in child protection as advised by your line manager; and
- contribute to the creation of a physically and emotionally safe school/centre environment.



## SECTION 2 ACTIONS AND PROCEDURES TO BE FOLLOWED

### 2.1 All Staff

Child protection concerns may be raised in many ways:

- by the child;
- by a member of staff;
- by any third party e.g. by a friend of a child, a letter, telephone call or anonymous information;
- by someone who has observed an incident;
- by the parents of the child.

The role of staff is to **listen, observe, record and report.**

If you suspect that you may have a child protection concern then the following actions must be taken.

2.2 The information you have received should be carefully documented in writing (preferably on loose leaf paper), specifying when and what you observed or what you have been told in the child/person's own words and recording any noticeable non-verbal behaviour.

Where appropriate you should inform the child that you will be taking notes about what they say. You should read back your notes to check for accuracy as soon as possible.

If a child provides information that raises a child protection concern you should:

- remain calm, no matter how difficult it is to listen;
- actively listen to the child and take them seriously;
- reassure them they were right to tell you;
- keep any questions to a minimum, for clarification purposes and never interrupt; avoid asking leading or multiple questions. Any questions you ask should be open-ended, for example:
  - What happened?
  - When did it happen?
  - Who was there?
  - Where did it happen?
  - Is there anything else you want to tell me?
- tell the child what you are going to do next and tell them that you are going to have to speak to someone who can help;
- as soon as is practical write down everything that the child has told you using their exact words if possible;

- make a note of the date, time, place and people who were present; and any other relevant information such as the child's body language, emotional state, observation of any visible marks on the body;
- act promptly and report your concerns **immediately** to your Child Protection Designated Officer; and
- the CPDO will share any concerns with the appropriate Children and Families Team as indicated in 2.4.

The child should not be given promises of absolute confidentiality but should be given assurance that information will be shared only with those people who need to know.

Where a child protection concern has been raised, the concerns should not be discussed in front of any child as this could prejudice the reliability of any information they may provide later.

### 2.3 Informing Parents/Carers

The responsibility for informing parents/carers of the child protection concern will be agreed with the Children and Families worker or Police and should be specified during the referral process. This will be noted within the Child Protection Referral form (CP1 - see [section 2.4](#)).

In the event of parents/carers arriving at the school to collect a child following a child protection referral and/or where you have concerns about that child's safety, the child must not be allowed to leave with the adult. The adult should be informed by you that you have child protection concerns; you cannot allow the child to leave the premises; the matter has been referred to Children and Families services and someone will be in touch with them as soon as possible. Where possible, this should be carried out in the company of a colleague for your own personal safety. In the event of any threat where individuals may be in immediate danger, the police should be called on 999.

### 2.4 Reporting Child Protection Concerns (see [Appendix 3A](#) for flowchart)

NB. **All notes taken** may be required as evidence by the Police and therefore should be written on loose leaf paper and attached to the CP1 ([Appendix 3B](#)) and inserted into the Child Protection Folder following referral. The Chronology of Significant Events form ([Appendix 2](#)) should also be updated at this time. The CP1 can be written by the member of staff and endorsed, or completed by, the CPDO.

In most circumstances child protection concerns would be reported by the CPDO, however referrals may be made by the Head Teacher/Manager or another member of staff. In any event, the Head Teacher/Manager must be fully apprised of the nature of the referral and the actions taken. **All referrals, including the completed CP1, must be made IMMEDIATELY following the disclosure/concern.**

The Child Protection Referral form (CP1 - [Appendix 3B](#)) should be completed based on the information gathered from the above actions and any additional notes taken at the time should be attached - signed, timed and dated.

2.4.1. In the following circumstances, child protection referrals should be made directly to the **Child Protection Team at Bellevue House, Arbroath on 01241 438484:**

- where there is a clear allegation made by a child of physical assault;
- where medical practitioners/doctors in hospital, paediatrics or general practice have a definite child protection concern and have indicated that injuries to a child are likely to be non-accidental; or
- where there are clear allegations of sexual abuse made by a child or where a doctor has indicated that there is evidence of sexual abuse.

2.4.2 If the child is currently an open case to a Care and Assessment Team, concerns should be referred directly to the case responsible Social Worker or their Team Manager. Contact details of Care and Assessment Teams are contained in [Appendix 5](#).

2.4.3 In all other circumstances, where you believe you have a child protection concern, referrals should be made to Intake Service on 01307 473751 (Monday to Friday 8.45am to 5.00pm).

2.4.4 When a referral arises out with normal office hours, contact should be made with the co-ordinator of the Social Work Out-of-Hours Service on 01382 307964 who will assess the child's circumstances in conjunction with the Police.

2.4.5. Where a child may be in immediate danger the Police should be contacted via the 999 emergency telephone services.

All child protection concern referrals should be made **immediately**, so that the investigation can proceed.

2.5 When reporting concerns to a Children and Families Team the following essential information should be provided, **where available**:

- full name, date of birth, gender of the child(ren);
- home address and telephone number;
- identity of those with parental rights and responsibilities;
- names, date of birth and relationship of those residing in the same household;
- identification of known relevant adults involved with the family, i.e. partners; those frequently visiting;
- ethnicity, first/preferred language and religion of the child(ren) and parents/carers;
- any need for a translator/interpreter, signer or other communication needs (please note that NO family members, including siblings, should be used);
- any additional support needs;
- known current or previous agency/professional involvement;
- any significant recent or historical events/incidents in the child(ren) or family's life;

- presenting concerns including details of any allegations, their sources, timing and location;
- child(ren)'s current location and emotional and physical state; and
- referrer's relationship and knowledge of child(ren) and parents/carers.

2.5.1 When making the referral, agreement must be reached on the actions to be taken and noted in the **Agreed Action Section** on the Child Protection Concern form ([CPI](#)). As a priority, clarification must be sought on how the parents/carers are to be informed, by whom and what information can be shared as a priority.

The completed CP1 **must** then be sent **immediately** to the relevant Children and Families Team. **Please note** GCSX communication is only secure if both the recipient and sender are both on GCSX and as this is not the case for school and private partners, all personal information must be password protected.

- The original must be held in the **Child Protection Folder** with the handwritten notes dated and attached.
- The Referral should be noted in the chronology.

2.5.2 If the child's home address is out-with Angus, contact should be made with the appropriate local authority. In such cases, contact is not required with Angus Council's Children and Families Teams. NB – in the case of looked after children contact should be made with the child's Social Worker in their home Local Authority. A list of contact telephone numbers is detailed in [Appendix 6](#).

2.6 The Children and Families Team and Police will conduct an Initial Referral Discussion (IRD). Staff may be asked to attend or give information by conference call. See also [Interagency Guidelines](#) 4.1.1 for more information. (<http://www.anguschildprotectioncommittee.org.uk/pdfs/ACPIinteragencyGuidance.pdf>)

2.6.1 Depending on the individual circumstances, you may be asked to support a child during the interview process. You will be advised on your role in this process by the Children and Families Team and/or Police.

2.7 Inform the Named Person and/or Lead Professional of the Child Protection referral and alert other key staff as appropriate. Where there are siblings in other settings ensure that the CPDO is informed. This should include nursery and private and voluntary settings who work in partnership with Angus Council. Checks should be made for pre-school siblings with the Pupil Information Service - telephone number 01307 476342.

## 2.8 **Action to take if Problems or Disagreements exist**

If a member of staff disagrees with any course of action, decision or instruction given by a colleague or senior officer, which they think significantly affects the wellbeing/protection of any child, and they have been unable to resolve the disagreement through discussion, he/she should immediately inform the relevant manager of the disagreement. The manager should ensure that every effort is made to resolve disagreements.

## 2.9 Interagency Disagreements

In the event of professional disagreement or difference of opinion with a representative of another agency relating to the referral; assessment; or content of a child's plan in respect of a child, the following should be considered as a means of resolution:

- Convene a professional workers' meeting to explore the areas of disagreement with a view to coming to a consensus.
- Discuss the matter with your line manager to agree next steps.

In cases where a child may be at risk of harm, any agency can call a Child Protection Case Conference or, if compulsory measures of supervision are required, make a referral to the Authority Reporter. If there remains disagreement about the level of risk to a child or young person, the above should be discussed with your line manager and a course of action agreed.

## SECTION 3 PROTECTING YOURSELF

3.1 When a Child Protection allegation is made it will be fully investigated by a Children and Families Team and the Police. It is imperative that you take steps to ensure that you protect yourself against allegations of abuse/unprofessional conduct.

The following points are listed **to complement the advice** provided by the appropriate professional bodies – [General Teaching Council for Scotland \(GTCS\) Code of Professionalism and Conduct](http://www.gtcs.org.uk/fitness-to-teach/complaints/copac.aspx) (<http://www.gtcs.org.uk/fitness-to-teach/complaints/copac.aspx>) and the [Scottish Social Services Council \(SSSC\) Code of Practice](http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-of-practice) (<http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-of-practice>).

3.2 As a guide to sound professional practice this list must be considered as a starting point which may be developed through awareness raising and in-service training:

In managing your interaction with children you must:

- appreciate fully that the onus is upon you and not the child to distance yourself from any potentially inappropriate situation at any time;
- not rely on your "good name" to protect you or think "it could never happen to me";
- not threaten, harm or use physical violence or force against a child at any time – see Guidance on the Levels of Intervention Expected from Staff;
- never be under the influence of alcohol/illegal substances in a professional setting;
- seek advice and support from a colleague or member of the management team in circumstances where your relationship with, or feelings towards, a child are placing you at risk of unprofessional behaviour. [Sexual Offences \(Scotland\) Act 2009 – Section 43 – Positions of Trust](http://www.legislation.gov.uk/asp/2009/9/section/43) (<http://www.legislation.gov.uk/asp/2009/9/section/43>);
- share your concerns with your line manager without delay if you suspect that a child is becoming inappropriately attracted to you;
- maintain appropriate professional boundaries; avoid improper contact or relationships with children and respect your unique position of trust;
- exercise great care and use professional judgement when professional boundaries extend beyond a child's school leaving date;
- not discuss your own intimate and personal relationships, and maintain an appropriate balance between formality and informality when you are dealing with children;
- take care to avoid becoming personally involved in a child's personal affairs;
- avoid all inappropriate communication with any child by means which might include (but are not limited to):
  - telephone calls
  - emails or text messages
  - social networking sites

- avoid sexual contact with, or sexual remarks towards a child/young person regardless of any apparent consent of the individual concerned;
- be aware of the potential dangers of being alone with any child in a private or isolated situation;
- use common sense and professional judgement to avoid circumstances which are, or could be, perceived to be of an inappropriate nature. This is important, particularly in respect of musical, art or physical education/sporting activities;
- not, by any means or in any circumstances, make, view or access illegal or inappropriate images of children or protected adults.
- It is imperative that all teaching staff refer directly to [GTCS Code of Professionalism and Conduct](http://www.gtcs.org.uk/standards/copac.aspx) (<http://www.gtcs.org.uk/standards/copac.aspx>) and staff registered with the SSSC refer to [SSSC Code of Practice](http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-of-practice) (<http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-of-practice>).

## **SECTION 4 ALLEGATIONS MADE AGAINST MEMBERS OF STAFF**

### **4.1 All allegations against staff must be taken seriously.**

If the Head Teacher/Manager is the subject of the allegation, the Head of Service Schools and Learning should be contacted without delay by the person who has received the information. All allegations against staff must be brought to the attention of the appropriate Service Manager in Schools and Learning or Children and Young People immediately.

Allegations can be made in many ways:

- by the child;
- by a third party - see [Section 2.1](#);
- by someone who has observed an incident;
- by the parents of the child.

The information you have received should be carefully documented in writing, specifying what you have been told, in the child/person's own words, and recording any noticeable non-verbal behaviour.

Where appropriate, you should inform the child you will be taking notes about what they say. You should read back your notes to check for accuracy as soon as possible.

### **4.2 The role of staff is to listen, observe, record and report**

If a child/person provides information that raises a child protection concern/allegation against a staff member you should:

- remain calm, no matter how difficult it is to listen;
- listen to the child/young person and take them seriously;
- reassure them they were right to tell you;

- keep any questions to a minimum, for clarification purposes and never interrupt; care must be taken to avoid asking leading or multiple questions;
- tell the child/young person what you are going to do next and tell them that you are going to have to speak to someone who can help;
- as soon as is practical write down everything that the child/young person has told you using their exact words if possible;
- make a note of the date, time, place and people who were present; and any other relevant information such as reference to social media or any other people involved;
- **act promptly and report your concerns immediately to the Head Teacher / Manager. In their absence, contact a Service Manager of the Children and Learning Directorate.**

The child should not be given promises of absolute confidentiality but should be given assurance that information will be shared only with those people who need to be informed.

Where an allegation has been made, **the concerns should not be discussed in front of any child, young person, teacher or any other member of staff**, as this could prejudice the reliability of any information.

All notes taken may be required as evidence, and therefore should be written on loose leaf paper and given to the Head Teacher who **should report the concern immediately to the appropriate Head of Service/Service Manager of the Children and Learning Directorate and discuss whether precautionary suspension is required.** The Senior Manager will inform Human Resources about the allegation.

Thereafter, the Head Teacher/Manager should:

- contact the Child Protection Team at Bellevue House, Arbroath by telephoning 01241 438484;
- complete the [Child Protection Referral form \(CP1\)](#) and send it to the Child Protection Team at Bellevue House, Arbroath. **Please note** GCSX communication is only secure if both the recipient and sender are both on GCSX, as this is not the case for school and private partners, all personal information must be password protected;
- insert the original CP1 into the child's Child Protection Folder;
- update the Chronology of Significant Events form ([Appendix 2](#)).

4.3 Following referral to the Child Protection Team, the following actions may be taken:-

- Initial Referral Discussion (IRD) may take place ([Interagency Guidelines \(http://www.anguschildprotectioncommittee.org.uk/pdfs/ACPIinteragencyGuidance.pdf\)](#) see Section 4 – 4.1.1); The Head Teacher/Manager will **not** be invited to participate in the IRD. The Senior Planning Officer – Child Protection, should be invited to participate in this discussion.
- a Child Protection investigation may take place;



- no action required by Police or Children and Families Services;

Depending on the outcome of the IRD, there may be the need for further action/investigation by the school/centre or the Children and Learning Directorate.

#### 4.4 The Head Teacher:

- as advised by Children and Families Service and Police may be asked to telephone the parents/carers and advise them that an allegation of a child protection nature has been made against a staff member by their child;
- **must not divulge the name of the member of staff** and should explain they are not permitted to share any further information in relation to the allegation;
- must inform the parents that the information has been passed to Police, Children and Families Service and the appropriate Service Manager of the Children and Learning Directorate;
- will provide the parents/carers with the telephone number of the Child Protection Team at Bellevue House, Arbroath on 01241 438484.

##### 4.4.1 Informing the Member of Staff

Thereafter, as agreed with Children and Families Services and the Police, the Head Teacher must meet with the member of staff against whom the allegation has been made and read the statement outlined below. **Failure to do so can result in Angus Council being left in a weak position in terms of managing the duty of care to the employee. The Head Teacher should have a member of promoted staff present to take notes of any comments made by the member of staff.**

*"In accordance with the Children and Learning Directorate's Child Protection Guidelines, I am required to inform you that a child protection allegation has been made against you, details of which have been passed to a Children and Families Team and Police for consideration of investigation. I am not permitted to share any further details of the allegation at this time. You have the right, if you so wish, to contact your Trade Union or Professional Association. I also have to inform you that any comments made at this time will be noted"*

4.5 If the Head Teacher is uncertain about any aspect of the procedure then further information/support can be sought from the appropriate Service Manager.

#### 4.6 Unfounded Allegations

Following the Police and Children and Families Service enquiry and if the allegation is considered to be malicious, the CP1 and the Chronology of Significant Events must be updated to reflect this. The member of staff should be advised that they can raise a complaint with the Police in relation to the child making a false allegation against them.

#### 4.7 Following the Investigation

If the final outcome of the investigation is not provided, feedback must be sought from the Investigating Officer by the appropriate Service Manager. The outcomes could involve:

- the member of staff being arrested, charged and reported to the Procurator Fiscal;
- the report to the Procurator Fiscal resulting/not resulting in criminal proceedings;
- there being no further action due to insufficient evidence.

The Head Teacher/will be advised by the appropriate Service Manager of the Children and Learning Directorate, what further action should be taken in accordance with the Angus Council Disciplinary Procedures or the [AJNCT/11](http://www.angus.gov.uk/downloads/file/1463/ajnc11-disciplinary-procedures-for-angus-teachers) (<http://www.angus.gov.uk/downloads/file/1463/ajnc11-disciplinary-procedures-for-angus-teachers>) Disciplinary Procedures for Angus Teachers.

## SECTION 5 CHILDREN MISSING FROM EDUCATION

### 5.1 During the School Day

In recent years, increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal behaviour of adults. It is important that staff and parents continue to work together to monitor the care and wellbeing of all children and young people.

With that specific aim in mind, the Children and Learning Directorate has asked all schools and educational establishments to implement a series of standard procedures to monitor pupil attendance and absence. These procedures require the co-operation of parents who are asked to assist school staff in the following:

- Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school.
- The school is required by law to maintain an accurate record of the attendance and absence of each child and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

**5.2 If a child does not arrive at school by 9.45 am/does not return after lunch/becomes missing from school during the school day, and there is no reasonable explanation provided for his/her absence**, then the Head Teacher /CPDO must ascertain the whereabouts and safety of the child as soon as possible by:

- contacting the parent/carer/Social Worker or emergency contact
- asking siblings or friends, if appropriate
- jointly considering and agreeing the appropriate course of action

If a parent/carer reports that their child has not returned home after the school day, and they do not know where they are, they should be advised to contact the Police immediately.

If the child is an open case to a Children and Families Service, the case responsible Social Worker, or in their absence, the Team Manager or duty worker, should be contacted.

In the event of a LA(A)C child becoming missing during the school day, the school should notify the parent/carer/Social Worker. It is the parent/carer/Social Worker's decision how to respond in accordance with any risk assessment carried out. See [Young Runaways Protocol](http://www.anguschildprotectioncommittee.org.uk/pdfs/YoungRunawaysProtocol.pdf) (<http://www.anguschildprotectioncommittee.org.uk/pdfs/YoungRunawaysProtocol.pdf>).

**If a child is considered to be in danger the Police should be contacted immediately.**

### 5.3 Child Remains Absent

Where a child remains absent; has not enrolled at another school or may have moved to another area in the UK, the following steps should be taken by the Head teacher/CPDO as soon as possible:

#### Step 1

Where a child has not been in school and no explanation/contact from a parent has been received; or where you have received information to say that the child has not turned up at their expected destination school **all initial checks should be made by contacting parents/carers/Social Worker/emergency contacts/class-mates as appropriate.**

#### Step 2

If, after a period of two working weeks, there is still no trace of the child, the Head Teacher/CPDO should make contact with the local Family Support Team (FST) (see [Appendix 6](#) for contact details) to advise of the situation. A worker from the FST will then undertake the local multi-agency checks with Housing, Police, Children and Families Services, NHS and Women's Aid; and carry out a home visit where appropriate.

#### Step 3

If, after a period of four working weeks there is still no trace of the child, the school should complete the front of the PPR with the relevant data and attach a completed Annex A (Appendix N) [Appendix 4](#); remove the child from the school roll and mark as a leaver on SEEMIS using the appropriate leavers code (Left for an unknown destination). The PPR with Annex A (Appendix N) attached should then be sent to the Pupil Information Section via school mail delivery service marked "Missing Pupil - F.A.O. of Pupil Information".

The only exception to the above advice, relates to regular gypsy/travellers, who are expected to return to school and are aged 14 and above. If they do not return to school at the time expected then the PPR should be retained within the school; the child should be referred to the Family Support Team as described previously and information shared with the Principal Officer ASN.

In the event of a successful trace being made prior to the four week period elapsing or a request is made for the PPR from another School/Authority then the School must inform the FST team immediately.

PPRs should only ever be sent **Special Delivery** from school to school or authority to authority; never given to a parent/carer to pass on and should always be sent with a completed Annex A (Appendix N) form.

The link below provides information on the Attendance Default Guidelines, the framework to assist Head Teachers in managing non-attendance issues within the context of a legal framework. [Attendance Default Guidelines](http://www.angus.gov.uk/downloads/file/1436/attendance_default_guidelines)  
([http://www.angus.gov.uk/downloads/file/1436/attendance\\_default\\_guidelines](http://www.angus.gov.uk/downloads/file/1436/attendance_default_guidelines))

## 5.4 Children Missing from Pre-School

When a Health Visitor is aware of a child attending pre-school provision and there are concerns about the child, this information must be shared with the Head Teacher/Manager.

It is important that the Health Visitor and the Head Teacher/Manager have all the relevant information about the child and their family.

It is not a legal requirement for children to attend nursery/pre-school provision; however it is important to emphasise that the Authority provides 600 hours of early learning and childcare per academic year for each child in its area and it is expected that children will attend regularly. It is Angus Council policy to investigate the circumstances of pre-school children who are not attending any pre-school provision or where there may be concerns (See [Appendix 5](#)).

If the child has not been attending nursery, and there has been no information provided by the parent, all initial checks should be carried out by the nursery staff, by getting in touch with family or emergency contacts through referring to information held in the Pupil Progress Report (PPR).

The Head Teacher/Manager is responsible for contacting the appropriate colleagues as follows:

- **If there are existing child protection concerns and there is no contact with parents, contact should be made with the relevant Children and Families team immediately a child is absent.**
- In any other case, where there is no contact from the parents, the Head Teacher/Manager or School Link Person must make contact with their designated Early Years Worker (EYW) who will then undertake local multi-agency checks.

5.5 When a child is reported missing from nursery/pre-school centre the EYW will initiate the following procedure:

- establish that the nursery/pre-school has already tried without success to contact the family;
- link with the Health Visitor and also with the designated Children and Families Service contact, if the family is known to that service. Carry out multi-agency checks i.e. with Housing, Tayside Police, Health, Children and Families Services and Women's Aid as appropriate.
- Inform their line manager about the situation.

When a health professional is contacted by the Early Years Worker (EYW) regarding concerns which have been raised about a child who is not attending a pre-school provision, it is essential that all relevant information is shared, particularly in relation to any assessed risks to the child's safety or to the safety of a lone worker in this context, for example if a family member is considered possibly aggressive or violent.

If these first interagency contacts provide no satisfactory explanation for the child's absence, the EYW will undertake a home visit to establish if the family still reside at the

known address, having first discussed with their line manager whether Lone Worker Procedures would require a joint visit with a colleague. It may be appropriate for the health professional involved to accompany the worker on this visit if they have an established relationship with the family.

## **SECTION 6 CHILD PROTECTION GUIDELINES AND PROCEDURES FOR EDUCATIONAL EXCURSIONS (UK/WORLDWIDE) (April 2014)**

### **6.1 Prior to the Excursion**

The person who holds overall responsibility for the excursion MUST ensure the following actions are taken:

- a child protection briefing, supported by the CPDO, is held for all staff participating in an excursion.
- staff, pupils and any other responsible adults are made aware that they are not permitted to consume alcohol/illicit substances at any time during the excursion.
- Completion of the following information on the Staff & Participant Emergency Information Form (EI Form) found under the Resources – Guidance, Policies & Documents area of Evolve.
- the name of the person on the trip who has responsibility for child protection matters;
  - the telephone numbers of the police in the area the trip is taking place, and
  - the relevant telephone numbers and email addresses for Children and Families services to cover all children taking part on the trip. This information should coincide with the Council area in which each child resides.

6.2 Protecting and recognising children or young people who are, or who may be, at risk of harm, or who have been harmed, and intervening effectively to protect them, must rank as the highest priority for all staff.

6.3 The role of staff is to **listen, observe, record and report**. Do not investigate. It is not your responsibility to decide if a child has been abused or harmed. It is your responsibility to report concerns.

**All child protection concerns/allegations must be brought to the attention of the relevant Children and Families team or the Police without delay (see section 2.4.)**

6.4 When contacting social work services you should contact the service in the authority where the child lives, e.g. if the child lives in Angus, contact the Angus Children and Families team; if the child lives in Dundee, contact Dundee Social Work services. (See [Appendix 6](#) for contact details).

6.4.1 As well as contacting the Children and Families team by phone, you should complete a Child Protection Referral/Concern (CP1) Form (see Section 2). The form should be sent to the relevant Children and Families team, retaining a copy of the

completed form to be held in the Child Protection folder, and send copies to the Child Protection Designated Officer (CPDO) of the school where the child attends.

6.5 When contacting the Police you should contact the Police in the area the trip is taking place, including trips abroad, e.g., if the trip is taking place in Glasgow, you should contact the Police in Glasgow.

**6.6 Allegations Against Staff (refer to [Section 4](#) for detailed guidance)**

If there is a child protection concern about a member of staff during an educational excursion, child protection procedures must be followed immediately as in any other situation as detailed above and it must be brought to the attention of the appropriate Service Manager of the Children and Learning Directorate immediately. Contact with the Service Manager must not delay referral to Children and Families services and the Police.

## SECTION 7 PROTOCOL REGARDING PEOPLE WHO COMMIT SEXUAL OFFENCES

### 7.1 This procedure relates to the MAPPA Memorandum of Understanding for Tayside Information Sharing Protocol for Tayside and the national MAPPA Guidance.

Sections 10 and 11 of the [Management of Offenders etc. \(Scotland\) Act 2005](http://www.legislation.gov.uk/asp/2005/14/section/10) (<http://www.legislation.gov.uk/asp/2005/14/section/10>) (Appendix 1) require the Scottish Prison Service, local authorities and the Police as Responsible Authorities in the area of Tayside to jointly establish arrangements for the assessment and management of risks posed by sex offenders subject to the notification requirements of the Sexual Offences Act 2003 and for certain dangerous offenders who pose a risk of serious harm.

In addition, the legislation also provides the Health Service with a statutory function as a Responsible Authority to establish joint arrangements for the assessment and management of risk posed by mentally disordered offenders who are restricted patients within the above defined categories

### 7.2 Public Interest Disclosure

This procedure is designed for disclosing sensitive personal information about an individual to a body, agency, employer or person in a position to mitigate the risks arising from that person's behaviour.

The need to disclose certain information should be discussed and assessed by MAPPA partners before any disclosure takes place in accordance with the usual information sharing protocols (ISPs) unless time does not permit such discussion.

It is the role of MAPPA to bring together the responsible authorities to discuss the risks posed by the offender, the immediacy of the risk and the best methods to minimise that risk. The decision to disclose information should be within the remit of the MAPPA and part of the risk management plan with the police and social work working collaboratively for the safety of a child or any other member of the public considered to be at risk.

### 7.3 Role of Head Teacher

**Where a decision is made to disclose information** relating to a sex offender to a Head Teacher, the central role of an informed Head Teacher is to safeguard pupils. At the time of information disclosure, Head Teachers and the appropriate Service Manager will be guided and supported by the Police. However, in the event of any concerns, Head Teachers **must** contact D Division of Police Scotland. Information relating to sex offenders is highly confidential and should not be disclosed to any third parties.

7.4 Where no disclosure information is passed on and there are concerns or worrying rumours about potentially dangerous offenders Head Teachers **must** contact D Division of Police Scotland stating that the call is in connection with a possible sex offender in the community.

Members of the community are sometimes aware of rumours relating to released sex offenders and may approach schools with concerns about safety. Head Teachers should reassure concerned parents by confirming that registered offenders' locations and activities are closely monitored. However, if further information or advice is required this can be obtained from the appropriate Service Manager.



**7.5 ALL CONCERNS IN RELATION TO THE ABOVE SHOULD BE REFERRED TO:**

If a general enquiry about an offender:-

**MAPPA CO-ORDINATOR  
CRIMINAL JUSTICE SERVICES  
FRIARFIELD HOUSE  
BARRACK STREET  
DUNDEE,  
TEL 01382 435518**

If a more urgent enquiry:

**D DIVISION OF POLICE SCOTLAND  
OFFENDER MANAGEMENT UNIT  
FORFAR (9.00am – 5.00pm)  
TELEPHONE 101**

The appropriate Service Manager should then be informed.

## SECTION 8 CHILD PROTECTION CASE CONFERENCES

8.1 Child Protection Case Conferences (CPCCs) are a core component of inter-agency child protection work.

In Angus, staff are expected to attend CPCCs and prepare a written report to be sent to Community Assessment and Review Officer (CARO) admin section at Bellevue House, Arbroath. This report should be written using the CP12 pro-forma which can be accessed in section 5.1.12 of the [Interagency Guidelines](http://www.anguschildprotectioncommittee.org.uk/pdfs/ACPInteragencyGuidance.pdf) (<http://www.anguschildprotectioncommittee.org.uk/pdfs/ACPInteragencyGuidance.pdf>)

Report writers must address the needs of **each** child within the family separately. These needs would then be collated and incorporated within one report. Report writers should check their records and include factual data, for example, school attendance information and number of exclusions.

8.2 All professional participants at a CPCC with involvement with the child/family have a responsibility to contribute to the decision as to whether or not to place the child's name on the Child Protection Register.

**In circumstances where there is no clear agreement regarding registration, consensus will be considered to have been reached where no formal dissent is noted. Where the Chair has used his or her professional judgement to make the final decision based on an analysis of the issues raised, which is not in line with the views of the conference or dissent is noted, the case will be referred to the Chief Social Work Officer within 7 days for her review and decision.**

8.3 The leaflet advice for professionals preparing to attend a CPCC will support staff with their preparations - [Child Protection Case Conference Advice Leaflet](http://www.anguschildprotectioncommittee.org.uk/pdfs/ChildProtectionCaseConferenceAdviceLeaflet.pdf) (<http://www.anguschildprotectioncommittee.org.uk/pdfs/ChildProtectionCaseConferenceAdviceLeaflet.pdf>).

8.4 During the school holidays centrally the Senior Planning Officer – Child Protection will represent school staff at CPCCs and Reception into Accommodation (RIAs) meetings.

8.5 The leaflet [Information for Children and Young People](http://www.anguschildprotectioncommittee.org.uk/pdfs/ACPCaseConferencesLeaflet.pdf) (<http://www.anguschildprotectioncommittee.org.uk/pdfs/ACPCaseConferencesLeaflet.pdf>) explains the conference procedures. The Social Worker should give this leaflet to the child as a supplement to the verbal explanation. There are also [Information for parents and carers about Child Protection meetings and the Child Protection Register](http://www.anguschildprotectioncommittee.org.uk/ACPInteragencyMeetingsandRegisterLeaflet.cfm) (<http://www.anguschildprotectioncommittee.org.uk/ACPInteragencyMeetingsandRegisterLeaflet.cfm>).

The leaflets should be in the preferred language and/or arrangements made for interpretation or translation.

Children should be encouraged to complete the electronic Viewpoint Questionnaire for a Review Child Protection Case Conference to be accessed with the support of school staff or the Lead Professional.

## SECTION 9 EARLY SCREENING GROUP (ESG)

### POLICE CONCERN REPORTS

9.1 The Interagency Early Screening Group (ESG) was established by the Angus Child Protection Committee in terms of Sections 19, 20 and 21 of the Children (Scotland) Act 1995 and Part 2 and 3 of the Local Government in Scotland Act 2003.

9.2 The Early Years Team Manager represents Schools and Learning on the ESG. The group also includes representatives from Police, Children and Families Service and NHS Tayside.

The purpose of the group is to:

- act on Police Concern Reports,
- share information swiftly between agencies,
- support the protection and wellbeing of children and young people in Angus,
- ensure decisions are appropriate and effective,
- ensure relevant supports are identified and provided for each child,
- ensure that referrals to the Reporter are made only when compulsory measures of care may be necessary.

9.3 The Early Years Team Manager attends weekly meetings of the group. Police Concern Reports (PCRs) are sent to Named Persons/Lead Professionals, password protected. Basic information about each child, held on SEEMIS, is shared with the group, for example, which school/centre the child attends, attendance information and exclusion information. Following the ESG meeting a report detailing the outcome/disposal of the meeting is sent to schools and information is shared with private and voluntary providers by telephone. At each ESG meeting agreements are made with the Police about what information can be shared.

**9.4 PCRs, and information relating to these reports, is highly confidential restricted information and therefore the following must be followed:**

- **passwords must not be shared with any other person.**
- **if the person responsible for receiving the information is on sick leave, or is leaving, the Intake Service must be contacted and provided with the name of the person who is taking over responsibility for the information in the school/centre.**
- **the PCCR must only be held in the CP (Red) Folder. They must not be printed off and passed on, or held anywhere other than the CP Folder in chronological order.**
- **on receipt of the PCR an entry should be made in the Child's Chronology of Significant Events (Appendix 2) and noted in the Record of Contents in the Child Protection file.**
- **a summary of the information should be shared with key staff who are in a position to support the child/young person.**

**The detailed content of the PCRs must not be shared with the parent/carer or the child/young person without permission from the Police.**

## **SECTION 10 MULTI-AGENCY RISK ASSESSMENT CONFERENCE (MARAC)**

10.1 The Angus MARAC consists of:

- D Division Police Scotland
- Angus Council, Children and Learning Directorate
- Angus Council, Housing
- NHS Tayside
- Angus Women's Aid : Respect & Equality (AWARE)
- Barnardo's Tayside Domestic Abuse Initiative
- MARAC Independent Advocacy (MIA)
- Tayside Fire & Rescue
- Victim Support

MARAC is a model of multi-agency risk management that is specifically designed to address high risk domestic abuse where there is a threat to life. The MARAC takes place monthly and is chaired by the Police.

Children and Learning is represented at the MARAC by the Senior Planning Officer – Child Protection who attends only when there are children involved.

10.2 **The purpose of MARAC is to:**

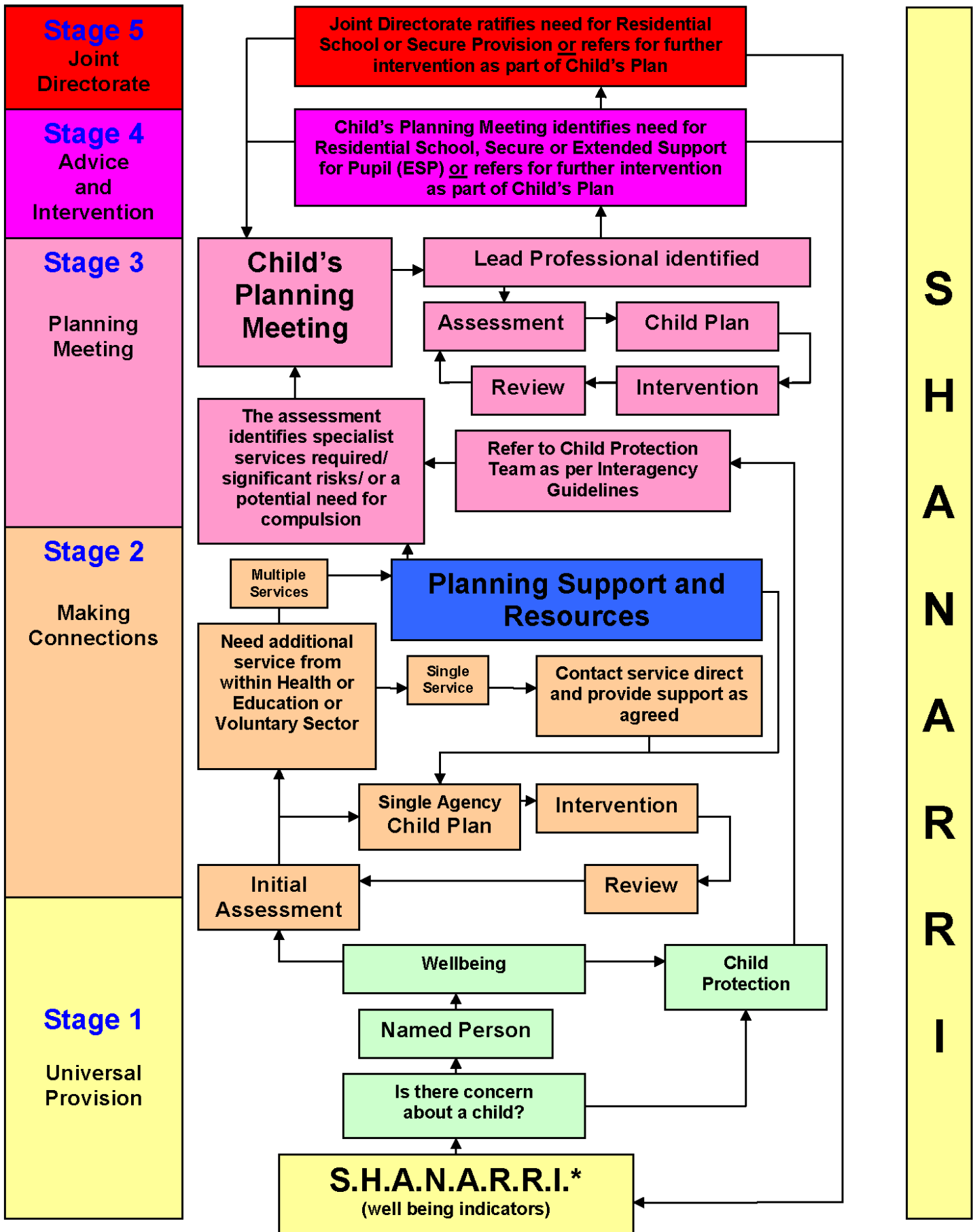
- Share information to increase the safety and health and well being of victims (and their children, if there are any).
- Determine whether the perpetrator poses a significant risk to any particular individual (other than the victim currently subject of the MARAC) or to the general community.
- Jointly construct and implement a safety action plan that provides professional support to all those at risk.

10.3 The Senior Planning Officer – Child Protection receives information from the Police prior to the MARAC taking place.

Schools/Centres are contacted by the Senior Planning Officer – Child Protection to inform the CPDO/Head Teacher/Manager of the meeting and to request up-to-date information on the child and family. This information is taken to the MARAC and shared with the group. A safety action plan is developed following consideration of all inter-agency information, to support those at risk.

Thereafter, the Senior Planning Officer – Child Protection contacts the school/nursery/centre to share the background information, the main concerns and the action plan. The information is highly confidential and restricted, and should not be shared with any third parties. Any information provided should be held in the Child Protection Folder.

Angus Five Stage Intervention Process



\*S.H.A.N.A.R.R.I. = 'safe, healthy, achieving, nurtured, active, respected, responsible, included'

**Tayside Template: Chronology of Significant Events**

**Name of Child or Young Person:**

**Date of Birth:**

The purpose of a Chronology is to record **significant** concerns, events or incidents that have had, or continue to have, a **significant impact** (positive or otherwise) to the child/young person's wellbeing.

Date or Period of Event	Significant Event	Source	Impact (Either Positive or Negative)	Action Taken to Mitigate Adverse Impact on Child	Entered By Name & Agency	Date of Entry
<p>The date or period each significant concern, event or incident occurred should be recorded here</p>	<p>A brief description of the significant concern, event or incident should be recorded here. Children, young people and their families will see this information. Language should be in Plain English and non judgmental. Information should be clear; factual; accurate; current; evidence based; succinct and concise to support good decision-making.</p> <p>A significant event may include (see full Guidance):</p> <ol style="list-style-type: none"> <li>1. Significant changes in the child or young person's wellbeing (SHANARRI)</li> <li>2. Significant changes in the parent or carer's wellbeing, which impacts on the child or young person</li> <li>3. Significant changes in the family structure e.g. housing; unemployment; separation; divorce; bereavement; birth of a sibling; new partner; presence of a significant adult</li> <li>4. Significant changes in the child or young person's child protection status or legal status or referral to SCRA</li> <li>5. Events including e.g. missed appointments; absences from school; exclusion from school; involvement in offending; bad associations; running away / missing</li> <li>6. Frequency of child concern reports; referrals; investigations; case conferences; registrations</li> <li>7. Frequent changes in professional staff or services / agencies accessed by the child, young person or family</li> </ol>	<p>The source of the significant concern, event or incident should be recorded here i.e. who and what practitioner, service or agency</p>	<p>Where known, the impact on the child or young person should be recorded here</p> <p>Record whether the significant concern, event or incident had a positive or negative impact on the child or young person. <b>If unknown, say so</b></p> <p>The impact on the child or young person may become clearer over time and may also change</p>	<p>Professional action or response taken to mitigate any adverse impact on the child from each significant concern, event or incident should be recorded here</p> <p>This should include single practitioner, service / agency response and multi-agency responses</p> <p><b>If no action taken, specify why not</b></p>	<p>The name of the practitioner and their service / agency making the entry should be recorded here</p>	<p>The date on which the entry is made should be recorded here as soon as possible after the significant concern; event or incident has been identified. Also acknowledge any retrospective reporting</p>

Review	Initial						
	Dates						

(Note: Reviewing a Chronology allows the **Lead Professional** and the **Named Person** an opportunity to consider whether there is a need to initiate further intervention and / or action to **safeguard, support and promote wellbeing**).

Getting it Right in Angus

# IF YOU HAVE A CHILD PROTECTION CONCERN

Refer to CP Guidelines Section 2

Carefully document the information on loose leaf paper

Remember notes may be required by the Police

**Complete a Child Protection Referral Form (CP1)**

**Notify the Head Teacher**

All notes should be signed, timed, dated and attached

Where there is a clear allegation made of physical assault.

Where medical practitioner(s) or doctors in hospital, paediatrics or general practice, have a definite child protection concern and have indicated that injuries to a child are likely to be non-accidental.

Where there are clear allegations of sexual abuse made by a child or where a doctor has indicated that there is evidence of sexual abuse.

Where there is known Social Work involvement

Where there is a child protection concern which does not fit the other categories

**Refer to the named Social Worker:-**

**Inform them:**

- Who the child is: DOB, Address & Tel. number
- What the concern is.

Ensure you note the name of the person contacted, the date and time in the actions taken section of the Child Protection Referral Form. Also note any actions to be taken either by you or by the Social Worker. Agree how parents will be informed

Send the Child Protection Referral form to the Care and Assessment Team

For contact details see Appendix 6

**Refer directly to the Intake Service Tel: 01307 473751**

**Inform them:**

- Who the child is: DOB, Address & Tel. number.
- What the concern is:

Ensure you note the name of the person contacted, the date and time in the actions taken section of the Child Protection Referral Form. Also note any actions to be taken either by you or by the Social Worker. Agree how parents will be informed.

Send the CP1 to the Intake Team, Ravenswood, Forfar

[intaketeam@angus.gcsx.gov.uk](mailto:intaketeam@angus.gcsx.gov.uk)

**Refer directly to the Child Protection Team - Tel: 01241 438484**

**Inform them:**

- Who the child is: DOB, Address & Tel. number.
- What the concern is.

Ensure you note the name of the person contacted, the date and time in the actions taken section of the Child Protection Referral Form (CP1). Also note any actions to be taken either by you or by the Social Worker. Agree how parents will be informed.

Send the CP1 to:-

Child Protection Team,  
Bellevue House, Arbroath,

[anguscpteam@angus.gcsx.gov.uk](mailto:anguscpteam@angus.gcsx.gov.uk)

File the originals in the Child Protection Folder having noted the incident on the Chronology of Significant Events.



**ANGUS COUNCIL**  
**CHILDREN AND LEARNING DIRECTORATE**

**CP1 - CHILD PROTECTION REFERRAL**

<b>School / Centre:</b>	
<b>Telephone Number(s):</b>	
<b>Referral Completed by:</b>	
<b>Position:</b>	
<b>Email:</b>	

*Details of Child / Young Person Being Referred*

<b>Surname:</b>	
<b>Forename(s):</b>	
<b>Date of Birth:</b>	
<b>Address:</b>	
<b>Postcode:</b>	
<b>Named Person:</b>	
<b>Lead Professional / Current Social Worker:</b>	
<b>Other Agencies:</b>	



**Nature of the Referral**

<b>Date of alleged incident:</b>		<b>Time of alleged incident:</b>	
<b>Description of alleged incident or concern highlighted:</b>			

**Family Details**

**Adults (aged 16 and over):**

<b>Name</b>	<b>Date of birth</b>	<b>Relationship to child</b>	<b>Address and contact telephone numbers</b>

**Children (under 16):**

<b>Name</b>	<b>Date of Birth / Age</b>	<b>Relationship to child</b>	<b>Address (if different from above) and school / pre-school setting attended if known</b>

**Agreed Action with Social Worker / Police and Contact Details:**

<b>Initial Referral Reported To:</b>	
<b>Date &amp; Time:</b>	
<b>Telephone Number(s):</b>	
<b>Email:</b>	
<b>Agreed Action to be Taken:</b>	
<b>How Will Parent / Carer Be Informed and By Whom:</b>	

**Check List:**

<b>CP1 Sent to Relevant Social Work Team:</b>	<input type="checkbox"/>
<b>Original in Child Protection (Red) Folder:</b>	<input type="checkbox"/>
<b>Referral Noted in Chronology:</b>	<input type="checkbox"/>
<b>Referral Shared With Head Teacher / Manager:</b>	<input type="checkbox"/>

**Form Completed By:**

<b>Full Name:</b>	
<b>Position:</b>	
<b>Date &amp; Time:</b>	
<b>Telephone Number(s):</b>	
<b>Email:</b>	
<b>Signed:</b>	

**PPR Pupil Transfer Form (Including CME Cases)**

Reason for PPR being sent to HQ: \_\_\_\_\_

Leaving date: \_\_\_\_\_ CP concerns: None/Open Case/Closed Case (delete as appropriate) Social Work advised Yes/No

<b>1 Current School Details:</b>	
School name: _____	Stage/Class: _____
<b>2 Child Details</b>	
Name: _____	DoB: _____ SCN: _____
Address: _____	
Tel no: _____	Mob no: _____
<b>3 Family Destination (if available) – If unavailable please complete No. 4</b>	
Address: _____	
Tel no: _____	
<b>4 Unknown Destination:</b>	
a) Parent Contacted: _____	Result: _____ Date: _____ Time: _____
b) Emergency Contacts Contacted: _____	Result: _____ Date: _____ Time: _____
<b>5 Interim contact details (if available)</b>	<b>6 New school details (if available)</b>
Name: _____	Name: _____
Address: _____	Address: _____
Tel no: _____	Tel no: _____
<b>7 Parent/Carer signature: _____ Date: _____</b>	
<b>(if you have not been able to obtain a Parent/Carer signature please still send on as appropriate)</b>	
<b>8 Child record sent: Y/N Date: _____ If No give reason: _____</b>	
Address PPR sent to: _____	
Signature of Head Teacher: _____ Date: _____	
✂.....	
<b>9 To be completed by Receiving School/Authority:-</b>	
Childs Name: _____	Date of Birth: _____
School Name: _____	School Address: _____
_____	
Child enrolled in your school: Y/N	Date: _____
Signed: _____	Designation: _____
<b>Please return this slip to (sender's details):- _____</b>	
_____	

The Annex A form should be completed as part of the Transfer of Pupil Records process when a child leaves your school to go to another Angus School, a school in another Local Authority within the UK, a Private School, when sending to HQ, Angus House for CME cases or to a school abroad upon request only. **At no time should a PPR be given to a parent or any other person to pass on to a receiving school, even if they are moving abroad. PPRs must only be passed to schools or Education Authorities.**

#### **Straight Forward School Transfer (within 2 week period after leaving date)**

In the case of a child simply transferring school and where all transfer details are available (i.e. the receiving school/authority is known and the electronic SEEMIS record has been accepted by them), schools should enter the pupil name and sender's details in section 9 of the form to allow the receiving school to confirm receipt of the PPR. Please note that where a PPR is not requested from the receiving school and you know where they have enrolled schools should make contact and confirm the enrolment of the child.

Schools should keep the top part of the Annex A form and file it in school and send only the tear-off slip to the receiving school. **All PPRs should be sent Royal Mail Special Delivery as this is the only method of delivery which allows full tracking.**

Upon receipt of the PPR the receiving School/Authority should complete the tear-off slip and return it to the school to confirm that the child has enrolled with them and that they are now in receipt of the PPR.

#### **Child Missing from Education**

**(no forwarding details and no contact from parent for 2 working weeks or more. Earlier if there are any CP concerns – see Children Protection Guidance)**

Annex A Pupil Transfer Forms should also be completed in the case of a Child Missing from Education, to send the PPR to HQ, Angus House for investigation. This should only be done **after following the Children Missing from Education Procedure and referring the case to your local Family Support Team**. A child is presumed Missing from Education where they leave the setting with no indication given as to why the child has been removed, checks have failed to establish the whereabouts of the child or no request has been made from a receiving school for electronic or manual records. Where parents have confirmed that the family are leaving the country no referral needs to be made to the Family Support Team.

In the case of a Child Missing from Education not all transfer details will be available and some sections of Annex A (Sections 1-8) cannot be completed. Please follow current procedure for Children Missing in Education and send the whole of Annex A form with the child's PPR into Angus House F.A.O Shona Martin/Alison Kydd. Do not complete the tear-off slip (section 9) as it will be completed by staff at HQ if/when the PPR is forwarded to the receiving school/authority upon receipt of a successful trace from CME Scotland.

#### **Filing of PPRs**

PPRs for children who have left school because they have reached statutory leaving age, have moved abroad or are deceased should be retained by the school and destroyed 5 years after the termination or leaving date. It is important that the leaving date section is kept up to date on the PPR. HQ should be advised by e-mail of any child for whom the school is retaining the PPR, apart from those who have reached statutory leaving age.

#### **PPRs sent to HQ**

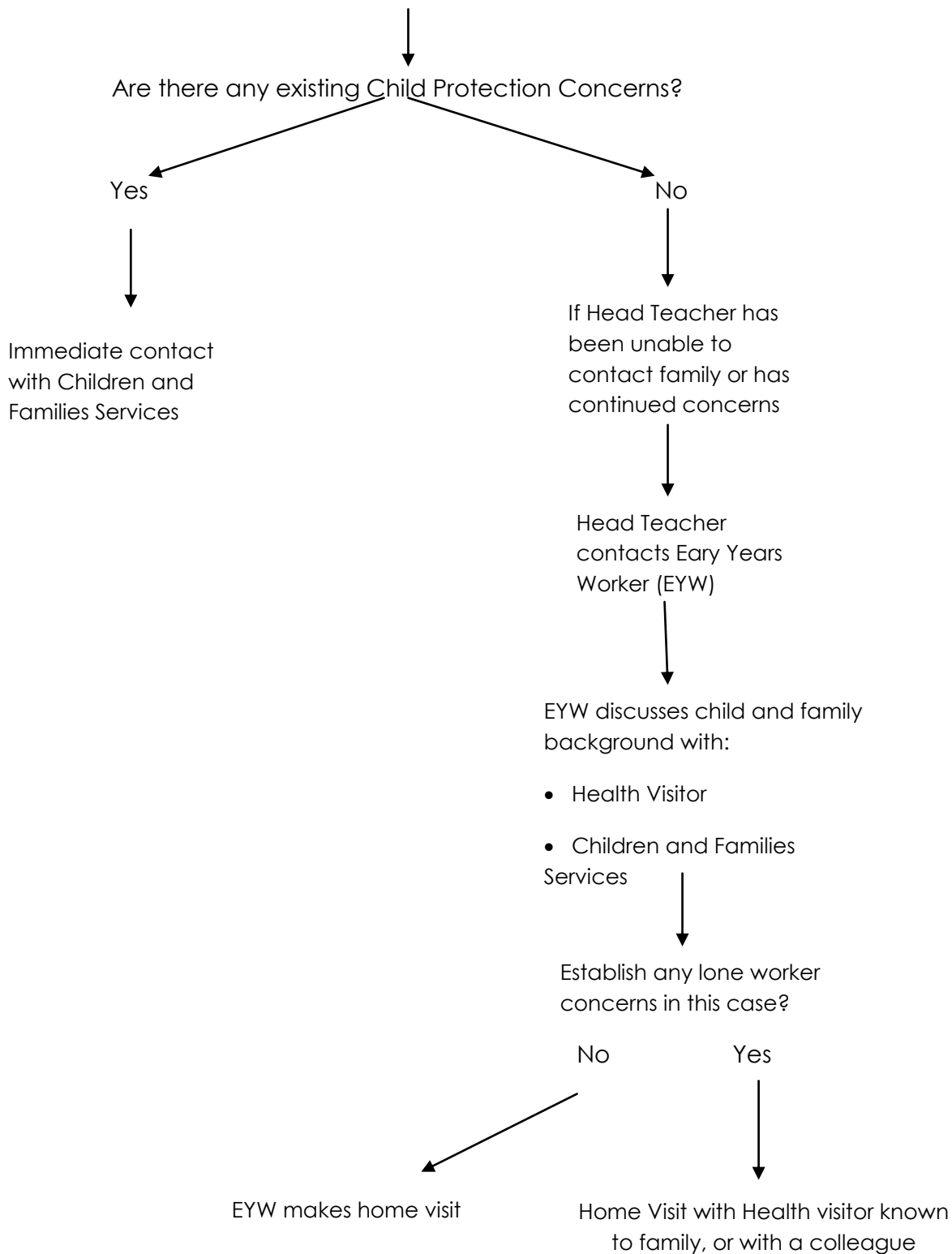
**Please mark clearly on all PPR's being sent to HQ why they have been sent to HQ i.e. Child Missing from Education (referred to Family Support Team)**

**Please also indicate clearly at the top of this form is the child has CP concerns, whether it is an open/closed case and intimate if you have advised the Social Worker in charge of the case.**

**Protocol for Sharing Information in Relation to  
Children Missing from Education in Pre-School Provision in Angus**

**Flowchart:**

A child is absent from nursery/pre-school provision without explanation from parent/carer.



## CONTACT DETAILS

Contact Details	Telephone Number
<p><b>MARGO WILLIAMSON</b> Strategic Director – Children and Learning Angus House Orchardbank Business Park FORFAR</p>	01307 476468
<p><b>KATHRYN LINDSAY</b> Head of Children &amp; Young People Angus House Orchardbank Business Park FORFAR</p>	01307 473975
<p><b>PAULINE STEPHEN</b> Head of Schools &amp; Learning Angus House Orchardbank Business Park FORFAR</p>	01307 476347
<p><b>DAWN ARCHIBALD</b> Service Manager - Early Years Angus House Orchardbank Business Park FORFAR</p>	01307 476149
<p><b>Vacancy</b> Service Manager – Children and Families Angus House Orchardbank Business Park FORFAR</p>	01307 476323
<p><b>AUDREY OSBORNE</b> Service Manager ASN/ Principal Educational Psychologist Angus House Orchardbank Business Park FORFAR</p>	01307 473642

<b>Contact Details</b>	<b>Telephone Number</b>
<b>JIM HAMMOND</b> Service Manager – Schools and Learning (Primary) Angus House Orchardbank Business Park FORFAR	01307 476346
<b>VACANCY</b> Service Manager – Schools and Learning (Secondary) Angus House Orchardbank Business Park FORFAR	01307 476480
<b>CAROL MORRIS</b> Development Officer – Early Years Angus House Orchardbank Business Park FORFAR	01307 473028
<b>FIONA ROBERTSON</b> Principal Officer - ASN Panbride Old School Panbride CARNOUSTIE	01241 803461
<b>QUALITY IMPROVEMENT OFFICERS</b> <b>Vacancy (Primary)</b> <b>LEILA MARTIN (Primary)</b> <b>JOHN-PAUL CASSIDY (Secondary)</b> <b>KELLY MCINTOSH (Secondary)</b> Angus House Orchardbank Business Park FORFAR	01307 476148 01307 473096 01307 476055 01307 476367



<b>Contact Details</b>	<b>Telephone Number</b>
<p><b>LISA MCMAHON</b> Senior Planning Officer – Child Protection Angus House Orchardbank Business Park FORFAR</p>	<p>01307 473971 <b>Email:</b> <a href="mailto:mcmahonl@angus.gov.uk">mcmahonl@angus.gov.uk</a></p>
<p><b>PUPIL INFORMATION</b> Children and Learning Directorate Angus House Orchardbank Business Park FORFAR</p>	<p>01307 476342</p>
<p><b>BARNARDO'S DOMESTIC ABUSE TEAM</b></p>	<p>01241 438477</p>
<p><b>CHILD PROTECTION TEAM</b> Bellevue House Springfield Terrace ARBROATH DD11 1EL</p>	<p>01241 438484 <b>Direct Dial:</b> 01241 43 + extension <b>Email:</b> <a href="mailto:anguscpteam@angus.gcsx.gov.uk">anguscpteam@angus.gcsx.gov.uk</a></p>
<p><b>CHILDCARE AND ASSESSMENT</b> Academy Lane ARBROATH DD11 1EJ</p>	<p>01241 435678 <b>Direct Dial:</b> 01241 43 + extension</p>
<p><b>CHILDCARE AND ASSESSMENT</b> Ravenswood New Road FORFAR DD8 2ZG</p>	<p>01307 473074</p>
<p><b>CHILDCARE AND ASSESSMENT</b> 208 High Street MONTROSE DD10 8PH</p>	<p>01674 662755</p>
<p><b>INTAKE SERVICE</b> Ravenswood New Road FORFAR DD8 2ZG</p>	<p>01307 473751 <b>Direct Dial:</b> 01307 47 + extension <b>Email:</b> <a href="mailto:intaketeam@angus.gcsx.gov.uk">intaketeam@angus.gcsx.gov.uk</a></p>

Contact Details	Telephone Number
<p><b>OUT OF HOURS SERVICES</b>  <b>(covers Angus &amp; Dundee)</b>  Seymour House  274 Clepington Road  DUNDEE  DD3 8DY</p>	<p>01382 307964  <b>Out of Hours -</b>  <b>Weekdays: 4.30pm to 9.30am</b>  <b>Weekends: 4.30pm (Friday) to 9.30am</b>  <b>(Monday)</b>  <b>Fax:</b> 01382 307997  <b>Email:</b> <a href="mailto:outofhoursservice@dundeecity.gov.uk">outofhoursservice@dundeecity.gov.uk</a></p>
<p><b>POLICE SCOTLAND D DIVISION</b>  Forfar (Headquarters) 24 hrs</p>	<p>101</p>
<p><b>PUBLIC PROTECTION UNIT</b>  <b>DOMESTIC ABUSE OFFICER</b>  Bellevue House  Springfield Terrace  ARBROATH  DD11 1EL</p>	<p>01241 438470  01241 438472  <b>Direct Dial:</b> 01241 43 + extension</p>
<p><b>STRATHMORE CENTRE</b>  57 Strathmore Avenue  FORFAR  DD8 1ND</p>	<p>01307 476066</p>
<p><b>FAMILY SUPPORT TEAM – ARBROATH</b>  <b>Child &amp; Family Centre</b>  East Mary Street  ARBROATH  DD11 1PR</p>	<p>01241 870163</p>
<p><b>FAMILY SUPPORT TEAM – CARNOUSTIE /</b>  <b>MONIFIETH</b>  Carnoustie Access Office  26 High Street  CARNOUSTIE  DD7 6AP</p>	<p>01241 803555</p>

Contact Details	Telephone Number
<b>FAMILY SUPPORT TEAM – KIRRIEMUIR / FORFAR</b> Fairlie House Kirktonhill KIRRIEMUIR DD8 4JT	01575 577290
<b>FAMILY SUPPORT TEAM – MONTROSE / BRECHIN / NORTH ANGUS</b> Broomfield Resource Centre Broomfield Road MONTROSE DD10 8SY	01674 662680
<b>RAPE AND SEXUAL ABUSE CENTRE (RASAC - Dundee)</b> PO Box 83 Dundee, DD1 4YZ	01382 205556 <b>Helpline:</b> 01382 201291/03003652001 <b>Email:</b> <a href="mailto:info@wrasac.org.uk">info@wrasac.org.uk</a> <b>Web:</b> <a href="http://www.wrasac.org.uk">www.wrasac.org.uk</a>
<b>PERTH &amp; KINROSS Child protection Duty Team</b> Pullar House 35 Kinnoull Street Perth PH1 5GD	01738 476768 <b>Email:</b> <a href="mailto:ChildProtection@pkc.gov.uk">ChildProtection@pkc.gov.uk</a>
<b>DUNDEE CITY COUNCIL Child Protection Line</b>	01382 307999
<b>ABERDEENSHIRE COUNCIL All concerns to be reported to the Duty Worker within local teams</b>	<b>Local team details can be found:-</b> <a href="http://www.aberdeenshire.gov.uk/social-care-and-health/local-social-work-offices/">http://www.aberdeenshire.gov.uk/social-care-and-health/local-social-work-offices/</a>
<b>ABERDEEN CITY COUNCIL Joint Child Protection Team</b>	01224 306877

## USEFUL LINKS

**Better Relationships, Better Learning, Better Behaviour**

**Child Exploitation and Online Protection Centre** <http://ceop.police.uk/> and <https://www.thinkuknow.co.uk/>

**Child Sexual Exploitation:** <http://www.gov.scot/Topics/People/Young-People/protecting/child-protection/ChildProtectionWork/CSE>

**Childnet International**, a non-profit organisation working with others to help make the internet a great and safe place for children. <http://www.childnet.com/>

**Children's Hearings:** <http://www.gov.scot/Topics/People/Young-People/protecting/childrens-hearings>

**Disciplinary Procedures (all LG staff)**

**Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls (including FGM):** <https://beta.gov.scot/policies/violence-against-women-and-girls/equally-safe-strategy/>

**Getting Our Priorities Right: Updated good practice guidance for all agencies and practitioners working with children, young people and families affected by problematic alcohol and/or drug use:** <http://www.gov.scot/Resource/0042/00420685.pdf>  
**GIRFEC:** <http://www.gov.scot/Topics/People/Young-People/gettingitright>

**Interagency**

**Guidelines:** <http://www.anguschildprotectioncommittee.org.uk/pdfs/ACPIinteragencyGuidance.pdf>

**Looked After Children and Young People:** <http://www.gov.scot/Topics/People/Young-People/protecting/lac>

**National Guidance for Child Protection in Scotland 2014:** <http://www.gov.scot/Resource/0045/00450733.pdf>

**National Risk Framework 2012** <http://www.gov.scot/Publications/2012/11/7143>

**Neglect:** <http://www.gov.scot/Topics/People/Young-People/protecting/child-protection/ChildProtectionWork/Neglect>

**Respectme – Scotland's Anti-Bullying Service** <http://www.respectme.org.uk/>  
<http://antibullying.net/>

**Tayside Practitioner's Guidance: Chronologies**

**Young Scot: Risk Taking Behaviour:** <http://www.choicesforlifeonline.org>

**Under-age Sexual Activity:** <http://www.gov.scot/resource/doc/333495/0108880.pdf>