

REPORT TO: EDUCATION COMMITTEE - 26 JANUARY 2009

REPORT ON: CHILD PROTECTION GUIDELINES AND PROCEDURES

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 51-2009

1.0 PURPOSE OF REPORT

- 1.1 To seek Committee approval for the revised 'Child Protection - Guidelines and Procedures' designed to support staff in protecting children and young people in Dundee and keeping them safe from harm.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee note the content of this report and approves the 'Child Protection - Guidelines and Procedures' (Appendix 1).

3.0 FINANCIAL IMPLICATIONS

- 3.1 None

4.0 MAIN TEXT

- 4.1 Protecting the children and young people of Dundee and keeping them safe from harm is the job of every person working in our nurseries, primary and secondary schools, offsite learning centres and support services. The roles and responsibilities of every person with respect to protecting children and young people need to be clear and unambiguous.
- 4.2 The Children's Charter published in April 2004 sets out what children and young people need and expect to help protect them when they are in danger of being, or already have been, harmed by another person. Dundee City Council in partnership with others is responsible for ensuring that the right help is given by the right person at the right time when a child needs it.
- 4.3 The Education Department provides child protection guidelines and procedures to promote a consistent understanding of the roles and responsibilities of all teaching and support staff to protect children and young people. It is important that guidance designed to maintain the safety of all children and young people is periodically reviewed to ensure that it reflects and guides current practice and takes account of the changing educational and social environment in which schools operate.
- 4.4 To this end, the department commissioned a review of the previous guidance dated March 2003. The revised 'Child Protection - Guidelines and Procedures' (Appendix 1) are the result of this review process. These revised guidelines will ensure that links between the Education Department and the Council's Chief Social Work Officer (Director of Social Work) are further strengthened and also that the Chief Social Work Officer is appropriately informed when allegations of a child protection nature are made, including allegations against Council and partner agency staff.
- 4.5 The Education Department believes the protection of children from harm to be an integral and essential part of its work. This guidance makes clear that all staff must be alert to concerns and advises them on what to do if they do become concerned about a child's safety.
- 4.6 Every nursery, school, offsite learning centre and support service displays posters produced by the Education Department to alert children and young people to sources of help if they or someone they know is being harmed by someone else. Posters are also displayed in areas accessed by staff, parents and visitors so that they, too, are aware of how to share concerns about a child.
- 4.7 Every educational establishment delivers education for personal safety within a whole-school personal, social and health education programme. This provides information about what harm

means and what a child or young person can do if they or someone they know is being harmed or may be being harmed. A specific programme of education, 'Charterman', designed to promote awareness amongst children and young people of their rights under the Children's Charter has been developed by the Education Department to further support its work in this field. 'Charterman' has been developed and supported by a programme of consultation and training events for pupils working with staff.

- 4.8 All establishments take their pastoral care role very seriously and work hard to ensure that links with families and the community are deep and well-maintained.
- 4.9 When there are concerns of a significant nature which may indicate a more specific concern about a child's safety, there are a number of support strategies that can be deployed in all establishments to address these concerns. Every establishment and every support service has a designated Child Protection Officer with whom staff must report such concerns.
- 4.10 There is a dedicated 'Protecting Children' Team within the School Community Support Service. (Report no. 654-2007 refers.) Working in partnership with others in a multi-agency context, this Team provides information, advice and training on child protection for staff on individual and general matters. Together with our partners, the Protecting Children team is currently revising its comprehensive training strategy to ensure that the training that is offered to Education Department staff continues to be of an appropriately high quality and is firmly based on research into what works and informed by evidence of positive outcomes.
- 4.11 There are clear child protection reporting pathways and documentation to support school staff. Staff are strongly advised to make their concerns known. As one of the posters described in para 4.5 states, 'No-one will criticise you if it turns out that there is no child protection concern.'
- 4.12 The Education Department is represented on the Dundee Children and Young Persons' Protection Committee on which sit representatives of Social Work, Leisure and Communities, NHS Tayside, Tayside Police, the voluntary sector, Scottish Children's Reporter Administration, and Housing. All members of that Committee were consulted on an earlier draft of the guidelines and the contributions received helped shape the final version.
- 4.13 These Guidelines and Procedures have been written to be consistent with the multi-agency Guidance for the Protection of Children and Young People' published by the Children and Young Persons' Protection Committee and available via its website <http://www.dundeeprotects.co.uk>.
- 4.14 The Department's Child Protection Link Group comprises the School Community Protecting Children and Child Protection Officer representatives from the nursery, primary, secondary, off-site and special education sectors and from Dundee Educational Psychology Service. Chaired by the Head of Support for Learning, this Group ensures that there are clear lines of communication from the Department's Senior Management Team and the Dundee Children and Young Person's Protection Committee to the designated Child Protection Officers and vice versa. Issues and concerns can be raised quickly in both directions. This Group also helps to develop services for protecting children and young people and contributes to the Department's 'Protecting Children' training strategy. It was instrumental in developing the revised 'Child Protection - Guidelines and Procedures'.
- 4.15 Experience has shown that, when systems designed to protect children and young people fail, that failure can have tragic and even fatal consequences. The Child Protection - Guidelines and Procedures were further reviewed and amended in the light of the Joint Area Review of Haringey Children's Services Authority Area published following the inquiry into the death of 'baby P'.
- 4.16 On 18 December 2008, a letter was sent by the Minister for Children and Early Years to all Child Protection Committee Chairs on the subject of whistle-blowing and child protection. He stated: *Every child protection practitioner should be aware of what they can do, and should do, to report any concerns they may have that cases are being mismanaged, or that capacity problems are preventing them from giving at-risk children the support that they need. They should also be confident that any such concerns will be taken seriously and acted on appropriately. I am asking that you bring the policies you have to the attention of your area's relevant workforce, and remind them of their responsibilities in this area.* To accommodate this

request, a new section on 'Whistle-blowing and Child Protection' has been added to the Guidelines Committee is being asked to approve.

- 4.16 These revised guidelines and procedures and the underpinning programme of staff training will promote and maintain a high level of awareness amongst staff and provide clear guidance for staff who do have concerns; thereby increasing the capacity of the Department, working with its partners, to intervene successfully and keep Dundee's children and young people safe.

5.0 POLICY IMPLICATIONS

- 5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. There are no major issues

6.0 CONSULTATIONS

- 6.1 The Chief Executive, Depute Chief Executive (Support Services), Depute Chief Executive (Finance) and Head of Finance were consulted in preparation of this report. The members of the Dundee Children and Young Persons' Protection Committee were consulted in developing these Guidelines.

7.0 BACKGROUND PAPERS

- 7.1 None

Anne Wilson
DIRECTOR OF EDUCATION

DATE: 16 January 2009

Child Protection

Guidelines and Procedures

Revision v.1.04 (JAN 2009)

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INTRODUCTION

These guidelines set out the responsibility of Education Department personnel in the area of child protection. The guidelines cover different areas and varying degrees of concern for the well-being of children and young people. They deal first of all with the process of establishing whether the presenting situation constitutes a concern which may require some response. Where this applies, these guidelines should be read in conjunction with the [multi-agency guidance](#) published by the [Dundee Children & Young Persons' Protection Committee](#) (CYPPC). See Appendices [3](#) and [4](#) for details of the CYPPC.

All agencies who work with children have a responsibility to protect them and to safeguard their well-being. In the event of a concern arising and being responded to, teachers and other education personnel can expect to work closely with all other relevant agencies.

Attentive listening and accurate recording is essential at all stages of procedure, from developing concern to disclosure, investigation and monitoring.

All education personnel have responsibility to ensure that concerns are addressed as per these guidelines. This responsibility is shared with all other relevant agencies where working together provides a formal, co-ordinated framework to keep the child safe and to access all necessary resources.

The term child - as used within these guidelines - refers to young people in educational provision and under 18 years of age.

All staff should note that advice is always available from senior staff in School Community Support Service (SCSS).

Glossary of acronyms used in this document

CP	-	Child Protection
CPO	-	Child Protection Officer
CPU	-	Child Protection Unit, Seymour Lodge (SWD/Tayside Police)
CYPPC	-	Children and Young Persons' Protection Committee
HT	-	Head Teacher
IRD	-	Initial Referral Discussion
JAT	-	Joint Action Team
PPR	-	Pupil Progress Record
SCRA	-	Scottish Children's Reporter Association
SCSS	-	School Community Support Service

The following acronyms are used in the CYPPC multi-agency guidance

CAO	-	Child Assessment Order
CPO	-	Child Protection Officer
CSWO	-	Chief Social Work Officer
EO	-	Exclusion Order
EPO	-	Emergency Protection Order

STATEMENT OF PRINCIPLES OF CHILD PROTECTION

The following describes the principles upon which this guidance is based:

- Every child should be treated as an individual and has the right to a positive sense of identity.
- Every child has the right to be protected from all forms of abuse, neglect and exploitation.
- Every child must know how and from whom they can seek appropriate information, advice, help and support.
- Every effort should be made to preserve the child's family home, family contacts, and continuity of schooling.
- Every child must receive help to minimise the effects of any harmful experience or neglect.
- The curriculum should help children to develop life skills, knowledge, understanding and informed attitudes to protect themselves from all forms of harm.
- Schools, support staff and relevant partners should deliver a health programme which promotes good health and protection from harm. These programmes should involve partnership with parents/carers and other relevant child care agencies.
- Children have the right to express their views about any issues or decisions affecting or worrying them and have their views taken into account according to age, maturity and understanding.
- Any intervention in the life of a child, including the provision of supportive services, should be based on collaboration between all the relevant agencies and parents/carers. There may be exceptions to parental involvement, as a consequence of professional decision, where this is not in the best interests of the child.

FURTHER REFERENCE MATERIALS AND SOURCE DOCUMENTS

In addition to this set of Departmental Guidelines and Procedures, the following materials are available to education staff.

- [Safe and Well](#)
- [It's Everyone's Job to Make Sure I'm Alright](#)
- [A process Review of the Child Protection Reform Programme - Scottish Exec. 2006](#)
- [Framework for Standards - Scottish Exec. 2005](#)
- [Children's \(Scotland \) Act 1995](#)
- [Health Education 5-14 National Guidelines](#)
- The Protection of Young People in the contexts of International Visits - SOEID 1997
- [The European Convention on Human Rights](#)
- [Click Thinking - Personal Safety on the Internet](#)
- [Children's Charter](#)
- [Getting Our Priorities Right](#)
- [Hidden Harm](#)
- [Getting it Right for Every Child](#)
- [Curriculum for Excellence](#)
- [UN Convention on the Rights of the Child](#)
- [Protecting Children – A Shared Responsibility](#)

If you are reading this on a computer, clicking on the [hyperlinks](#) above should take you to these documents. Otherwise, they can be obtained from SCSS (see contact numbers on page 11). If you have access to a computer, an internet search of the titles will help you find the full documents.

ROLES AND RESPONSIBILITIES

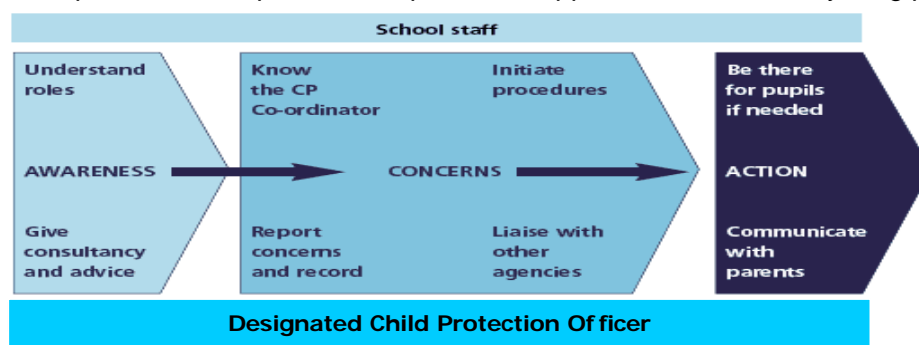
DESIGNATED CHILD PROTECTION OFFICER

The role of designated Child Protection Officer (CPO) is key to the Education Department's strategy for protecting children and assisting staff in responding to and managing concerns. Designating this role to a member of staff other than the HT enables a 'two heads are better than one' approach to reflection and clear thinking. Having more than one member of staff able to lead on CP issues provides a safeguard during those times when there is staff absence. The designation of the appropriate person/s to act as CPO needs consideration.

Qualities required of a CPO are: (i) accessibility and readiness to listen, (ii) empathy with children and young people, (iii) clear thinking and ability to be objective, (iv) good record-keeping and report-writing skills, (v) prepared to seek advice and draw on others' experience, (vi) familiar with the roles of other professionals who work with children and young people and who are concerned with child protection, (vii) perseverance, determination and tenacity.

The designated Child Protection Officer will have responsibility for

- ensuring that staff are informed about their role in keeping children safe by helping all staff to maintain an awareness of child protection issues and to know when and how to refer to the designated CPO
- informing staff about the availability of appropriate training
- providing basic awareness-raising training to staff and ensuring that staff new to the establishment - including supply staff - are properly informed about procedures at the soonest opportunity
- advising staff on aspects of their day-to-day work in which care and welfare and child protection issues may need to be considered (e.g. planning trips)
- ensuring school-based information on care and welfare and child protection issues is up to date and easy to find
- acting as the first contact for staff who hear a disclosure or identify child protection concerns
- keeping staff who have reported concerns informed about outcomes and process
- liaising with other agencies to support investigations, court proceedings, child supervision requirements and case reviews
- liaising with school staff to ensure appropriate support to children, young people and parents 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
- ensuring appropriate measures are in place 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 above page has been adapted from ['Safe and Well'](#)

ROLES AND RESPONSIBILITIES

The **HEAD TEACHER AND SENIOR MANAGEMENT** will

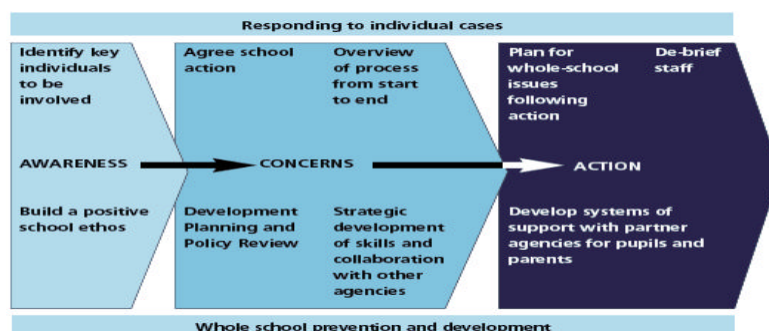
- convey the importance of care and welfare and child protection to all staff and make a visible commitment in the school to child protection, through prevention as well as responding to children's and young people's needs
- ensure children, young people and parents have information and understand the school's procedures on care and welfare and child protection, and that staff can be approached at any time
- ensure a climate in which there are mutually trusting and respectful relationships between staff, children and young people, and parents
- ensure recruitment and induction procedures give due regard to child protection

In collaboration with the School Community Support Service 'Protecting Children' Team Leader and Assistant Team Leader, the Head Teacher and SMT will:

- ensure training for all staff on child protection is given appropriate priority
- ensure support and de-briefing for staff involved in child protection cases
- develop the school's response to the needs of other children and young people following child protection action
- undertake appropriate action when there are concerns or allegations about a member of school staff

The Head Teacher must maintain an overview of any information received by the designated CP Officer, decisions on recording and referral, subsequent liaison with other agencies during investigation, proceedings and action planning to support children and young people.

The Head Teacher is ultimately accountable for the school's actions in response to child protection concerns and its activities to keep children safe and well.



The above text and diagram have been adapted from ['Safe and Well'](#)

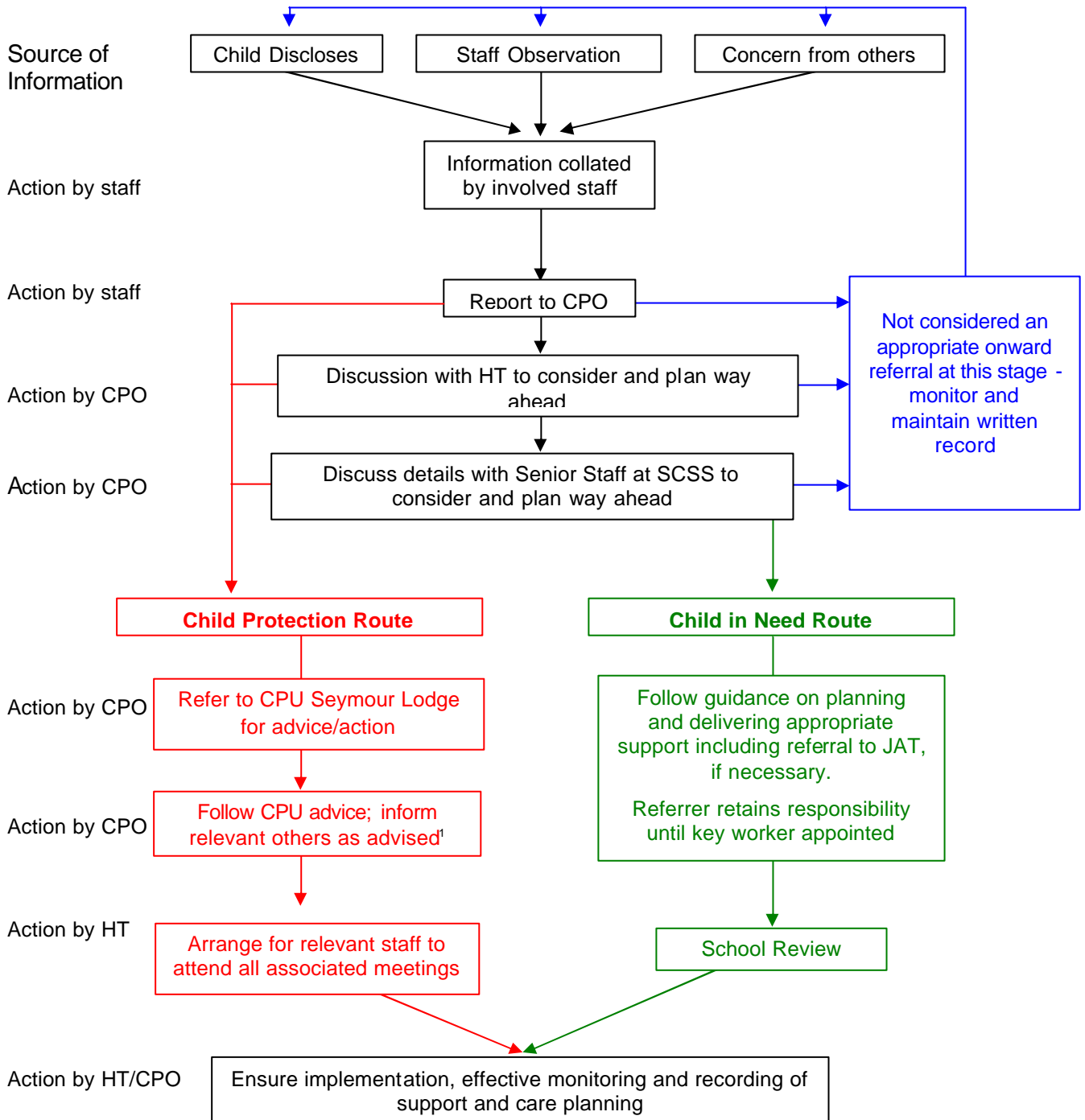
WHAT TO DO IF THE DESIGNATED CHILD PROTECTION OFFICER (CPO) IS ABSENT

When an establishment's designated CPO is absent, the establishment's senior management team must make arrangements to ensure the vital role of CPO is maintained. Where it is likely that a designated CPO's absence will persist over a longer period, the school's senior management team should ensure that the role of the CPO is adopted by another member of staff and make the new temporary arrangements known to all members of school community and the Team Leader (Protecting Children) at the School Community Support Service.

MANAGING CONCERNS - PROCEDURES FLOW CHART

When Education staff incur difficulty or uncertainty in following any aspect of the flowchart below, contact should be made with senior staff at SCSS (see *contact list on page 14 for details*). Refer also to appendix 5 (p20) re allegations against staff.

What to do if you are concerned about a child or young person



Always remember: common sense, reflection, courage and persistence remain central to good practice in keeping children safe.

¹When a referral is made through the Child Protection route, the Chief Social Work Officer (CSWO) **must** be advised as it is the CSWO who has delegated responsibility for Child Protection in Dundee. This will be done routinely by the CPU staff at Seymour Lodge.

ORIGINS OF CONCERN

School-based staff are uniquely placed to be aware of circumstances which give rise to concerns for a child.

This might be as a result of:-

- child/young person living in a situation of domestic abuse
- child/young person living with parents/carers who are misusing substances such as alcohol or drugs
- child/young person affected by parenting capacity which is significantly impaired.
- a child or parent going missing from the home
- the child living in an inappropriate environment or one which is below an acceptable standard
- a child being neglected
- a child being physically harmed
- a child being sexually harmed or exploited
- a child being emotionally harmed
- a child failing to thrive
- chronic non-attendance or lateness
- a young carer who has difficulties, for example, with attendance, timekeeping, hygiene

The above list is not exhaustive (e.g. see section on *trafficking* below).

Education staff who become aware of a concern about a child/young person, for whatever reason and from whatever source, must be proactive in their response and take immediate, positive steps to make things better (ref flowchart on previous page).

Staff will be aware that, for some children, the level of concern develops over time and reflects enduring or chronic circumstances.

For other children, a sudden change in behaviour or the receipt of particular information will trigger a specific cause for concern.

Education staff must never make an assumption that another agency will be involved. Their knowledge of the child/young person and of their concern will be relevant whether the case is currently managed by another agency or not.

There is greater probability that a child/young person might come to further harm due to a concern being ignored than due to the instigation of a child-sensitive enquiry to establish the nature of any concern.

TRAFFICKING: This is included to alert staff to the potential of a child being trafficked

'Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. It has been identified as a particular concern in schools which are situated near ports of entry, but practitioners should be alert to this possibility in all schools. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around - Gypsy, Roma, traveller or migrant families - who collectively go missing from school.'

from [Safeguarding Children who may have been trafficked](#)
(Department for Children, Schools and Families; December 2007)

If you are concerned that a child may be a victim of trafficking, please contact the SCSS Team Leader (Protecting Children) for advice and guidance.

RECORD KEEPING

It is critical to emphasise the importance of maintaining good records. This was an aspect highlighted in the national Child Protection Audit Review (2002) for action to ensure greater accuracy, clarity, consistency and accessibility.

To date, schools have complied with the requirement to report centrally and have also managed their own confidential notes when concerns have been expressed, signs and symptoms observed and action taken. However, information from other agencies has not always been incorporated, nor has information always been sufficiently available to best protect the child. Clicking on [this link](#) will take you to our local *Getting Our Priorities Right Protocol* section 6 of which provides clear guidance on confidentiality and information sharing.

[FORM EdCP1*](#) (Appendix 1) must be completed in cases where there are concerns.

[Form EdCP2*](#) (Appendix 2) is more detailed in content and must be used in cases where an Initial Referral Discussion (IRD) or a referral to the Joint Action Team (JAT) is being requested. EdCP2 is used when the Head Teacher is *certain* that there are grounds for investigation. Thereafter, an accurate and dated record of the child's progress must be maintained on [continuation sheets](#) and must always include a prompt entry on the outcome of any investigation.

The following guidelines with respect to record keeping must be observed and adherence to them will be monitored across the city by SCSS Managers:

- record all relevant information at the earliest opportunity
- ensure the information is securely stored, separate from the PPR, and in its own folder
- list other involved professionals and their contact numbers
- note all action taken
- ensure reports are countersigned by the Head Teacher
- send a copy of the front sheet of Form EdCP2* to the SCSS Team Leader (Protecting Children)
- record concerns regarding the progress of a referral
- date entries accurately and record a monitoring comment on a regular basis where an investigation is ongoing or where a child is registered at risk

*NB These forms - formerly known as CP1 and CP 2 - have been re-titled to avoid confusion with forms CP1 etc. in use by the Social Work Department.

TRANSFER OF RECORDS TO A NEW SCHOOL

Key to ensuring the success of transition is ensuring that all relevant data and records are transferred promptly to a child's new school or setting. Where this is happening within a school, the transfer of data is a simple and instantaneous process. When a child transfers to primary school and later to the cluster secondary school, again, transfer of data can be efficiently accommodated within the normal transition planning process.

Delays in transfer can occur when a child transfers to a new school or setting outwith the expected transition points and outwith the cluster; for example, when a parent makes a successful placing request to another school during term-time or when a family moves to a school in another authority or country.

Where a child is on the child protection register and in cases where concerns exist about child protection, relevant data must be shared with the new setting as soon as it is known that a child will be transferring to a new school or setting.

Data that is relevant to child protection concerns must be transferred to the new school or setting within 5 working days of it having been identified.

In order that the relevant data is transferred within that period of time, three things must happen.

1. When a Head Teacher is made aware that a placing request for a pupil to move to another school has been successful, he or she must confirm with the Child Protection Officer whether the request refers to a child for whom there are current child protection concerns. If the child is on the Child Protection Register, the new school or setting must be informed by direct contact from CPO to CPO of the nature of the current concerns including whether the child is on the Child Protection Register.

2. The CPO of the current school arranges for all relevant child protection data to be transferred to the CPO of the receiving school at the same time as the child's enrolment in the new school. All paper data must be transferred securely to the new school or setting within 5 working days.

- 3.a. In cases where a child is on the Child Protection Register, the CPO of the current school arranges for the transfer of the CP4 document and other immediately relevant documents to the CPO of the new school or setting. Receipt of these forms must be recorded in writing for at the new school and a record of transfer copied to both the current school and to the Team Leader (Protecting Children) SCSS.

- 3.b In cases where a child is on the Child Protection Register, the named lead Social Worker will convene a core group meeting to take place within ten working days at the new school or setting to facilitate the full transfer of all relevant cross-agency information to the new school or setting.

In all cases, efforts must be made to ensure that curricular, social and emotional progress and other information not necessarily relevant to child protection but which will assist the new school or setting to provide the most appropriate educational experience for the transferring child must also be transferred as promptly as possible.

When a child leaves a school without notice and proper planning, schools must refer to the *Children Missing from Education* guidance and contact the Attendance Co-ordinator. (Refer to *Attendance Management Guidelines*.)

GOOD PRACTICE IN MANAGING DISCLOSURE

- It is not possible to predict the time when, the place where or the person to whom a child will choose to make a disclosure. If, however, it appears a disclosure may be imminent, try to ensure the location fits the purpose i.e. secure, no interruption and other staff know you are there.
- Always listen attentively.
- Establish the child/young person's level of understanding.
- Avoid a "whodunnit" approach and only ask enough to gain the basic information - the pursuit of evidence is a matter for forensic interview and a component of formal investigation.
- Reassure the child/young person that it is not his/her fault.
- Do not show disbelief no matter what the child discloses.
- Never promise confidentiality.
- Take all that you are told seriously.
- Reassure the child/young person that disclosing is the right thing to do.
- Be open and non-judgemental.
- Affirm the child's feelings i.e. It is okay to be angry, anxious or sad.
- Do not dwell on the identity of any alleged perpetrator.
- Where you have a question ensure it is "open", not closed or leading.
- Write up and date detailed record as soon as the disclosure interaction is concluded.
- Extract the basic information (i.e. what you understand to have occurred or possibly occurred).

Following the above advice will allow a decision to be made on how to proceed and would not prejudice any process that may follow.

Further reference to section 6 of the aforementioned [Getting Our Priorities Right Protocol guidance on information-sharing and confidentiality](#) will ensure that you work to locally agreed multi-agency guidance.

ENSURING SAFE PROFESSIONAL RELATIONSHIPS WITH CHILDREN AND YOUNG PEOPLE

Schools and other educational establishments provide an environment where caring and safe relationships between staff and pupils create a nurturing and secure environment. For such relationships to develop, informed common sense and sound professional practice must always be evident.

GOOD PRACTICE

- Treat everyone with respect
- Where you are alone with a child/young person, always inform other staff where you are and what you are doing
- Always maintain a gap/barrier between you and a child/young person, where possible
- Empower children to be confident
- If you see other staff behave inappropriately (e.g. humiliating, screaming, pulling, pushing, hitting) towards a child/young person, you must share this with your line manager
- If you are aware of a child/young person being attracted to you, you must share your concerns with a member of senior management
- Avoid any physical horseplay with a child/young person or any other interaction which may lead to your professional motivation being questioned

CONFIDENTIALITY

When a child or young person is at risk of abuse or neglect, confidentiality is not an option. You must share information with the Child Protection Officer or Head Teacher, when it is necessary to do so to protect a child or young person.

Legislation informs us that a child/young person has a right to confidentiality but that is qualified and never absolute. In cases where a young person discloses information about themselves to education staff or to a third party which could constitute significant harm, then it should be made clear to them that confidentiality, if that is what they request, cannot be guaranteed. It is necessary to be honest and to explain to any child/young person that professional adults in the educational context are required to share certain information to protect them and others from harm.

In all cases, education staff must consult with a senior member of staff and follow the advice contained in relevant guidance. The action to be taken is comprehensive and will include consideration of reporting the matter to police and to the Reporter to the Children's Panel*. Referral to the Reporter would normally only be considered in discussion with the CPU at a multi-agency initial referral discussion (IRD) or at a meeting of the JAT.

Where a member of staff shares information and this is not the expressed wish of the child/young person concerned, then that should be recorded, in detail, within the EdCP1.

*Click on [this link](#) to go to the appropriate section in the Children (Scotland) Act 1995 which describes the grounds for referral to the Reporter.

ALLEGATIONS AGAINST STAFF

Where allegations of inappropriate or unprofessional behaviour are made regarding any member of staff or any worker/volunteer, approved by school to work with pupils, then the Head Teacher must be informed. Refer to Appendix 5 below (p20) for flowchart of procedures to follow. This flowchart follows the guidance laid down in the [CYPPC Guidance for Professionals](#) (Section 17; pages 156-7) a copy of which folder was distributed to all Head Teachers in 2006.

The Head Teacher, **in every case**, will immediately report to the relevant Head of Education and to the Education Human Resources Manager before reference is made to the linked document '**Child Protection Guidelines - Allegations Against Staff**'. The Human Resources Manager will inform the Department Senior Management Team and, as appropriate, the Council's Chief Social Work Officer on case developments.

Consider the support needs of the child or young person who has made an allegation against a member or members of staff of the school or of a partner agency. They are likely be anxious about the consequences of having made the allegation.

Consideration must be given to immediate decisions to be taken in terms of ensuring the protection of the child making the allegation and, more generally, of all children.

If an allegation relates to the Head Teacher, another member of the school's Senior Management Team must take responsibility for reporting the allegation as outlined above.

Where an allegation is made about a member of staff from a partner agency, this must be reported to the appropriate management contact from the agency who will follow the agreed multi-agency guidance laid down in the [CYPPC Guidance for Professionals](#) referred to above and available from the CYPPC website: www.dundeeprotects.co.uk.

The Scottish government's 'Safe and Well' document provides further guidance with respect to dealing with allegations against staff. Follow [this link](#) for further details.

WHISTLEBLOWING AND CHILD PROTECTION

It is vital to have a culture of openness and transparency, where the priority is on improving services to vulnerable children by naming and addressing problems, rather than apportioning blame. If a member of staff feels appropriate action has not been taken to address concerns s/he has about child protection, s/he must feel empowered to take this further.

All staff are encouraged to report any concerns they may have that cases are being mismanaged, or that capacity problems are preventing them from giving at-risk children the support that they need. All such concerns will be taken seriously and acted on appropriately.

In the first instance, all such concerns should be raised with the member of staff's line manager and, if concerns persist or it is not appropriate to approach the line manager, s/he should contact the Department's Advice and Conciliation Manager on 01382 433477. The Advice and Conciliation Manager will log the complaint and pass it immediately to the Senior Management Team for follow-up action.

If the member of staff still feels that appropriate action is not being taken to address his or her concerns, they should inform the Children and Young Persons' Protection Committee via the Lead Officer whose contact details are given in Appendix 4 below on page 19.

USEFUL CONTACT NUMBERS

Post/Agency	Telephone Number
School Community Support Service - Reception	30 7130
<i>Principal Officer</i>	<i>30 7151</i>
<i>Team Leader (Protecting Children)</i>	<i>30 7122</i>
<i>Assistant Team Leader (Protecting Children)</i>	<i>30 7123</i>
<i>Team Leader (Attendance and Offenders)</i>	<i>30 7121</i>
<i>Team Leader (Community Health and Wellbeing)</i>	<i>30 7132</i>
<i>Team Leader (Statutory Care Issues)</i>	<i>30 7133</i>
<i>Team Leader (Community Support)</i>	<i>30 7150</i>
SWD Access Team	43 5106
SWD Child Protection Team	668538
SWD Access Team	43 2270
Child Protection 24hr helpline (see National* below)	0800 022 3222
Children's Reporter	315700
Children's Rights Officer	43 5268
Lead Officer, CYPPC, DCC	07985873780
DEPS	43 2980
Out of Hours	43 6430
Seymour Lodge - Social Work	667360
Seymour Lodge - Police	665117
Social Work Department, Claverhouse	43 6000
Dudhope Centre for Child Health, NHS Tayside	204004
Tayside House	43 4000
Advice and Conciliation Manager	43 3477

***National:**

Child Exploitation and Online Protection Centre (CEOP), 33 Vauxhall Bridge Road, London SW1V 2WG, Tel: **020 7238 2320** or **2307** - www.ceop.gov.uk

NSPCC Child Trafficking Advice and Information Line Tel: **0800 107 7057**

Child Protection Line: **0800 022 3222** (The purpose of the 24-hour CPLine is to provide the public with one number to call if they have a concern about a child. The CPLine acts as a national gateway service to transfer calls from anywhere in Scotland to the most appropriate local child protection service. It does not provide a counselling service.)

CHILD PROTECTION PROCEDURE**FORM EdCP1****RECORD OF CONCERN**

1 School:		
2 Child Protection Officer:		
3 Name of Child/Young Person:		
4 Address:		
5 Date of Birth:	6 Male <input type="checkbox"/> Female <input type="checkbox"/>	
7 Household Composition, if known		
Names	Relationship to child	
8 Date	Nature of concerns:	
8b Concern/s based on following information:		
8c This information has been reported by:		
9 Action taken by Head Teacher/Child Protection Officer		
Date:	Action/s	
10 Who has been spoken to about this concern?		
Name/s	Agency	Tel No.
11 Is a referral to a professional network meeting proposed? YES <input type="checkbox"/> NO <input type="checkbox"/>		
12 If 'YES', give location and date:		
13 Agreed outcomes of network meeting	Future action/s	
14 Signature of Child Protection Officer:		
15 Signature of Head Teacher:		
16 Date:		

CHILD PROTECTION PROCEDURE**This FORM EdCP2 is to be regarded as a****REQUEST FOR IRD at SEYMOUR LODGE REFERRAL TO THE NEXT JAT**

1 School:

2 Child Protection Officer:

3 Name of Child/Young Person:

4 Address:

5 Date of Birth:

6 Male Female

7 Household Composition, if known (names and relationship):

8 Nature of concern:

9 Date of first report of current concern:

10 Has a Form EDCP1 previously been completed? Yes No (If so, on what date/s)

(i)

(ii)

(iii)

(iv)

11 Brief summary of information giving rise to concern/s

12 Action taken by Head Teacher/Child Protection Officer:

13 Response from partner agencies (please specify):

14 Any further information (continue overleaf if insufficient space):

15 CPO: Do you require further advice or support from SCSS? YES NO

16 Signature of Child Protection Officer:

17 Signature of Head Teacher:

18 Date:

Return this form to: Team Leader (Protecting Children), School Community Support Service,
Kirkton Road, DUNDEE, DD3 0BZ (Retain a copy for your records.)

FORM EdCP2

CONTINUATION SHEET NUMBER

ADDITIONAL INFORMATION

Name of Child/Young Person:

Date of birth:

Date:	Information:

DUNDEE CHILDREN AND YOUNG PERSONS' PROTECTION COMMITTEE

Who is on it and what does it do?

The Committee comprises representatives from Tayside Police, Procurator Fiscal, Children's Reporter, NHS Tayside, Voluntary Sector organisations and various departments of Dundee City Council. Guidance issued by the Scottish Government requires every local authority area to have such a Committee. The Committee brings agencies together and provides the structure for the joint planning, developing and monitoring of services to protect children. The current Lead Officer for the Committee is Donald Mackenzie who is based in the Podium Block at Tayside House and whose contact number is 07985 873780.

The Education Department representative on the CYPPC is the Head of Support for Learning who also chairs the Department's Child Protection Link Group to ensure that all parts of the Department closely involved in protecting children are directly linked to the Department's Senior Management Team and to the CYPPC.

The Child Protection Link Group has members representing offsite, early years, primary, secondary and special education sectors. Also represented are the School Community Support Service and Dundee Educational Psychology Service. The composition and remit of the group are given below.

CHILD PROTECTION LINK GROUP MEMBERSHIP (November 2008)

Chair:	Jim Gibson, Head of Support for Learning
Vice Chair:	John Lannon, Principal Officer, School Community Support Service
Minutes:	Ali Thornton, Assistant Team Leader: Protecting Children
Team Leader: Protecting Children	Fiona Scanlon
Secondary Sector Rep:	Robert Thompson, PT G, Menzieshill HS
Primary Sector Rep:	Jan Ireland, HT, Charleston PS
Early Years Sector Rep:	Aileen Air, HT, Law Nursery School
Special Education Sector Rep:	Linda-Anne Sim, DHT, Kingspark School
Offsite Education Service	Gail Waters, Connect 5
DEPS:	Chris Scott, Deputy Principal Ed. Psych.

Child Protection Link Group Remit

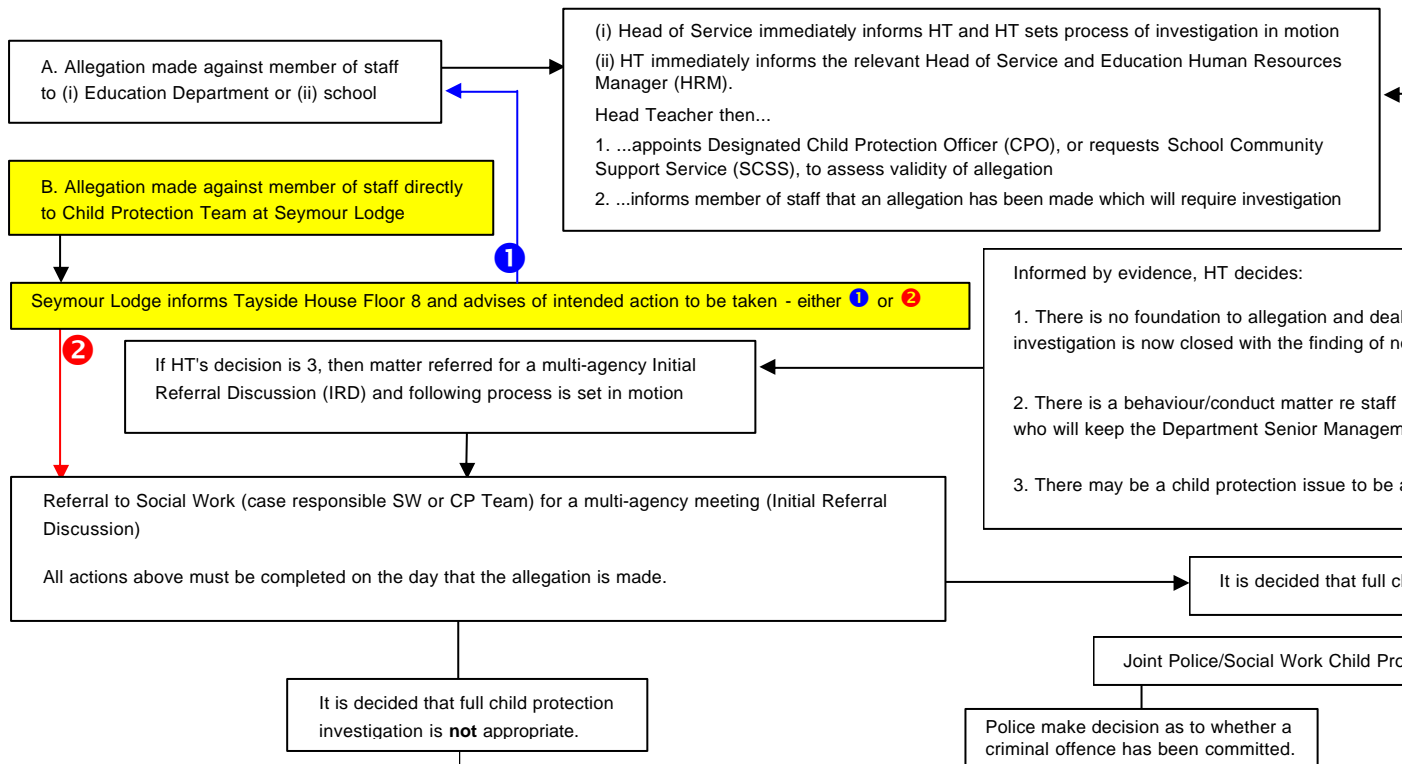
- to link operational and strategic groups concerned with child protection
- to provide a direct conduit of communication between the SMT and school CPOs
- to assist the SMT to deliver effective child protection in the city's schools
- to monitor, review and improve relevant policies and procedures

Dundee Children & Young Person's Protection Committee

Membership and Contact Details (2008)

<p>Fred McBride (Chair)</p> <p>Manager, Children's Services Social Work Department Claverhouse Dundee DD4 9FF</p> <p>Tel: 01382 436001 fred.mcbride@dundeecity.gov.uk</p>	<p>Rachel Burn</p> <p>Authority Reporter SCRA (Dundee) 4 Commercial Street Dundee DD1 2EH</p> <p>Tel: 01382 315700 rachel.burn@scra.gsx.gov.uk</p>	<p>Lynne Cameron</p> <p>Section Leader Children's Services Strategy & Performance Social Work Department Floor 7, Tayside House Crichton Street, Dundee DD1 3RJ</p> <p>Tel: 01382 433240 lynne.cameron@dundeecity.gov.uk</p>	<p>Alison McKenzie</p> <p>COPFS Caledonian House Greenmarket Dundee DD1 4QA</p> <p>Tel: 08445 612870 alison.mckenzie@copfs.gsi.g</p>		
<p>Kenny Lindsay</p> <p>Section Leader, Young People Leisure & Communities Dept Ardler Complex Turnberry Avenue Dundee DD2 3TP</p> <p>Tel: 01382 436395 kenny.lindsay@dundeecity.gov.uk</p>	<p>Elaine Zwirlein</p> <p>Director of Housing 1 Shore Terrace Dundee DD1 3AH</p> <p>Tel: 01382 434538 elaine.zwirlein@dundeecity.gov.uk</p>	<p>Jim Gibson</p> <p>Head of Support for Learning Education Department Floor 8, Tayside House Crichton Street, Dundee DD1 3RJ</p> <p>Tel: 01382 433500 jim.gibson@dundeecity.gov.uk</p>	<p>Dr Joy Mires (Vice Chair)</p> <p>Associate Specialist Seymour Lodge 259 Perth Road Dundee DD2 1JP</p> <p>Tel 01382 660626 joy.mires@nhs.net</p>		
<p>Dr Gail Young</p> <p>Clinical Development Manager Dundee CHP, Kings Cross Cleington Road Dundee DD3 8EA</p> <p>Tel: 01382 424149 gail.young@nhs.net</p>	<p>Willie Semple</p> <p>Tayside Police Bell Street Dundee DD1 9JU</p> <p>Tel: 01382 201200 willie.semple@tayside.pnn.police.uk</p>	<p>Lindsay Ferguson</p> <p>Nurse Consultant Child Protection Ashludie Monifieth Dundee DD2 1SP</p> <p>Tel: 01382 527841 lindsay.ferguson@nhs.net</p>	<p>Janet Flood</p> <p>Barnardo's Polepark Project 3 Fleuchar Street Dundee</p> <p>Tel: 01382 432939 janet.flood@barnardos.org.uk</p>		
<p>Anita Roweth</p> <p>Service Manager Children 1st Dundee Family Support Service 47 Blinshall Street Dundee DD1 5DF</p> <p>Tel: 01382 349912 anita.roweth@children1st.org.uk</p>	<p style="text-align: center;">CYPPC Officers</p> <p>Donald MacKenzie Lead Officer</p> <p>Tel: 07983 873780 donald.mackenzie@dundeecity.gov.uk</p>			<p>Sally Anderson Staff Development Officer</p> <p>Tel: 07985 874220 sally.anderson@dundeecity.gov.uk</p>	<p>Dawn Doherty Senior Clerical Assistant</p> <p>Tel: 01382 433373 dawn.doherty@dundeecity.gov.uk</p>

**Allegations against Staff - Management Flowchart - please refer to linked document:
'Child Protection Guidelines - Allegations against Staff'**



Outcome of investig
meeting (includes lir

