

GOURDON PRIMARY SCHOOL



CHILD PROTECTION POLICY

*Written 2010
Reviewed 2014
Review 2016*

RATIONALE

“Every adult in Scotland has a role in ensuring that all children live safely and can reach their full potential. Duties to protect children are enshrined in law for some agencies, particularly the police and social work. However everyone involved in working with children has a fundamental duty of care towards them. Protecting children and young people and meeting their needs is ‘everyone’s job’”

It’s Everyone’s Job to Make Sure I’m Alright

Scottish Executive 2002

Our policy is based on Aberdeenshire Council Child Protection Guidelines – Protecting Children & Young People in Aberdeenshire.

Charter for Children

In 2004 the Scottish Executive Child Protection Reform Team published the Children's Charter and the Framework for Standards for Child Protection. The Charter was developed following extensive consultation with children and young people and their views form the Charter.

The Charter sets out what children want and expect from staff involved in their lives.

Within the Charter children have expressed a view about what help they want from adults.

Think carefully about how you use information about us
Put us in touch with the right people
Use your power to help
Make things happen when they should
Help us be safe
Get to know us
Speak with us
Take us seriously
Involve us
Respect our privacy
Be responsible to us
Think about our lives as a whole.

The Pledge to Children

The Scottish Executive has said that children will:

Get the help they need when they need it
Be seen by a professional such as a teacher, doctor or social worker to make sure they are alright and not put at more risk
Be listened to seriously, and professionals will use their power to help them
Be able to discuss issues in private, if and when they want to
Be involved with, and helped to understand, decisions made about their life
Have a named person to help them.

Professionals will:

Share information to protect children
Minimise disruption to other parts of children's lives
Work together effectively on children's behalf
Be competent, confident, properly trained and supported
Work to continually improve how and what is done to help children.

Multi-Agency Working

No one agency is solely responsible for protecting children and all agencies have a role to play. It is often the person who spends quality time with a child, e.g. a classroom auxiliary; a primary teacher; a volunteer befriender who can detect changes in behaviour or be the person trusted with a child's worries. It is therefore, essential that everyone has the appropriate knowledge and confidence to take the necessary action. It is the responsibility of Child Protection agencies and specially trained staff to determine whether or not a child has been abused or is at risk of abuse. It is everyone's responsibility however to report concerns to a responsible person.

Aberdeenshire's Commitment to Protecting Children

Aberdeenshire Council is committed to the Protection of Children and Vulnerable Adults. All employees have a responsibility to support this commitment. Anyone who has a worry or concern about the safety or welfare of a child or vulnerable adult should share this with their co-ordinator, line manager or a senior member of staff as soon as possible. For urgent situations or those outwith office hours employees should contact Grampian Police on **0845 600 5 700** or Aberdeenshire Social Work Out of Hours Service on **0845 840 0070**.

A number of activities in schools require special awareness of child protection and some may crop up which require special attention. You should seek further advice from the school's Child Protection Coordinator and consult staff and Well A-Z of Practical Issues for Special Awareness. Copies of this are to be found in the Staff Room or on <http://www.scotland.gov.uk/publications/2005/08/0191408/14103> and the Protection of Children Policy on the North East of Scotland Child Protection Committee website www.nescpc.org.uk

A Disclosure Scotland Check will be undertaken for a new employee or an employee moving to another post within the Council which involves access to children or vulnerable adults. An employee may only commence in their new post when a satisfactory return has been received from Disclosure Scotland.

Aberdeenshire Education, Learning and Leisure is committed to ensuring the safety and wellbeing of all children and young people

There is also a commitment to ensure that all adults working with children and young people are aware of and adhere to the NESPC guidelines.

All adults have a responsibility to make sure that children are protected. To ensure that this happens, Aberdeenshire Education, Learning and Leisure has robust systems in place for reporting concerns about abuse or suspected abuse.

All Education, Learning and Leisure establishments and services have designated and trained child protection co-ordinators. It is their responsibility to ensure that NESPC procedures are publicised, accessible and followed; that all adults in establishments are trained on a regular basis; and that good practice is promoted to ensure that children and staff are supported throughout the process.

Aberdeenshire Education, Learning and Leisure provides a rolling training programme for all new and existing members of staff and voluntary workers. In Aberdeenshire there is a commitment to multi-agency working and an understanding that the protection of children cannot be achieved by one agency alone.

Responding to Child Protection Concerns

If a member of staff has any concerns relating to a child at risk from any form of abuse, the following procedure must be followed:

- Discuss your concerns immediately with the Child Protection coordinator for your establishment or if he or she is unavailable, a senior member of staff.
- You should consider together whether this information needs to be shared and if so, with whom.
- Consider whether an informal discussion with Social Work colleagues about the circumstances of the child causing concern is required.
- Ensure that the information is accurately recorded with reasons for the decision reached.
- Remember that the role of the educational establishment or other services is to observe, record and report. Investigation is not the responsibility of the EL & L services.
- Remember that Social Work has a responsibility to provide feedback to the referrer. If this does not happen it is the referring agency's responsibility to seek a response and record it.
- Ensure that if you cannot contact the appropriate person, and there are immediate concerns for the child's safety, contact your line manager, Social Work or the Police directly.
- Ensure that if this occurs after-hours or at the weekend, contact should be made with the Out Of Hours Emergency Social Work Service: 0845 8400070.

If after discussion with the Child Protection coordinator, the decision is to take this forward as a Child Protection concern:

- The Child Protection coordinator will make contact with the Social Work Service to discuss the situation.
- If the decision is to proceed, the referral form should be submitted within 7 days, with a copy to the local Education Officer or senior manager.
- It is essential that a clear system exists for records of actions pertaining to Child Protection: for example educational establishments should file a copy in a sealed confidential envelope in the pupil's progress record.

Child Protection Coordinator – Gourdon Primary School

- Mrs Sandra Japp (Head Teacher)

What Happens Next?

When a Child Protection referral is made to Social Work or the Police they will check to determine whether or not they already know the child/family. Initial enquiries with relevant other agencies will be made to help inform an initial assessment of risk. In most cases, the child, parent or any other person will not be contacted at this stage by them.

In Aberdeenshire allegations of child abuse are investigated by specially trained Social Work and Police officers who will also liaise with their Education, Learning & Leisure and Health colleagues where appropriate.

The information gathered from the initial enquiries will be used to review initial assessment of risk and to determine what further action, if any should be taken.

How to Respond to a Disclosure

The following points should be noted when responding to any disclosure:

- Stay calm
- Do not promise to keep secrets. Tell the child or young person that you might have to let someone else know, but you will tell them who it is and what you are going to say.
- Listen to the child or young person and let them know you take what they say seriously
- Give the child or young person time to say what they want to say.
- Try not to show alarm no matter how distasteful the information
- Do not ask any leading questions or suggest who might be responsible, no matter that clues may be contained in the information
- Reassure the child or young person that they are doing the right thing by telling someone
- Tell the child what action you are going to take
- Do not ask the child to repeat their disclosure to another person
- Remember that you too may need support as listening to an abused child can be upsetting.

Next Steps

- As soon as practicable, using the language used by the child or young person, make a handwritten note in detail of the information shared with you. Record the date and time of the disclosure and sign the note.
- Follow procedures as outlined above without delay.

Professionals should be aware however, that behaviours which might appear to indicate abuse, may be the result of other factors in a child's life, and that signs can be inconclusive or ambiguous.

If there is not sufficient information to be sure that the child has NOT been abused, it is everyone's duty to report their suspicions to the Child Protection co-ordinator.

Advice for Supporting the Child

The following points should be discussed with Police and Social Work if a child or young person is to be interviewed within EL & L premises:

- Whether the Child Protection co-ordinator has a role in the interview
- How the child or young person should be informed by the Police/Social Work about what may be done to keep them safe
- The team/establishment will provide a supportive role before and after the process

NB: It is the role of the Police/Social Work to decide whether or not to involve the parent/carers at this stage.

Guidance on Making Notes

- Notes should be made carefully, accurately and factually
- Signs of physical injury should be described in detail and/or sketched. At no time take photographic records of any sign.
- Any relevant comment by the child or by an adult who might be the abuser, should be recorded, preferably quoting the words actually used, as soon as possible after the comment has been made
- Opinion should be restricted to the demeanour of the child
- The personal opinions of members of staff must not be included

Guidance on Report Writing and Record Keeping

- It is vital that procedures are followed precisely and information and events are recorded accurately, factually and in detail. Information gathered may be required for a Child Protection case conference or, less frequently, for court action
- It should be noted that the content of reports may be required to be made known to the families concerned and therefore reports must be factual
- Records and reports should be kept in a sealed envelope and filed appropriately
- Records must be marked and maintained as confidential
- A record should be kept of when records are consulted and by whom
- It is helpful to keep a chronology of events relevant to Child Protection
- Establishments should have a system for alerting staff dealing with a Child Protection issue to the existence of existing confidential material, should the Child Protection co-ordinator be unavailable
- When a file contains Child Protection information it should be identified on the outside with a round blue sticker
- All Child Protection information must be retained in the a file whether or not the child's name is currently entered in the Register. Current or previous Child Protection concerns must be highlighted to the receiving school at the point of transfer. Never remove material relating to Child Protection

Case Conferences

If a child is believed to have been abused, or to be at risk of abuse a meeting of professionals may take place to decide whether or not the child's name should be placed on the Child Protection Register.

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

- Bring together all the information from people who work with the child.
- Use this information to analyse and to assess the extent to which the child is at risk of abuse
- Agree what measures need to be taken by various agencies to protect the child or promote their welfare.
- Place the child on the Child Protection register and if it is considered necessary to put a Child Protection plan in place.
- Appoint a Keyworker and identify a Core Group to implement the plan

Participants, who are asked to provide a written report at least two days ahead of the conference, are required to speak to their report. Those who attend the Case Conference will be asked for their professional opinion as to whether the child's name should be entered in the Child Protection Register.

If the child is placed on the Child Protection Register a review meeting will be arranged for a later date; the Core Group will be expected to meet prior to the review to ensure the progress of the plan.

Child Protection Register

The Child Protection Register is a confidential database of children deemed to be at risk of child abuse. There are five categories under which abuse can be registered:

- Physical abuse
- Physical neglect
- Sexual abuse
- Emotional abuse
- Non organic failure to thrive

The Register is maintained by Aberdeen City Council on behalf of the NESCP and can be accessed by Police and Social Work. It provides a safety net of information when vulnerable families move from one authority to another. Every EL & L establishment should know which children are on the Child Protection register and have measures in place to provide additional support if required. Placing a name on the Register does not itself protect the child. Protection comes from the multi-agency Child Protection plan.

Roles and Responsibilities

Education, Leisure and Learning Staff

All senior managers in the EL & L Service are responsible for:

- Ensuring that all staff, teaching and non-teaching are familiar with these Child Protection guidelines and any organisational procedures relating to Child Protection and ensuring the guidelines are readily accessible to all
- Appointing a Child Protection co-ordinator
- Ensuring that training and development needs for Child Protection are met and that all staff are kept up-to-date
- Making sure that any Child Protection referral is dealt with in line with the NESPC and Aberdeenshire guidelines
- Ensuring staff support and supervision is provided throughout the process
- Making sure staff who have to attend case conferences understand their roles and responsibilities and feel supported. This will be delegated to the co-ordinator if not the Headteacher or Team Leader
- Ensuring that records are kept in accordance with the Child Protection guidelines and that appropriate information is provided for the case conference
- Working with other agencies as necessary
- Maintaining contact with the Social Work Service
- Providing Child Protection awareness raising to all teaching and non-teaching staff on the first day of a new session. Other departments and services are required to arrange equivalent levels of regular awareness raising
- Ensure that the appropriate staff are aware of which children are on the Child Protection Register and have measures in place to provide additional support if required.

Educational Psychology Service

The Principal Educational Psychologist is responsible for:

- Ensuring that the Educational Psychology Service Child Protection policy is carried out in accordance with the British Psychological Society recommendations
- Identifying and supervising a Child Protection co-ordinator who is responsible for collating information about all Child Protection issues and supporting staff
- Ensuring appropriate training is in place for all members of staff

Some General points

- What if I'm wrong? You can only know what you know – there may be information held by others which substantiates your concerns or otherwise
- Remember that contacting Social Work or Police informally to discuss concerns is always encouraged and may not always lead to an investigation
- Everyone has a responsibility to keep children safe – you need to know your own agency's policy and protocol
- Treat all children and young people with respect
- Ensure your own conduct is a good example to children
- Whenever possible make sure you are not alone with a child/young person – stay in sight or hearing of others
- Ensure your actions cannot be misinterpreted
- Be aware of the NESCPG guidelines and refer to them for help when required
- Protecting your relationship with a family or individual is never an option when there are child protection concerns – the welfare of the child is always paramount

Child Protection Referral form for Establishments

School Establishment			
Name of Child/Young Person			
Date of Birth		Sex	Male <input type="checkbox"/> Female <input type="checkbox"/>
Group/Project		Age	
Member of Staff			

Concerns	
-----------------	--

Reported by		Date	
Report received by (Line Manager/Managing Body)			

Action (what, when, by whom)	
-------------------------------------	--

Information shared with	Social Work <input type="checkbox"/> Police <input type="checkbox"/> Other (Please State) <input type="checkbox"/>
Response received from	Social Work <input type="checkbox"/> Police <input type="checkbox"/> Other (Please State) <input type="checkbox"/>
Filed in	Child/Young Person File <input type="checkbox"/> Other (Please State) <input type="checkbox"/>
Date	

Prompt Sheet for Child Protection Referrals

Child's details

- Name (including any middle names and if the child is known by more than one name, list all names known)
- Date of birth
- Address and phone number
- Health issues that may be relevant
- Any known disabilities that may affect communication

Family Details

Names of parents and or carers

Names and ages of siblings

Ethnicity and cultural background and where appropriate information about the need for interpreters

Name of the family's GP

School History

- How long has the child attended your school?
- Attendance record: check if there has been a problem with attendance, look out for any patterns that emerge from attendance records; i.e. some children have been reported to miss every Monday because of problems at the weekend
- Behaviour: how does the child present in School? Check for any repeated patterns of behaviour, or sudden changes of behaviour. Are you aware if these relate to change in circumstances at home?
- Relationship with school: supportive, non-existent, volatile?

Child Protection History

Have you had previous concerns and have you made previous referrals? It is important to revisit previous concerns to get a wider picture. Child protection services are reliant on other agencies to help them build up a clearer picture of what has been happening. The relationship between each event may be more significant than each individual event. If you have referred in the past, what was the outcome? Never let the fact that no action was taken last time affect your way of managing new concerns. If you have a concern always pass it on

This Referral

It is useful to write down your reason for a referral before making your call. Include as much detail as you can. It may be useful to complete the referral form to use as a prompt when phoning.

Physical Injury

When your concern is about physical injury make sure you note where on the body the injury is and describe it, including its shape, colour and size.

Sexual abuse

Are your concerns about the child's behaviour? If so give as much detail as possible. State exactly what the child has been doing. Don't just report, "sexualised behaviour". Give details. Consider whether or not the behaviour / language is appropriate given the age/stage of the child.

Has the child disclosed? If the child discloses to you or to a member of your staff, record in as much detail as possible what was said, who was there and the child's emotional state throughout the disclosure. Make sure any hastily written notes are signed and dated and kept securely. Handwritten notes are useful evidence should the case go to court at a later date.

Emotional abuse

Referrals concerning emotional abuse usually involve a number of concerns arising from both contact with the child and contact with the parents. Emotional abuse can cause an impairment in the child's development, and such children may have very low self-esteem and self-image. Detail the way the child functions at school, with peers and with parents. Emotional abuse is hard to evidence so detail a number of events that have led to your concerns.

Neglect

If you are to refer a child because of possible neglect always check back to see if there have been previous concerns. The Children (Scotland) Act 1995 talks about how the persistent neglect of very basic needs is likely to cause an impairment in the child's development.

Always think through whether the case in question fits more appropriately within a "a child in need" framework. (e.g. children with poor personal hygiene may simply come from families with poor personal hygiene: clearly the family need to do something about the child's cleanliness and appearance, and may need some support in this, but it might not be the case that the child is being abused and in need of protection).

Making the referral

Once you have all the details in front of you and you have thought through the issues you will be able to make a child protection referral with confidence. Record all your actions and responses from other agencies. Note whom you spoke to, the time and the date, use the form on page 7.

Professional judgment

Value your professional judgment. School may be the only agency involved with the family at the time of referral. Do not come off the phone before you have shared your concerns and ensured that the person you spoke to understands exactly what your concerns are – they may not be quite as worried as you but it is important that they understand what it is you are worried about.

Dealing with Disclosures

This Appendix provides additional advice regarding dealing with disclosures.

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said
- Take notes

Reassure

Reassure the child/young person but only so far as is honest and reliable. e.g. don't make any promises you may not be able to keep, like "I'll stay with you" or "Everything will be alright"

- Don't promise confidentiality: you have a duty to refer, but you must ensure confidentiality with the child's peers and community.
- Do reassure and alleviate guilt, if the child refers to it e.g. you could say "You're not to blame"

React

- React to the child only as far as it is necessary for you to establish whether or not you need to refer this matter, but don't "interrogate" for full details
- Do not ask leading questions, for example: "What did he do next?". This assumes he did.
- Such questions may invalidate your evidence (and the child's or young person's) in any later prosecution
- Do ask open questions like: Anything else to tell me?
- Do not criticise the perpetrator. The child/young person may love him/her, and reconciliation may be possible
- Don't ask the child/young person to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

Record

- Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes in case they are required by a court
- Record date, time, place, any noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual "pet" words, record the actual words used rather than translating them
- Draw a diagram to indicate the position of any bruising
- Record statements and observable things, rather than your interpretations or assumptions

Remember

To follow the guidelines

Relax

Get some support for yourself

For further information please refer to

Appendix 1 - Essential Information

Protecting Children & Young People in Aberdeenshire

Children get the help they need when they need it. Standard 1

PROTECTING CHILDREN
&
YOUNG PEOPLE IN ABERDEENSHIRE

ESSENTIAL INFORMATION

Appendix 1

CHILDREN GET THE HELP THEY
NEED WHEN THEY NEED IT
STANDARD 1

Essential Information

Contents

Introduction

Attitudes

Confidentiality

Why you might be concerned about a child:
Definitions of Abuse and Risk Indicators

Risk Indicators: why you might be concerned about a colleague

Child Protection Training

Introduction

These guidelines are designed to provide essential information about protecting children from harm. They also support all staff and volunteers who come in contact with children.

Attitudes

Child abuse can arouse strong emotions. It is therefore, important to try and understand these emotions and not allow them to interfere with the action to be taken.

Everyone is likely to have differing opinions about what children need and what constitutes good enough parenting. We need to be aware of this when we respond to concerns about children as our personal views can affect our judgement. When in doubt, consult a colleague with appropriate knowledge of protecting children.

Values

- Value children's rights to get the help they need when they need it
- Value the worth and dignity of each person
- Value the skills and strengths of each person in terms of taking timely and effective action
- Ensure that children are listened to and respected
- Value privacy and confidentiality
- Value the need to share essential information for the good of the child
- Value the strength of multi-agency partnership and the contribution of participating individuals

Confidentiality

When children and young people spend time with adults, they will often talk about themselves and may feel they can share information that is worrying them. Familiar adults have a key role in recognising when there is a child protection issue and how to respond appropriately and proportionately.

If there is concern, a child's welfare is paramount and considerations of confidentiality that might apply to other situations, should not be allowed to override the right of the child to be protected from harm. Every effort should however be made to ensure that confidentiality is maintained for all concerned both when an allegation is made and while it is being investigated.

Why you might be concerned about a child

Definitions of Abuse and Risk Indicators

Children may be in need of protection where their basic needs are not being met in a manner appropriate to their age and stage of development and where they will be at risk through avoidable action or inaction on the part of their parent(s), sibling(s) or other relative(s), or carer(s).

In Scotland where a child is considered to be at risk of abuse, their name can be placed on the Child Protection Register.

The Register is a list of children identified by the local authority who require action to protect them. The Register is confidential and can only be accessed by designated staff.

When a child's name is placed on the Register, their name will go under one of the following five categories:

Physical Injury

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

Most physical injuries that you might observe in children will be accidental and it's essential not to jump to conclusions. Being aware of the common sites of accidental and non-accidental injury will help you differentiate between innocent bumps and bruises and injuries that have been inflicted deliberately.

The following indicators should alert workers to the possibility of children having been abused:

- Bruises
- Black eyes are particularly suspicious if:
 - Both eyes are bruised (most accidents cause only one)
 - There is no bruise to the forehead or nose or suspicion of skull fracture (Black eyes can be caused by an injury to the brain)
- Bruising in or around the mouth (especially in small babies)
- Grasp marks on arms – or chest of a small child
- Finger marks (e.g. you may see 3 or 4 small bruises on one side of the face and one on the other)
- Symmetrical bruising (especially on the ears)
- Outline bruising (e.g. belt marks, handprints)

Physical Neglect

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

The following indicators should alert workers to the possibility to children having been abused:

- Inappropriate or erratic feeding
- Hair loss
- Lack of adequate clothing
- Circulation disorders
- Unhygienic home conditions
- Failure to seek appropriate medical attention
- General failure to achieve development milestones

There might be a link between physical neglect and the impact of parent alcohol or drug misuse. It can also be related to mental health difficulties of parents. Physical neglect can be the result of a specific incident or an accumulation of concerns. Staff may notice a deterioration in a child's physical presentation.

Emotional Abuse

This occurs when there is failure to provide for the child's basic emotional needs which leads to a severe effect on the behaviour and development of the child. It is the persistent failure to show a child love and affection, or at times deliberate emotional cruelty.

The following indicators should alert workers to the possibility of children having been abused:

- A child who is criticised constantly
- A child who is shown affection only if they behave or achieve to parental expectations
- A child who is over-protected or not allowed to learn from their own experiences
- A child who is subjected to verbal hostility: e.g. being told they are useless, unattractive, fat, etc
- A child who is put in a state of terror by being constantly shouted at
- A child who is belittled and who has their successes or achievements ridiculed
- A child who is used as a family scapegoat and blamed for all that is wrong
- A child who is frequently threatened with severe punishments
- A child who is subjected to continual teasing

Any child who is being physically or sexually abused will also experience emotional abuse.

Sexual Abuse

Any child may be deemed to have been sexually abused when any person(s), by intention or neglect, directly or indirectly, if they are involved in any activity that exploits the child for the sexual arousal or other form of gratification of that person or any other person(s), including organised networks. This definition holds whether or not there has been genital contact or whether or not the child is said to have initiated or consented to the behaviour.

Children can disclose abuse either spontaneously or in a planned way and often to people who work closely with them.

The following indicators should alert workers to the possibility to children having been sexually abused:

- Depression and withdrawal
- Wetting or soiling day or night
- Chronic illness especially throat or urinary infections and venereal disease
- Anorexia or bulimia
- Unexplained pregnancy
- Phobias or panic attacks
- Self harm
- Excessive sexual awareness or knowledge of sexual matters inappropriate for the child's age
- Acting in a sexually explicit manner
- Sudden changes in behaviour or school performance, or school avoidance
- Displays of affection in a sexual way inappropriate to age

Non-Organic Failure to Thrive

Children who significantly fail to reach normal growth and developmental milestones, where physical and genetic reasons have been medically eliminated and a diagnosis of non-organic failure to thrive has been established.

The following indicators should alert workers to the possibility to children suffering Non-Organic Failure to Thrive.

- Diarrhoea
- Child having little interest in food
- Child thriving away from home
- Unresponsiveness in child
- Staying frozen in one position for an unnaturally long time
- Poor skin or muscle tone
- Circulatory disorders
- Lethargy

Evidence of any of the above signs or behaviours do not, in most instances, determine that abuse is happening but does indicate the need for further investigation.

Risk Indicators: why you might be concerned about a colleague

If any or a combination of the following is noted about colleagues or other adults then this is a cause for concern and indicates the need for action.

- Acting in an aggressive, violent or sexual manner towards a child or young person
- Misusing alcohol or drugs while caring for a child or young person
- Leaving a child unattended or with unsuitable carers
- Presenting as overly or inappropriately affectionate to a child or young person that they are working with or for whom they are providing a service

Evidence of any of the above signs or behaviours do not, in most instances, confirm that abuse is happening but does indicate the need for further investigation.

Child Protection Training

It is the aim of Aberdeenshire Education, Learning and Leisure that all adults working with children will receive adequate training to ensure that they are confident, well informed, supervised and supported to promote the protection of children.

Training occurs at several levels.

Induction

All new staff and volunteers receive a copy of this document, "Protecting Children in Aberdeenshire" and its accompanying information leaflet.

It is the responsibility of the establishment's Child Protection Co-ordinator to provide the relevant information to emphasise the importance of protecting children

Ongoing Training: Roles and Responsibilities

A rolling programme of training is in place for Child Protection Co-ordinators and all staff.

Managers who coordinate appraisal interviews through EDRS and PDRS must ensure that protecting children training needs are identified and addressed through appropriate training.

All establishments are required to provide Child Protection awareness raising to all teaching and non-teaching staff on the first day of each session. Other teams within the Education, Learning and Leisure Service are required to arrange equivalent training.

An Aberdeenshire training DVD is available and will be distributed to all establishments, departments and services in the near future.

A programme is in place to identify trainers in every Community School Network. Protecting children will become a Network responsibility dependent on a robust training programme, which will be co-ordinated by the authority's strategic officer for protecting children.

Other Relevant Training Courses

Dundee University postgraduate qualification in Child Protection:

www.dundee.ac.uk/eswce

NESCPC training course can be accessed on:

www.nescpc.org.uk

EL & L Child Protection Training Programme within the EL & L CPD Catalogue