

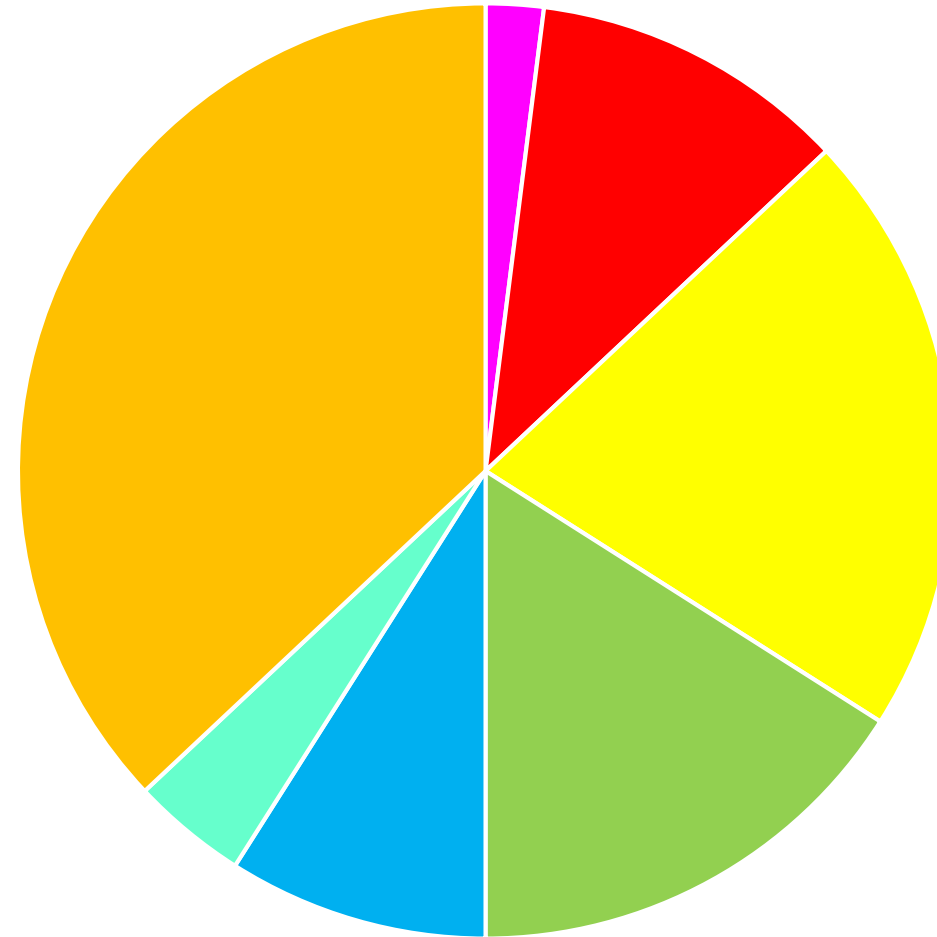


# Protecting and Safeguarding North Ayrshire's Children

**August 2021 – June 2022**

**Improving Outcomes**  
for Children and  
Young People in Scotland

# Child Protection Data- Headlines

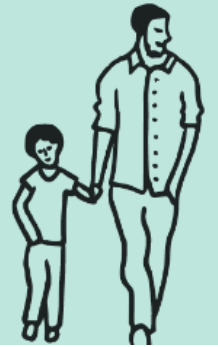


- Arran
- Garnock
- Irvine
- Kilwinning
- North Coast
- Out of Area
- Three Towns



**EVERYONE CAN HELP  
KEEP CHILDREN SAFE**

**#KEEPINGKIDSSAFE**



**DOING  
NOTHING  
IS NOT AN  
OPTION**



**COVID-19  
RESPONSE**

# Child Protection During Covid-19 and the Recovery Phase

- Practice and information sharing paramount
- We are still accountable for our practice
- Children may be exposed to more risks online
- Be alert to signs that individuals or groups are using the current crisis as an opportunity for the criminal or sexual exploitation of children
- Lockdown can create circumstances where instances of domestic abuse and coercive control may increase in frequency
- Increased risk to women and children recovering from domestic abuse



# Child's Rights



**Each child has a right to be treated as an individual.**

**We want to recognise, respect and promote children's rights. These include rights to be treated fairly, to be heard and to be as healthy as possible.**



# Protecting and Safeguarding

★  
**Everyone's  
Responsibility**

★  
**Identification of  
Concerns**

★  
**Responding  
and Reporting  
Disclosure/CP  
Concerns**

★  
**Suicide  
Prevention and  
Response**

★  
**National  
Guidance**

★  
**What is  
Significant  
Harm?**

★  
**Getting it right  
for every child**

★  
**Minimising  
Risk/Early Years**

★  
**Abuse/Neglect**

★  
**Child Sexual  
Abuse/Child  
Sexual  
Exploitation**

**Key Contacts**

Click this on  
topic slides to  
return to this  
main menu

All buttons marked with a ★ must be completed by all staff/volunteers  
on the first day of term or their first day in the establishment



# Protecting and Safeguarding

The remainder of buttons should be completed during the academic session as directed by the Head of Establishment or CP Co-ordinator

**Anti Bullying**

**Adult Support & Protection**

**Care Experienced  
(Looked After Children)**

**Child Trafficking**

**Children with Disabilities**

**Children Missing from Education**

**CPC Training**

**Domestic Abuse**

**FGM**

**Honour Based Abuse and Forced Marriage**

**Mental Health and Wellbeing**

**Online Safety**

**Poverty**

**Radicalisation and Extremism**

**Useful Documents & Websites**

Click this on topic slides to return to this sub menu



# Safeguarding and Protecting is Everyone's Responsibility



**All staff working in and supporting Education** must:

- Be aware of arrangements for protecting children and adults
- Be alert to children's needs
- Be clear about their own role in relation to safeguarding
- **Know who the Child Protection Co-ordinator is**
- Know if CP Co-ordinator/Head of Establishment/member of Senior Management Team is not available where to locate the emergency contact phone tree (Staff Child Protection & Safeguarding Noticeboard)
- Know within Secondary schools who the **ASIST** (Applied Suicide Intervention Skills Training) trained members of staff are Lorraine Clifford & Jacqui Marwick

See Communities and Education Directorate, **Standard Circular L3: Protecting and Safeguarding North Ayrshire's Children** and establishment Child Protection Noticeboard







# Safeguarding and Protecting is Everyone's Responsibility

<b>Teaching and Non Teaching Staff</b>	<b>Office Staff</b>	<b>Classroom Assistants</b>	<b>Educational Psychologists</b>
<b>Parents, Volunteers &amp; Visitors</b>	<b>Childminders/ After-School Providers</b>	<b>Janitorial/Cleaning Staff</b>	<b>Catering Staff</b>
<b>Campus Police Officers</b>	<b>School Nurses</b>	<b>Drivers &amp; Escorts</b>	<b>School Counsellors</b>

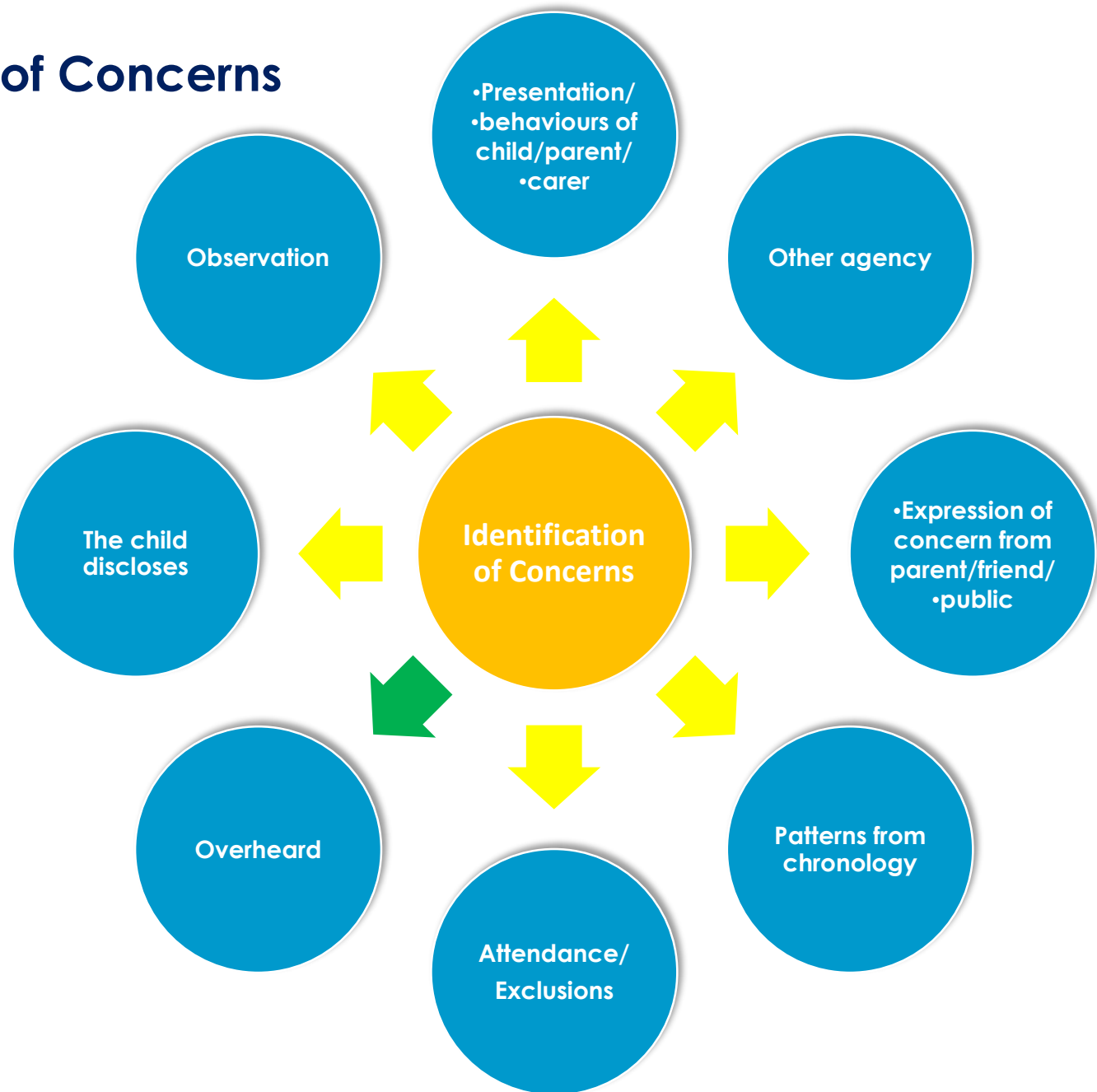


North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath





# Identification of Concerns





# Responding to Disclosure/Allegations

**Whoever receives the information from the child (or other person) should:**

- Let the child speak
- Let them know you are listening carefully
- Stay calm and not show disbelief or panic
- Avoid expressing views on the matter
- Take the allegation seriously, reassure the child and advise what you will do next.
- Not guarantee confidentiality
- Advise that they or the CP Co-ordinator will keep the child or young person informed



**Advise they will remain available should the child wish to speak again. Ask how they feel and check if there is anything the child needs.**

- Report concerns immediately to Child Protection Co-ordinator or establishment Senior Management, or in their absence, Cluster Senior Manager or Head of Service.
- Record what the child has said in their own words and follow advice of CP Co-ordinator

**Not discuss concern/ disclosure with anyone other than Child Protection Co-ordinator or Senior Management Team**

**Do not question the child further – this is the responsibility of agencies trained to carry out investigative interviews of children. Questions inappropriately phrased could be thought to be suggestive and then lead to evidence being held as inadmissible in possible future criminal proceedings.**

**NEVER Carry out an investigation or gather any photographic evidence into the allegation – this is not your role**





# Reporting Disclosure/CP Concerns

All instances of disclosure/CP or safeguarding concerns should be reported to the establishment's Child Protection Co-ordinator without delay.

If the Child Protection Co-ordinator or Head Teacher/Head of Centre is not available, seek advice from a Senior Manager or the Head of Service (Education) as a matter of urgency. Please refer to the **Phone Tree** within this presentation and on the establishment CP noticeboard.

*The welfare of the child and young person is paramount*





# Immediate Concerns - Suicidal Ideation

**If you believe the child or young person may be having suicidal thoughts or has a plan to complete suicide:**

- Contact the Child Protection Co-ordinator or if not available a member of the Senior Management team, who will liaise with the **ASIST** (Applied Suicide Intervention Skills Training) trained member of staff (secondary schools) and take advice from **CAMHS** (Child and Adolescent Mental Health Services).
- In line with current training, the Child Protection Co-ordinator or the ASIST trained member of staff will ask the young person if they have a plan to complete suicide and to support the young person and help disable a plan, if one is place.





# Immediate Concerns - Suicidal Ideation

- The Child Protection Co-ordinator will confirm with the person the child disclosed to and the child, how that person will remain in the process and where possible how they can continue to support the child or young person.
- Standard Child Protection and Safeguarding processes will be followed in line with Standard Circular L3.

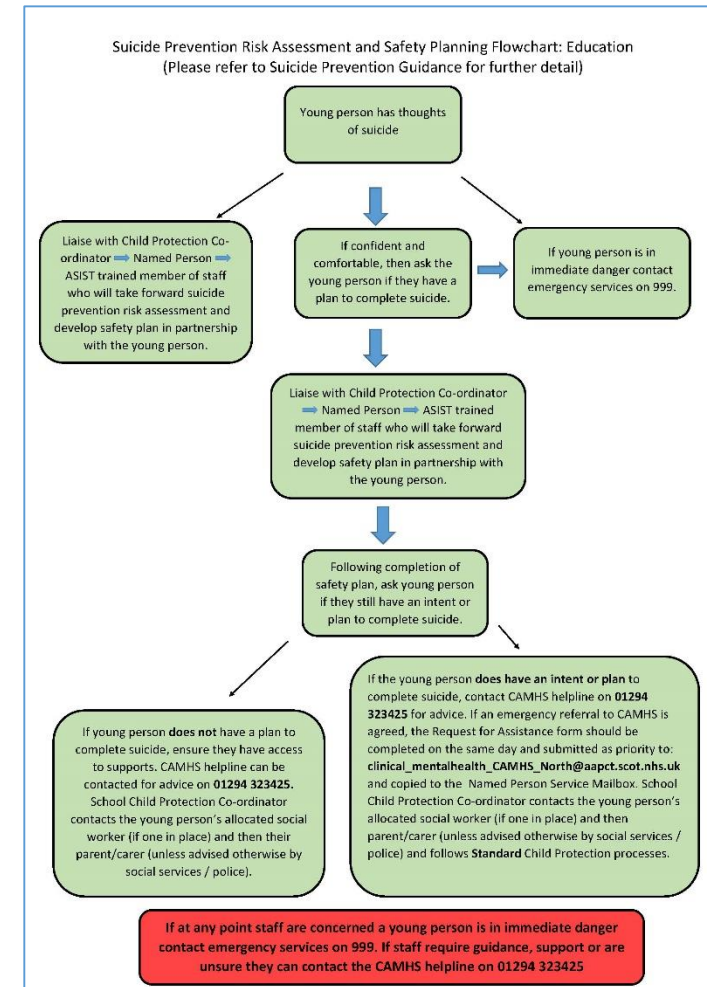
**Please refer to flow chart on your staff noticeboard**

**At all times, the safety and wellbeing of the young person will remain the priority.**



# Suicide Prevention Safety Planning and Risk Assessment Flowchart

- Whilst any concerns relating to **Suicide Prevention** should be reported to the Child Protection Co-ordinator and Head of Establishment immediately and the agreed CP processes followed, if the member of staff who the child or young person discloses to feels confident and comfortable, they should ask the child or young person if they have a plan to complete suicide. Following this the member of staff should refer to the CP Co-ordinator as above who will work with young person, partners, to assess risk and create a safety plan.
- If at any point the staff member is concerned a child or young person is in **imminent danger**, contact **Emergency Services on 999**





# Suicide Prevention – Conversation Guidance

**North Ayrshire Council** has revised their processes for informing the Named Person following a child or young person's attendance at **Emergency Department with suicidal intent or attempt**. The **Named Person Service** will notify education establishments in the event of an attendance and the child or young person will have the opportunity to meet with a member of staff from Service Access and CAMHS.

Conversation Guidance has been shared to assist schools to support pupil (on Glow Tile)







# Suicide Prevention – Self Harm

**Self Harm** refers to self-poisoning or self-injury, irrespective of the apparent purpose of the act. Self-harm is generally a way of coping with overwhelming emotional distress.

**If there are concerns that abuse or neglect are associated with self-harm, Child Protection processes should be followed.**

If a child or young person discloses self-harm or you suspect self-harm, then your school nurse or the local Penumbra self-harm service can provide support.

**North Ayrshire Self Harm Project – Penumbra –**  
<http://www.penumbra.org.uk/service-locations/west-area-services/ayrshire/self-harm-services/>





# Youth Suicide Prevention Taskforce

The **Youth Suicide Prevention Taskforce** is a multi-agency group, including education, who meet monthly, they focus on suicide prevention activities, bereavement support and actions in the event of a youth suicide.

Please click on the link below for a short, narrated presentation on the work of the group - [here](#)

Alternatively, it can be found in the documents section of the Glow **Connecting with Mental Health** page where there is also a longer version giving more detail on the work of the group.



# Mental Health and Wellbeing



## Impact of mental health or health problems on children

- Poor parental health can contribute to mental health problems in children and young people. Stigma and fear of judgement may make an adult fearful about seeking help.
- Use of drugs/ alcohol can impact children and young people; trauma suffered early and domestic abuse can result in a cumulative cycle in which child protection processes are revisited by an individual.
- Adult mental health services should ensure children's safety is considered in treatment and support of parents.
- Child protection procedures can increase anxiety in children and young people therefore support and approach are crucial.

**Where adults are vulnerable, consideration should be given to making a referral to the Adult Protection Team - see Slide 52 – for guidance**



# Mental Health and Wellbeing

## Children and young people experiencing mental health problems

- Children can experience a range of mental health illnesses but most will recover from this and experience good wellbeing. When required, service and support is vital; local training and policy should raise awareness about such issues.
- Contributory factors to poor mental health include neglect; domestic abuse; substance misuse; bereavement; bullying; discrimination; poverty; caring responsibilities etc.
- Children and young people experiencing poor mental health may be a risk to themselves and others. Support and intervention are key in preventing this.



# Mental Health and Wellbeing

## **Children and young people experiencing mental health problems**

- GIRFEC approach should be utilised in supporting mental wellbeing; services made available when required and those with a duty of care should be able to signpost to support.
- CP practitioners should be trauma informed and intervene at the earliest opportunity. Collaboration and a multi-agency approach should take place when a child is at significant risk of harm.
- Impact of transitions should be considered: school; LAAC; LAC; criminal justice processes; LGBTQ+; phases of recovery.
- Those who experience childhood trauma may parent children early and experience poor mental health in adulthood.
- Unaccompanied asylum seeking children may be at risk of poor mental health.
- Third sector and community support is critical.



# Children Missing from Education

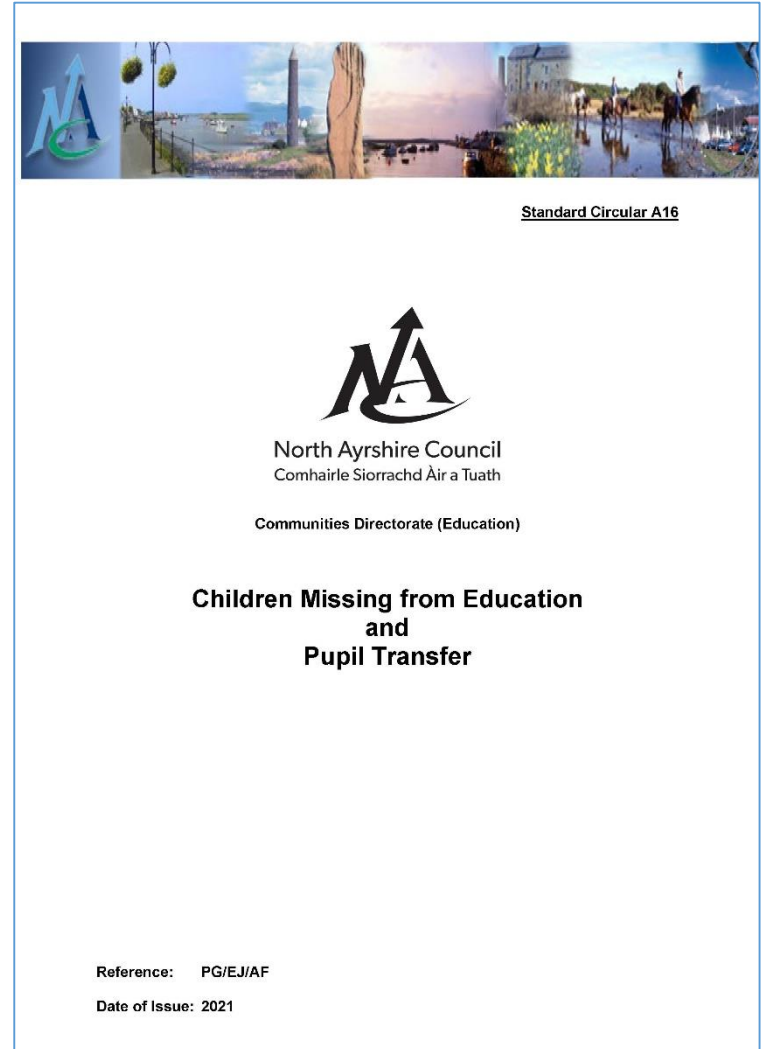
CME processes should be followed by the Head of Establishment or CP Co-ordinator.

If a child is absent and there are no CP/Safeguarding concerns, standard Attendance processes should be followed for up to 4 weeks.

**If there are any CP/Safeguarding concerns in relation to the child and/or family these processes should be followed immediately.**

Staff should ensure that they share any CME concerns with the CP Co-ordinator.

***The welfare of the child and young person is paramount***



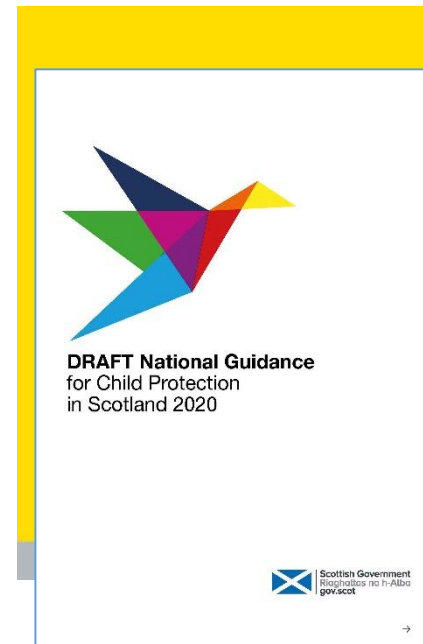
# National Guidance for Child Protection 2020



Child protection' means protecting a child from child abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a *likelihood* or *risk* of significant harm from abuse or neglect in order for the family to receive support from services to prevent abuse or neglect.



Child protection is closely linked to the risk of 'significant harm'. 'Significant Harm' is a complex matter and subject to professional judgement based on a **multi-agency assessment** of the circumstances of the child and their family. Where there are concerns about **harm, abuse or neglect**, these must be **shared** with the relevant agencies so that **they can decide together whether the harm is, or is likely to be, significant.**



Click on the image for link to document

Standard processes (L3) should be followed for all CP and Welfare/Safeguarding concerns.



# National Guidance for Child Protection 2020



Procedures and guidance cannot in themselves protect children; **a competent, skilled and confident workforce, together with a vigilant public, can.**

Child protection is a complex system requiring the interaction of services, the public, children and families.

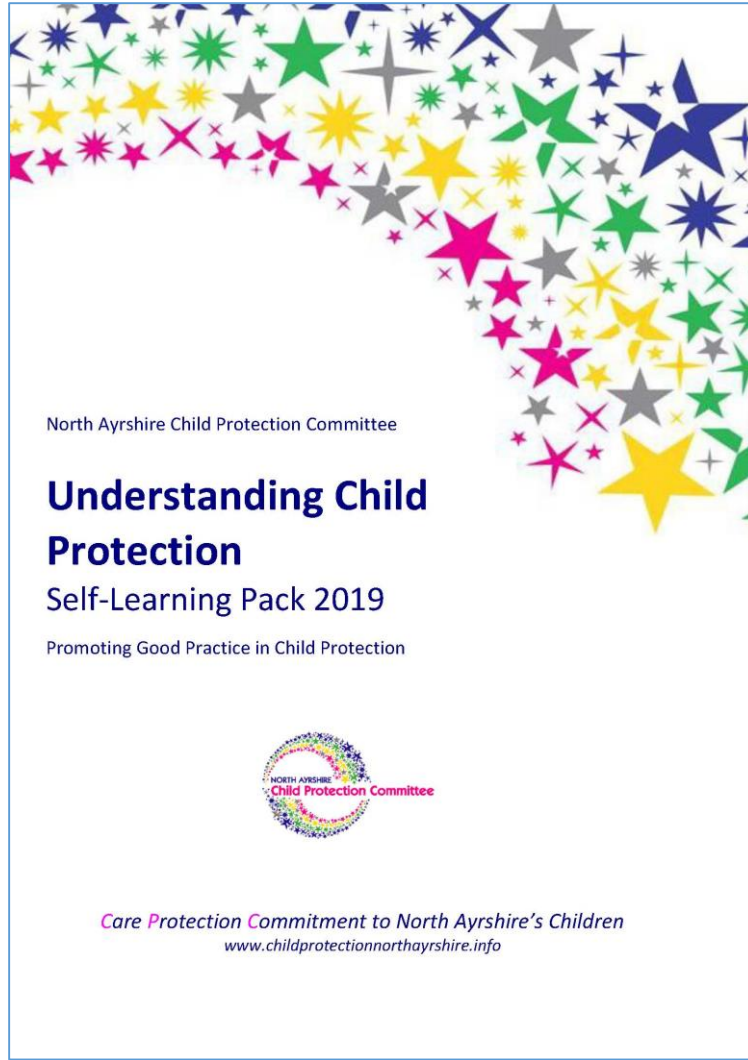
For the system to work effectively, it is essential that everyone understands the contribution they can make and how those contributions work together to provide the best outcomes for children.

**Everyone working with children needs to appreciate the important role they can play, by remaining vigilant and providing robust support for child protection and safeguarding.**





# What is Significant Harm in Child Protection?



**Significant harm** can result from a specific incident, a series of incidents or an accumulation of concerns over a period of time.

It is essential that when considering the presence or likelihood of significant harm that the impact (or potential impact) on the child takes priority.

Key professionals will take a number of things into account when exercising their professional judgement.

**There is no absolute criteria for judging what constitutes significant harm, talking to other agencies and sharing/gathering information will be a priority.**

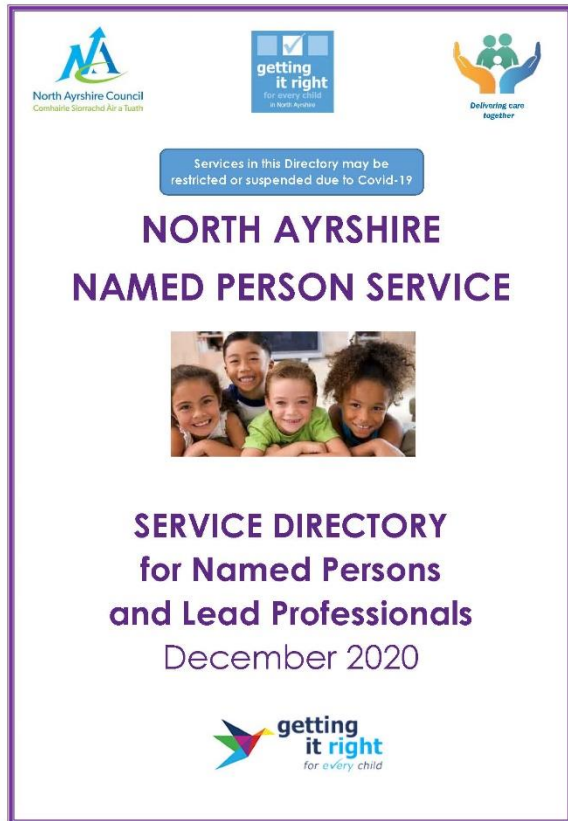






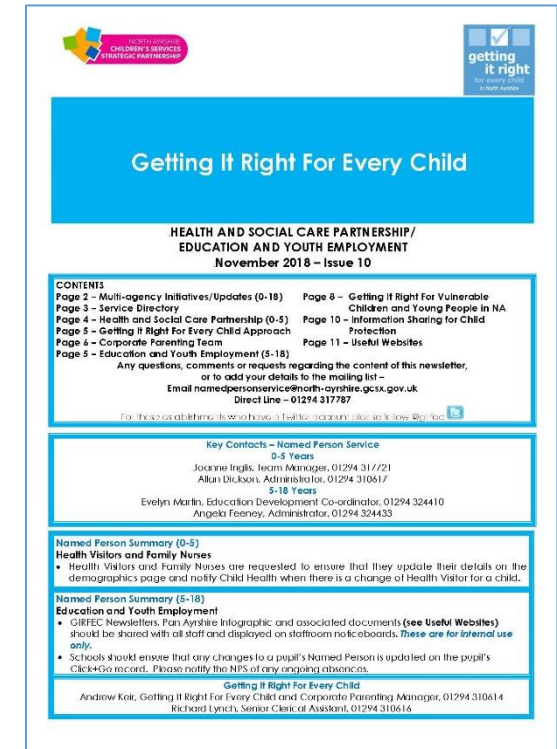
# Named Person Service

North Ayrshire Named Person Service has produced a **Named Person Service – Service Directory for Named Persons and Lead Professionals**. The aim of the Directory is to provide NP/LPs with guidance on a variety of services both local and national which can be accessed to support children, young people and families.



The Service Directory is available online at:

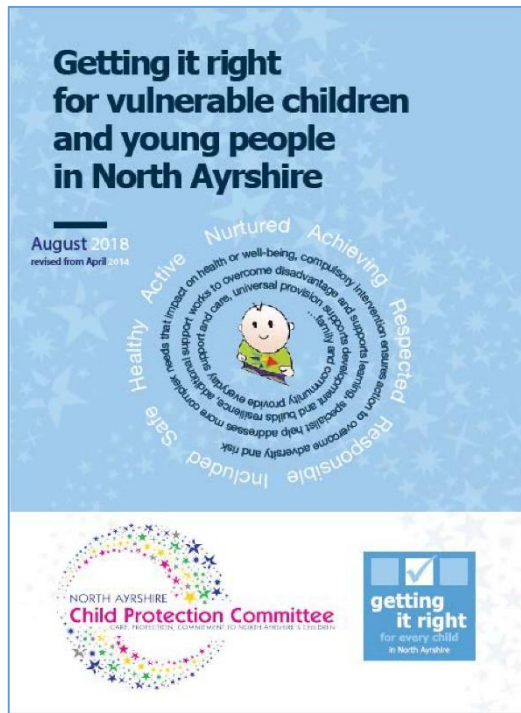
- **Glow/GIRFEC** – [www.rmunify.com/](http://www.rmunify.com/)
  - **GIRFEC North Ayrshire** – [www.girfecna.co.uk/practitioners/introduction/](http://www.girfecna.co.uk/practitioners/introduction/) – and is updated regularly throughout the year.
- The **Getting It Right For Every Child Newsletter** provides local and national updates and service related features.





# Vulnerable Children and Young People

- North Ayrshire Child Protection Committee's **Getting It Right for Vulnerable Children and Young People in North Ayrshire**, should be made available to all staff via the Child Protection Co-ordinator and CP noticeboards.



## EXAMPLES FROM INDEX

### Section 1 – Primary Guidance

Children and young people who run away, or go missing

Children and young people who are trafficked in the UK

Children and young people whose parents are in prison

### Section 2 – Brief Guidance and Signposting

Children and young people who may be seeking or refuge or asylum

Children and young people who are affected by their own misuse of alcohol and/or drugs

Children and young people who are affected by parental drug and/or alcohol misuse

[www.girfecna.co.uk/wp-content/uploads/2018/10/Vulnerable-Children-and-Young-People-in-North-Ayrshire-Aug-18.pdf](http://www.girfecna.co.uk/wp-content/uploads/2018/10/Vulnerable-Children-and-Young-People-in-North-Ayrshire-Aug-18.pdf)



# Children with Disabilities

Staff should be alert to the **range of possible Child Protection and Safeguarding issues** and risks associated with this group of vulnerable children and young people.

- Disabled children are children first and foremost
- Children with communication impairments, behavioural disorders, learning disabilities and sensory impairments may be additionally vulnerable to abuse and neglect.
- Incidence of abuse of disabled children is likely to be under reported



# Children with Disabilities

## Interacting factors:

- Barriers to effective Protection
- When nobody listens to the child and those who know the child best
- If the child's communications and reactions are not understood
- When there is a lack of curiosity, competence and confidence in exploring reasons for distress or signs of maltreatment
- When there is a lack of practitioner awareness of the impact of neglect
- When there are delays or fragmentation in assessment and sharing of information, or the coordination and planning of assessment and support



# Care Experienced (Looked After Children)

Increased vulnerability because:

- Most neglect and abuse occurs in the home
- Looked After Away from Home pupils can be very vulnerable, particularly in relation to exploitation and online safety
- Care Experienced Children do not always feel safe and may be at risk of misusing drugs, alcohol and self harming



Staff should be alert to the **range of possible Child Protection and Safeguarding issues** and risks associated with this group of vulnerable children and young people.

**The Promise** is responsible for driving the work of change demanded by the findings of the Independent Care Review.

It works with all kinds of organisations to support shifts in policy, practice and culture so Scotland can **#KeepThePromise** it made to care experienced infants, children, young people, adults and their families - that every child grows up loved, safe and respected, able to realise their full potential





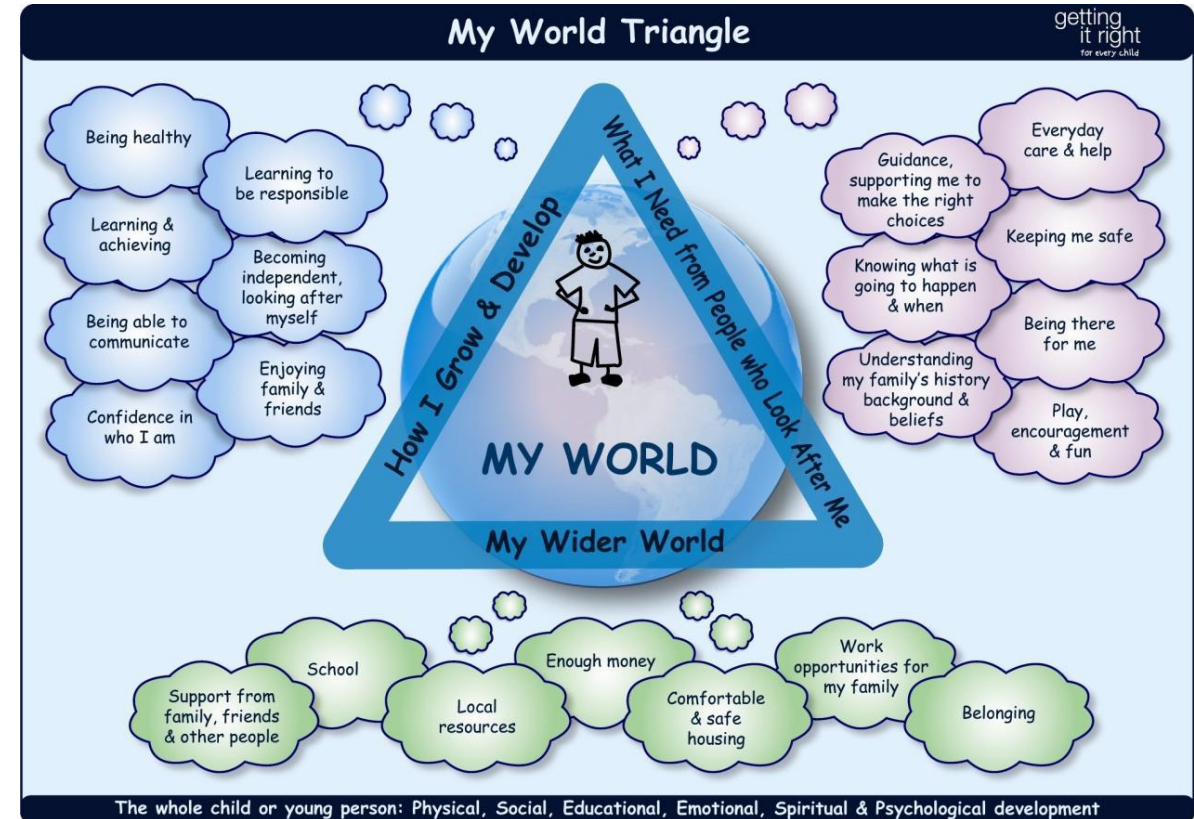
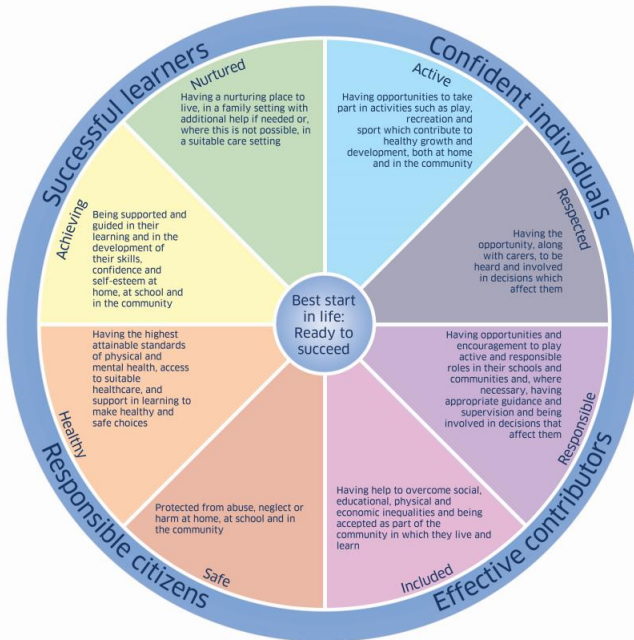


# Minimising Risk

The National Practice Model and **Wellbeing Indicators** provide the broad framework for identifying a child or young person's needs.

They do so under eight headings, which should form the basis for planning around the child:

**Safe**  
**Healthy**  
**Achieving**  
**Nurtured**  
**Active**  
**Respected**  
**Responsible**  
**Included**



The **My World Triangle** and the **Wellbeing Indicators** serve as a starting point for considering what risks and vulnerabilities might be present in a child's life.

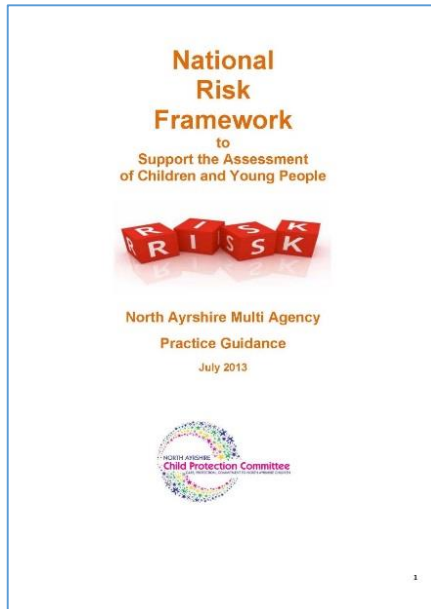






# National Risk Framework

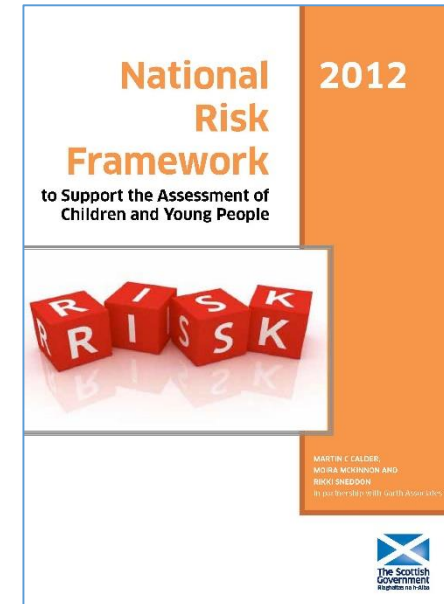
*Assessment tools such as the **National Risk Framework 2012** or **North Ayrshire Practice Guidance 2013** should be used by Named Persons and CP Co-ordinators to help assess both risk and protective factors*



## The GIRFEC National Practice Model and Risk Assessment

The **Getting it right for every child** (GIRFEC) approach is the key thread running through policy and practice affecting children, young people and their families in Scotland. At its heart is the **National Practice Model**, which provides the foundation for identifying concerns, assessing needs and initial risks and making plans for children in **ALL** situations. It helpfully provides a shared language and a common understanding and approach for all practitioners across all services. This **single system of planning** for a child should be used in every case. All agencies, thus, need to use and contribute to the model in a way that reflects their core responsibilities; this includes all adult services.

To fully assess a child's circumstances when a concern has been identified the National Practice Model combines a number of useful tools for practitioners addressing the needs of children and young people: the **Well-being Wheel**, **My World Triangle** and **Resilience/Vulnerability Matrix**. f



# Minimising and Responding to Risk in Relation to Staff



If any member of staff receives information or hears an allegation of abuse or inappropriate conduct made against **another member of staff**, the head of establishment must be informed **immediately**. The head of establishment will notify their cluster Senior Manager and Head of Service.

**All staff** should consider the appropriateness of their own and their colleagues' behaviour. Staff and pupils alike should feel confident in openly discussing behaviour which they do not like.

All staff should ensure they read **Standard Circular L3 at least annually** and fully familiarise themselves with the content.





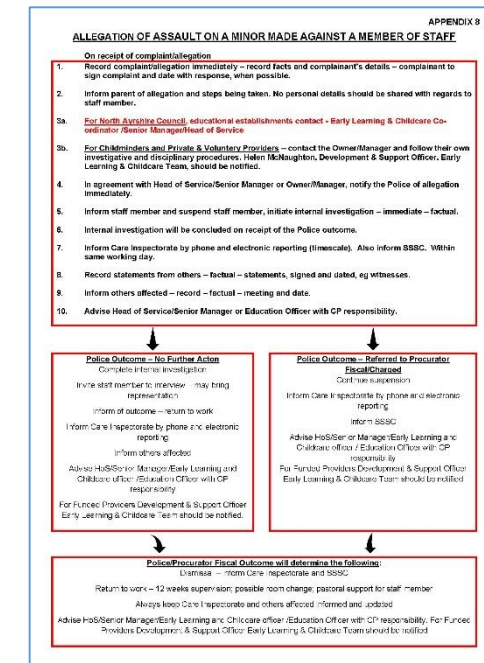
# Responding to Allegation - Early Years Processes

Within Early Years establishments/classes, the Early Learning & Childcare Co-ordinator/Senior Manager/HoS must be notified of the allegation immediately. Childminders and Private & Voluntary Providers **should contact** the owner/manager and follow their own investigative and disciplinary procedures. Helen McNaughton, Development & Support Officer, Early Learning & Childcare Team should be notified and will pass on information to the appropriate Senior Manager and HoS. **Following discussion, notification of the allegation should be made to the Police and the Care Inspectorate must be informed by phone and electronic reporting.** Policy and procedures then must be followed, for example Staff Discipline Policy and Procedures –

<http://naconnects.north-ayrshire.gov.uk/documents/policies-procedures/hr-policies-procedures/disciplinary-policy-procedure.pdf> (Appendix 14).

\*Please refer to Standard Circular L3 (August 2019) and **Appendix 8** for further guidance (CP Noticeboard). This appendix has been agreed by the **Care Inspectorate** (May 2019).

Please ensure the dignity and respect of all staff is maintained throughout this whole process (refer to North Ayrshire's Dignity and Respect Policy and Procedures <http://naconnects.north-ayrshire.gov.uk/documents/policies-procedures/hr-policies-procedures/dignity-respect-at-work-policy-procedure.pdf> and confidentiality rules are adhered to.



# Early Years Classes and Centres – Extension of Hours

## Child Protection and Safeguarding Processes



**Term-time**/when in the building

- Head Teacher of establishment/Child Protection Co-ordinator or in their absence, most Senior member of staff

**Non term-time or outwith school hours** (when Head Teacher/Child Protection Co-ordinator is not in building)

- Early Years Manager/Senior will assume the role of CP Co-ordinator within the Early Years Class or Centre in Head of Establishment's absence
- **Funded Provider Pre-School Centres** – Manager/HOC will assume the role of CP Co-ordinator at all times. Contact arrangements should be shared with all staff and displayed within the establishment.



Agreed procedures should be followed for all Child Protection, or Safeguarding/Welfare matters, in line with Standard Circular L3 and process maps provided.

Advice can be sought from Education Officers/Senior Manager or Head of Service within or outwith normal working hours or call Education Headquarters **(01294 324443/324412/324432)**. Please refer to Phone Tree on CP Noticeboard. **Helen McNaughton**, Development & Support Officer, Early Learning & Childcare Team, should be notified of all CP concerns from Funded Providers. Proportionate information should be shared securely with the CP Co-ordinator for any siblings

**The CP Co-ordinator should keep the Named Person (0-5) updated with regards to any concerns**





# Abuse/Neglect

- **Physical** **Abuse** and **neglect** are forms of maltreatment of a child. Somebody may abuse or neglect a child **by inflicting, or by failing to act to prevent**, significant harm to the child.
- **Emotional**
- **Neglect** Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger.
- **Sexual**

## **Always take into consideration that:**

- Children's circumstances are unique.
- Neglect and abuse cuts across all sectors of society.
- Statistically, neglect can be linked to parents who are experiencing or have experienced particular challenges.
- Not all children of parents who experience additional issues will be neglected or abused





# What do you notice? What should we be aware of?

Think of any changes in behaviour you might see in a child or young person which may concern you.

Try to think of changes under these headings:

- Physical
- Emotional/Verbal
- Neglect
- Sexual





# Physical



**Unexplained  
Injuries and  
Burns**

**Untreated  
Injuries**

**Chronic Running  
Away**

**Dressing to  
Impress**

**Symbols/Tattoos**

**Refusal to  
discuss injuries**

**Changing  
Friends**

**Weight  
loss/gain**

**Change in  
appearance**

**Fear of returning  
home**

**Hair  
style/piercings,  
etc**

**Changing Names**

**Distracted**

**Withdrawal  
from physical  
contact**





# Emotional/Verbal

*Change in  
behaviour*

*Change in  
language – tone*

**Crying/upset**

**Say a friend has a  
problem**

**Anger**

**Rocking**

*Distracted*

**Self harming**

**Drug/Alcohol  
Abuse**

**More Outgoing  
than before**

**Over reaction to  
mistakes**

**Sudden speech  
disorders**

*Low self-esteem*

**“scripted  
language”**

**Treatment of  
others**

**Compulsive  
stealing**

**Low level  
disruption**

**Becoming  
withdrawn**

**References to  
“them” “these  
people” “they”**

**Topics of  
conversation**

**Refusal to discuss  
obvious  
injuries/behaviour**







# Neglect

*Poor personal  
hygiene*

Emaciation

Inappropriate  
clothing for  
climate

*No/limited  
social  
relationships*

Constant  
tiredness

Ill-fitting/worn  
clothing

*Hunger*

Low self  
esteem

Lack of  
routine





# Sexual

- Sexual activity that does not involve mutual consent by the individual involved or where their relationship includes an imbalance of power for example due to age, intellectual ability, race or physical strength
- Where the behaviour has the potential to cause physical and or emotional harm

***Have  
unexplained  
sources of  
money***

***Inappropriate  
clothing for  
climate***

***Say a friend has  
a problem***

***Low self esteem***

***Behave in a  
sexually  
inappropriate  
way***

***Have urinary  
infections,  
bleeding and  
soreness***

***Cry hysterically  
at 'nappy  
changing' time***

**Sexual Abuse**

**Child Sexual Exploitation**





# Child Sexual Abuse

Child Sexual Abuse is everyone's business, North Ayrshire Council has developed a **Child Sexual Abuse Strategy** and all members of staff should complete CSA Strategy Awareness module accessed via the link below: Child Sexual Abuse Strategy Overview – Module

<https://rise.articulate.com/share/Nf89g6Ony5KoxAmN-cEt9wD5QIWIk-fl#/>



The full **North Ayrshire Child Sexual Abuse Strategy** is available on the CPC Website and an easy read version here -

<http://childprotectionnorthayrshire.info/cpc/media/2014/04/North-Ayrshire-Child-Sexual-Abuse-Strategy-Plain-English.pdf>





# Child Sexual Exploitation - What is CSE?

**North Ayrshire's Child Sexual Abuse Strategy** raises awareness of Child Sexual Abuse as an overarching concern. CSE is a part of this and can be recognised as a form of child sexual abuse in which a person(s), of any age takes advantage of a power imbalance to force or entice a child into engaging in sexual activity in return for something received by the child, this could be money, gifts or personal attention.

Also like other forms of sexual abuse, **CSE:**

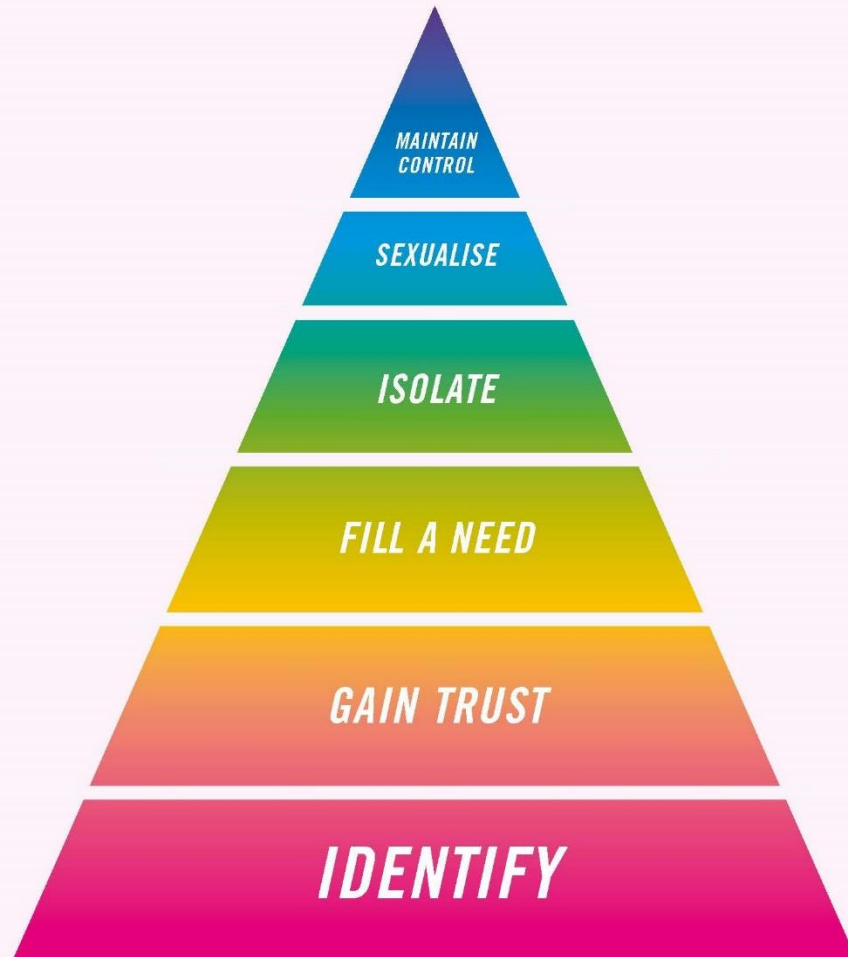
- Is typified by some form of power imbalance in favour of those perpetrating the abuse;
- Can involve coerced and/or enticement based methods of compliance;
- Can still be abuse even if it is claimed the child consented or assented – where the age of the child means they cannot legally give consent or the circumstances mean that agreement is not freely given.

**If CSE is disclosed or suspected Child Protection processes should be followed immediately**





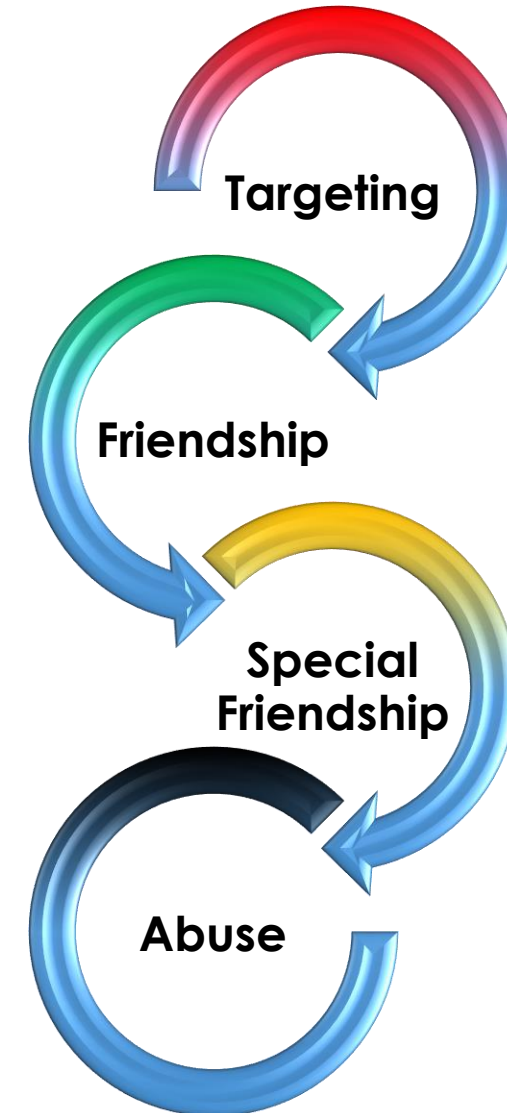
SESSION 2:  
**THE GROOMING TRIANGLE**



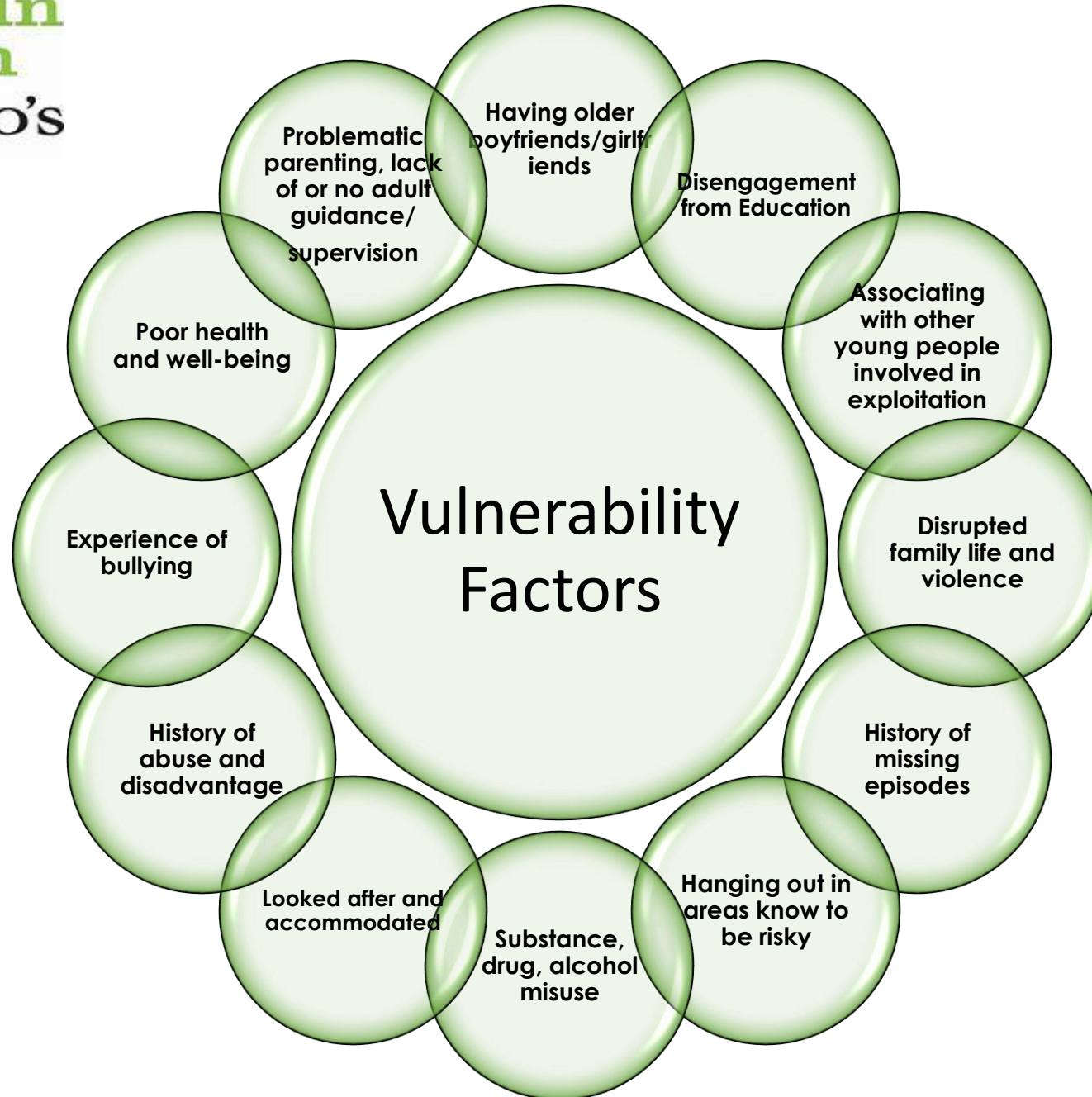
Adapted from Dr Michael Weiner

2015 THE REAL STORY? / 13

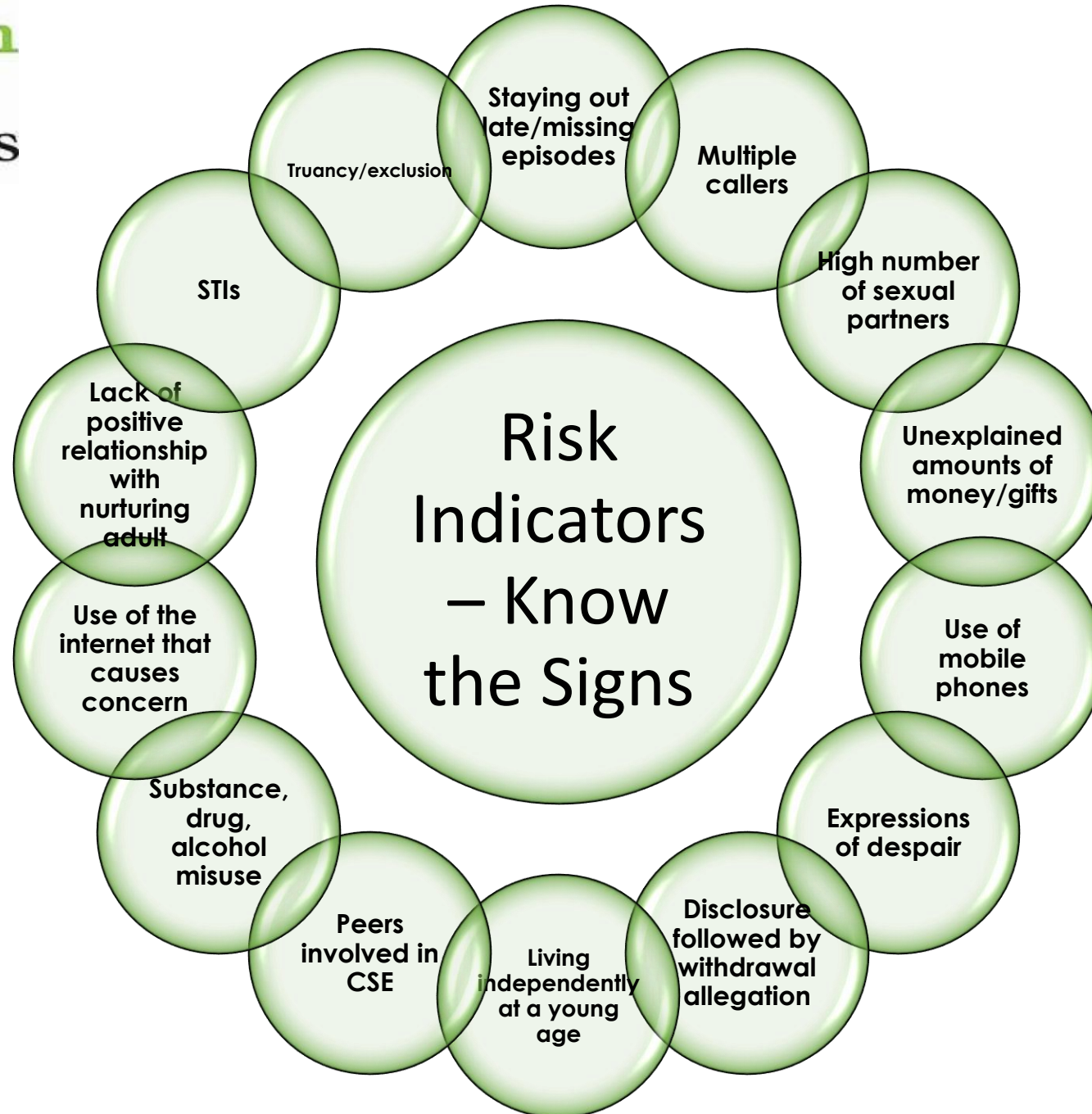
## Stages of Grooming





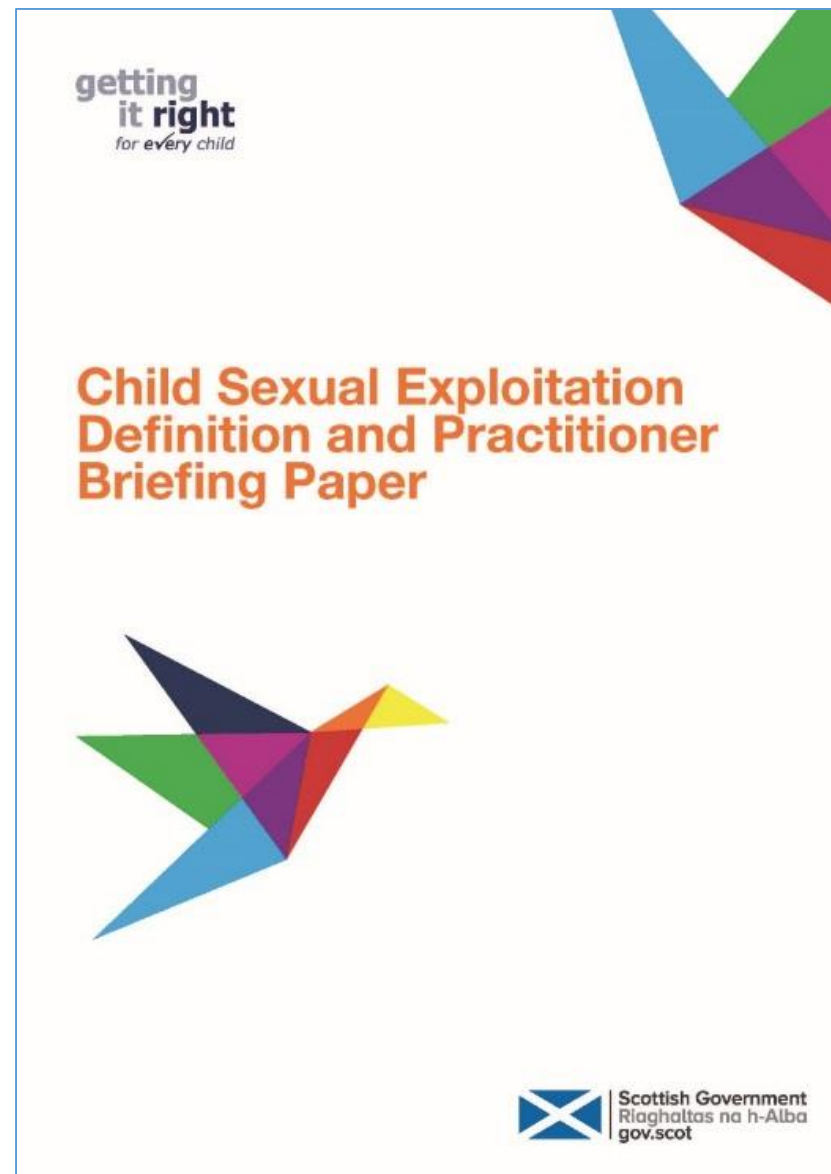
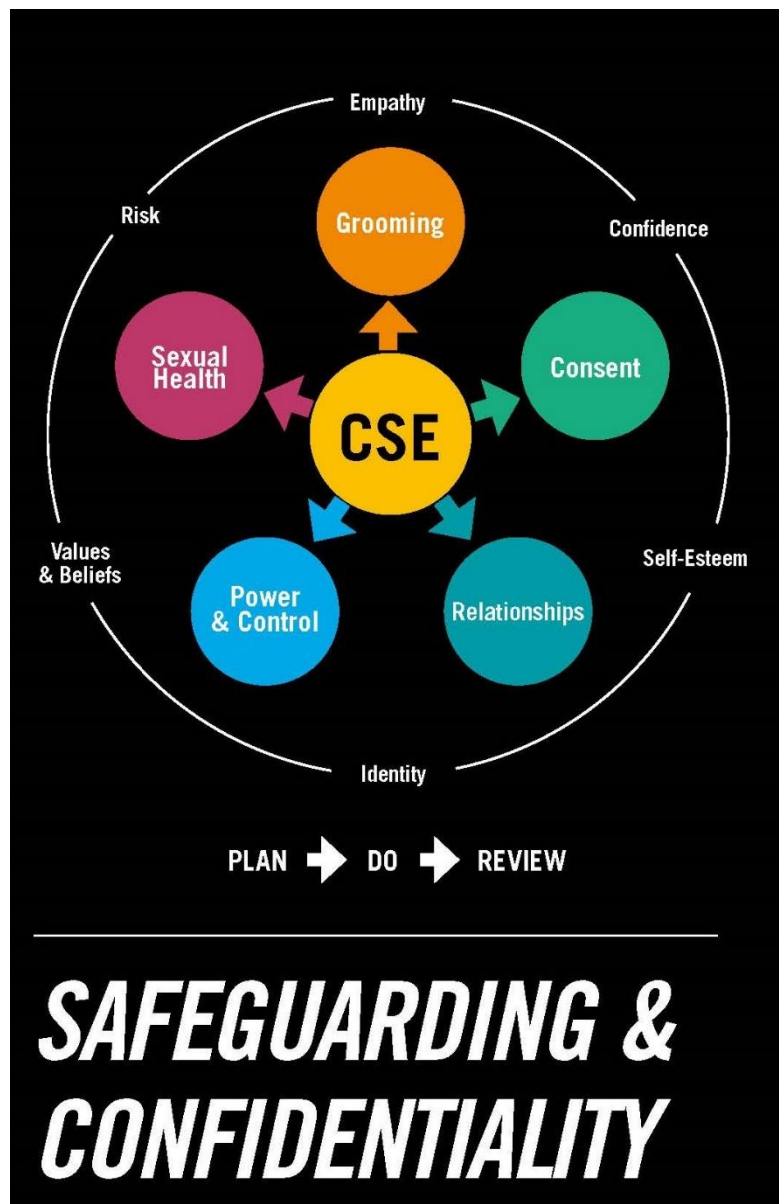








# Child Sexual Exploitation



# Children Who Display Sexually Harmful Behaviours



Harmful sexual behaviour (HSB) is defined as 'sexual behaviour(s) expressed by children and young people under the age of 18 years that are developmentally inappropriate, may be harmful towards self or others and/or may be abusive towards another child or young person or adult' (Hackett, 2014).

Children's sexual behaviour may be described on a continuum ranging from normal to uncommon behaviours, including serious sexual violence.

The **Brook Traffic Light Toolkit** is a useful tool which can help differentiate any behaviours witnessed.

**A half hour free training session can be organised by contacting Eilidh James.**



# Poverty



- Practitioners should be careful not to stigmatise families through highlighting the impact of Poverty in families.
- Most families experiencing Poverty provide safe and loving homes.
- Poverty intersects with other stressors upon families, including disability, ill health, poor housing, barriers to employment and racial discrimination
- Poverty must never be a reason for removal of children from the care of their family.
- Migrant families face a high risk of poverty and destitution
- The **My World Triangle** prompts practical consideration of material barriers to wellbeing for each child
- Some instances of material affluence can also mask emotional neglect and abuse
- Actions to prevent and mitigate **Child Poverty** at local level are likely to have a direct and indirect impact on child wellbeing, safety and protection
- Therefore there must be significant, on-going and persistent commitment to ending Poverty and mitigating its impacts for Scotland's children, families and communities



# Adult Support & Protection

The Adult Support and Protection (Scotland) Act 2007 introduced legislation adults (over the age of 16 years) from being harmed.

**All staff** have a legal responsibility to make an **Adult Support and Protection referral** for any adult they come across in the course of their work, for whom they have concerns.

The legislation enables organisations to work together to support and protect an adult at risk of harm. The harm can come from another person or can be self-harm or self-neglect. The adult's wishes are central to the **ASP Process**. All types of harm are covered by the Act; physical harm, psychological harm, sexual harm, financial harm etc.

**If you have a concern about an adult, don't ignore it – you have a legal duty to take action – speak to the establishment CP Co-ordinator without delay.** The CP Co-ordinator will complete and submit Appendix 13 – Multi-Agency Adult Protection/Adult Concern Referral Form or access the form (AP1) via the North Ayrshire Council website – [www.north-ayrshire.gov.uk/health-and-social-care/adults-and-older-people/adult-support-and-protection.aspx](http://www.north-ayrshire.gov.uk/health-and-social-care/adults-and-older-people/adult-support-and-protection.aspx)

**The person who is being harmed or neglected may not be able to report it themselves.** Everyone has the right to be safe and free from harm. Additional information is available on the North Ayrshire Council website.

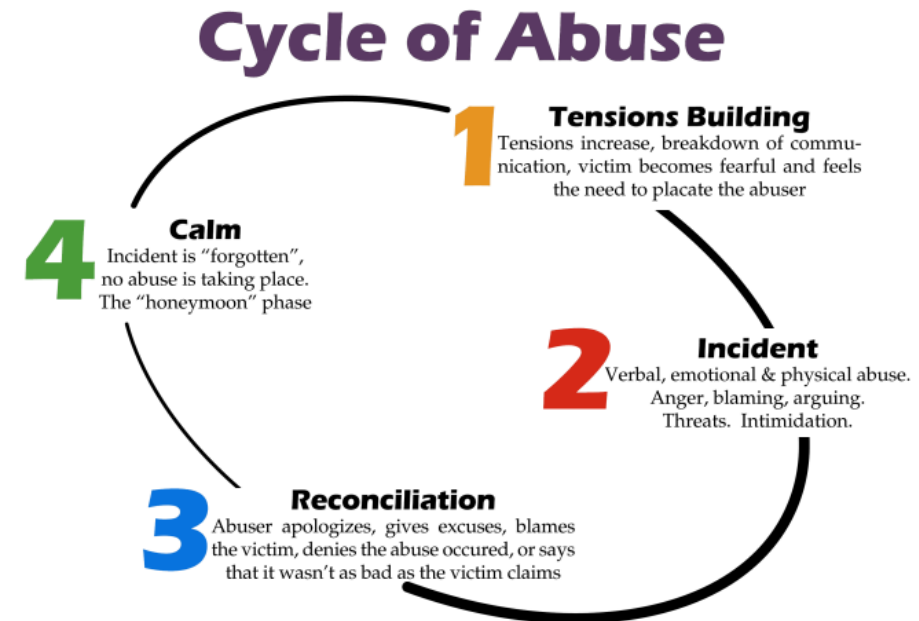




# Domestic Abuse Scotland Act 2018



The Domestic Abuse Scotland Act makes any abuse towards a partner, whether, psychological or physical a criminal offence. It redefines Domestic Abuse **as a course of behaviour** towards a partner intended to cause them harm, or which is reckless as to whether it causes it harm.





# Domestic Abuse – Impact on Children

**Domestic Abuse** is any form of physical, verbal, sexual, psychological or financial abuse which might amount to criminal conduct and which takes place within the context of a relationship:

- Offences cover behaviour likely to cause a partner or ex-partner to suffer physical or psychological harm (including fear, alarm and distress)

**Children are harmed by experiencing behaviour that is:**

- Intimidating and degrading
- Threatening
- Exposing of intimate information
- Accusing and blaming coercive and controlling behaviour is also harmful
- Chronic trauma can disrupt attachment, achievement, concentration and wider relationships
- The traumatic impact of domestic abuse is often masked and emerges indirectly in anxious or troubled behaviours – a trauma-informed approach is required by practitioners
- Young people may experience abuse and coercive control in their own relationships outside of the family home
- This is often unrecognised and not disclosed
- Social media and digital technology may also be used to perpetrate abuse

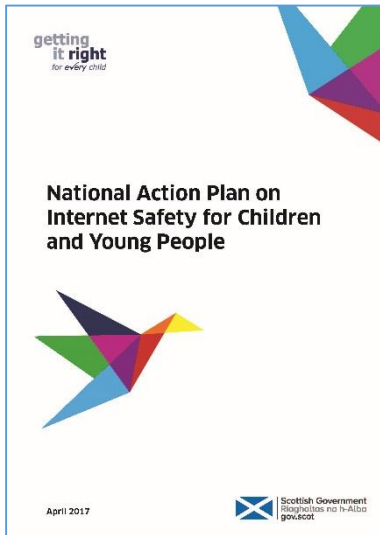


# Domestic Abuse – Impact on Children



# Online Safety

**The National Action Plan on Internet Safety for Children and Young People** (April 2017) provides guidance around appropriate training, support and information to ensure children and young people are protected, safe and supported in the online world. In addition, **the aim of the plan** is to assist children and young people to be able to enjoy the internet, show resilience and take advantage of the opportunities it has to offer.



# Online Safety

Experiences and Outcomes which have a stronger focus on Digital Literacy and incorporate internet safety and cyber resilience were published for the Technologies area of Curriculum for Excellence in March 2017 and are promoted by Digital Literacy Co-ordinators and CP Co-ordinators in all establishments



# Online Safety

Professionals involved in assessment and planning should develop a knowledge of online risks, the impact of technology on the lives of children and young people and the use of technology by parents and carers which may impact on children. They should consider the place of technology within the child's world, with a view to working together on plans relevant to the situation.





# Online Safety

Children and young people in North Ayrshire have created a Pledge which all pupils have signed up to:

**Keeping ourselves safe online SMARTER**

- I will keep **SAFE**** by being careful not to give out my personal information like my full name, e-mail address, phone number, age or home address to people I chat to online.
- I won't **MEET**** up with anyone I have chatted with online, because they might not be who they say they are.
- I won't **ACCEPT**** e-mails, direct messages, pictures or texts from anyone I don't know or trust as they may contain viruses, unpleasant or inappropriate messages.
- I will check the **RELIABILITY**** of the information I find online. It may be wrong or someone may be lying.
- I will **TELL**** my parent, carer or a trusted adult if someone or something online makes me feel uncomfortable or worried, for example being bullied online.
- I will **EDUCATE**** others by sharing my knowledge of how to behave appropriately online.
- I will be **RESPONSIBLE**** by being aware that I am accountable for my actions on social media and online.

North Ayrshire Council - SMARTER, SAFER SCHOOLS

## North Ayrshire Pupil Definition:

Being switched on when using websites and social media and being able to use them confidently, happily and safely.

## Draft National Guidance for Child Protection in Scotland 2020 definition:

Online child abuse is any type of abuse that occurs in the digital environment and the internet, facilitated through technology and devices such as computers, tablets, mobile phones, gaming devices and other online-enabled devices.

## 10 TOP TIPS

- 1 Don't post any information about yourself online eg. your address, email address or phone number.
- 2 Be careful what you share - if you wouldn't want your family or teachers to see it, it's probably better not to post it. Once it's online, it's out of your control.
- 3 Keep your privacy settings as high as possible, you are in control of what people see and have access to.
- 4 Always make strong passwords/passphrases and never share them with anyone, other than a trusted adult.
- 5 Don't meet up with people you've met online and don't befriend people that you don't know. Speak to a trusted adult about any person who suggests you meet up.
- 6 Remember that not everyone online is who they say they are.
- 7 Respect other people's views. Even if you don't agree with someone else's views it doesn't mean you need to be rude.
- 8 If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website and tell a trusted adult immediately.
- 9 Always remember that not everything you read on the Internet is true.
- 10 Help others by sharing what you know about responsible use of the Internet.

**I KNOW WHAT YOU ARE THINKING !**

**I KNOW WHERE YOU ARE !**

**I KNOW WHAT YOU ARE DOING !**

**I CAN SEE YOU !**

Alternative social media icons created by Sharon Kelly, St Greenwood Academy, Irvine





# Anti-Bullying



Standard Circular M6



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

COMMUNITIES DIRECTORATE (EDUCATION SERVICE)

## ANTI-BULLYING POLICY

**Bullying; It's Never Acceptable**

Reference: SM/PG/JF

Date of Issue: August 2019

A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it all the more difficult for bullying behaviour to flourish or be tolerated.

It is the on-going aim to reduce and eradicate bullying behaviour by:

- Raising awareness of bullying behaviour
- Creating and supporting a culture of respect, care and consideration of others
- Ensuring that all staff, pupils, parents and carers are aware of school procedures and strategies on dealing with instances of bullying
- Having built in monitoring and evaluation mechanisms to ensure that procedures are being consistently applied.





**Respect for All** and North Ayrshire's response policy **Bullying: It's Never Acceptable** (in partnership with **respectme** – Scotland's anti bullying service) provides an overarching framework and context for all anti-bullying work to be undertaken in all our schools and establishments. The policy aims to build capacity, resilience and skills in children and young people, and all those who play a role in their lives, to prevent and deal with bullying. It utilises the skills built in nurture and restorative practice and the associated appendices provide comprehensive strategies for responding to bullying behaviours.

**Respect for All:**  
The National Approach to  
Anti-Bullying for Scotland's  
Children and Young People



# Child Trafficking

**“The recruitment, transportation, transfer, harbouring or receipt of a child for the purposes of exploitation”.**

*Palermo Protocol*

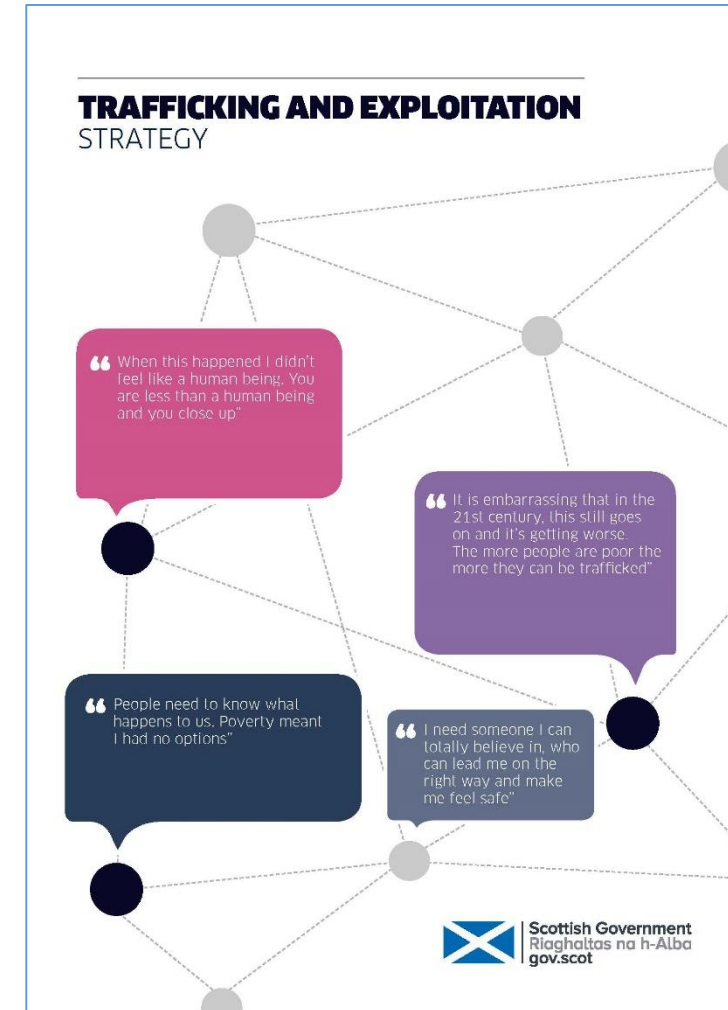
**Trafficking** is where children and young people tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Children are trafficked for:

- Sexual exploitation
- Benefit fraud
- Forced marriage
- Domestic slavery like cleaning, cooking and childcare
- Coerced labour in factories or agriculture
- Committing crimes, like begging, theft, working on cannabis farms or moving drugs

**Trafficked children** experience many types of abuse and neglect. Traffickers use physical, sexual and emotional abuse as a form of control. Children and young people are also likely to be physically and emotionally neglected and may be sexually exploited

Always take **timely and decisive action** due to the risk of the child being **moved**.

*Getting It Right For Vulnerable Children and Young People in North Ayrshire 2018*  
*New Legislation in Scotland - **Human Trafficking & Exploitation (Scot ) Act 2015***



# Female Genital Mutilation

The World Health Organisation defines FGM as all procedures that involves partial or total removal of the female genitalia, or other injury to the female genital organs.

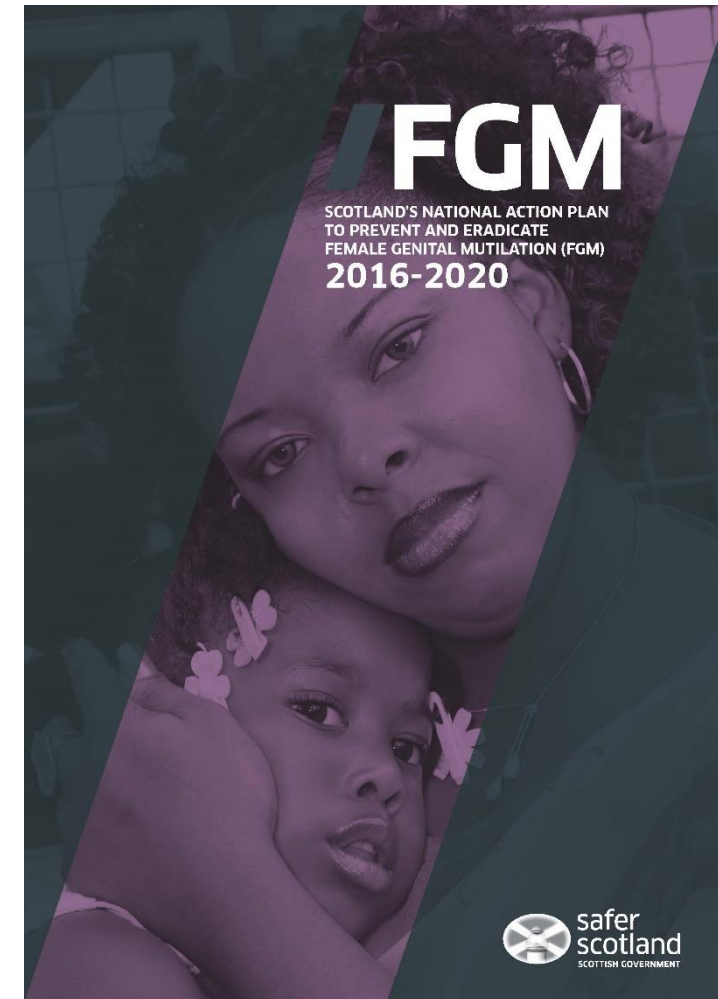
## FGM is a violation of human rights

The Prohibition of Female Genital Mutilation (Scotland) made it a criminal offence to have FGM carried out in Scotland and abroad. (The Scottish National Action Plan to Prevent and Eradicate FGM; Equally Safe – Scotland's for Preventing Violence Against Women and Girls)

**Women and young girls may be trafficked outwith the UK to have the procedure.**

**There is growing evidence that female genital mutilation is being arranged in Scotland/the UK.**

School summer holidays emerge as a particular time of risk as it is thought that the girls and young women will heal and recover for the procedure in time to return to education.



# Female Genital Mutilation

All staff should be particularly vigilant in relation to parents informing the establishment of planned absences over a number of weeks. **Any information should be passed to the Head of Establishment or CP Co-ordinator immediately.**

FGM is a violation of the rights of the child. **The practice is illegal in the UK** and will cause severe physical and psychological trauma to victims both in the short and long term.

**FGM is a CHILD PROTECTION issue – follow Child Protection processes immediately.**

Office staff in school who deal with attendance should be aware of the necessity to report any concerns to the CP Co-ordinator immediately.





# Honour Based Abuse and Forced Marriage

A **Forced Marriage** is conducted without the full and free consent of both parties and where duress is a factor. This can include physical, psychological, financial, sexual and emotional abuse. A forced marriage is different from an 'arranged marriage'.

**Forced Marriage** may be a risk alongside other forms of '**Honour-Based Abuse**' (HBA). HBA includes practices used, within families and communities, to protect perceived cultural and religious beliefs and/or 'honour' and control behaviour. HBA may be triggered by perceived transgressions such as:

- "inappropriate" make-up or dress
- Having a boyfriend/girlfriend
- Relationship with someone with different faith/religion
- Intimacy in a public place
- Pregnancy outside marriage
- Identifying as LGBT





# Honour Based Abuse and Forced Marriage

Most **Forced Marriage** or **HBA** victims are female, although boys who identify as gay, bi-sexual or transgender are also affected.

**Forced Marriage** and **HBA** is both a child and adult protection matter. **Child Protection** processes should be followed up to the age of 18.

Legislation for forced marriage is in place and a 'Forced Marriage Protection Order' can be used to protect those at risk.

Potential indicators of **Honour-Based Abuse** and **Forced Marriages** include:

- Concerns raised by child, friend or family member.
- Education concerns (absence, decline in engagement/behaviour, changes in, depression, eating disorder) appearance, etc)
- Health concerns (self-harming, attempted suicide)
- Police concerns (domestic abuse, issues in family home)
- Direct engagement with the family is not advised as this may aggravate the risk to a child.

**Child Protection procedures should be followed**



# Radicalisation and Extremism

**PREVENT** is part of **CONTEST**, the government counter-terrorism strategy, it is designed to tackle the problem of terrorism at its roots, preventing people from supporting terrorism or becoming involved in terrorism themselves.

**PREVENT** is essentially about recognising when individuals, particularly those who are **vulnerable**, are being **exploited**, and responding effectively in partnership with other statutory agencies when concerns arise.

There is no single profile of a person who is likely to become involved in extremism or radicalisation. Also, there is no universally accepted view of why vulnerable individuals might become involved in such activities.

Radicalisation and Extremism refers to a number of areas. For example:

- **Sectarianism**
  - **Terrorism**
  - **The Far Right**
  - **Animal Rights**
- (WRAP) Workshop to Raise Awareness of PREVENT training is available via the council's e-learning platform (i-Learn) - <http://naconnects.north-ayrshire.gov.uk/people/learning-development/e-learning.aspx>*

**All staff are required to complete the i-Learn module**



# Summary – Responding to Child Protection & Safeguarding Concerns



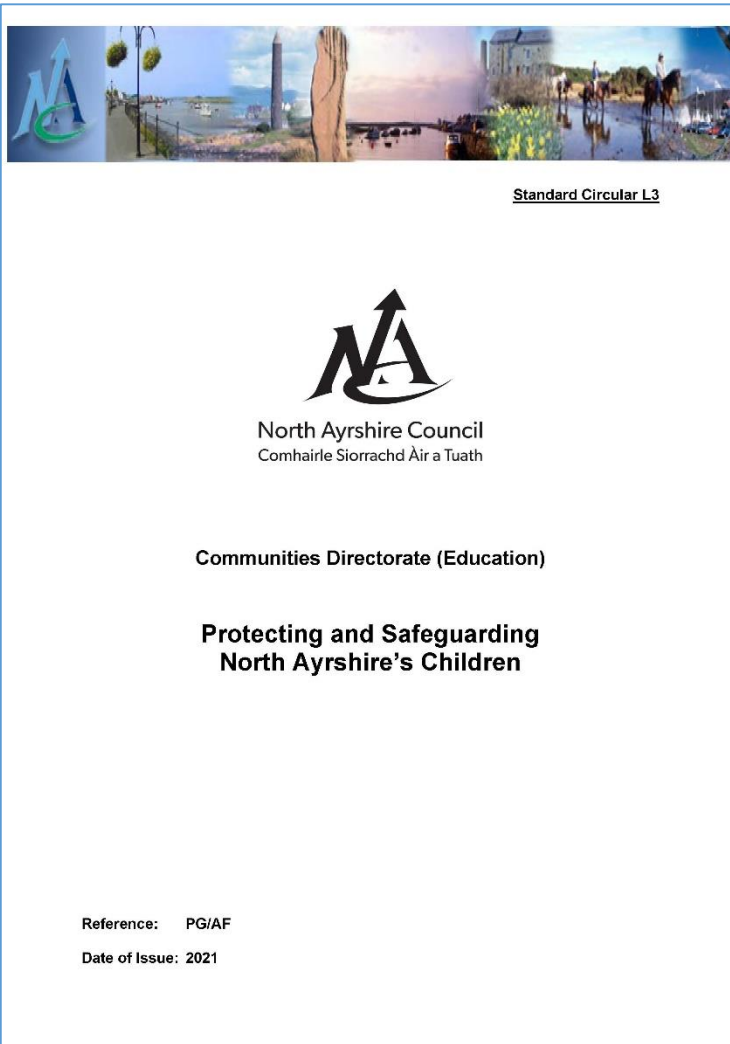
Where there is concern about child protection or safeguarding (**child abuse, neglect or exploitation**) you should:

- Discuss your concerns with the Child Protection Co-ordinator (or member of Senior Management Team) **immediately**. The CP Co-ordinator will decide on an appropriate course of action.
- Establish with the CP Co-ordinator when and how concerns should be recorded/shared, including, if and when, following consultation with Social Work, **if this information can be shared with parents/carers**.
- Ensure you are clear with regards to the establishment policy and procedures.
- Formalise with the Child Protection Co-ordinator what further support the child is likely to need and how best this can be met..





# Protecting and Safeguarding North Ayrshire's Children



**Standard Circular L3: Protecting and Safeguarding North Ayrshire's Children** provides guidance for policy and practice within all Education establishments to secure the care and wellbeing of all children and young people and to ensure an appropriate response when concerns are identified.

All staff are required to be familiar with SC L3 and to follow the procedures and guidelines it contains. *(A copy of this policy can be found on Connects, Glow and the **Staff CP Notice Board within all establishments**).*

# Key Agency Contacts

## **SERVICE ACCESS TEAMS**

If you are concerned about a child it is important that this information gets to the right people as soon as possible. The best people to contact are the social services team for the area in which the child lives. If you are not sure which area the child lives, then contact Irvine Social Services. **If you are trying to contact Social Services out of office hours, then telephone: 0800 328 7758**

<b>Arran Area Office</b>	For Arran	01770 600742	RSArran@north-ayrshire.gov.uk
<b>Irvine Area Office</b>	For Irvine and Kilwinning	01294 310300	RSIrvine@north-ayrshire.gov.uk
<b>Kilbirnie Area Office</b>	For Garnock Valley	01505 684551	RSKilbirnie@north-ayrshire.gov.uk
<b>Largs Area Office</b>	For North Coast	01475 687592	serviceaccess@north-ayrshire.gov.uk
<b>Three Towns Area Office</b>	For Stevenson, Saltcoats and Ardrossan	01294 310005	RS3Towns@north-ayrshire.gov.uk

**Police Scotland** at any police office or  
by calling 101 or 999 in case of  
emergency



# Useful Documents and Websites

North Ayrshire Child Protection Committee [www.childprotectionnorthayrshire.info](http://www.childprotectionnorthayrshire.info)  
[www.cpckids.co.uk](http://www.cpckids.co.uk)

- Barnardos – [www.barnardos.org.uk](http://www.barnardos.org.uk) (Child Sexual Exploitation material)
- CEOP – [www.ceop.police.uk/safety-centre/](http://www.ceop.police.uk/safety-centre/)
- Female Genital Mutilation – [www.forwarduk.org.uk/key-issues/fgm](http://www.forwarduk.org.uk/key-issues/fgm)
- North Ayrshire GIRFEC – [www.girfecna.co.uk](http://www.girfecna.co.uk)
- National Child Protection Guidance (Draft) – [here](#)
- National Risk Framework – [www.gov.scot/Resource/0040/00408604.pdf](http://www.gov.scot/Resource/0040/00408604.pdf)
- Pan Ayrshire GIRFEC – [www.girfec-ayrshire.co.uk/](http://www.girfec-ayrshire.co.uk/)
- Shakti Women's Aid – [www.shaktiedinburgh.co.uk](http://www.shaktiedinburgh.co.uk)
- UNICEF – UN Rights of the Child – [www.unicef.org/crc/](http://www.unicef.org/crc/)

