



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

# Protecting and Safeguarding North Ayrshire's Children

August 2020 – June 2021

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



**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



# Protecting and Safeguarding

Everyone's  
Responsibility ★

Identification of  
Concerns ★

Reporting  
Disclosure/CP  
Concerns ★

Suicide  
Prevention ★

National  
Guidance ★

What is  
Significant  
Harm? ★

Getting it right  
for every child ★

Minimising  
Risk/Early Years ★

Abuse/Neglect ★

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

Click this on  
topic slides to  
return to this  
main menu



# 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

CSE

Domestic Abuse

FGM

Honour Based Violence & Forced Marriage

Online Safety

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 member of staff are

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







# 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**





# 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>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>



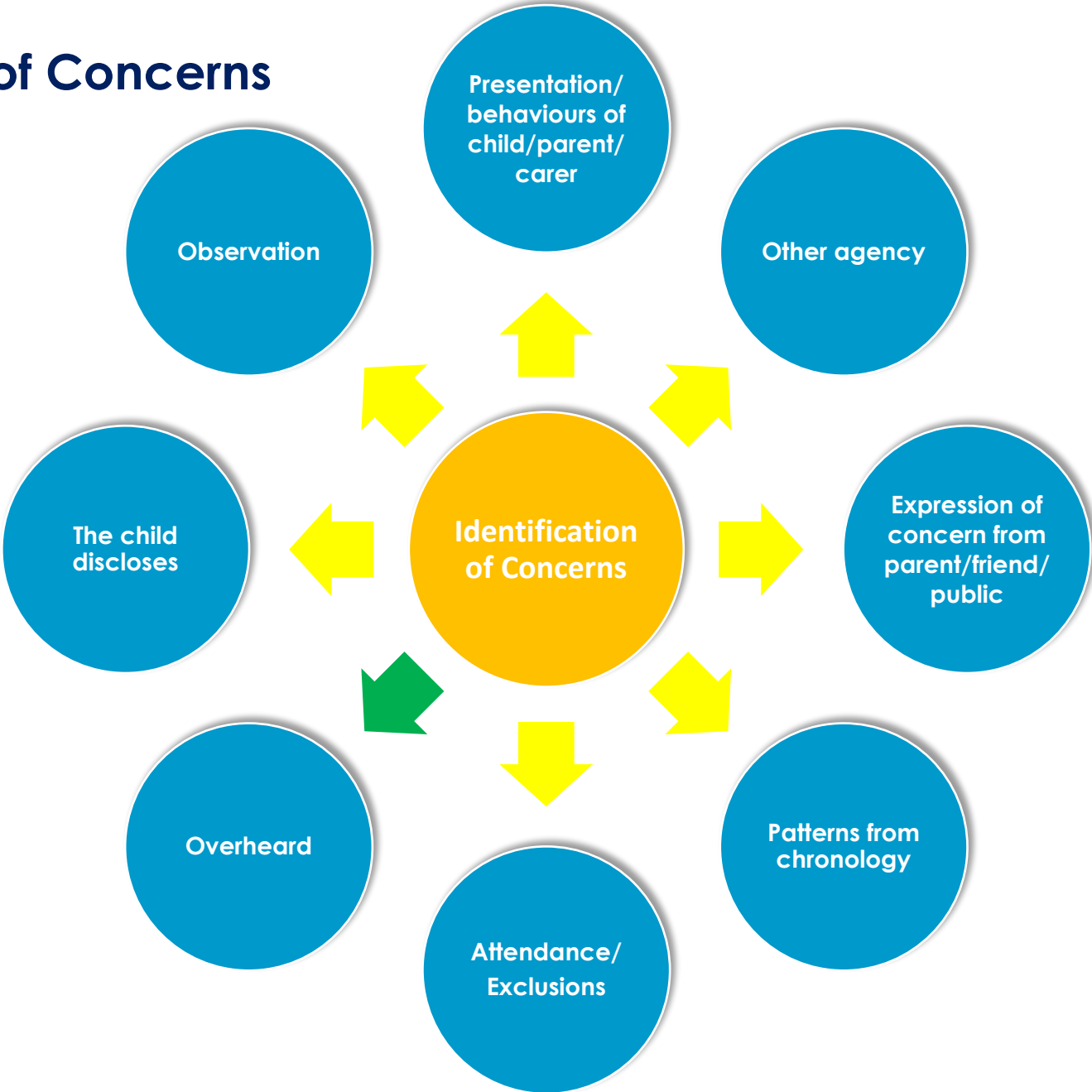
North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath







# Identification of Concerns





# 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 Education Officer, 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***

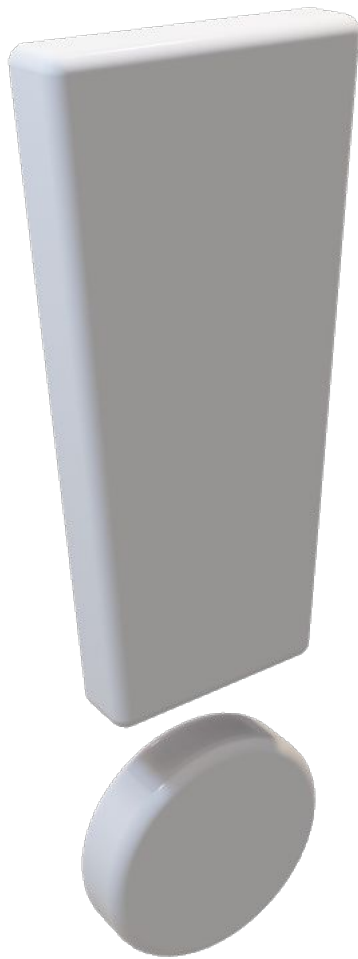




# Immediate Concerns - Suicidal Ideation

**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 to disable a plan, if one is in place.



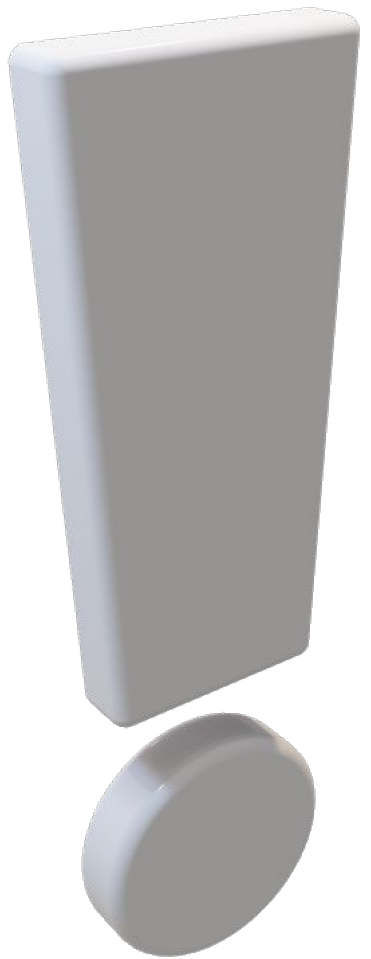


# Immediate Concerns - Suicidal Ideation

- 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**

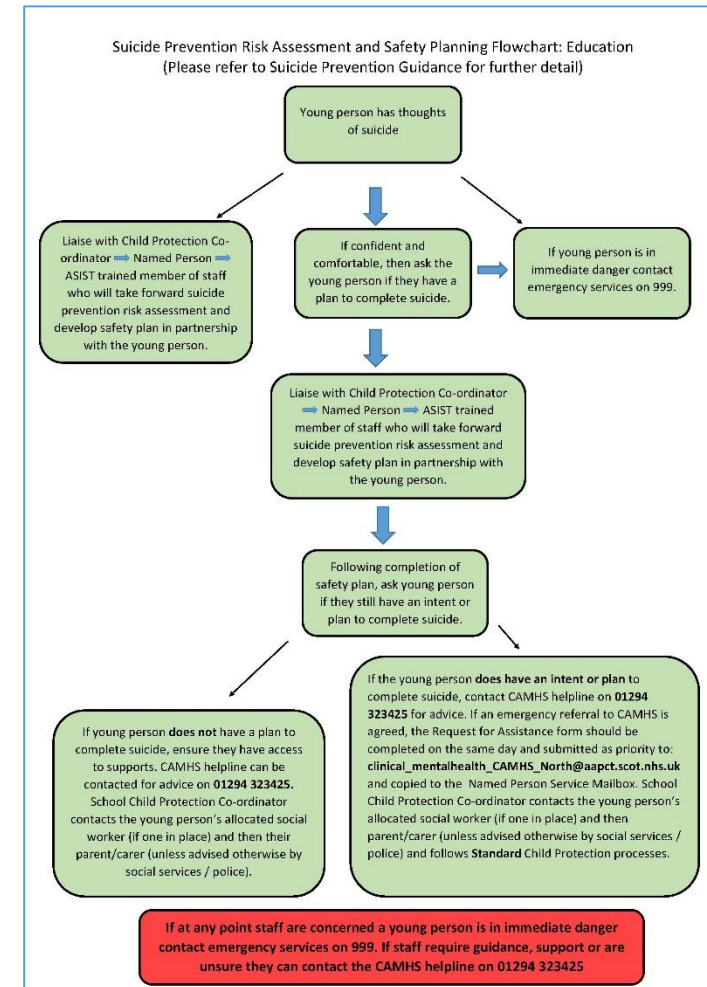
**At all times, the safety and wellbeing of the young person will remain the priority.**





# 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**



# 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***



Standard Circular A16



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath  
Education and Youth Employment

**Children Missing from Education  
and  
Pupil Transfer**

Reference: EM/AF  
Date of Issue: August 2019





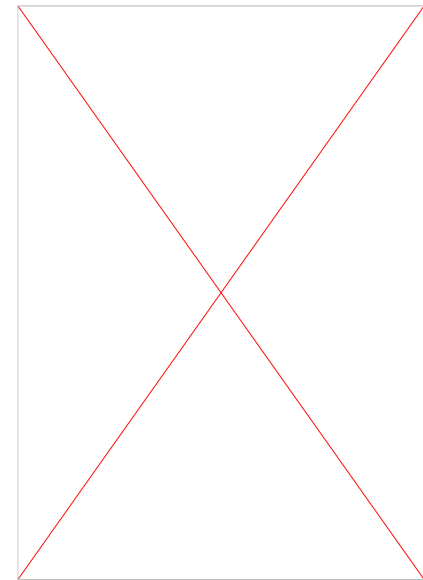
# National Guidance for Child Protection 2014



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 2014



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.**




North Ayrshire Child Protection Committee

**Understanding Child Protection**

Self-Learning Pack 2019

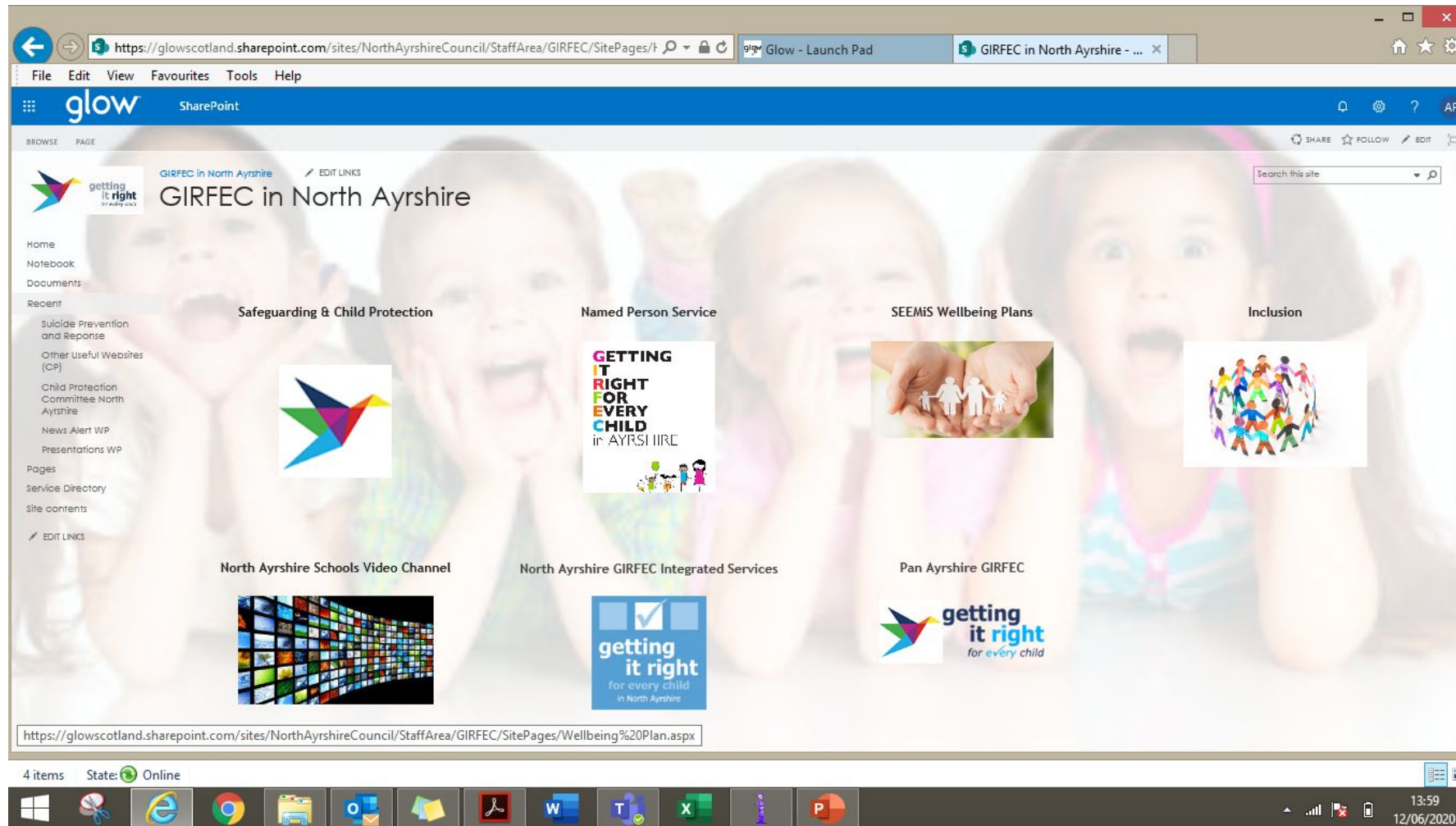
Promoting Good Practice in Child Protection



*Care Protection Commitment to North Ayrshire's Children*  
[www.childprotectionnorthayshire.info](http://www.childprotectionnorthayshire.info)



# Getting it right for every child in North Ayrshire



The **Getting it right for every child in North Ayrshire** Glow tile contains separate areas for **Safeguarding and Child Protection, Named Person Service and Wellbeing Assessment and Plans** and provides links to GIRFEC North Ayrshire and GIRFEC Pan Ayrshire websites

All staff should complete the GIRFEC module on the Pan Ayrshire website  
–<http://girfec-ayrshire.co.uk/training/>








# Wellbeing Concerns

## Getting it right for every child Pathway

- Named Person 0-5
- Lead Professional
- National Practice Model
- Holistic Assessment of Need/Staged Intervention
- Wellbeing Plan
- Multi Agency Discussions (TAC)

### Getting it right for every child

This framework illustrates Ayrshire's single system of assessment, planning, action and review for children. It has been developed and agreed by East, North and South Ayrshire Councils, Health and Social Care Partnerships, NHS Ayrshire & Arran, Scottish Children's Reporter Administration and colleagues in the Third Sector. It explains each of the core components of **Getting It Right For Every Child (GIRFEC)**. The basic practice centres on the **Team Around the Child (TAC)** to make sure that children receive support at the right time from the right people. Our approach is based on a model of staged intervention underpinned by high quality assessment.



#### The family and universal services

The vast majority of children make their journey from birth to adulthood supported by their family.

The **Named Person** from the universal services of health or education works with the child and their family making sure that the child's wellbeing is promoted, supported and safeguarded. Universal services provision includes any service which is routinely available to support children from birth until 18 years of age. Responses to a child's wellbeing should provide help and support for the child/family in an appropriate, proportionate, inclusive and less intensive way. As children make the transition from one universal service to the next, a discussion takes place with the child/family. The **Named Person** maintains a **Chronology** and shares any relevant and proportionate information about wellbeing with the next **Named Person**.

#### Some children will need more help...

**Additional support within universal services**

Some children/young people need a bit of extra help from universal services to make sure their wellbeing develops as it should.

The **Named Person** and the appropriate specialist from the National Practice Model support the child and their family to access specialist services. The TAC will support the child and their family to access specialist services to support their wellbeing. The TAC will support the child and their family to access specialist services to support their wellbeing. The TAC will support the child and their family to access specialist services to support their wellbeing.

**Specialist help from a multiagency team**

A small proportion of children will need services or agencies to support their wellbeing. The TAC will support the child and their family to access specialist services to support their wellbeing. The TAC will support the child and their family to access specialist services to support their wellbeing. The TAC will support the child and their family to access specialist services to support their wellbeing.

**Enhanced multiagency to overcome adversity and risk**

This is part of multiagency working and refers to situations where there is assessment of a temporary risk for Social Work Services. This will be a very small proportion of children. It may also mean that there is involvement of Child Protection.

A child may have a temporary risk for Social Work Services. This will be a very small proportion of children. It may also mean that there is involvement of Child Protection.

If there is a temporary risk for Social Work Services, the child will be supported by the Local Authority. The Local Authority will support the child and their family to access specialist services to support their wellbeing. The Local Authority will support the child and their family to access specialist services to support their wellbeing. The Local Authority will support the child and their family to access specialist services to support their wellbeing.


**Key Features:**

- Discussion with the Child:** The child's views are taken into account.
- Single Agency Chronology:** A record of all services the child is receiving.
- Lead Professional (LP):** A professional who leads the TAC.
- Information Sharing:** All relevant information is shared between agencies.
- Request for Assistance:** A way for the TAC to ask for help from other agencies.
- Targeted Intervention:** Support is provided to the child and their family.
- The Child's Plan:** A plan for the child's wellbeing.
- Named Person (NP):** A professional who supports the child and their family.
- Wellbeing Indicators:** A way to measure the child's wellbeing.
- My World Triangles:** A way to understand the child's world.
- Resilience Matrix:** A way to build the child's resilience.

## GETTING IT RIGHT FOR EVERY CHILD in AYRSHIRE

PRACTITIONER GUIDE


AUGUST 2018



# Early & Effective Intervention

## GETTING IT RIGHT FOR EVERY CHILD in AYRSHIRE

Good Practice Outcomes Guide



## Chronologies – SEEMiS and AYRshare

### Named Person

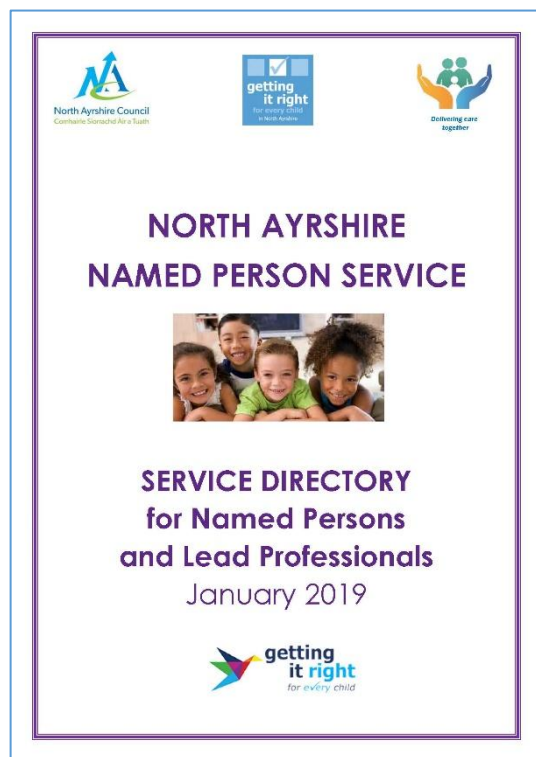
0-5 – Health Visitor/Nurse Practitioner  
 5-18 – Head Teacher/PT Pastoral Support





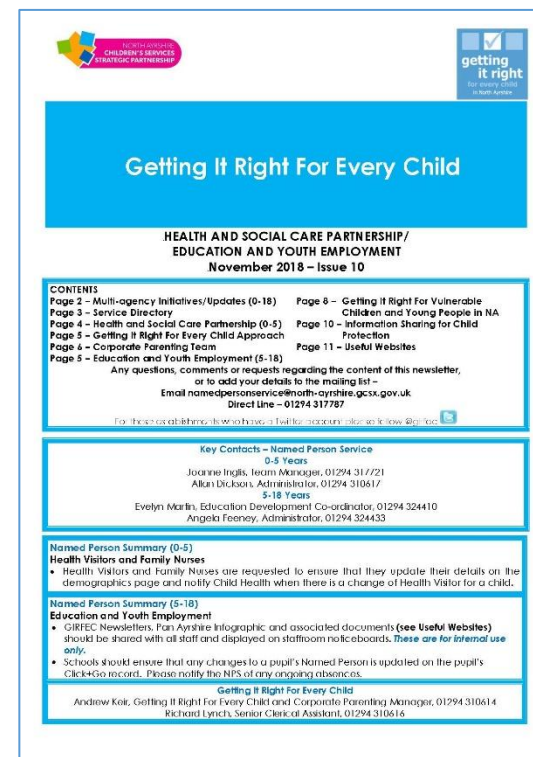
# Named Person Service

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.

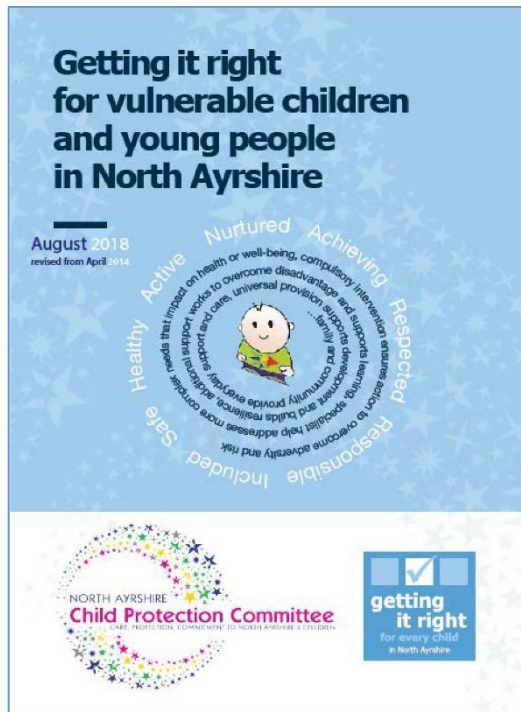
## EXAMPLES FROM INDEX

### 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

Children with disabilities are **three to four times** more likely to be abused/neglected due to:

- Inability to recognise appropriate behaviours
- Reduced opportunities for socialisation
- Increased experiences of intimate care
- Impaired communication skills
- Low self-esteem and self-image
- Reluctance/lack of confidence to report concerns



## 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 Experience 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.



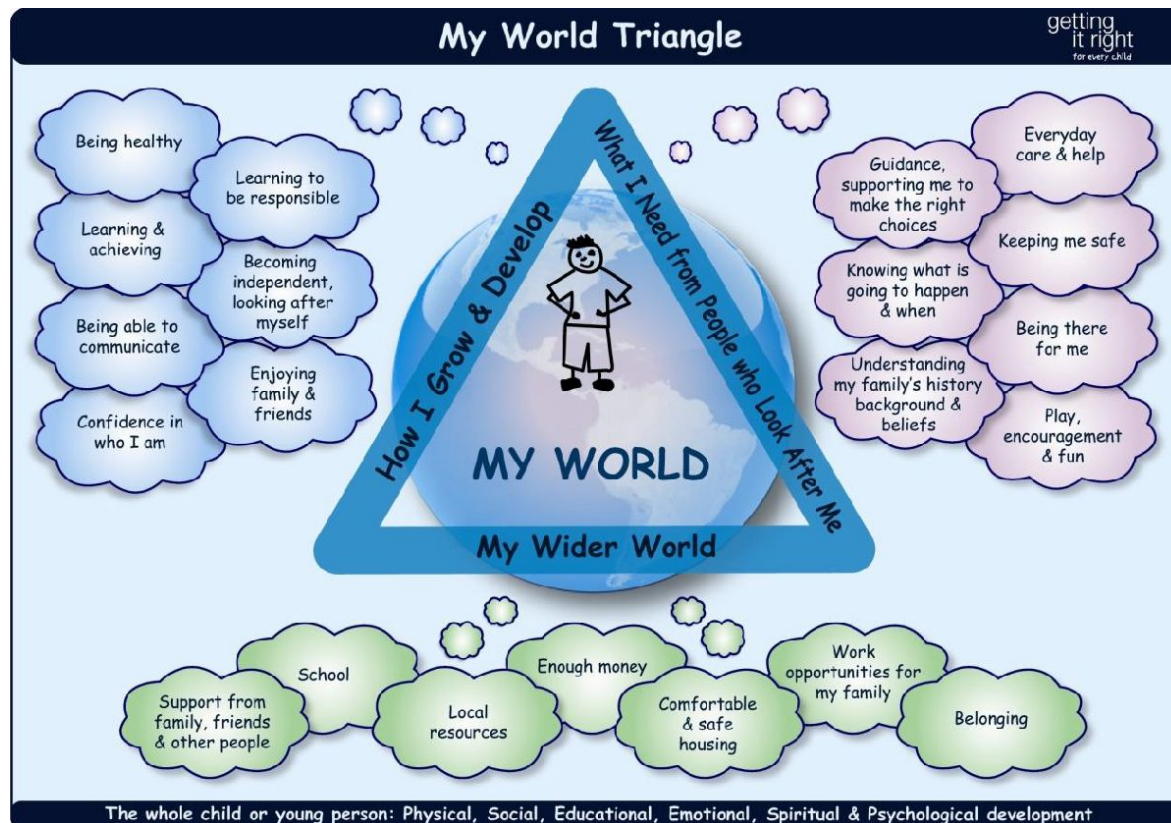
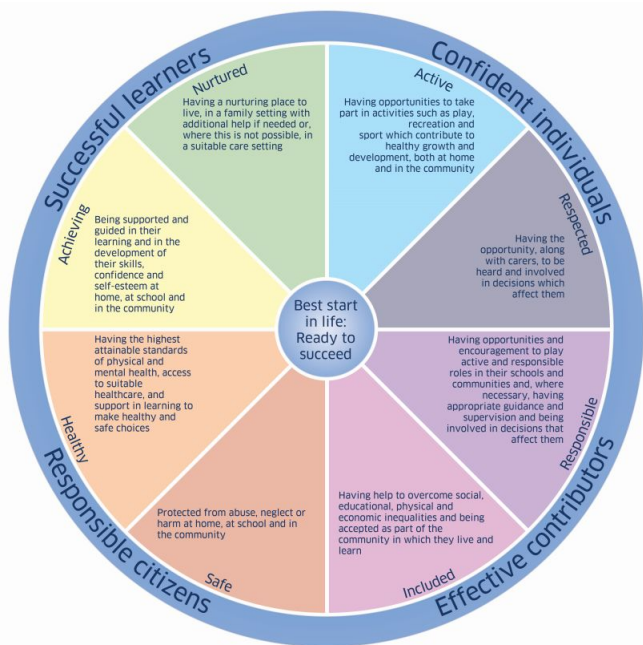


# Minimising Risk

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.

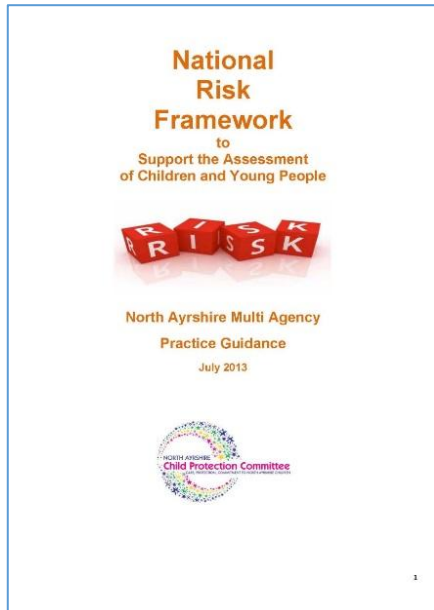






# National Risk Framework

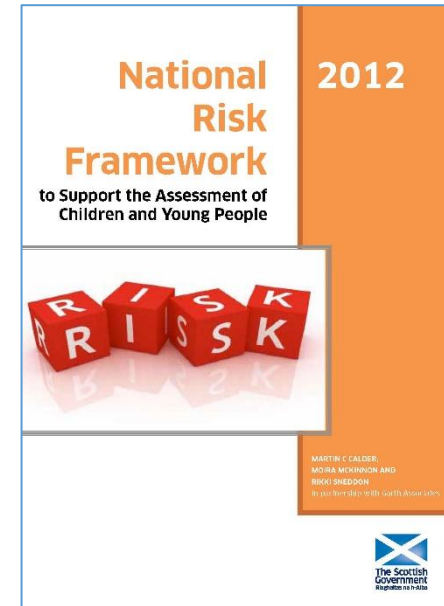
Assessment tools such as the **National Risk Framework 2012** or **North Ayrshire Practice Guidance 2013** should be used by Named Persons and CP Co-ordinators to help assess both risk and protective factors



## 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**.





# 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.



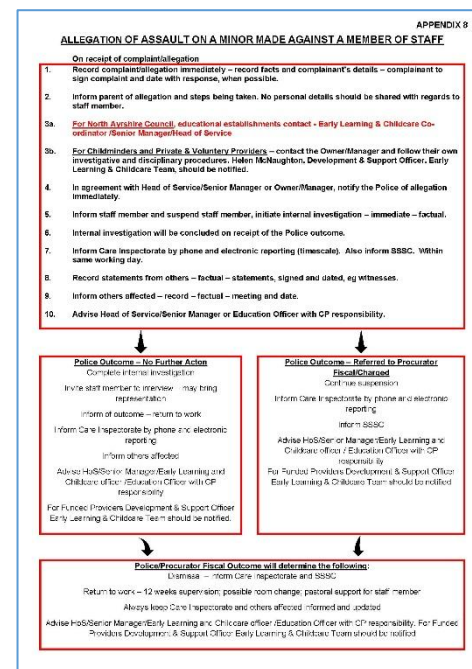


# Responding to Allegation - Early Years Processes

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.
- **Emotional** Somebody may abuse or neglect a child **by inflicting, or by failing to act to prevent**, significant harm to the child.
- **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/burns

Change in appearance

Distracted

Refusal to discuss injuries

Untreated injuries

Changing name

Weight loss/gain

Chronic running away

Fear of returning home

Withdrawal from physical contact

Changing friends

Dressing to impress

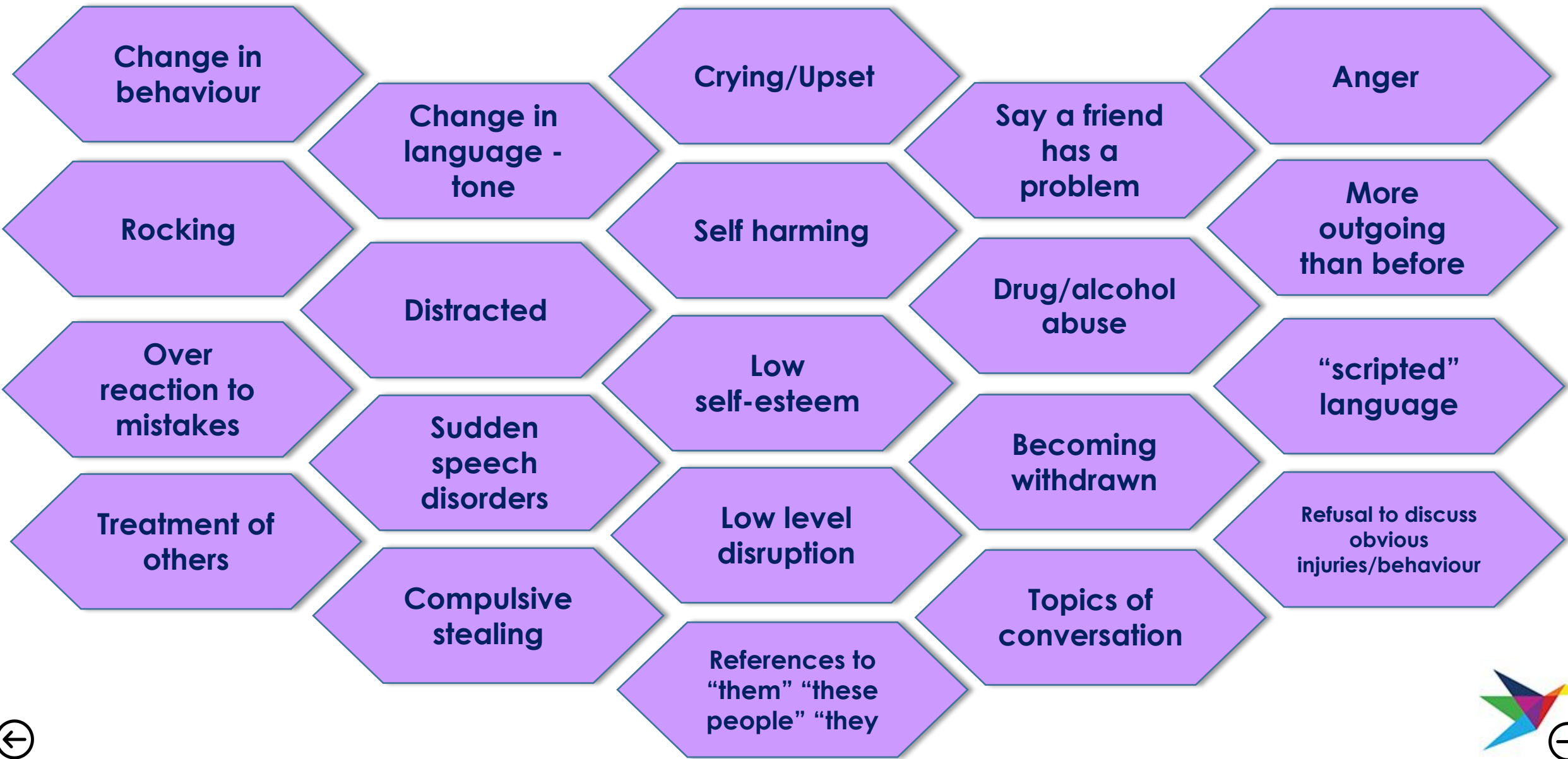
Hair style/ piercings etc

Symbols/ tattoos





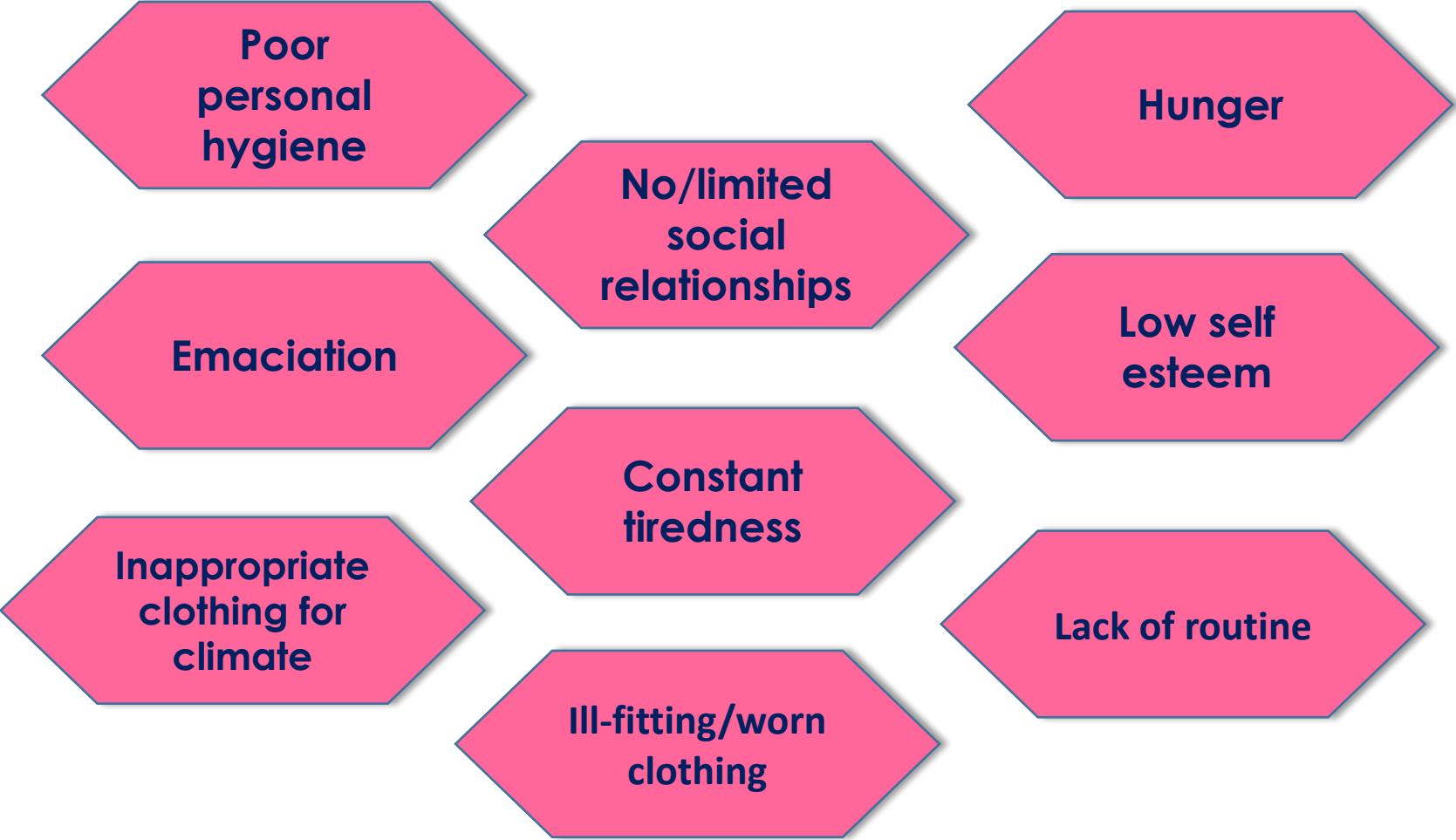
# Emotional/Verbal







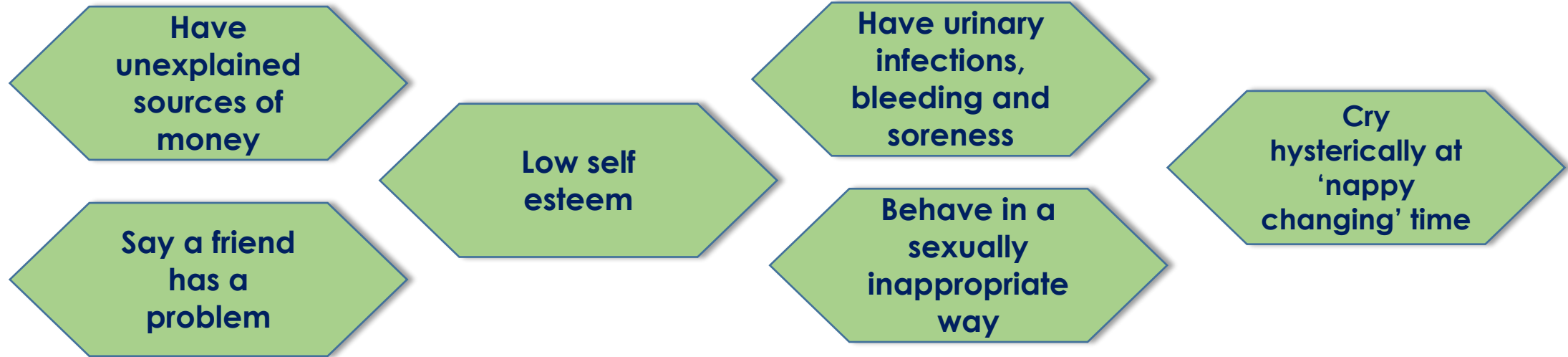
# Neglect





# 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



**Sexual Abuse**

**Child Sexual Exploitation**



# Child Sexual Exploitation - What is CSE?

Child sexual exploitation is 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.

CSE is a form of child sexual abuse.

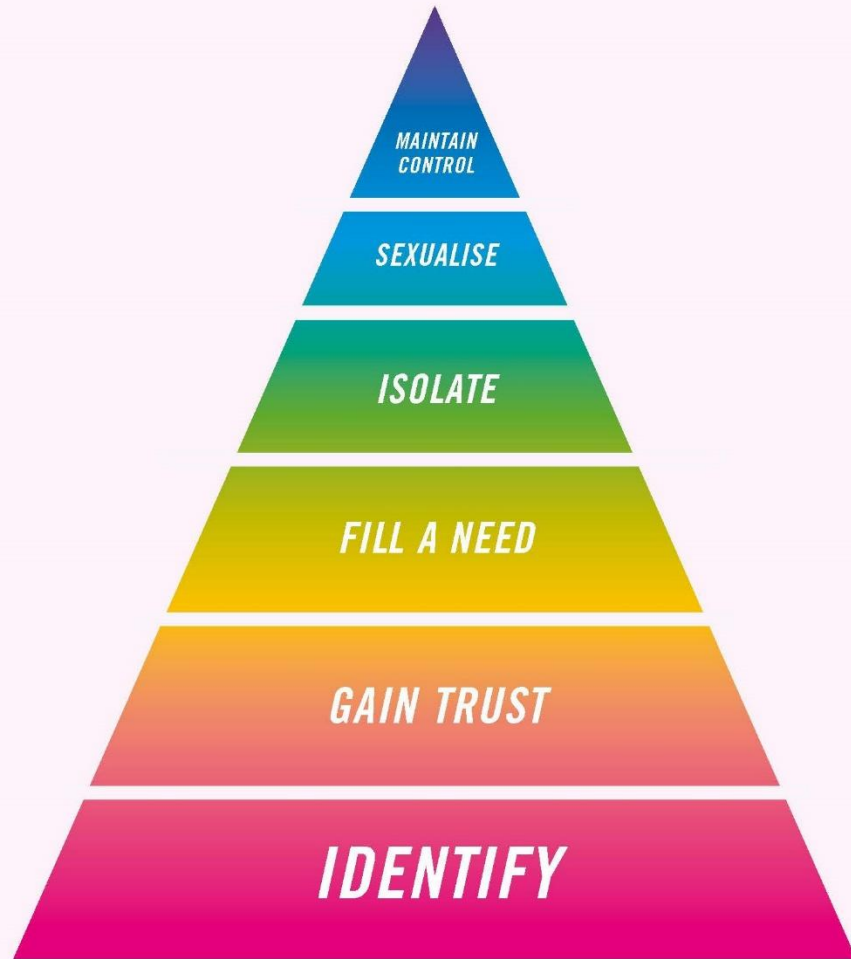
## **Also like other forms of sexual abuse, CSE:**

- 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.

**CSE is a form of Sexual Abuse and Child Protection processes should be followed immediately**

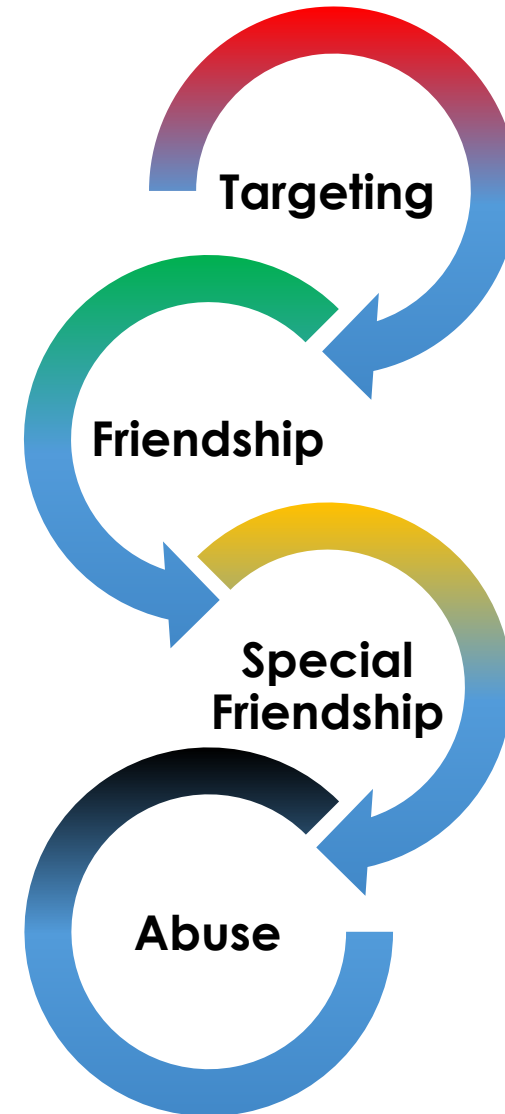


SESSION 2:  
**THE GROOMING TRIANGLE**



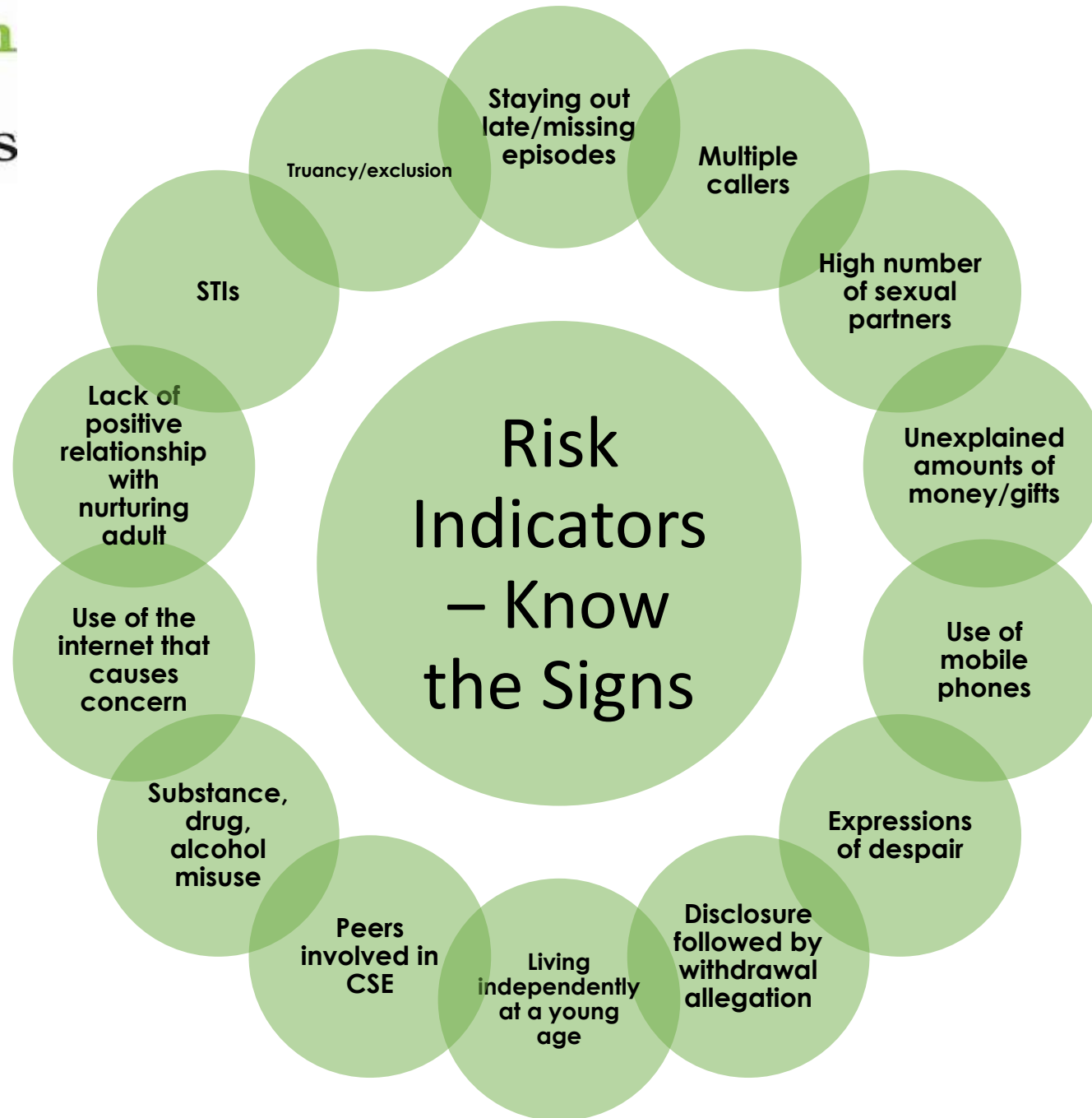
Adapted from Dr Michael Welner

## Stages of Grooming









# Child Sexual Exploitation



getting it right  
for every child

**Child Sexual Exploitation  
Definition and Practitioner  
Briefing Paper**

Scottish Government  
Riaghaltas na h-Alba  
gov.scot



# Adult Support & Protection

**The Adult Support and Protection (Scotland) Act 2007 introduced legislation to protect people 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 ASP.**

**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.**



# Adult Support & Protection

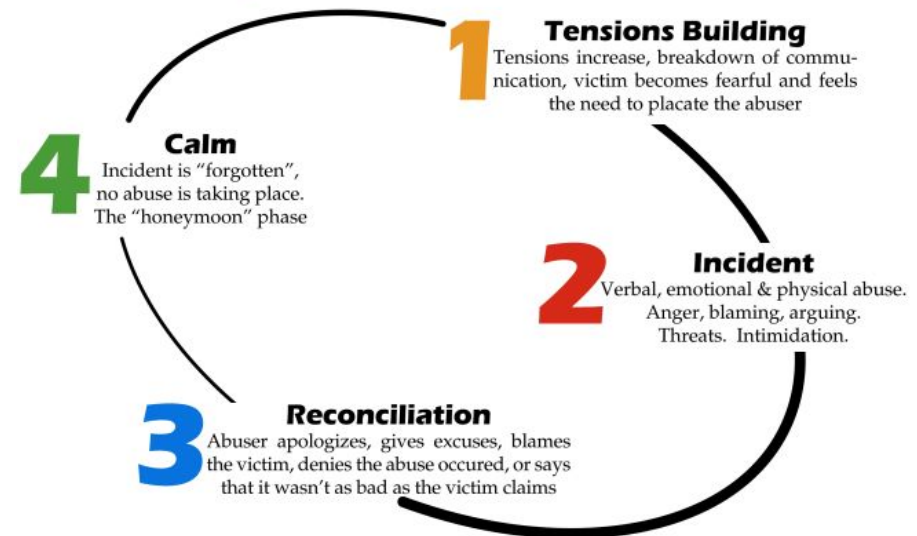


## Domestic Abuse Scotland Act 2018

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.



## Cycle of Abuse



# Domestic Abuse – Impact on Children

## What children may experience when living with domestic abuse?

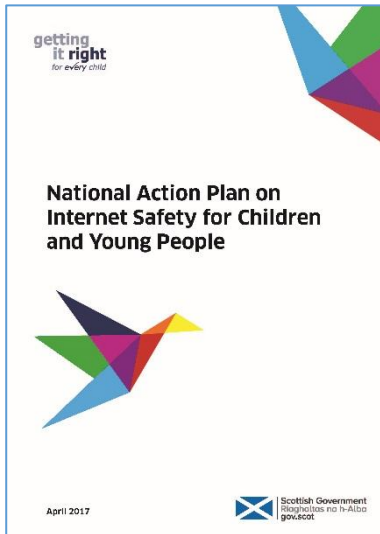
- The tension of waiting for it to happen
- Overhearing violent incidents
- Being degraded and belittled
- Drug/alcohol misuse
- Destruction of property or belongings
- Abuse of siblings and/or family pets
- Forced participation/being made to watch abuse and aftermath of injuries and distress
- Being deprived of family and social contacts (limiting disclosure)
- Day to day control of family life
- Arrests/attempted suicides/death





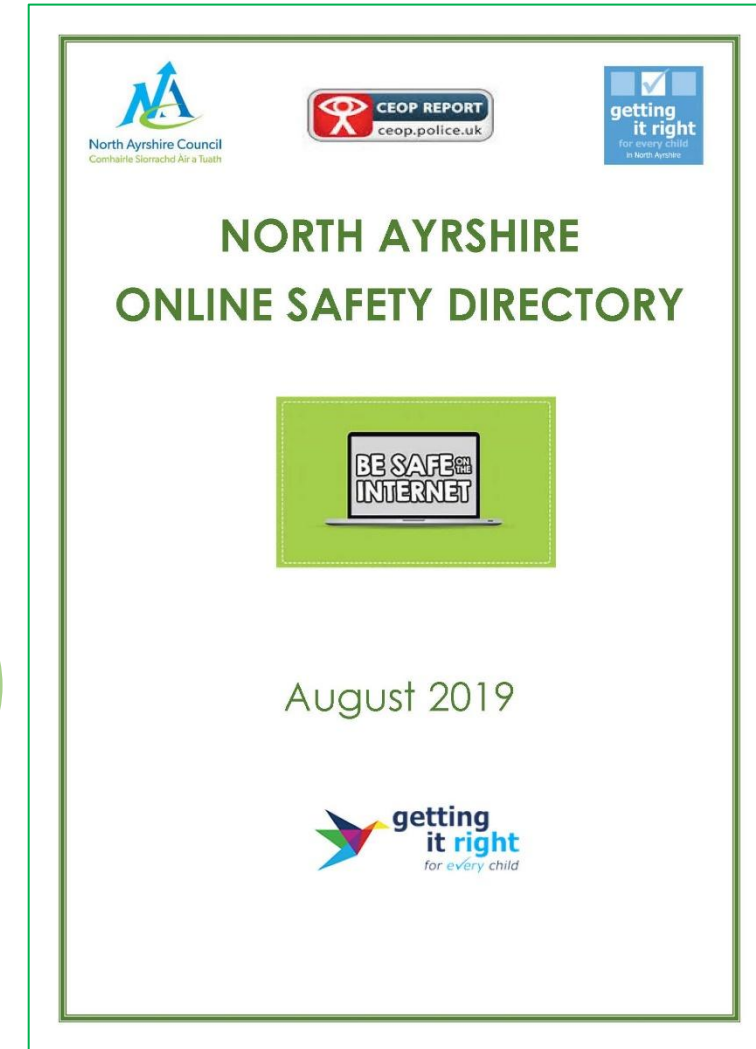
# Online Safety

**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

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.

## Online Safety Steering Group Definition:

Supporting children and young people to be safer on the internet by improving their knowledge of the risks and understanding their role in protecting themselves and others from harm by being responsible users of technology.

## 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 Shannon Kelly, SS 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: SMPG/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”.

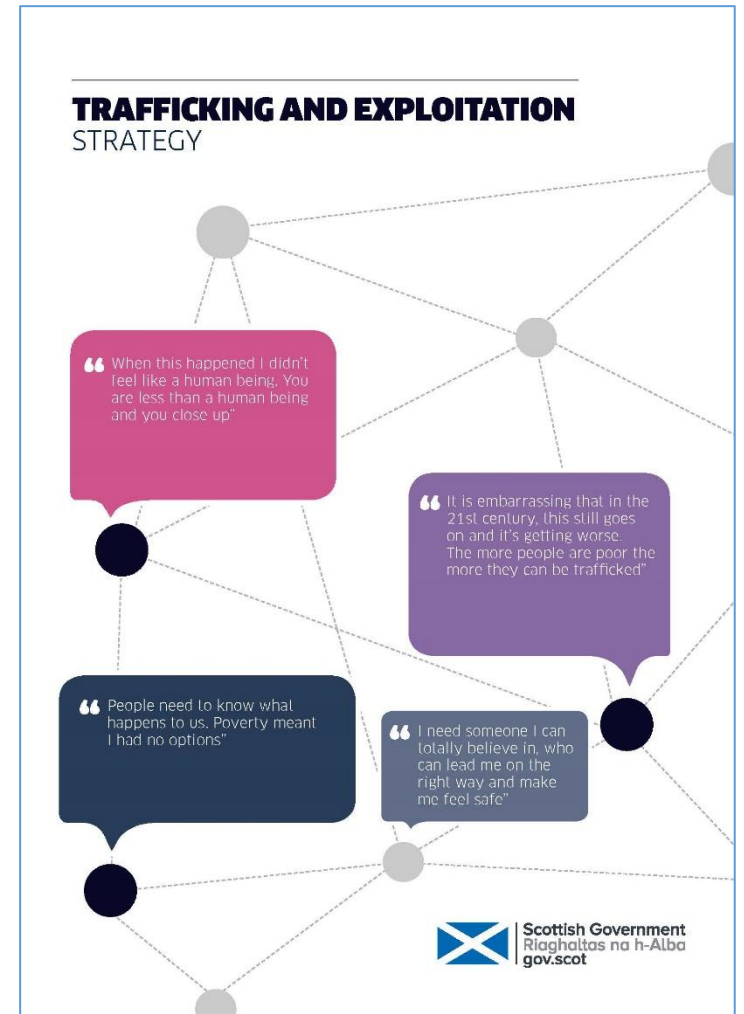
*Palermo Protocol*

## Child Trafficking is a Child Protection issue –

- Trafficking can affect children of all ages
- There is sometimes confusion between trafficking and people smuggling.

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.

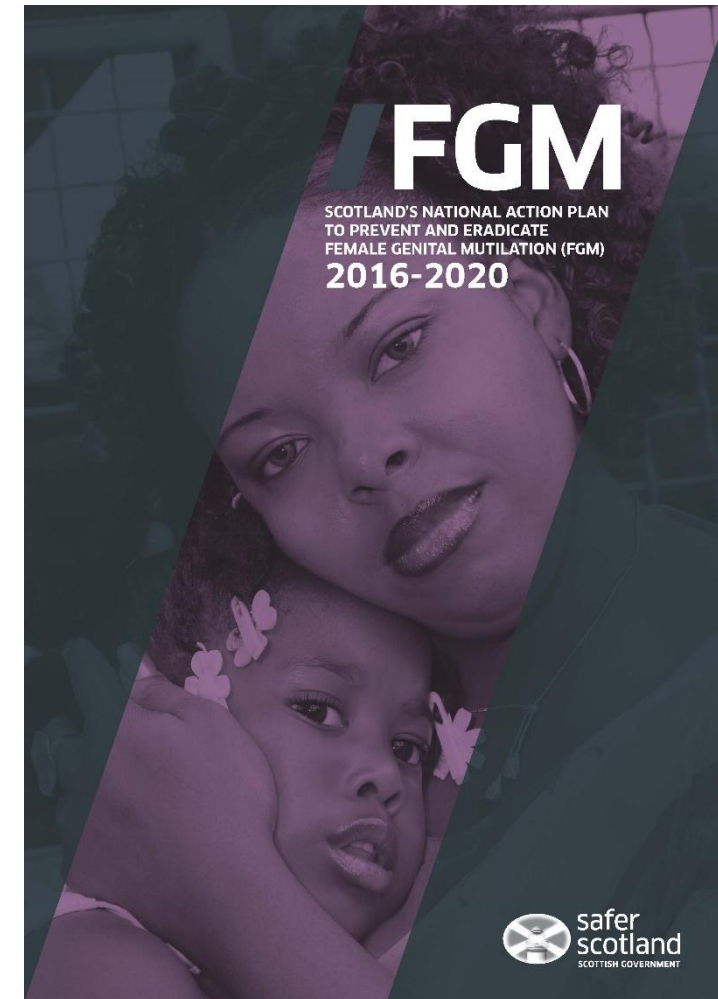
## FGM is a violation of human rights

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 Violence/Forced Marriage

Honour Crime, Honour Based Violence and 'Izzat' describe crimes of violence where the individual is being punished by their family or community for undermining the family.

This may include:

- physical abuse, sexual violence, forced marriage, imprisonment and murder.



The Scottish and UK Governments regard forced marriage as a form of **domestic abuse**, an abuse of human rights and *when children and young people are affected, **child abuse***.

**Honour based violence and forced marriage of child or young person is a CHILD PROTECTION issue – follow Child Protection processes immediately. Social Services and Police should be contacted without delay**



# 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



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

Communities Directorate (Education)

Protecting and Safeguarding  
North Ayrshire's Children

Reference: EM/AF

Date of Issue: August 2019

**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



# Education Contacts (5-18) During Office Hours and Outwith

\* Key Contacts for Child Protection

<u>Name</u>		<u>Telephone</u>	<u>Email</u>
<b>Caroline Amos *</b>	Mobile	07398 991597	
Head of Service	Office	01294 324416 (Cunninghame House)	carolineamos@north-ayrshire.gov.uk
<b>Philip Gosnay *</b>	Mobile	07798 577355	
Senior Manager (Inclusion)	Office	01294 324740 (Cunninghame House)	philipgosnay@north-ayrshire.gov.uk
<b>Gail Nowek</b>	Mobile		
Principal Psychologist	Office	01294 324589 (Cunninghame House)	gailnowek@north-ayrshire.gov.uk
<b>Evelyn Martin *</b>	Mobile	07770 093014	
Quality Improvement Officer	Office	01294 324410 (Cunninghame House)	evelynmartin@north-ayrshire.gov.uk



# Education Contacts (Early Years) During Office Hours and Outwith

\* Key Contacts for Child Protection

<u>Name</u>		<u>Telephone</u>	<u>Email</u>
<b>Calum Maxwell</b>	Mobile	07866 504826	
Senior Manager (Early Years)	Office	01294 324467 (Cunninghame House)	calummaxwell@north-ayrshire.gov.uk
<b>Yvonne Gallacher *</b>	Mobile	07887 552001	
Early Learning and Childcare Co-ordinator	Office	01294 324081 (Cunninghame House)	yvonnegallacher@north-ayrshire.gov. uk
<b>Lorraine Dobbs *</b>	Mobile	07712 288893	
Early Learning and Childcare Co-ordinator	Office	01294 317261 (Cunninghame House)	lorrainedobbs@north-ayrshire.gov.uk
<b>Diane Ferguson *</b>	Mobile	07548 611670	
Early Learning and Childcare Co-ordinator	Office	01294 317295 (Cunninghame House)	dianeferguson@north-ayrshire.gov.uk
<b>Helen McNaughton *</b>	Mobile	07775 547789	
Development and Support Officer	Office	01294 324066 (Cunninghame House)	hmcnaughton@north-ayrshire.gov.uk



# 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 – [www.gov.scot/Resource/0045/00450733.pdf](http://www.gov.scot/Resource/0045/00450733.pdf)
- 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/)





# CPC Training

Additional Training is available to all staff via the CPC training calendar that can be accessed via the CPC website. **Staff should seek permission from their line manager when applying for courses** <http://childprotectionnorthayrshire.info/cpc/training/>

Welcome to our Child Protection Learning & Development "Quick Dates" Leaflet showing you all the days we are offering multi-agency child protection training from January-December 2020

This programme, delivered by North Ayrshire Child Protection Committee, offers a wide range of learning and development opportunities for workers across the broad spectrum of child protection.

You can start your learning experience by downloading our Self Learning Pack – Understanding Child Protection, which is available on our website and provides a foundation level of information prior to progressing to 'Child Protection Awareness' course.

You should discuss your learning and development needs with your manager before applying to ensure suitability of course selected


Please refer to our interactive Learning & Development Programme for full course details and your eligibility to apply. To book online visit the Training Page of our website:

[www.childprotectionnorthayrshire.info](http://www.childprotectionnorthayrshire.info)


For everyone											
Child Protection Self Learning Pack											
Practice Reflection Improvement Short Module (PRISM) TBC											
Note: All training will begin at <b>9.30am</b> for morning sessions and <b>1pm</b> for afternoon sessions, refreshments will be available. Full day sessions are <b>9.30am-4.30pm</b> with lunch											
For the General Contact Workforce											
	Jan	Feb	Mar	Apr	May	Jun	Aug	Sep	Oct	Nov	Dec
Child Protection Awareness	AM	4			7		18		1		2
Chronology - Fit for Purpose -	AM	23					20				10
Domestic Abuse	AM		3			4					
Children's Rights	AM		12								
Child Sexual Exploitation	AM						26				8
Keeping Children Safer Online (CEOP)	FD	27		28		23		29	28	18	
Child Protection Awareness and Disability	FD				9					3	
Working with children and young people PSB Awareness	FD			3	11			10			
The Specific Contact Workforce											
	Jan	Feb	Mar	Apr	May	Jun	Aug	Sep	Oct	Nov	Dec
National Risk Framework for the Assessment of Children and Young People	FD	6								12	
Children Living with Parental Mental Health Issues	FD				19						
Emotional Abuse and Neglect	FD		5							5	
GOPR - Children Living with Parental Substance Use	AM		10					1			
Working with Resistant Families	AM	13						3	20		
Working with Children and Young People PSB -AIM intervention-	2FD					1/2					
Child Sexual Abuse -Break the Silence-	PM	23			7						
Trauma Informed Practice	FD			23	12			15		10	
Under Pressure Zero Tolerance <b>**New for 2020**</b>	FD						27	23			
SCRA Mock Hearing Module	10-12		30					28			
SCRA Non-Disclosure sessions Dates	11-1		23								
SCRA Court Skills Dates	PM				11			7			
The Intensive Contact Workforce											
	Jan	Feb	Mar	Apr	May	Jun	Aug	Sep	Oct	Nov	Dec
The Law and Child Protection	AM							17			
Participating in the Child Protection Conference TBC	AM										
Children Who Are Fatally Injured or Significantly Harmed By Their Parents	FD								22		
Managers Skills in Child Protection -Introduction to Supervision	AM			2						25	
Managers Skills in Child Protection - Decision Making TBC	AM										
Working with Children and Young People with PSB - AIM 3-	2FD						24/25				



# Child Protection Annual Presentation



**getting  
it right**  
for every child  
in North Ayrshire




North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

**Protecting and  
Safeguarding North  
Ayrshire's Children**

**August 2020 – June 2021**

Improving Outcomes  
for Children and  
Young People in Scotland



NORTH AYRSHIRE COUNCIL  
COMMUNITIES (EDUCATION)

2020/2021 PRESENTATION – PROTECTING AND SAFEGUARDING NORTH AYRSHIRE'S CHILDREN – RECORD

Establishment Name \_\_\_\_\_ Child Protection Co-ordinator \_\_\_\_\_

Everyone's Responsibility	Identification of Concerns	Reporting Disclosure/ CP Concerns	Suicide Prevention	National Guidance	What is significant harm?	Getting it right for every child	Minimising Risks/Early Years	Abuse/Neglect	Ard Bullying	Adult Support and Protection	Care Experienced Children	Child Trafficking	Children with Disabilities	Children Missing from Education	CPC Training	CSE	Domestic Abuse	FGM	Honour Based Violence and Forced Marriage	Online Safety	Radicalisation and Extremism	Useful Documents and Websites	ALL		
Name/Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date		
<i>Eg - Joe Bloggs - 10/8/20</i>												1/12/20												10/8/20	

Date submitted to Education HQ	
--------------------------------	--

(Email to [afeeney@north-ayrshire.gov.uk](mailto:afeeney@north-ayrshire.gov.uk) by Friday 28 May 2021)



**TO COMPLETE AND RETURN THE TRAINING RECORD**

