



Schools & Learning Service

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

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INTRODUCTION

These Guidelines have been produced to support, reflect and translate both [national](#) and local guidance. They aim to ensure an informed and appropriate response where there are child protection concerns and should be read in conjunction with the Angus Child Protection Committee [Interagency Guidance for Professional Staff \(2019\)](#) which provides further details on roles and responsibilities and key information on issues such as Domestic Abuse; Children Affected by Parental Substance Misuse and Parental Mental Health Difficulties; Children Affected by Disability; Child Sexual Exploitation; Neglect and Violence Against Women and Girls (please also see [Appendix 9](#) for useful links).

In these Guidelines child protection is seen in the policy context of Getting it Right for Every Child ([GIRFEC](#)); the [Early Years Framework](#) and the [UN Convention on the Rights of the Child](#). Underpinning this wider approach are two key child protection guiding principles, namely the [Children's Charter](#) and the [Protecting Children and Young People: Framework for Standards](#):

- Standard 1: Children get the help they need when they need it;
- Standard 2: Professionals take timely and effective action to protect children;
- Standard 3: Professionals ensure children are listened to and respected;
- Standard 4: Agencies and professionals share information about children where it is necessary to protect them;
- Standard 5: Agencies and professionals work together to assess needs and risks and develop effective plans;
- Standard 6: Professionals are competent and confident;
- Standard 7: Agencies work in partnership with members of the community to protect children; and
- Standard 8: Agencies, individually and collectively, demonstrate leadership and accountability for their work and its effectiveness.

Please note that throughout these guidelines, the use of Parent will include Parent/Carer and Child will include Child/Young Person.

FOREWORD

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

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

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

Margo Williamson
Chief Executive, Angus Council

SECTION 1 ROLES AND RESPONSIBILITIES

1.1 Role of Head Teacher/Manager

The key role of the Head Teacher/Manager is to create an ethos where all aspects of a child's wellbeing are supported, including their safety.

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

- the school/centre is a physically and emotionally safe environment;
- all child protection concerns are dealt with **immediately** as a matter of priority;
- he/she has a working knowledge of the Child Protection Guidelines;
- **all** staff complete awareness raising/training in child protection on an annual basis;
- the skills/knowledge of the Child Protection Designated Officers (CPDOs) are maintained;
- there is a minimum of two trained CPDOs within an establishment (see 1.2);
- **child protection information is stored securely in a location that is only accessible by designated staff – see [Storing Information for Angus Pupils](#) (Schools only);**
- practice is evaluated regularly;
- the school handbook contains information about child protection procedures; and
- positive relationships between colleagues in partner agencies are fostered and maintained.

1.2 Role of the Child Protection Designated Officer (CPDO)

Ideally, all schools, educational establishments and early years and childcare (ELC) settings in Angus should have at least two designated officers for child protection. In smaller settings where this is not feasible, a CPDO 'buddy' should be identified from within the cluster to provide support and cover when required.

CPDOs are charged with a number of key responsibilities and must have a minimum of two years post qualifying experience prior to undertaking the role. Minimum training requirements for the role are:-

- CPDO Induction Training (half day); and
- Assessment & Decision Making – Meeting Children's Needs (full day)

CPDOs must:

- ensure that the Head Teacher/Manager or Service Leader is made aware of all relevant Child Protection information for their setting.
- ensure all staff, including new staff, are aware of these Guidelines and Procedures;
- facilitate robust Child Protection practice throughout the school/service and include it in improvement plans;
- provide support to staff dealing with child protection issues, ensuring that all relevant documentation is completed;
- ensure that appropriate support and protection is offered to children following referral. In some circumstances this may mean keeping the child in your setting until investigating officers can assess safety;
- endorse all child protection referrals prior to referral;
- liaise with the child's Named Person (NP) or Lead Professional (LP) and other agencies as appropriate;
- ensure that Child Protection information is shared with the receiving CPDO when a child transfers to another school;
- co-ordinate 'in-house' arrangements for Children Missing from Education (CME) and liaise with CME Co-ordinator for Angus Council (Senior Practitioner - Child Protection);
- when necessary, and adhering to the [Continuum of Need](#) child's planning framework, convene Child's Planning Meetings.
- attend CPDO forums and relevant training opportunities in order to keep up-to-date with developments in the field and be in a position to raise awareness within their school/service;
- monitor the management of child protection information in line with policy.
- appropriately share information relating to siblings, or other children residing in or visiting the household, with CPDOs/NPs/LPs in other settings;
- when writing child protection reports/referrals, include information about children in the household; any other siblings; other family members; other adults who frequent the household where this information is available;
- seek feedback on child protection referrals to ensure you are fully appraised and informed of progress; and share this information with relevant staff within your setting;
- encourage curricular initiatives for child protection issues to be incorporated into teaching subjects and materials.

1.3 Transition

It is of vital importance that, at the point of all transitions, information relating to children who currently, or previously have had, child protection issues, is shared between settings e.g. pre-school to P1; and P7 to S1. This includes movement between schools in Angus and across local authorities; and during the school term.

It is the joint responsibility of the ELC and the primary CPDOs to facilitate Child Protection transition meetings from **pre-school** to **P1**. The Child's Named Person (i.e. Health Visitor) should be included in this meeting. It is the joint responsibility of the primary and secondary CPDOs to facilitate Child Protection transition meetings from **P7** to **S1** children. The purpose of these meetings is to ensure that all relevant Child Protection information is shared. Minutes of these meetings should be shared appropriately with relevant professionals.

1.4 Roles of Staff

All staff working with children within an ELC or school setting, have a duty to:

- contribute to the creation of a physically and emotionally safe environment;
- know how to access the Child Protection Guidelines and Procedures;
- complete the annual Child Protection training within the specified timescale;
- know how to respond to Child Protection concerns - **listen, observe, record and report**;
- immediately report any child protection concerns to a CPDO during school hours, and Children and Families Services out-with school hours;
- undertake awareness raising/training in child protection as advised by their line manager.

SECTION 2 ACTIONS AND PROCEDURES TO BE FOLLOWED

2.1 All Staff

Child protection concerns may be raised by a variety of different means e.g. face to face; e-mail, telephone call; and from differing sources:

- the child;
- a member of staff;
- a third party e.g. friend of a child;
- someone who has observed an incident;
- the parents/carers of the child;
- an anonymous person;

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

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

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

- remain calm, no matter how difficult it is to listen;
- actively listen to the child and believe them;
- reassure them they were right to tell you;
- keep any questions to a minimum. Don't interrupt and avoid asking leading or multiple questions. Any questions you ask should be open-ended and for clarification purposes, for example *"tell me more about....."*
- tell the child what you are going to do next and that you are going to have to speak to someone who can help; the child should not be given promises of absolute confidentiality but should be given assurance that information will be shared only with those people who need to know.
- as soon as is practicable, write down everything that the child has told you using their own words if possible. Also record the date, time, place and people who were present; and any other relevant information such as the child's non-verbal communication; emotional state; observation of any visible marks on the body;
- act promptly and report your concerns **immediately** to your Child Protection Designated Officer; the CPDO will share any concerns with the appropriate Children and Families Localities Team as indicated in 2.4.

DO NOT let the child return home at the end of the school day if you think that they may be at risk. Discuss this with investigating personnel and agree an appropriate safety plan.

Do not discuss the Child Protection concern in front of any other child or potential witness as this could prejudice the reliability of any information they may provide later.

When a member of staff wishes to raise a concern about a colleague's conduct towards a child they should report this directly to the Head Teacher.

2.3 Informing Parents/Carers

The responsibility for informing parents/carers of the child protection concern will be agreed with the Children and Families worker or Police and should be noted within the Child Protection Referral form (CP1) (see [section 2.5.1](#)).

Where you have concerns about the safety of a child returning home at the end of the school day, the child must **not** be allowed to leave. The adult should be informed that there are child protection concerns; the child cannot leave the premises; the matter has been referred to Children and Families services and someone will be in touch with them as soon as possible. Where possible, this should be carried out in the company of a colleague for your own personal safety. In the event of any threat where individuals may be in immediate danger, the police should be called on 999.

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

In most circumstances child protection concerns will be reported by the CPDO, however referrals may be made by the Head Teacher/Manager or another member of staff. The CP1 ([Appendix 5](#)) may be written by the member of staff and must be checked by a CPDO prior to referral. In any event, the Head Teacher/Manager must be fully apprised of the nature of the referral and the actions taken. **All referrals, including the completed CP1, must be made IMMEDIATELY following the disclosure/concern.**

NB. **All notes taken** may be required as evidence by the Police and therefore should be written on loose leaf paper, signed, timed and dated, and emailed with the CP1. The original documents should be inserted into the Child Protection Folder following referral and a Latest Significant Event (LSE) added to Latest Pastoral Notes (LPN) (as a Chronology Entry).

2.4.1. If the child **is not** an open case to a Children and Families Locality Team, the referral should be made by calling **0345 277 7778 (option 1)**. They will then be directed to the appropriate Children and Families Team.

2.4.2 If the child **is** currently an open case to a Children and Families Team, concerns should be referred directly to the case responsible Social Worker or the Duty Worker. Contact details for Locality Teams are contained in [Appendix 8](#).

2.4.3 When a referral arises out-with normal office hours, contact should be made with the co-ordinator of the **Social Work Out-of-Hours Service on 01382 307964**.

2.4.4. Where a child is in **immediate danger** the Police should be contacted on **999**.

All child protection concern referrals must be made **immediately**, in order to allow the investigation to proceed at the earliest opportunity.

2.5 When reporting concerns, the following essential information should be provided where known:

- full name, date of birth, gender of the child(ren);
- home address and telephone number;
- identity of those with parental rights and responsibilities;
- names, date of birth and relationship of those residing in the same household;
- identification of known relevant adults involved with the family, i.e. partners; those frequently visiting;
- ethnicity and first/preferred language of the child(ren);
- any need for a translator/interpreter, signer or other communication needs (please note that family members, including siblings, should **NOT** be used);
- any additional support needs;

- known current or previous service/professional involvement;
- presenting concerns including details of any allegations; the sources, timing and location;
- child(ren)'s current location and emotional and physical state; and
- any other information that you feel is relevant to the referral.

If appropriate, please send a copy of the Child's chronology (print-out of LSE from LPN) with the referral.

2.5.1 When making the referral, agreement must be reached on the actions to be taken and noted in the **Agreed Action Section** on the Child Protection Concern form ([CPI](#)). As a priority, clarification must be sought on:

- how the parents/carers are to be informed,
- by whom; and
- what information can be shared

Please remember, for allegations against parents/carers it may not be safe for the child to return home when school/nursery has ended. Liaise closely with investigating personnel in these circumstances.

2.5.2 Following receipt of the CPI, the Social Worker may request that you seek further information from the child in order to gain a fuller understanding of the situation and ensure that the response is proportionate. Please remember that your role is **not** to carry out an investigation. If you have any professional concerns about what is being asked of you, please share these with the Social Worker and jointly agree appropriate actions. See 2.9 if there is disagreement on actions following the referral.

2.5.3 If the child's home address is out-with Angus, contact should be made with the appropriate local authority. In such cases, contact is not required with Angus Council's Children and Families Locality Teams. In the case of **Looked After Children** contact should be made with the child's Social Worker in their home Local Authority. A list of contact telephone numbers is detailed in [Appendix 8](#).

2.6 The Children and Families Team and Police will convene an Interagency Referral Discussion (IRD). Staff should be asked to attend or participate via conference call.

Your role at the IRD will be to share all relevant information on the child and any other person who may be linked to the investigation e.g. siblings. You will be expected to share the child's percentage attendance; any additional support needs including communication needs etc. Please remember that you may be the professional who knows the child best and are in a position to ensure that the decision making at the IRD prioritises the child's needs.

For all allegations against staff, the Senior Practitioner - Child Protection will attend the IRD on behalf of Angus Council, Schools & Learning.

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

2.7 Inform the Named Person and/or Lead Professional of the referral and alert other key staff as appropriate. If you are aware of siblings in other settings ensure that their CPDO/Named Person is informed if necessary.

2.8 **Single Agency Disagreements**

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

2.9 **Interagency Disagreements**

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

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

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

3. **Chronology Entries**

A Child Protection referral is a Significant Event in a child's life and should be recorded as such in the chronology.

Chronology entries must be recorded as a Latest Significant Event within Latest Pastoral Notes. The entry should include:

- the date the **significant event** took place / was discovered
- the source / name of the person providing the **significant event** information
- a brief description of the **significant event**
- brief description of the action taken / outcome of the **significant event**,

Please read [Tayside Practitioner's Guidance: Chronologies](#) for more information.

SECTION 3 PROTECTING YOURSELF

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

The following points are listed **in addition** to the advice provided by professional bodies – [General Teaching Council for Scotland \(GTCS\) Code of Professionalism and Conduct](#) and the [Scottish Social Services Council \(SSSC\) Code of Practice](#).

3.2 In managing your interactions with children you must:

- appreciate fully that the onus is upon you and not the child to distance yourself from any potentially inappropriate situation at any time;
- not rely on your 'good name' to protect you or think 'it could never happen to me';
- not threaten, harm or use physical violence or force against a child at any time;
- seek advice and support from a colleague or member of the management team in circumstances where your relationship with, or feelings towards, a child are placing you at risk of unprofessional behaviour. [Sexual Offences \(Scotland\) Act 2009 – Section 43 – Positions of Trust](#);
- share your concerns with your line manager without delay if you suspect that a child is becoming inappropriately attracted to you;
- maintain appropriate professional boundaries; avoid improper contact or relationships with children and respect your unique position of trust;
- exercise great care and use professional judgement in relation to contact with children / young people beyond their school leaving date;
- not discuss your own intimate and personal relationships, and maintain an appropriate balance between formality and informality when you are dealing with children;
- take care to avoid becoming personally involved in a child's private affairs;
- avoid all inappropriate communication with any child by means which might include (but are not limited to):
 - telephone calls
 - emails or text messages
 - social networking sites
- avoid sexual contact with, or sexual remarks towards a child/young person regardless of any apparent consent of the individual concerned;
- be aware of the potential dangers of being alone with any child in a private or isolated situation;
- use common sense and professional judgement to avoid circumstances which are, or could be, perceived to be of an inappropriate nature. This is important, particularly in respect of musical, art or physical education/sporting activities;

- not, by any means or in any circumstances, make, view or access illegal or inappropriate images of children or protected adults.

SECTION 4 ALLEGATIONS MADE AGAINST MEMBERS OF STAFF (see [Appendix 4](#) for flowchart)

4.1 All allegations against staff must be taken seriously.

Allegations against staff may be raised by a variety of different means e.g. face to face; e-mail, telephone call; and from differing sources:

- the child;
- a member of staff;
- a third party e.g. friend of a child;
- someone who has observed an incident;
- the parents/carers of the child;
- an anonymous person,

All allegations against staff must **immediately** be brought to the attention of the Head Teacher. In their absence, contact a Service Leader. **Do not communicate via e-mail as this can cause delay.**

The Head Teacher must then inform a **Service Leader** of the allegation against a member of their staff.

If the Head Teacher/Manager is the subject of the allegation, the **Schools and Learning Director** should be contacted without delay by the person who has received the information.

4.2 If a child raises a concern about a member of staff, please refer to SECTION 2.2 and follow the guidance.

4.3 The **Service Leader** will inform Human Resources and the Senior Practitioner – Child Protection of the allegation and discuss what action is required.

4.4 The **Head Teacher/Manager** must then:

- alert the Child's Social Worker (if they are an open case) or a Children & Family Locality Team (Appendix 8)
- complete the [Child Protection Referral form \(CP1\)](#) and e-mail it to the Child's Social Worker/Children & Family Locality Team:
- insert the original CP1 (with any attached notes) into the child's Red Folder;
- update the Chronology using Latest Significant Event in Latest Pastoral Notes.

4.5 Following referral:-

- An Interagency Referral Discussion (IRD) may take place. The Head Teacher will **not** participate in the IRD. The Senior Practitioner – Child Protection will attend and will contact the Head Teacher prior to the meeting to request information relating to the child and member of staff.
- A Child Protection investigation may commence;
- A single agency response may be required - no action required by Police or Children and Families Services;

The Senior Practitioner – Child Protection will be the **link person** between Schools, Learning and ELC and the investigating officers for the duration of the investigation process.

4.6.1 Informing the Member of Staff

Thereafter, as agreed with the Service Leader, the Head Teacher must make contact with the member of staff against whom the allegation has been made and read the statement outlined below. The contact method will be agreed between the Head Teacher and the Service Leader e.g. where possible face to face but by telephone if required. **Failure to read the statement can result in Angus Council being left in a weak position in terms of managing the duty of care to the employee. The Head Teacher should have a promoted member of staff present to take notes of any comments made by the member of staff.**

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

Please provide a written copy of the statement for the staff member (Appendix 4B) and remember that **you must not share any details relating to the allegation.**

4.6.2 If the Head Teacher is uncertain about any aspect of the procedure then further information/support can be sought from a Service Leader.

4.7 Informing Parents

The Head Teacher:

- as advised by Children and Families Service and Police, may be asked to contact the parents and advise them that an allegation of a child protection nature has been made against a staff member by their child;
- **must not divulge the name of the member of staff** and should explain they are not permitted to share any further information in relation to the allegation;

- must inform the parents that the information has been passed to Police, Children and Families Service and a Schools and Learning Service Leader;
- should, if requested, provide the parents/carers with the telephone number of the investigating Social Worker.
- if necessary, can direct parents to these guidelines which are available on angus.gov.uk

You should reassure parents that their child's safety is paramount and that a safety plan is in place.

4.8 **Following the Investigation**

The outcomes from the Police/Children and Families investigation could involve:

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

At the conclusion of the investigation, there may be a need for further action or investigation by the school/centre or the Schools and Learning Service.

The Head Teacher/will be advised by their Service Leader what further action should be taken in accordance with the Angus Council Disciplinary Procedures or the [AJNCT/11](#) Disciplinary Procedures for Angus Teachers.

4.9.1 **Unfounded Allegations**

For a number of reasons, most investigations do not proceed to an employee being charged or the case proceeding to court. This does not necessarily mean that the allegation was without substance or malicious.

If, however, the allegation is considered to be malicious by the investigating personnel, the CP1 and the Chronology must be updated to reflect this. The member of staff should be advised that they can raise a complaint with the Police in relation to a false allegation against them.

4.10 **Support Following an Allegation**

It is important that staff feel supported when an allegation is made against them. The Head Teacher must keep regular contact with them throughout the investigation process and advise them of other supports on offer e.g. their Trade Union; Pam Assist.

When the investigation is concluded the Head Teacher must meet with the member of staff to offer support and plan their return to normal duties.

SECTION 5 CHILDREN MISSING FROM EDUCATION (CME)

Definition from [Children Missing from Education \(Scotland\) Service: Service Guidance](#). "Children 'missing from education' are children and young people of compulsory school age who are not on a school roll and are not being educated (at home, privately or in an alternative provision)." (Page 3)

For additional information on missing person's protocol for Tayside, please read the 'Multi-Agency Missing Person Guidance' within Staff Matters in Glow.

5.1 CME Procedures

All schools and educational establishments must implement a series of [standard procedures to monitor pupil attendance and absence](#). These procedures require the co-operation of parents who are asked to assist school staff in the following:

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

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

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

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

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

In the event of a LA(A)C child becoming missing during the school day, the school should notify the parent/carer/Social Worker and a decision taken on how to respond in accordance with any risk assessment carried out.

If there are Child Protection concerns, immediate action should be taken to locate the child.

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

5.2 Child Remains Absent

Where a child remains absent without reason; has not enrolled at another school or may have moved to another area in the UK, the following steps should be taken by the Head teacher/CPDO as soon as possible:

Step 1

Initial checks are made by school staff i.e. contacting parents/carers/Social Worker/emergency contacts/friends/known relatives as appropriate.

Step 2

If, after a period of **two working weeks**, there is still no trace of the child, the Head Teacher /CPDO should make contact with the duty worker from the Children and Families Locality Team (see [Appendix 8](#) for contact details) to advise of the situation. A worker will then undertake multi-agency checks with Housing, Police, NHS and Third Sector agencies as appropriate; and carry out a home visit where necessary.

In the event of school staff locating the child then they must inform the Children and Families Locality Team immediately.

Step 3

If, after a period of **four working weeks** there is still no trace of the child, the school should send an e-mail to ACCESSSchoolsLearnEnrolment@Angus.gov.uk FAO **CME Co-ordinator**; listing all relevant information, including:

- child and parent details;
- all efforts made to locate the child.

The school should then remove the child from the school roll and mark as a leaver on SEEMIS using the leaver code (left for an unknown destination).

The PPR should remain in the school whilst under investigation and until a destination is identified and confirmed; after which they should forward it via **Royal Mail Special Delivery Service** or the red bag delivery system if sending to another Angus school. Never give to a parent/carer to pass on. You must confirm that the destination school has safely received the PPR.

The only exception to the above advice relates to regular gypsy/travellers who are travelling and are expected to return to school. It is good practice to maintain regular contact at a mutually agreed level for the period that the family are travelling. If the children do not return to school at the time expected, then the PPR should be retained within the school; the child should be referred to the Children and Families Locality Team as described previously and information shared with the Principal Officer ASN.

For additional information, please read the Angus Council [Attendance Default Guidelines](#), the framework for managing non-attendance issues.

5.3 Children Missing from Early Learning and Childcare (ELC) Settings

It is not a legal requirement for children to attend an ELC provision; however it is important to emphasise that the Authority provides 600 hours of early learning and childcare per academic year for each child and it is expected that children will attend regularly.

Where a child is absent without reason; has not enrolled at another ELC setting or may have moved to another area in the UK, all initial checks should be carried out by ELC staff by contacting parents/carers/Social Worker/emergency contacts/friends/known relatives as appropriate.

- **If there are existing child protection concerns, contact should be made with the relevant Children and Families Locality Team immediately.**
- If there are wellbeing concerns for the child, please consult with the Named Person at the earliest opportunity.
- If there are no additional concerns about the child, please contact the Named Person to update them of the situation.

The PPR should remain in the ELC until a destination is identified and confirmed; after which they should forward it via **Royal Mail Special Delivery Service**. Never give to a parent/carer to pass on. You must confirm that the destination setting has safely received the PPR.

SECTION 6 CHILD PROTECTION GUIDELINES AND PROCEDURES FOR EDUCATIONAL EXCURSIONS (UK/WORLDWIDE)

6.1 Prior to the Excursion

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

- A child protection briefing, supported by the CPDO, is held for all staff participating in an excursion.
- Staff, pupils and any other responsible adults are made aware that they are not permitted to consume alcohol/illicit substances at any time during the excursion.
- Completion of the following information on the Staff & Participant Emergency Information Form (EI Form) found under the Resources – Guidance, Policies & Documents area of [Evolve](#).
- The person on the trip who has responsibility for Child Protection must make note of telephone numbers of the police in the area the trip is taking place; and telephone numbers and email addresses for Children and Families services to cover all children taking part on the trip ([Appendix 8](#)).

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

6.3 The role of staff is to **listen, observe, record and report**. Do not investigate. It is not your responsibility to decide if a child has been abused or harmed. It is your responsibility to report concerns (**see section 2**).

6.4 All child protection concerns/allegations must be brought to the attention of the relevant Children and Families team or the Police without delay.

6.5 When contacting social work services you should contact the service in the authority where the child lives, e.g. if the child lives in Angus, contact the Angus Children and Families team via the Accessline on **0345 277 7778 (option 1)**; if the child lives in Dundee, contact Dundee Social Work services.
([Appendix 8](#))

6.5.1 As well as contacting the Children and Families team by phone, you should complete a Child Protection Referral/Concern (CP1) Form ([Appendix 5](#)). The form should be sent to the relevant Children and Families team, retaining a copy of the completed form to be held in the Child Protection folder, and send copies to the Child Protection Designated Officer (CPDO) of the school where the child attends.

6.6 When contacting the Police you should contact the Police in the area the alleged incident occurred, including trips abroad e.g. if the incident happened in Glasgow, you should contact the Police in Glasgow.

6.7 **Allegations Against Staff** (refer to [Section 4](#) for detailed guidance) - If there is a child protection concern/allegation about a member of staff during an educational excursion, child protection procedures must be followed as in any other situation ([Appendix 4](#)). Please remember that any contact with police should be direct to the local police in the area that the alleged offence was committed.

SECTION 7 MULTI AGENCY PUBLIC PROTECTION ARRANGEMENTS (MAPPA)

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

Sections 10 and 11 of the [Management of Offenders etc. \(Scotland\) Act 2005](#) require the Scottish Prison Service, local authorities and the Police as Responsible Authorities in the area of Tayside to jointly establish arrangements for the assessment and management of risks posed by sex offenders subject to the notification requirements of the Sexual Offences Act 2003 and for certain dangerous offenders who pose a risk of serious harm.

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

7.2 **Public Interest Disclosure**

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

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

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

7.3 **Role of Head Teacher**

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

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

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

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

If a general enquiry about an offender:-

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

If a more urgent enquiry:

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

The appropriate Service Leader should then be informed.

SECTION 8 CHILD PROTECTION CASE CONFERENCES

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

In Angus, staff are expected to attend CPCCs and prepare a written report to be sent to Quality and Review Officer admin CARO@angus.gov.uk. This report will be written using the CP12 pro-forma which will be sent to your school's **Named Person Mailbox** (Appendix 7) along with the invite.

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

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

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

8.3 The leaflet advice for professionals preparing to attend a CPCC will support staff with their preparations - [Child Protection Case Conference Advice Leaflet](#).

8.4 During the school holidays the Senior Practitioner – Child Protection will represent school staff at CPCCs if required.

8.5 The leaflet [Information for Children and Young People](#) explains the conference procedures. The Social Worker should give this leaflet to the child as a supplement to the verbal explanation. There are also [Information for parents and carers about Child Protection meetings and the Child Protection Register](#).

Children should be encouraged to share their views at the CPCC and may require your support to do this.

SECTION 9 POLICE CHILD CONCERN REPORTS

9.1 Sharing of Police Child Concern Reports

Police Scotland share information about children and young people when they have concerns for their wellbeing and/or protection. **All child protection referrals are dealt with immediately via a multi-agency child protection process.** All other Police concerns that do not meet the threshold for child protection are managed through the following process;

Each working day, Police Scotland will share PCCRs with:

- Named Person Service – Health (children under 5) – via a dedicated NHS mailbox;
- Named Person Service – Schools and Learning (children over 5) – via Angus Council Children & Families Service. A Social Work records check will be undertaken with the following outcome:

- **Children open to Social Work**

If a child or young person has an allocated social worker acting as lead professional, the PCCR will be sent immediately to both the lead professional and the named person by email (to the school **NP Mailbox**).

- **Cases not open to Social Work**

Where the child or young person does not have an allocated social worker, the PCCR will be sent immediately to the School's NP Mailbox for information and action as required by the named person.

9.2 Role of Named Person

The role of the Named Person is to promote, support and safeguard the wellbeing of the child or young person.

Promote - advising, informing or supporting the child or young person, or a parent of the child or young person. This may involve the Named Person providing direct help to the child, young person or parent in the form of information, advice, or support from their own service. This may also be in response to an identified wellbeing need or in response to an opportunity to further promote the child or young person's wellbeing.

Support - helping the child or young person, or parent of the child or young person, to access a service or support. In considering the child's or young person's wellbeing, the Named Person may identify a service or particular support which would benefit the child, young person or parent and seek assistance from within their own service or from another service provider.

Safeguard - discussing or raising a matter about a child or young person with a service provider or relevant authority. The Named Person may identify a wellbeing need, a risk to the child, or have a concern brought to their attention by a parent, or another professional, which in their professional judgement requires advice and support from another agency.

Should the Named Person have any concerns about a child or family and/or any of the information received in a PCCR they should contact the child's Lead Professional or Children & Families Locality Team for a case discussion (see Appendix 8)

9.3 Role of Social Work

In addition to Child Concern Reports going straight to Named Persons, Children & Families staff will undertake initial inquiries based on the information held by social work and the details in the PCCR. **If it is determined that there is further follow up required by social work, contact will be made with the named person to discuss/inform.**

9.4 Early Screening Assurance Group

The 'Early Screening Assurance Group' (ESAG) meets quarterly to monitor the process and undertake quality assurance and improvement work. This is with a view to supporting named persons and lead professionals to undertake their role in following up PCCRs.

9.5 Storing Information

PCCRs, and information relating to them, is highly confidential restricted information and must be processed as below (See Appendix 6):

- PCCRs will be sent to the Named Person Mailbox within each school for information and action as necessary.
- On receipt of a PCCR an entry should be made in Latest Pastoral Notes as a Latest Significant Event. This will form the Child's Chronology and should include all key information from the PCCR, including date of incident and date PCCR received; summary of incident; VPD number; impact on child and outcome of any action e.g. contact with family or referral to another service.
- The PCCR must then be **deleted** from the mailbox and shredded if it has been printed. We **do not** keep a copy of the PCCR.
- A summary of the information may be shared with key staff who are in a position to support the child/young person.

The detailed content of the PCCRs must not be shared with the parent/carer or the child/young person without permission from the Police. Parents/carers will have been informed by the police at the time of the incident that details of the event may be shared with the Named Person.

SECTION 10 MULTI-AGENCY RISK ASSESSMENT CONFERENCE (MARAC)

10.1 The Angus MARAC consists of:

- Police Scotland
- Angus Council, Schools and Learning
- Angus Council, Child, Families & Justice
- Angus Council, Housing
- NHS Tayside
- Angus Women's Aid
- Barnardo's Tayside Domestic Abuse Initiative
- MARAC Independent Advocacy (MIA)

MARAC is a model of multi-agency risk management that is specifically designed to address high risk domestic abuse where there is a threat to life. Angus MARAC takes place monthly (usually the first Tuesday of every month).

The Schools and Learning Service is represented at MARAC by the Senior Practitioner – Child Protection (SP – CP).

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

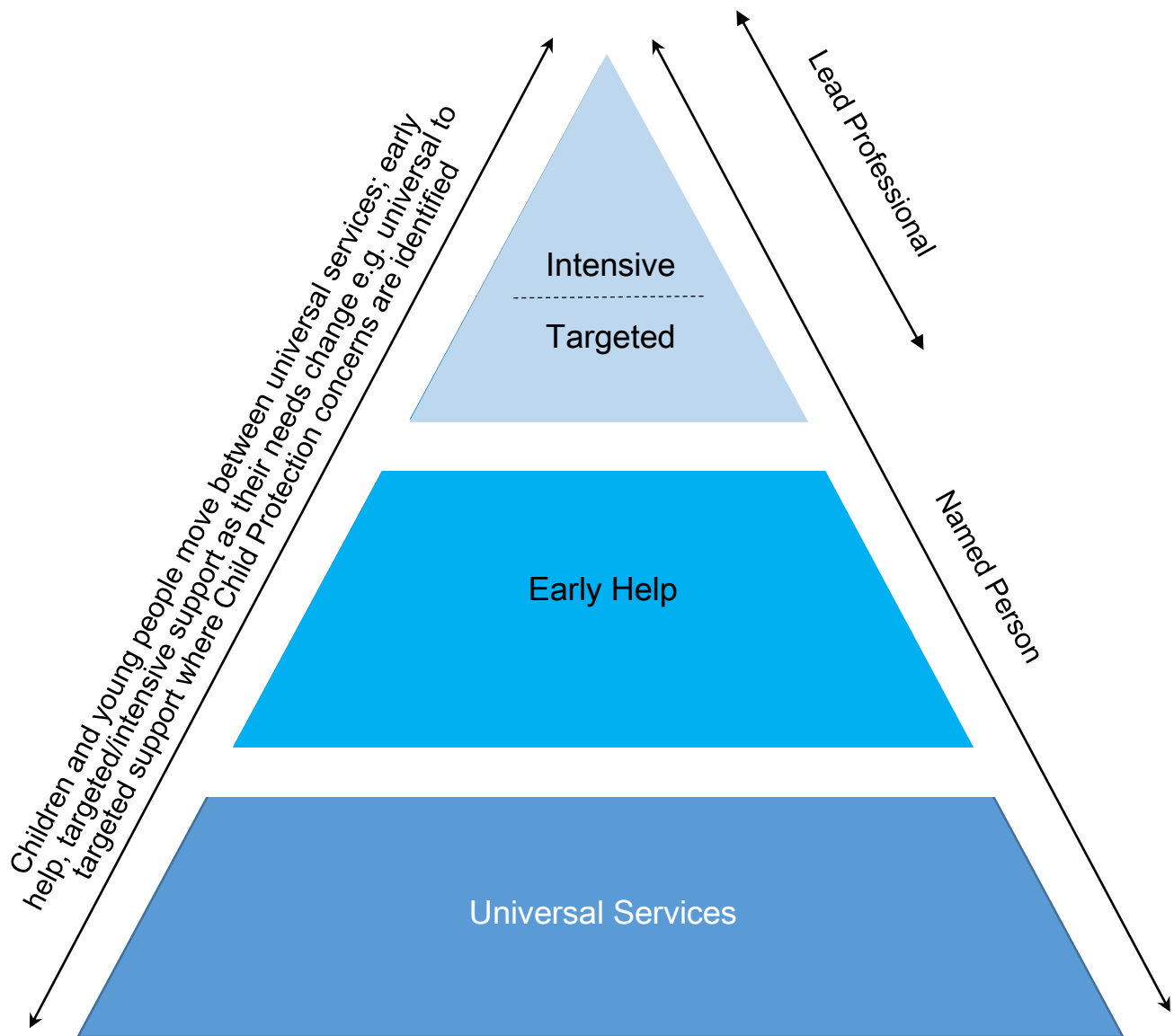
- Share information to increase the safety and health and well-being of victims (and their children, if there are any).
- Determine whether the perpetrator poses a significant risk to any particular individual (other than the victim currently subject of the MARAC) or to the general community.
- Jointly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

10.3 The SP – CP receives information from the MARAC coordinator prior to the meeting taking place.

CPDO/Head Teacher/Managers are contacted by the SP – CP to inform of the MARAC referral and to request up-to-date information on the child and family. This information is shared at the MARAC meeting. A safety action plan for the victim is formulated following consideration of all inter-agency information.

Following the meeting, the SP – CP contacts the school/nursery/centre to share all relevant information and the action plan. This information is highly confidential and restricted, and should not be shared with any third parties. Any information provided should be held in the Child Protection Folder.

Getting it Right in Angus



Continuum of Need

CHRONOLOGY OF SIGNIFICANT EVENTS

Name of Child or Young Person:

Date of Birth:

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

Date or period of event	Significant Event	Source	Impact/Outcome
Review	Initials		
	Dates		

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

IF YOU HAVE A CHILD PROTECTION (CP) CONCERN.....

Read CP Guidelines & Procedures - Section 2

.... document what you have seen or heard. Use the child /person's own words, and record any other information as relevant. Advise the individual that the allegation will be shared with a CPDO and provide support as required.

Remember these notes may be required by the Police. All notes should be signed, timed, dated & attached.

ACT IMMEDIATELY - Report the concern to a CPDO who will inform the Head Teacher and submit a CP1 to...

Where there is **no** known Social Work involvement

Where there is known Social Work involvement

...the Children & Families Locality Team for your area (use 03452 777 778 if you don't know what team) – See Appendix 8. Inform them:

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

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

Email the CP1 to the Social Worker

...the named Social Worker – See Appendix 8

Inform them:

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

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

Email the CP1 to the Social Worker

File the original CP1 in the Child Protection (Red) Folder having noted the incident as a Latest Significant Event within LPN.

Useful CP Telephone Numbers:

Perth & Kinross Council	01738 476768
Dundee City Council	01382 307999;
Aberdeenshire Council	01467 537111

ALLEGATIONS MADE AGAINST MEMBERS OF STAFF

Allegation made by the child; a third party; child's family or friends to any member of staff.

This could be in person or by telephone, writing or e-mail...

Document what you have been told, in the child/person's own words, and record any noticeable non-verbal behaviour.
Advise the individual that the allegation will be shared with a senior manager.

Make a note of the date, time, place and people who were present; and any other relevant information such as reference to social media or any other people involved.

ACT IMMEDIATELY. REPORT THE ALLEGATION VERBALLY to the Head Teacher/Manager. In their absence, contact a Service Leader.

Teaching staff - Seek class cover if necessary and ensure that the communication is verbal and direct. Do not use e-mail.
All other staff - immediately pass the details on to the HT/senior manager. Again, this communication must be verbal and direct – not via email

The Head Teacher must immediately:-

- ✓ Inform a Service Leader
- ✓ Alert the Child's Social Worker or Children & Families Locality Team (0345 277 7778)
- ✓ Submit a CP1* to the above team

*Appendix 5. This **must** be submitted as quickly as possible. The investigation cannot start until this is received and any delay may place children at risk.

The Senior Practitioner - CP will attend the IRD and communicate with School staff and investigating personnel.

Following the IRD and in consultation with the Service Leader and Children & Families (Social Work staff) the Head Teacher must:-

- *Inform the member of staff
 - *Inform the parents/carers
- *DO NOT SHARE ANY DETAILS OF THE ALLEGATION**
- **Agree what action is required e.g. alternative duties.

Refer to 4.4.1 and Appendix 4B in Child Protection Guidelines and Procedures.

**Service Leader will liaise with Human Resources.

See [AJNCT/11](#) for further information.

Statement to be read out to staff following an Allegation against a member of Staff

(please print and give a copy to the member of staff)

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

APPENDIX 5

SCHOOLS AND LEARNING SERVICE



CP1 - CHILD PROTECTION REFERRAL

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

Details of Child / Young Person Being Referred

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

Nature of the Referral

Date of alleged incident:		Time of alleged incident:	
Description of alleged incident or concern highlighted:			

Family Details

Adults (aged 16 and over):

Name	Date of birth	Relationship to child	Address and contact telephone numbers

Children (under 16):

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

Agreed Action with Social Worker / Police and Contact Details:

Initial Referral Reported To:	
Date & Time:	
Telephone Number(s):	
Email:	
Agreed Action to be Taken: e.g. Child not to return home	
How Will Parent / Carer Be Informed and By Whom:	

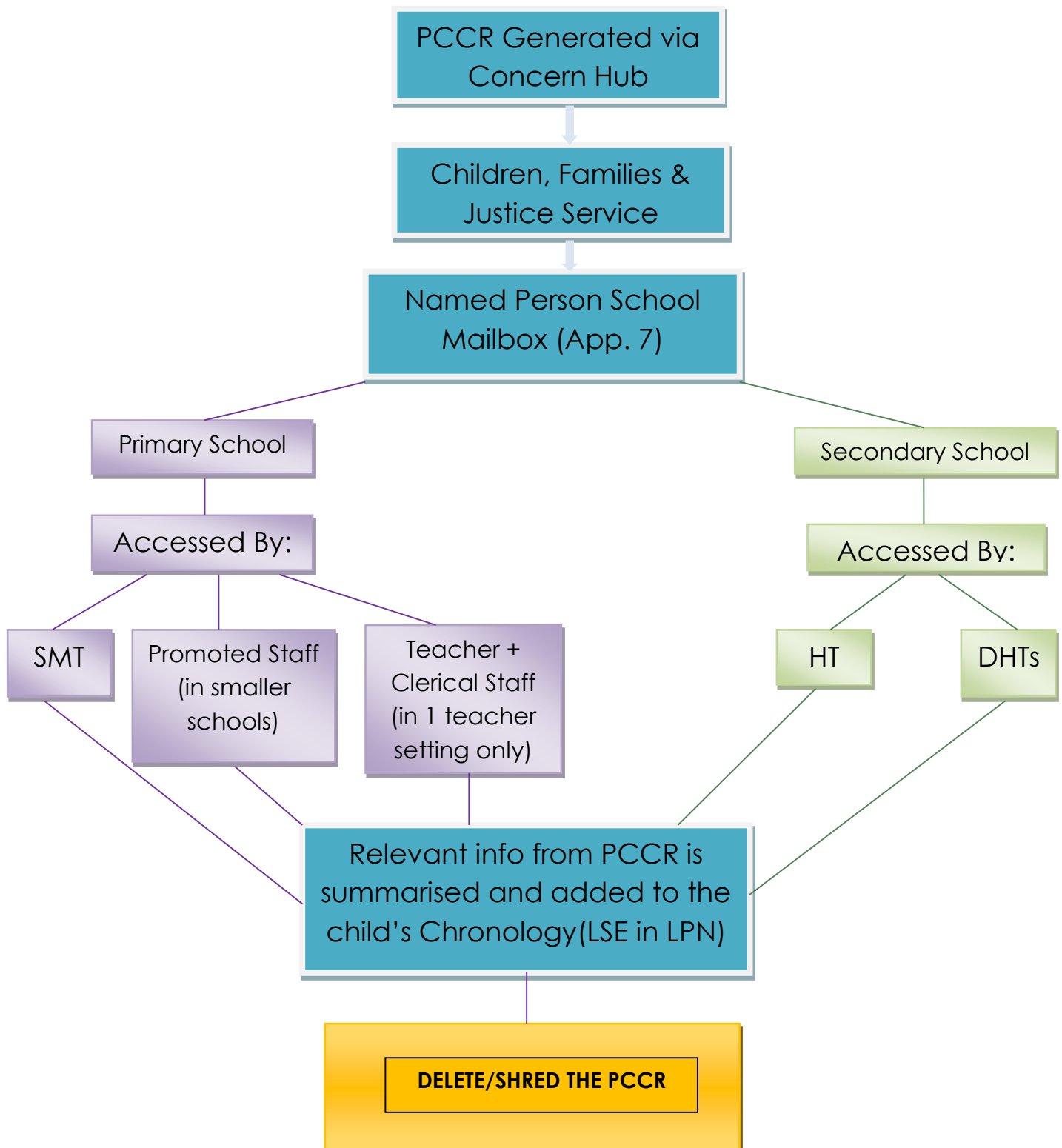
Check List:

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

Form Completed By:

Full Name:	
Position:	
Date & Time:	
Telephone Number(s):	
Email:	
Signed:	

Process for Police Child Concern Reports



Guidance Note for Named Person Mailbox

Each school has a dedicated Named Person (NP) Mailbox which receives documents such as Police Child Concern Reports (PCCR's) and CARO information such as LAC/CPCC invites and minutes. The address for the mailbox will be: schoolNP@angusschools.org.uk

The NP Mailbox should be accessed by:-

In Secondary and larger Primary schools

In Primary Schools

In small Primary Schools

Senior Management Team

Head Teacher (HT) and Promoted Staff

Teaching staff or in the case where there is one teacher, teacher and clerical staff

Access the Named Person mailbox is co-ordinated by the HT or 'lead' CPDO. All requests for access, or removal from access, should be sent to Glow@angus.gov.uk.

You can access the mailbox by right-clicking on your name in the list of folders at the left-hand side of the screen in Glow Mail and then selecting 'Add shared folder'. If your name does not appear, click on the word 'More'; it should appear and allow you to add the new mailbox. You should then type in your school's complete Named Person Mailbox address, e.g. AberlemnoNP@angusschools.org.uk and you will be able to use the mailbox.

The e-mails will be titled in such a way that will allow for the information to be sent to the relevant member of staff without the need for the attachment to be opened and read i.e. 'PCCR - child initials – DOB' or 'CPCC/LAC – child's initials – DOB'. The sender will receive a 'read receipt' once it has been read. If information is received to your mailbox that is not relevant to a child in your school you must return the information to sender immediately. Any concerns about inappropriate information sharing should be discussed immediately with the [Information Officer](#) for Schools.

Whilst more than one staff member will have access to the NP Mailbox, the responsibility for coordinating the information received will continue to lie with the Head Teacher in Primary schools and the senior CPDO in secondary schools. When necessary, this responsibility must be delegated to another colleague who has access to the NP Mailbox. They must be made aware of the expectations in relation to managing the NP Mailbox.

In order to ensure that the information received is disseminated to the child's Named Person within appropriate timescales, the NP Mailbox should be checked a minimum of **3 times per day** during school terms. In **Secondary Schools** where the staff member checking the NP Mailbox may not be the child's Named Person, the e-mail should be forwarded immediately to the Named Person for immediate response.

CONTACT DETAILS

Contact Details	Telephone Number
<p>PAULINE STEPHEN Service Director - Schools & Learning Service Angus House Orchardbank Business Park FORFAR</p>	
<p>KATHRYN LINDSAY Service Director - Children, Families & Justice and Chief Social Work Officer Angus House Orchardbank Business Park FORFAR</p>	
<p>VICTORIA SMITH Service Leader - Early Years and Childcare Angus House Orchardbank Business Park FORFAR</p>	
<p>AUDREY OSBORNE Service Leader ASN/ Principal Educational Psychologist Angus House Orchardbank Business Park FORFAR</p>	
<p>JIM HAMMOND Service Leader – Schools and Learning (Primary) Angus House Orchardbank Business Park FORFAR</p>	

Contact Details	Telephone Number
<p>KELLY McINTOSH Service Leader – Schools and Learning (Secondary) Angus House Orchardbank Business Park FORFAR</p>	
<p>JULIE GARDNER/SHEENA LOCK Principal Teachers – Early Years and Childcare Angus House Orchardbank Business Park FORFAR</p>	
<p>FIONA ROBERTSON Principal Officer - ASN Panbride Old School Panbride CARNOUSTIE</p>	
<p>LISA MCMAHON Senior Practitioner – Child Protection Angus House Orchardbank Business Park FORFAR</p>	
<p>INVESTIGATIONS TEAM Bellevue House Springfield Terrace ARBROATH DD11 1EL</p>	<p>01241 467333</p> <p>Email: C&PService@angus.gov.uk</p>
<p>CHILDREN & FAMILIES LOCALITY TEAM – Arbroath, Carnoustie & Monifieth Academy Lane ARBROATH DD11 1EJ</p>	<p>Duty Number: 01241 465595</p> <p>Duty1ArbCar@angus.gov.uk</p>

Contact Details	Telephone Number
CHILDREN & FAMILIES LOCALITY TEAM – Forfar & Kirriemuir Ravenswood New Road FORFAR DD8 2ZG	Duty Number: 01307 491850 DutyForKir@angus.gov.uk
CHILDREN & FAMILIES LOCALITY TEAM – Brechtin & Montrose 208 High Street MONTROSE DD10 8PH	Duty Number: 01674 907611 DutyBreMon@angus.gov.uk
OUT OF HOURS SERVICES (covers Angus & Dundee) Seymour House 274 Clepington Road DUNDEE DD3 8DY	01382 307964 Out of Hours - Weekdays: 4.30pm to 9.30am Weekends: 4.30pm (Friday) to 9.30am (Monday) Email: outof.hoursservice@dundeecity.gov.uk
POLICE SCOTLAND D DIVISION Forfar (Headquarters) 24 hrs	101 Emergency Number: 999
PUBLIC PROTECTION UNIT (Police) Bellevue House Springfield Terrace ARBROATH DD11 1EL	101
STRATHMORE CENTRE/CHILDREN WITH DISABILITIES TEAM 57 Strathmore Avenue FORFAR DD8 1ND	01307 492211

Contact Details	Telephone Number
RAPE AND SEXUAL ABUSE CENTRE (RASAC - Dundee) 2 Dudhope Street DD1 1JU	01382 205556 Helpline: 01382 201291 SARN – 03003652001 (Sexual Assault Referral Network – to collect evidence but not report) Email: info@wrasac.org.uk Web: www.wrasac.org.uk
PERTH & KINROSS Child protection Duty Team Almondbank House Lewis Place Perth PH1 3BD	01738 476768 Email: cpdutyteam@pkc.gov.uk or Email: ChildProtection@pkc.gov.uk
DUNDEE CITY COUNCIL Child Protection Line	01382 437999 for Child Protection Line 01382 307999 for Integrated Children's Services
ABERDEENSHIRE COUNCIL Child Protection Line	† - Child Protection 01467 537111 (9am – 5pm) Out of hours support – 03456 08 12 06 (weekdays and all weekend) See website at for further contact details http://www.aberdeenshire.gov.uk/social-care-and-health/local-social-work-offices/
ABERDEEN CITY COUNCIL Joint Child Protection Team	01224 306877 Emergency Out of Hours – 0800 731 5520

USEFUL LINKS

[Better Relationships, Better Learning, Better Behaviour](#)

[Care and Risk Management Planning for Young People who present a Risk of Serious Harm](#)

[Child Exploitation and Online Protection Centre](#) and <https://www.thinkuknow.co.uk/>

[Child Sexual Exploitation](#) and [NWG Risk Assessment Tool](#)

[Childnet International](#) - a non-profit organisation working with others to help make the internet a great and safe place for children.

[Children's Hearings](#)

[Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls \(including FGM\)](#)

[Forced Marriage](#) and [Honour Based Violence](#)

[Getting Our Priorities Right](#): Updated good practice guidance for all agencies and practitioners working with children, young people and families affected by problematic alcohol and/or drug use

[GIRFEC](#)

[Interagency Guidelines](#)

[Looked After Children and Young People](#)

[National Guidance for Child Protection in Scotland 2014](#)

[National Risk Framework 2012](#)

[Neglect](#)

[Prevent – e-learning Package \(Preventing Terrorism\)](#)

[Respectme – Scotland's Anti-Bullying Service](#) and <http://antibullying.net/>

[Safe & Together](#)

[Storing Information for Angus Pupils](#) (Schools only)

[Tayside Practitioner's Guidance: Chronologies](#)

[Young Scot – Get Informed](#)

[Under-age Sexual Activity](#)

[Zero Tolerance](#)