



Donaldson's

CHILD PROTECTION GUIDELINES

(to be read in conjunction with the Edinburgh and the Lothian's and Scottish Council for Independent Schools Child Protection Guidelines)

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1. CHILD PROTECTION - BACKGROUND

1.1 Context of Child Protection Guidelines

Donaldson's School offers both day and residential schooling for Deaf children and hearing children with a speech and language disorders. While the school offers places to all local authorities in Scotland and attracts a few pupils from England, the largest single group come from the Lothians. The Edinburgh and The Lothians Child Protection Guidelines principles and procedures, therefore, contained in this document are drawn from the Scottish Council for Independent Schools (S.C.I.S) and are applicable wherever staff are in charge of our pupils throughout the UK

In addition to accommodating Deaf children or speech and language impaired children, a significant number of children at Donaldson's also have mild to profound learning difficulties and other disabilities and many exhibit severe emotional and/or behavioural difficulties. It is, therefore, important for staff to recognise that children with disability may be more vulnerable to abuse for a variety of reasons:

- They may come into contact with a multiplicity of carers and care settings. Some are dependent on adults for their intimate care on a daily basis. This can make the task of distinguishing between appropriate and inappropriate touching more difficult.
- Children with developmental disabilities may be at higher risk of being sexually abused (Morgan 1979 & Watson 1984). *
- Some children with speech and hearing impairments can be more vulnerable because they may not be able to tell, or their attempts at telling may be misunderstood.
- Children with challenging behaviour may be at increased risk of abuse.
- Many have little or no communication with parents
- Children with special needs may be over protected. This can result in passivity and compliance, and an over-reliance on adults for all their needs.
- Attitudes in society to disability may confirm a disabled child's feeling of being different or inferior. This can increase the child's desire to be accepted.

*Morgan, S.R (1979) "Psycho-Educational Profile of Emotionally Disturbed Abused Children: Journal of Clinical Psychology", 8(1) P3-6. Watson, G (1984) "Sexual Attitudes and Knowledge of Children with Mild and Moderate Learning Difficulties" in G Campbell (Ed) Health, Education and Youth, Falmer Press.

1.2 Prevention of Child Abuse

Donaldson's School prioritises the prevention of child abuse. The four key elements within the school are:

- a) Ethos
- b) Curriculum
- c) Staff Awareness
- d) Robust Recruitment

The school ethos has at its centre the welfare and best interests of children and respect for the individual. The Personal and Social Development Curriculum has in place Personal Safety Programmes which promote self-esteem and life skills to prevent all forms of abuse.

It is important that Donaldson's Governors, parents and staff share the aims and, wherever possible, values concerning Child Protection Guidelines. Consultation involving all of the aforementioned has taken place in the preparation of these Guidelines. These Guidelines are made known to all staff in the school. For communication purposes, it is important that Governors, parents and staff share a common language about child protection matters. Staff also need to know the procedures to be followed should they have suspicions or information about child abuse. The maintenance of on-going Child Protection Training is essential and must be recorded.

In all cases of suspected abuse, matters disclosed must be treated absolutely confidentially and not discussed with other colleagues. The child's best interests are paramount.

Child Protection Guidelines are normally aimed at children up to the age of 16. The complexity of our children's needs and the fact that many of them are away from home or have little communicative ability outwith the school leads us to believe that we should offer all of our children and young people, irrespective of age, the protection this policy is designed to promote. It is always vital to consider the balance of rights between individuals concerned particularly where those may be conflicting and to ensure proportionality in all circumstances.

1.3 Legislation and Guidance Framework

In addition to the legislative framework set out in Section 1.3 of the Edinburgh and Lothian Guidelines, the following guidance is appropriate to staff:

- a) *The Protection of Children (Scotland) Act 2003*
- b) *"It's Everyone's Job to Make Sure I'm Alright" Report of Child Protection Audit and Review – Scottish Executive 2002*
- c) *Edinburgh's Children (Jan 1999)*
- d) *Children's Safeguards Review – Scottish Executive 1997*
- e) *Health Education 5-14 National Guidelines (November 2000)*

- f) *5-14 Guidelines on Personal & Social Development*
- g) *Glasgow's Health*
- h) *S.C.I.S Guidelines on Child Protection – January 1997*

1.4 Principles of Child Protection

The following principles have been drawn from ***the United Nations Convention on the Rights of the Child (1989)***. They also incorporate the principles enshrined in ***The Children (Scotland) Act 1995*** and ***The 5-14 Curriculum*** framework.

Statement of Entitlement

- a) Every child should be treated as an individual and has the right to a positive sense of identity.
- b) Every effort should be made to preserve the child's family home and family contacts.
- c) Every child has the right to be protected from all forms of abuse, neglect and exploitation.
- d) Every child should receive help to minimise the effects of any abusive experiences or neglect.
- e) The College has a health programme which promotes good health and protection from disease. These programmes involves partnership with parent(s)/carer(s)
- f) The curriculum helps children to develop life skills to protect themselves from all forms of abuse.
- g) Children have the right to express their views about any issues or decisions affecting or worrying them and to have their views taken into account according to age, maturity and understanding.
- h) Any intervention in the life of a child, including the provision or supportive agencies, should be based on collaboration between all the relevant agencies and parent(s)/carers. However, there may be exceptions to parental involvement where this is not in the best interests of the child.

1.5 Definition of Abuse

Refer to Section 1.2 of *The Edinburgh and Lothians Child Protection Guidelines*, which is to be found on the College Intranet "Shared Documents" or in hard copies held by the Principal or the Head of Care for more detail.

- i. Physical injury including Fictitious or Induced Illness Syndrome (FIIS) by Proxy

- ii. Physical Neglect
- iii. Non-Organic Failure to Thrive
- iv. Emotional Abuse
- v. Sexual Abuse
- vi. Abuse by Young People or Children

1.6 **Signs of Abuse**

It is important to remember that children can be abused by both adults and peers. Abuse by a peer may be no less traumatic than abuse by an adult. Not all children are able to tell that they have been abused. Changes in behaviour may be a signal that something has happened.

Below are general indicators that the child may be troubled. The child may have some of these problems or none at all. It is the combination, frequency and duration of indicators that will alert you to a problem. Try to notice all changes in usual behaviour.

It is important to remember that list such as the ones attached are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances.

There can be an overlap between all the different forms of child abuse, and all or several can co-exist.

1. **Physical Abuse**

Signs of possible physical abuse:

Unexplained injuries or burns, particularly if they are recurrent.

Improbable excuses given to explain injuries.

Refusal to discuss injuries.

Untreated injuries, or delay in reporting them.

Excessive physical punishment.

Arms and legs covered in hot weather.

Avoidance of swimming, PE, etc.

Fear of returning home.

Aggression towards others.

Running away.

When considering the possibility of non-accidental injury, it is important to remember that the injuries may have occurred for other reasons. Among the most important are:

- Genuine accidental injuries, which are common. The nature and site of the bruising relative to the child's age is important.
- Bleeding and clotting disorders.
- Skin disorders e.g. Impetigo.
- Rare bone diseases e.g. brittle bones.
- Medical advice must be sought in all cases.

2. Physical Neglect

Signs of possible physical neglect:

Constant hunger.

Poor personal hygiene.

Constant tiredness.

Poor state of clothing.

Frequent lateness and/or unexplained non-attendance at school.

Untreated medical problems.

Low self-esteem.

Poor peer relationships.

Stealing

3. Non-Organic Failure to Thrive

Signs of possible non-organic failure to thrive:

Significant lack of growth

Weight loss

Hair Loss or gain

Poor skin or muscle tone

4. Emotional Abuse

Signs of possible emotional abuse:

Regression

Low self-esteem.

Continual self-depreciation.

Sudden speech disorder.

Significant decline in communication.

Social immaturity.

Behavioural evidence of disturbance (e.g. rocking, head banging).

Self-harm

Compulsive stealing.

Extremes of passivity or aggression.

Running away.

Indiscriminate friendliness.

5. Sexual Abuse

It is important to remember that in sexual abuse there may well be no physical or behavioural signs.

Signs of possible sexual abuse:

Low self-esteem.

Developmental regression.

Psychosomatic factors e.g. recurrent abdominal pain or headache.

Stealing.

Sleep disturbance (nightmares, irrational fears, bed wetting, fear of sleeping alone, needing a nightlight).

Lack of trust in adults

Indiscriminate over familiarity with adults.

Unusual interest in the genitals of adults or children or animals.

Social isolation – withdrawal and introversion.

Display of sexual knowledge beyond child's years.

Poor peer relations.

Fear of a particular individual.

Running away from home.

Drug, alcohol or solvent abuse.

Reluctance or refusal to participate in physical activity or to change clothes for activities.

Reluctance in using bathrooms, showers.

Fear of medical examinations.

Expressing affection in age inappropriate ways.

Abnormal sexualised drawing.

Compulsive masturbation.

Over-sexualised behaviour.

Sexual promiscuity.

Anxiety/depression.

Eating disorder e.g. anorexia nervosa or bulimia

Self harm.

Bruises, scratches, bite marks to the thighs or genital areas.

Itch, soreness, discharge, disease, unexplained bleeding from the rectum, vagina or penis.

Discomfort/difficulty in walking or sitting.

1.7 e-Safety and Internet Abuse

Staff must remain vigilant for the possibility of abuse via the internet.

The school has in place Email Filtering and Web Filtering which keeps the school compliant with Internet access and monitoring laws. This allows us to screen out pornography, drugs and substance abuse, intolerance, violence and web-based chat.

The school also has in place an "Internet/Network Users Agreement" an Email Policy and Acceptable Use Policy for all pupils and staff. Failure to adhere to that agreement will result in disciplinary action.

Pupils have a school email address for use within the school and residence - all other web based email is banned ie: MSN, Yahoo & Hotmail.

In this new and rapidly developing area of possible child abuse staff must be vigilant and report any matter which gives cause for concern.

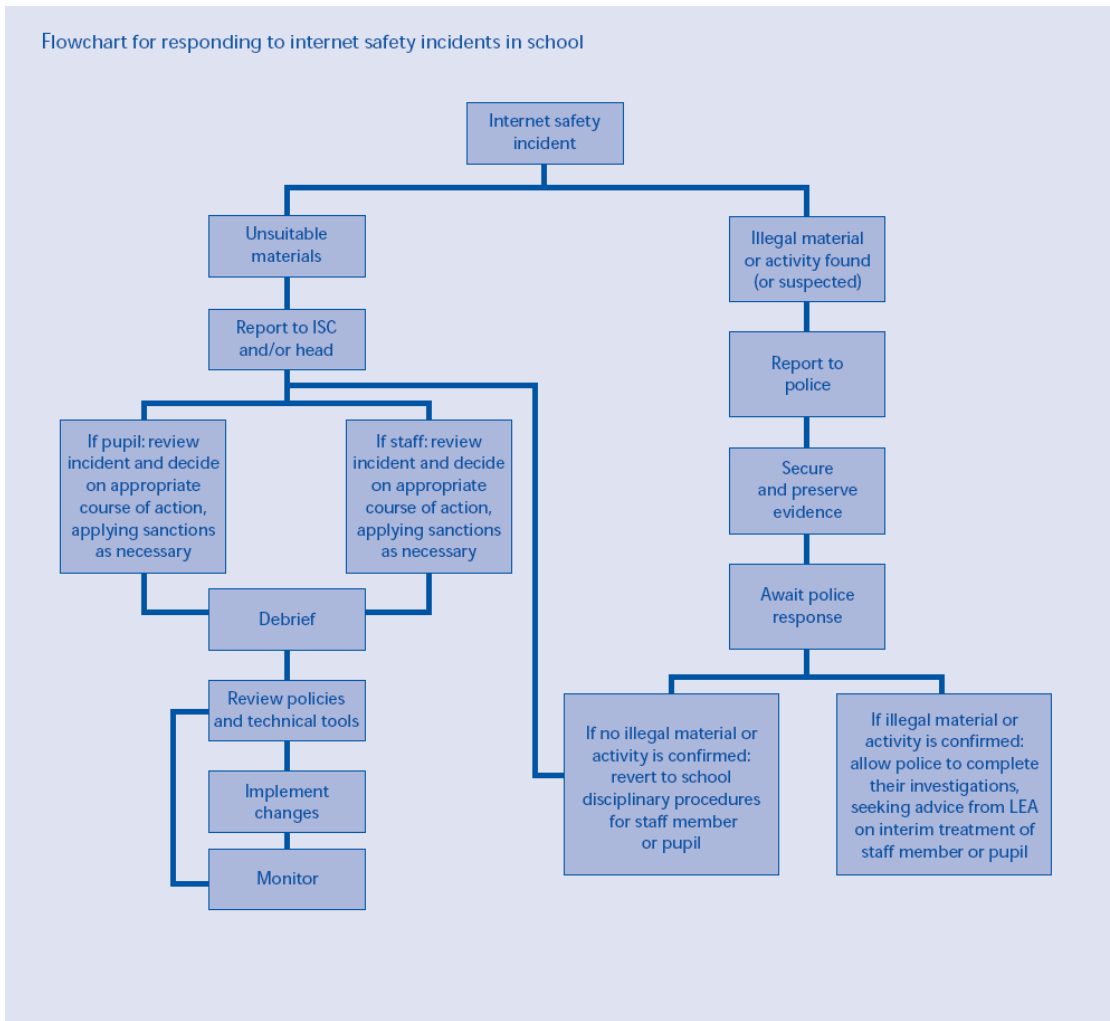
Staff should be aware of the evidential value of computer based evidence and should you suspect such equipment is being used for illegal purposes the following procedures should be adopted:

- a) Prevent the computer from further use
- b) Do not allow anyone to disconnect the power
- c) Do not allow anyone to touch any keyboard
- d) Do not allow anyone to alter the state of the computer or associated equipment in any way at any time during the investigation
- e) Thereafter the Police will contact designated computer support for advice and assistance.

See flowchart below for details on how to respond to an Internet incident within the school.

Uniphones and TalkByText – although a huge, and potentially, enriching experience for Donaldson's children they can also be used for a range of abusive behaviours such as bullying. Pupils using these facilities must be monitored at all times.

Flowchart for responding to internet safety incidents in school



2. CHILD PROTECTION PROCEDURES

2.1 Action by Staff When a Child Discloses Abuse

First:- ***Listen***

Where appropriate, go with the child to a private place. Ask the child to tell you what happened in her/his own words. If this is not possible and the allegation does not concern a member of staff, use a designated and trained interpreter or communication aide from the staff.

Establish the child's level of understanding and be prepared to use the child's terminology. Diagrams or pictures may help the child convey what has happened.

Such an allegation is to be listened to with care.

Second:- ***Reassure*** the child that you:

Know it is not her/his ***fault***.

You are ***sorry*** about what happened.

Do not show ***disbelief***.

Third:- Remember that children seldom lie about sexual assault. Disbelieving a child's disclosure contributes to the trauma of the assault.

Do not give the child a guarantee of ***confidentiality*** regarding the disclosure.

Fourth:- Take the allegation ***seriously***.

Support the child's decision to tell.

Fifth:- ***Affirm*** the Child's ***Feelings***.

Children who are victimised may experience a range of feelings, such as sadness, anger, anxiety, or depression. Affirm whatever feelings the child has and avoid telling the child how she/he should feel.

Avoid looking for what caused the assault to occur. Don't ask "***why***" questions.

Don't dwell too heavily on the identity of the alleged perpetrator, avoid a "***whodunit***" approach. The pursuit and recovery of evidence is a matter for the Police.

Avoid being judgemental about information supplied by the child. Don't presuppose that the experience was bad or painful – it may have been neutral or even pleasurable.

Sixth:- Children should not be subjected to multiple interviews (a series of successive interviews by different staff) unless the circumstances are exceptional and it is in the child's best interest. If in difficulty refer immediately for guidance from *DMS.

***“DMS” indicates Designated Member of Staff, i.e., the Principal or in whose absence the most appropriate other member of the Senior Management Team**

Disclosure of abuse

Incidents of suspected abuse can be disclosed in a variety of ways:

- a) Directly by child.
- b) Staff observation.
- c) By another pupil/person/or agency (Third Party Disclosure).

Initial responses to child

- a) Any initial questioning or discussion must be limited to establishing the basic facts.
- b) Open-ended questions must be used
 - i) Only ask enough questions to gain basic information.
 - ii) Take the allegation seriously and support – do not interrogate.
 - iii) Use open ended questions ie. avoid leading questions

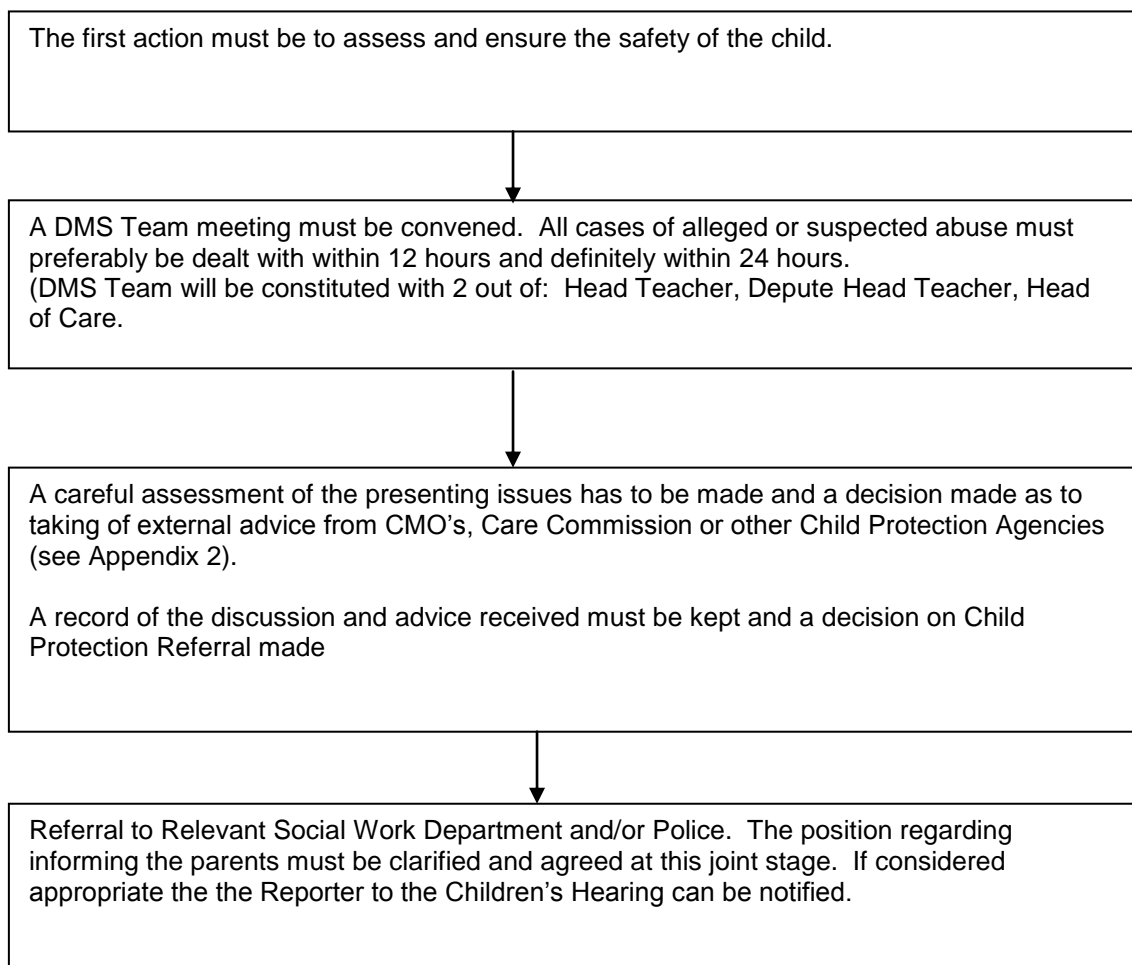
When?	When did it happen?	✓
	Did it happen last night?	✗
Where?	Where did it happen:	✓
	Did he/she come into your bedroom?	✗
Who?	Who did it?	✓
	Was it daddy/baby-sitter/John?	✗
What?	What happened?	✓
	Did such and such happen?	✗

How? Why?	Avoid if possible. These questions require a judgement by the child and may also induce self-recrimination
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- c) The member of staff questioning the child must not introduce either personal experiences of abuse or those of other children.
- d) If required, an interpreter should be available for the child.
- e) This information must not be shared with any other person without the permission of the DMS.
- f) The member of staff must also record, date and sign when these concerns were passed to the DMS using form CP1.

Remember your Role is to Observe, Record and Report

2.2 Action by DMS When Alleged or Suspected Abuse is Reported



DMS should be aware of potential trauma to all persons involved in the process and should offer appropriate support.

The DMS Team Meeting should consider:

- a)
 - (i) What information is known about the child, any sibling(s) and family?
 - (ii) What basic facts are known about the specific incident or concern?
 - (iii) Have there been previous concerns?
 - (iv) Is there a need for Preliminary Medical Attention?
 - (v) Are there implications for siblings or the wider community?
 - (vi) Are the parent(s)/guardian(s) aware of the referral and what is their likely response?
 - (vii) Have there been previous concerns?
 - (viii) Are there implications for others pupils?
 - (ix) Does the child go home and how?

- b) If the allegation has been made by a pupil for whom the school has responsibility, decide:
 - i. Who supports that child and tells the parent(s)/carers
 - ii. If the child is detained beyond the end of the school day, how the child is to get home.

- c) The DMS will report briefly on the incident, in confidence, to the Convener of the Board of Governors or his/her Deputy. The names of the people will not be disclosed unless there are exceptional reasons for doing so (this would not be the case in respect of a member of staff – see below).

SECTION 3 – ALLEGATIONS OF ABUSE AGAINST EMPLOYEES

3.1 *Staff Interaction with Pupils – A Code of Practice*

Whilst the school wishes to create an environment where there are close relationships between adults and children, and between peers everyone must feel safe. For this to happen and allow a nurturing atmosphere to be fostered, sound professional practice must be in place.

The following principles should be adopted by all staff:

- i) Do not rely on your “good name” to protect you.
- ii) Do not believe “it could never happen to me”.
- iii) Treat everyone with respect.
- iv) The use of physical restraint on a pupil should involve only the absolute minimum force necessary and it is permissible only when you are certain that he/she is at imminent risk of endangering him/herself, yourself, or others. Where possible summon a colleague to witness the situation and to give you appropriate help. Staff involved in restraint should be trained in CALM techniques.
- v) All physical contact with children should be kept to a minimum and should happen only within the context of supporting the child’s well-being.
- vi) It may be important for you to be alone with a pupil. In these circumstances, try to ensure that others are within earshot and, preferably, within vision. Never have the door locked. Where possible maintain a gap/barrier.
- vii) Never make remarks or gestures which could in any way be interpreted as provocation, salacious, suggestive or demeaning.
- viii) If a pupil makes a complaint directly to you about your own conduct, under no circumstances should you attempt to question the child further but the information must be passed immediately to a senior manager.
- ix) If you suspect that a pupil is become inappropriately attracted to you, you must share your concerns with a senior colleague.
- x) In circumstances where your relationship with, or feelings towards, a pupil are placing you at risk of unprofessional behaviour, you are required to seek advice and support from a senior manager
- xi) From time to time, personal circumstances may arise which adversely affect your professional relationships (e.g. bereavement, health or relationship breakdown). Should this be the case, you are required to seek advice and support from senior management.
- xii) Do not engage in any physical horseplay with a pupil, or indeed, any other actions that another adult might misinterpret, no matter how innocent or

ell-intentioned your actions might be.

- xiii) Always respect a pupil's right to personal privacy.
- xiv) Always encourage pupils to feel comfortable enough with you to point out to you attitudes or behaviour they do not like.
- xv) If any member of staff is making arrangements to visit or meet a young person outwith working hours, for any reason, they are obliged to inform the Principal in advance. Any sexual relationship with a pupil is forbidden.
- xvi) Keep yourself abreast of the school's child protection policies.

3.2 Staff Interaction with Pupils: Ways in which Inappropriate/Abusive Behaviour may be Manifested

Physical	Hitting Tapping (except where it is an instruction within a deaf culture, e.g. getting a child's attention by gently tapping him on the shoulder or forearm) Holding/Restraint (only where there is physical risk to the person or others) Kicking Pushing/Jabbing Missiles Use of feet to attract attention
Emotional	Sarcasm Isolating Ignoring Unfavourable comparisons Withholding praise Threats Intimidation Berating Scapegoating Systematic personal criticism
Sexual	Inappropriate touching Suggestive remarks Suggestive gestures Inappropriate flattery Innuendo Sexual harassment Suggestive materials

If you are aware that any aspect of your behaviour or conduct could have been misinterpreted by pupils you must inform DMS immediately.

3.3 Allegations of Abuse Against Employees - Procedures

In the event that an allegation of abuse is made against a member of staff all colleagues have an absolute responsibility to follow the school's Child Protection Guidelines. Similarly, staff observing another colleague behaving in an abusive way must report that matter immediately, to the Head Teacher or DMS. Failure to do so will be considered Gross Professional Misconduct and dealt with accordingly.

1(a) If an allegation of child abuse is made/suspected against a member of staff other than the Head Teacher:

The person receiving the information must inform the **Head Teacher immediately**. The **Head Teacher** will inform the Convener of the Board of Governors. In the event that the Head Teacher cannot be contacted the allegation should be passed to the Head of Care.

1(b) If an allegation of child abuse is made/suspected against the Head Teacher

The person receiving the information must inform the Convener of the Board of Governors (see Appendix 2 for contact details). Governors are advised to take independent advice on the matter to avoid any suspicions of a "cover up".

- (2)** In both cases the Convener of the Board of Governors must be informed. If the DMS, and the Convener, feel it necessary to proceed with the investigation the statutory authorities must be informed.

In either of the above circumstances a confidential report should be prepared for the Convener of the Board of Governors.

Unfounded Allegations

If the conclusion, after such consideration, is that the allegation is completely unfounded, the decision to take the matter no further will be recorded, together with the reasons for it, and the information placed in a confidential file, and the child's parents informed.

Allegations Requiring Further Investigation

If there is support for the allegation of child abuse, the Principal/Convenor must consider the following:

- 1) The need to remove the member of staff from **access to other children within or outwith the school**. Consideration will be given to the possibility that others may also have been abused
- 2) The member of staff must not be told the substance of the allegation but can be advised to seek support from his/her professional association.
- 3) The need to **suspend** the member of staff.

The employee would be suspended as a precautionary measure where:-

- a) there are reasonable grounds to believe children are at risk should the employee remain at work

and/or
 - b) there are reasonable grounds to believe that his/her continuing presence might impede enquiries/a criminal investigation.

and/or
 - c) the allegation is so serious that it may constitute gross misconduct and dismissal is a possibility.
- 4) The **parent(s)/carer(s)** concerned must be informed. The initial communication to parents will be to the effect only that information which supports an allegation of possible abuse has been received. Further details, identifying the member of staff concerned, will not be given until specific legal advice has been obtained.
 - 5) In the event of such a member of staff being suspended while investigations are taking place, the school will inform all parents/carers of children with whom the member of staff concerned has had contact. The Convener of the Board of Governors and Police should be consulted.

SECTION 4 -THE NEED FOR OPENNESS WITH STATUTORY AUTHORITIES

1. Whilst there is no legal obligation to notify the Secretary of State of changes of staff, except in September of each year, the Secretary of State is anxious that he be informed at once (through the Registrar of Independent Schools) if a teacher or member of staff is dismissed or allowed to resign because of conduct which suggests that he or she is not suitable to be in charge of, or have substantial access to, children. The Secretary of State is anxious to ensure, in the interests of pupils, that such persons are not employed in any school. In appropriate cases, the School will make a report to the Registrar of Independent Schools.
2. Any suspected abuse must be notified to the Scottish Executive (SEN Division).
3. The Regulation of Care (Requirement as to Care Services) (Scotland) Regulations 2002 places a duty on providers of a care service to notify the Scottish Commission for the Regulation of Care without delay of:
 - the death of a service user who has died while the care service was being provided;
 - the outbreak of an infectious disease;
 - any serious injury to the service user;
 - any accident and
 - any allegation of misconduct by the provider or any person who is employed in the care service

In addition, the school recognises the importance of maintaining informative communication with the Care Commission in order to assist inspectors in maintaining an overview of any major issues arising between inspections. The Care Commission will be informed of:

- Child protection issues arising within the placement (this is in addition to the child's Local Authority being informed as per child protection procedures);
4. The school recognises its responsibility to pass information received that may suggest that a pupil is in need of compulsory measures of supervision to the Principle Reporter. In reaching its decision the school will have given due regard to the conditions relating to compulsory measures of care contained in The Children (Scotland) Act 1995 (Section 52).
 5. The school welcomes the strengthening of safeguards that the Protection of Children (Scotland) Act 2003 affords pupils through the prevention of employment of unsuitable people. The school fully recognises its duties in relation to referring and making reference to the Scottish Minister's "Disqualified from Working with Children" list.
 6. The Sending Authority must be informed.

FORM CHILD PROTECTION 1 (CP1)

NAME OF STAFF COMPLETING CP1

NAME OF PERSON MAKING ALLEGATION

NAME OF ALLEDGED VICTIM

DATE:

TIME:

PLACE:

**ANY OTHER WITNESS
NAME:**

NATURE OF ALLEGATION

PASS TO DMS - NAME OF DMS

TIME OF HANDING INFO OVER

USEFUL TELEPHONE NUMBERS**On-Call Zone Paediatricians for Child Protection:**

Edinburgh, Chalmers Crescent – (during office hours ask specifically for Zone Paediatrician On Call for Child Protection)

Office Hours (9.00am – 5.00 pm)	0131 536 0467
After Office Hours	0131 536 0000

West Lothian, St. John's Hospital – (during office hours ask specifically for Zone Paediatrician On Call for Child Protection)

Office Hours (9.00 am – 5.00 pm)	01506 422783
After Office Hours	01506 419666

East and Midlothian, Edenhall Hospital – (during office hours ask specifically for Zone Paediatrician On Call for Child Protection)

Office Hours (9.00 am – 5.00 pm)	0131 536 8107
After Office Hours	0131 536 0000

Care Commission	0131 653 4100
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Edinburgh Social Work Department (other areas held in school office of internal phone lists)	0131 554 4301
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Lothian & Borders Police Family Units

'B' Division – St. Leonards Police Station	0131 662 5000
'C' Division – West End Police Station	0131 229 2323
'D' Division – Leith Police Station	0131 554 9350
'E' Division – Dalkeith Police Station	0131 663 2855
'F' Division – Livingston Police Station	01506 431200
'G' Division – Hawick Police Station	01450 375051

Rev. John P. Chalmers (Convener, Donaldson's Board of Governors)	0131 240 2205 (work no.) 07980 547645 (mobile)
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CHILD PROTECTION

A STATEMENT FOR PUPILS
(Signed videos are also available)

What to do if you feel someone has hurt you or might hurt you in the future.

YOU HAVE THE RIGHT TO FEEL SAFE

- 1. TELL AN ADULT YOU TRUST** either at home or at Donaldson's.

All the staff know how to help you.

- 2. TELEPHONE OR MINICOM** Childline 0800 400 222

This is free

- 3.** You have the right to a free **INTERPRETER** if you want to get help from someone who can't sign.

CHILD PROTECTION: A STATEMENT FOR PARENTS

Policies and Procedures which are set out must take account of a fundamental principle 'The protection and well being of the child or young person must remain at the heart of all considerations and decisions'
(Edinburgh and Lothians Inter-Agency Child Protection Procedures)

Safeguarding children is not the responsibility of one agency. Professionals working with children/young people are required to work together to reduce the risk of harm to children/young people and to promote their welfare.

All staff have a crucial role in protecting children/young people from abuse and neglect and in identifying those who may be at risk. Staff at Donaldson's have been well informed and have been up-dated on Child Protection Policy and Procedures. We promote shared responsibility in keeping our children and young people safe. Attendance at and participation in Child Protection Case Conferences is also the responsibility of appropriate staff who are likely to have knowledge of the child/young person on a daily basis.

We all have a responsibility to carry out the procedures outlined in Donaldson's Child Protection Policy and to work together with all relevant agencies as outlined in Edinburgh and Lothians Inter-Agency Child Protection Procedures.

The lead co-ordinators within Donaldson's are:

Mary O'Brien
Head Teacher

Neil Donald
Head of Residential Child Care

Carol Binnie
Depute Head Teacher