

Forces Children Scotland
**Safeguarding and Child Protection
Policy**



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Owner	Meg Thomas – Designated Safeguarding Officer
Executive Lead	Meg Thomas – Deputy CEO

1. Background

Forces Children Scotland is committed to the protection of babies, children and young people. Our mission is to improve the interests and wellbeing of children, their families and communities. We are also committed to the protection of vulnerable children from exploitative relationships.

As a relationship-based organisation, children may take the opportunity to share information about a harmful experience or incident. This may happen in a direct way through verbal disclosure, or indirectly through play or demeanour or through another child. In addition, there may be physical evidence of neglect or apparent injury, which is noted by a member of staff. That Forces Children Scotland considers it the duty of all those employed or involved with the organisation to prevent the physical, sexual or emotional abuse or neglect of all children and young people with whom they come into contact, including reporting any abuse discovered or suspected.

2. Purpose and application of Policy

Forces Children Scotland believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people. We are fully accountable for ensuring appropriate actions are taken by us in order to safeguard any of our service users. This may also include ensuring our partner agencies have taken appropriate actions.

This policy will apply to all children and young people up to the age of 18. For any concerns relating to a young person aged 18 years or above, please refer to our Adult Safeguarding Policy.

Forces Children Scotland takes a children's rights approach to safeguarding and promoting the welfare of every child. A children's rights approach means keeping the best interests of the child and their views in focus when making decisions and working in partnership with them and their families.

We recognise that:

- The welfare of the child is paramount where their best interests and views do not align.
- All children, regardless of age, disability, gender, race, religion or belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse.
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

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- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- It is **everyone's** responsibility to promote and safeguard the welfare of children.

The purpose and scope of the policy

- To safeguard the wellbeing of the children and young people who receive Forces Children Scotland's services.
- Ensure everyone understands their roles and responsibilities in respect of safeguarding and protecting children.
- To provide all staff with guidance on procedures they should adopt if they suspect a child or young person may be experiencing, or is at risk of, harm.
- The policy applies to all staff, including senior managers and the board of trustees, paid staff, volunteers, students or anyone working on behalf of Forces Children Scotland.

3. Roles and Responsibilities

We will seek to safeguard children and young people by:

- ensuring a culture of respecting, listening to and engaging in dialogue with children.
- responding to all allegations and concerns, swiftly and appropriately.
- following safer recruitment processes at all times for all roles.
- sharing information about child protection and good practice with children, parents, staff and external agencies.
- sharing information about concerns with agencies who need to know and involving parents and children appropriately.
- providing effective management for staff through supervision, support and training.
- following appropriate whistle blowing procedures and ensuring a culture that enables issues about the protection of children to be addressed.
- appointing a Designated Safeguarding Officer and providing Education, Training and Support to that person.
- monitoring and reviewing the operation of this policy.

It is essential that everyone is aware of their duties concerning safeguarding and ensure that:

- the safety and wellbeing of the child is promoted.
- the law and statutory guidance concerning child protection and safeguarding is complied with.
- Forces Children Scotland recognises the statutory responsibility of Local Authority Social Work and Police Scotland to ensure the welfare of children, and it is committed to complying with Local Area Child Protection Procedures.
- all staff and volunteers comply with the child protection and safeguarding policy.

It is not the role or responsibility of Forces Children Scotland to investigate allegations of harm or risk of harm. Disclosures or concerns arising out of all aspects of our work will be treated the same and are all covered by the policy.

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Whistleblowing – If you are concerned of a wrongdoing or that appropriate action has not been taken to deal with a safeguarding concern, then this is when whistleblowing should take place. This is sometimes referred to as ‘making a disclosure’ or ‘blowing the whistle’. The wrongdoing will typically (although not necessarily) be something you have witnessed at work. Please see Forces Children’s Scotland’s Whistleblowing Policy for further information.

The Designated Safeguarding Officer will:

- Ensure all people working with children are fully aware of what is required of them within the guidelines of the Forces Children Scotland Safeguarding Policy
- Ensure all those working with children are recruited in accordance with Forces Children Scotland’s Safe Recruitment procedures. (See page 64 of the Organisational Handbook.)
- Be the organisational decision maker on any issues concerning the well-being of children.
- Act as adviser, when required, to the Forces Children Scotland Board of Trustees on matters of policy & procedures related to Safeguarding and Recruitment
- Ensure that all those working with children attend a relevant organised safeguarding course
- Ensure that all incidents are correctly recorded and reported in accordance with Forces Children Scotland policy and procedures

Trustee Safeguarding officer will:

- Support the Designated Safeguarding officer
- Provide cover for both the Safeguarding Officer and the Deputy Safeguarding Officer when they are on leave.
- Take on the responsibilities of the Designated Safeguarding Officer in their absence to ensure any concerns are dealt with in a timely manner.
- Be responsible for ensuring all members of the Board of Trustees have relevant Safeguarding training.

Designated Safeguarding Officer

Meg Thomas – Deputy CEO

07831 336354

Meg.thomas@forceschildrenscotland.org.uk

Deputy Safeguarding Officer

Nina Collins – Participation Manager

07990 031658

Nina.collins@forceschildrenscotland.org.uk

Trustee Safeguarding officer

Gordon Rae - Trustee

Phone number available on request

Gordon.rae@forceschildrenscotland.org.uk

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Deputy Trustee Safeguarding officer

Sarah Dickie - Trustee

Phone number available on request

Sarah.Dickie@forceschildrenscotland.org.uk

4. Guidance and Legislation

The legal duty to investigate and report in relation to child care and child protection issues is derived from two sources: the Police (Scotland) Act 1967 which provides the mandate for police officers; and the [Children \(Scotland\) Act 1995](#), section 53 of which provides the mandate for local authorities and section 56 for Reporters to the Children's Hearing.

The [Social Work \(Scotland\) Act 1968](#) provides the primary mandate for social work intervention in Scotland and section 12 of this legislation requires local authorities to provide services to promote the welfare of children in need.

The [National Guidance for Child Protection in Scotland 2021 \(updated 2023\)](#) provides the context for child protection work in Scotland, outlines the roles and responsibilities of services and organisations, provides a framework for identifying and responding to concerns about children and provides additional information on child protection in specific circumstances. The guidance clearly states how Child Protection is the responsibility of all who work with children and families, regardless of whether that work brings them in direct contact with children.

[Getting it right for every child \(GIRFEC\)](#) (Scottish Government 2012) stipulates a consistent approach in Scotland for people to work with all children and young people and promotes action to improve well-being in eight areas, taking in to account the UN Convention on the Rights of the Child. These well-being indicators state that children and young people must be: healthy, achieving, nurtured, active, respected, responsible, included and, above all in the context of this policy, safe. The primary indicator for child protection is to keep a child safe and, in doing so, attention is giving to other areas of well-being as appropriate.

5. Recognition and reporting

A number of studies suggest that children and young people are at increased risk of abuse and neglect. Various factors contribute to this such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves, or adequately communicate that abuse has occurred.

Abuse of children can occur in any environment where there are young people, including the home, at school or in organised groups. Although children and protected adults are more likely to be abused by people they know and trust in their family, any activity that provides significant access to children can present opportunities for individuals who want to harm children. Therefore, it is vital that those who have regular

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contact with children recognise the signs and indicators that a child or protected adult may be being abused and know the appropriate steps to take to report these concerns.

All forms of child abuse involve the elements of a power imbalance, exploitation and the absence of true consent, whether they concern acts of commission or acts of omission. It is important to remember that the following is not definitive or exhaustive. Any of these signs or behaviours has to be seen in the context of the child's whole situation and in combination with other information related to the child and his/her circumstances. There can be an overlap between different forms of abuse.

The following definitions show some of the ways in which abuse or neglect may be experienced by a child but are not exhaustive, as the individual circumstances of abuse will vary from child to child. The following definitions have been adapted from the [National Guidance for Child Protection in Scotland 2021, updated 2023](#).

Physical Abuse

Physical abuse is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

There may be some variation in family, community or cultural attitudes to parenting, for example, in relation to reasonable discipline. Cultural sensitivity must not deflect from a focus on the child's essential need for care and protection from harm, or a focus on the need of a family for support to reduce stress and associated risk.

Neglect

Neglect consists in persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. There can also be single instances of neglectful behaviour that cause significant harm. Neglect can arise in the context of systemic stresses such as poverty and is an indicator of both support and protection needs.

'Persistent' means there is a pattern which may be continuous or intermittent which has caused or is likely to cause significant harm. However, single instances of neglectful behaviour by a person in a position of responsibility can be significantly harmful. Early signs of neglect indicate the need for support to prevent harm.

The GIRFEC SHANARRI indicators set out the essential wellbeing needs. Neglect of any or all of these can impact on healthy development. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); to protect a child from physical and emotional harm or danger; to ensure adequate supervision (including the use of inadequate caregivers); to seek consistent access to appropriate medical care or treatment; to ensure the child receives education; or to respond to a child's essential emotional needs.

Emotional Abuse

Emotional abuse is persistent emotional ill treatment that has severe and persistent adverse effects on a child's emotional development. 'Persistent' means there is a continuous or intermittent pattern which has caused, or is likely to cause, significant harm. Emotional abuse is present to some extent in all types of ill treatment of a child, but it can also occur independently of other forms of abuse. It may involve:

- conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person
- exploitation or corruption of a child, or imposition of demands inappropriate for their age or stage of development
- repeated silencing, ridiculing or intimidation
- demands that so exceed a child's capability that they may be harmful
- extreme overprotection, such that a child is harmed by prevention of learning, exploration and social development
- seeing or hearing the abuse of another (in accordance with the [Domestic Abuse \(Scotland\) Act 2018](#))

Sexual Abuse

Child sexual abuse (CSA) is an act that involves a child under 16 years of age in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.

For those who may be victims of sexual offences aged 16-17, child protection procedures should be considered. These procedures must be applied when there is concern about the sexual exploitation or trafficking of a child.

The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of indecent images, in watching sexual activities, using sexual language towards a child, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a person under 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology. Children who are trafficked across borders or within the UK may be at particular risk of sexual abuse.

Other safeguarding concerns:

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Domestic Abuse - As highlighted above, Domestic Abuse is generally treated as falling under emotional abuse. The cross- government definition (2014) of domestic violence and abuse is as follows:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional.

Forces Children Scotland considers that domestic abuse is a child protection issue and that if children witness or hear domestic abuse, this must be treated as a child protection matter, even if they are not directly involved in the incidents.

Child Criminal Exploitation (CCE) - As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Contextual safeguarding - Contextual safeguarding recognises that as young people grow and develop, they are influenced by a whole range of environments and people outside of their family. For example, in school or college, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks. Contextual safeguarding looks at how we can best understand these risks, engage with children and young people and help to keep them safe.

Grooming - Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Children and young people who are groomed can be sexually abused, exploited or trafficked. Anybody can be a groomer, no matter their age, gender or race. Grooming can take place over a short or long period of time – from weeks to years. Groomers may also build a relationship with the young person's family or friends to make them seem trustworthy or authoritative.

Online Safety - The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Child-on-child Abuse - child-on-child abuse is most likely to include, but may not be limited to (this may include an online element which facilitates, threatens and/or encourages the behaviour):

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between children; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals

Self-harm - Self-harm is a broad term that can be used to describe a variety of behaviours that lead to physical harm. These include self-cutting or scratching the skin, burning/branding with cigarettes/lighters, scalding, overdose of tablets or other toxins, tying ligatures around the neck, punching oneself or other surfaces, banging limbs/head and hair pulling (Mental Health Foundation, 2006). It may also include risk taking behaviours where the child / young person is careless for their own safety and there is a risk of physical harm. It also includes neglect of physical health for example young people with insulin dependent diabetes who intentionally miss insulin doses or the restriction of nutritional intake as part of disordered eating. Some forms of self-harm may be considered 'socially acceptable' such as tattooing and piercings, however it does not mean that all tattoos or piercings are forms of self-harm; it is about the intention behind them. Self-harm usually occurs in response to emotional distress. Please see the Forces Children Scotland's Suicide and Self-Harm Policy.

Suicide / Suicide Ideation - The term 'suicide' means an act that is intended to end one's life. Suicidal ideations, often called suicidal thoughts or ideas, is a broad term used to describe a range of contemplations, wishes, and preoccupations with death and suicide (PubMed, 2021). These issues can be caused by many factors, including depression and mental illness, stress, financial problems, relationship breakdown, bereavement and abuse. Please see the Forces Children Scotland's Suicide and Self-Harm Policy.

Young Carers – A young carer is defined as a young person under the age of 18 who helps to look after a relative with a disability, illness, mental health condition, or drug or alcohol problem. This may involve young people doing extra jobs around the house, such as cooking, cleaning or helping someone get dressed and move around. It may also involve a young person providing a lot of physical help to a parent, brother or sister who is disabled or ill. Without appropriate support, young carers are a risk of having lower self-esteem and heightened anxiety, feeling isolated, being bullied, and being stressed by the responsibility. Caring responsibilities may become a safeguarding concern where they have a detrimental impact on the child's wellbeing. Professional judgement is required to determine the level of harm.

6. Supporting the Child or Young Person

It is important that employees and those involved with the child or young person act in a supportive manner. Do:

- Take all disclosures seriously and listen carefully, in a calm and compassionate way
- Reassure the child or young person he/she that you will work with them to be safe
- Affirm the child or young person's feelings as expressed by them
- You may wish to use the acronym 'TED' as a reminder that the child can be encouraged to 'Tell', 'Explain' and 'Describe' the concern.
- If it is necessary to seek further clarification, you should keep to open questions such as What? When? Who? How? Where? wherever possible. If closed questions are needed for clarification, move as quickly as possible back to open question. Avoid asking leading questions, however, it is appropriate to ask open/clarifying questions or ask the child if there is anything else they would like to share. Remember your role is not to investigate.
- Approach this situation with a curious attitude

Do not:

- Promise confidentiality
- Accept any retraction or backtracking from an individual. If it has been said, it needs to be reported
- Show disbelief
- Be judgmental
- Introduce personal or third-party experiences of abuse
- Display strong emotions
- Make assumptions
- Investigate the disclosure. This is to avoid contamination of evidence gained in any subsequent investigation undertaken by Police and/or Social Services and to ensure that the child is not placed in the distressing position of having to repeat their story over and over again.

7. Responding to Complaints and Alleged or Suspected Incidents

Dealing with child abuse is rarely straightforward. In some cases, the disturbed behavior of the child, or an injury, may suggest that the child has been abused. In many situations, however, the signs will not be clear-cut and decisions about what action to take can be difficult. Abuse may become apparent in a number of

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ways:

- Through observation
- A child may tell you
- A third party may have reported an incident, or may have a strong suspicion
- You may have a suspicion

What to do

- Be supportive to the child or young person. Listen with care, but do not ask any unnecessary questions. Take what the child or young person is saying seriously and advise them you will have to pass the information on.
- Immediately report the grounds of your concern to your line manager or the Forces Children Scotland Designated Safeguarding Officer who will support you to take steps to pass the information on to the relevant person or organisation who will investigate the concerns or for their awareness.
Do not delay in reporting your concerns.
- Where you are working with a child in a school context, you must inform the school's designated Child Protection Lead (CPL) as soon as possible. You and the CPL should make a joint decision about the actions required, based on the risks.
- Write down the nature of the concern and anything the child may have told you using, so far as possible, the words used by the child. Remember to sign and date the notes taken; making it clear that they may be used in any subsequent investigation.
- In the event of a concern being identified or reported during a school or community organisation visit this should be reported immediately to the Head Teacher or member of staff in charge and subsequently reported as soon as possible to the Designated Safeguarding Officer.
- If you are unhappy with the response from the Designated Safeguarding Officer, you should contact the local Social Work Services Office and outline your concerns and the basis for them.

Confidentiality

In establishing an initial contract with the child and the parent, the limits of confidentiality must be explained, i.e. that Forces Children Scotland staff and volunteers will need to inform the Designated Safeguarding Lead and external agencies if there are concerns about the child's safety. This is an important part of the contract with the child at the outset of the work.

If a child or young person may be at risk of harm, this will always override a professional or organisational requirement to keep information confidential. Those employed or involved with Forces Children Scotland have a responsibility to act to make sure that a child whose safety or welfare may be at risk is protected from harm. Children and their parents/carers will be informed about action taken, as is assessed as appropriate to the nature of the concern.

Forces Children Scotland expect that any safeguarding concern that is raised on Lamplight is reported to the school's CPL, who then shares the concern with the parents / care givers so that they can be aware of the risk

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and safeguard their child appropriately. The only time that we would agree with the concern not being reported to the child / young person's parents is when there may be risk in doing. In such cases, we recommend that the school consult with children's social care for their advice.

For children over the age of 12, the worker will consider the child's wishes as to which parent they would like to be informed and how much additional information beyond the risk of significant harm is provided to them. This is in alignment with UNCRC and children's evolving capacity and right to have a say in the decision affecting them.

Reporting

All cases of suspected or alleged abuse must be treated seriously and the appropriate Local Authority Social Work Services Office should be contacted immediately. The concerns should be clearly stated including the basis for them. When the local office is closed, the Local Authority Emergency Social Work Service should be alerted. All telephone calls should be followed up in writing within 48 hours using the Forces Children Scotland "Incident Reporting form" (see appendix).

What happens next?

It is the duty of Social Work Services to investigate matters of concern in relation to the protection of the child or young person. Where it is alleged a crime has been committed against a child, the matter is likely to be investigated jointly with the Police.

The investigating Social Worker / Police Officer may require speaking to the person with whom the concerns originated. You should co-operate fully with any future enquiries.

Remain in contact with the Social Worker / Policy Officer until the matter is resolved to everyone's satisfaction. The response from the Social Work Office should be clearly documented in the child's record.

If you are unhappy with the response from Social Work Services, you can contact Police Scotland or the Reporter to the Children's Panel and outline your concerns to them.

What to do in an Emergency

If you are concerned about the immediate safety of a child, for example a child at risk of immediate harm or injury, contact Police Scotland **immediately**. Do not delay, as this could result in serious injury to a child.

8. Disputes, Challenges or Concerns

If, at any stage, there is a disagreement or concern about a safeguarding case, Forces Children Scotland staff must consult the Designated Safeguarding Officer.

Examples of such disagreements or concerns are:

- Concerns that the school or other organisation has not fulfilled its duties in dealing with a safeguarding concern.
- Concerns about a delay in a case being progressed by the school.
- Lack of feedback from a school about the outcome of a referral.
- Concerns about the response of the local authority to a referral by a school.
- Differences of opinion within the Forces Children Scotland team about a case.
- Concerns expressed by the school about the manner in which Forces Children Scotland has handled a child protection issue.
- Concerns that a member of staff or volunteer from Forces Children Scotland has not followed the policy.

The school's Safeguarding Policy or Partnership Agreement should describe the mediation procedures which are to be used in circumstances where there is disagreement concerning actions taken/not taken relating to a safeguarding concern.

Forces Children Scotland reserves the right to make a referral to statutory agencies if the school is reluctant to do this, and if this is considered to be in the child or adult's best interests. This is written into our partnership agreement with schools. In such circumstances, there must be a discussion involving the staff member, Designated Safeguarding Officer, CEO and, if appropriate, a member of MOD Families and Safeguarding Team.

9. Managing Allegations against Staff or Volunteers

If you have observed a member of Forces Children Scotland acting in a way that has caused you to be concerned, and feel the matter needs to be investigated you should contact the Designated Safeguarding Officer outlining your concerns and the basis for them. If the concerns involve the Designated Safeguarding Officer, this should be reported to the Chief Executive or the Chair of the Board of Trustees.

As a charity working with vulnerable children, Forces Children Scotland has a duty to ensure steps are taken to investigate an allegation against a member of staff or volunteer. This may involve the use of the organisations disciplinary procedures and / or a referral to Social Work Services / Police.

Where an allegation has been substantiated, Forces Children Scotland equally has a wider duty to ensure that the necessary authorities are informed of concerns about situations where a member of staff or volunteer has harmed a child, placed a child at risk of harm, or is unsuitable to work with children.

Forces Children Scotland therefore takes responsibility for making the required referrals, to external regulatory bodies such as but not limited to PVG (Scotland)

Thresholds

Decisions on the concern's threshold should be made in discussion with the Designated Safeguarding Officer.

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It is useful to first think of safeguarding as being on a spectrum. At the bottom of this spectrum would be 'Prevention' and at the other end of this spectrum would be 'Child Protection'. When thinking about significant harm, it is important to also include the risks that children pose to themselves. Somewhere in the middle of this spectrum would be 'Early Help'.

When a safeguarding concern is raised, based on the information available, the level of risk should be determined through assessing the likelihood of occurrence and the severity of harm.

*Risk Rating	Likelihood of Occurrence x Severity of Harm
Likelihood of Occurrence	1 Rare, 2 Unlikely, 3 Moderate, 4 Likely, 5 Almost certain
Severity of injury	1 Minor, 2 Moderate, 3 Significant, 4 Major, 5 Catastrophic

Any assessed risk over a score of 9 should be treated automatically as a safeguarding concern and the Safeguarding and Child Protection Policy followed. Any assessed risk under 9 should be discussed with the Designated Safeguarding Officer and agreement reached about whether the current measures are sufficient to manage the risk and whether or not parents / carers / school should be informed.

For children over the age of 12, the worker will give consideration to the child's wishes as to whether they would like their parent informed and how much additional information beyond the risk of significant harm is provided to them. This is in alignment with UNCRC and children's evolving capacity and right to have a say in the decision affecting them.

There are many circumstances that may cause harm to a child, and require a response, but fall short of a concern that a child is being abused. Nevertheless, a build-up of concerns over time may in time become serious enough that the child is considered to be at risk of abuse.

Where you have general welfare concerns about a child that are below threshold you should:

- Discuss your concerns with your line manager during regular supervision
- Liaise with other agencies that are working with the child where appropriate and in consultation with the DSO
- Record your actions and note your concern on the chronology of significant events. You should review general welfare concerns periodically, to see whether the build-up of concerns is significant enough to pass on to Social Work Services or a Head Teacher where appropriate

Appendix: 1
Safeguarding Policy Incident Report Form

Appendix: 2

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Safeguarding Process - Lamplight

Once informed of a safeguarding concern:

1. Staff to inform manager of concern via phone call and/or email.
2. Staff to flag safeguarding concern on the Safeguarding tab of the YP record in Lamplight (this flags it at the top of the profile as Current Concern: Yes)
3. Manager confirms action to be taken by member of staff and themselves.
4. School/partner organisation informed of concern.
5. School/partner organisation informs staff what steps will be taken and timelines for action.
6. Staff to create Safeguarding work record for the YP in Lamplight
7. Manager informs Safeguarding Lead by phone/email - by sending YP Lamplight record ID.
8. Safeguarding Lead will review document on LL
9. Manager to update Safeguarding log with relevant information.
 - a. Safeguarding Log is held in closed drive accessible only to Managers.
10. Other staff currently working with YP to be notified concern has been raised and given further information where appropriate.