



**CPC Guidance for Practitioners,
Working with Hostile and/or Non-Engaging
Parents and Carers**

**Getting it Right
in Perth and Kinross**
Helping children be the best they can be

What to do if you are worried about a child or young person?

If you are worried or concerned about a child or young person you should contact the Perth and Kinross Child Protection Duty Team or Tayside Police Public Protection Unit:-

Perth and Kinross Child Protection Duty Team - (24 hours)	01738 476768
Tayside Police Public Protection Unit	0300 111 2222
In an Emergency	Call 999

Child Protection – It's Everyone's Job

Document Control

Guardian/Keeper:	Perth and Kinross Child Protection Committee
Version Number:	1.0
Approved by CPC:	13/09/2011
Publication Date:	13/09/2011
Effective From:	13/09/2011
Review Date:	13/09/2012
ECHR Compliant:	Yes
Diversity Compliant:	Yes
Data Protection Compliant:	Yes
FOI Compliant:	Yes
Health & Safety Compliant:	Yes

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Introduction and Purpose

This guidance has been produced by Perth and Kinross Child Protection Committee to assist all practitioners and managers working **with hostile and/or non-engaging parents and carers**, especially when there are child care and/or protection concerns.

This guidance is for **all** practitioners and managers working with children and families across the public, private and third sectors in Perth and Kinross. It aims to support and protect **all** staff. This guidance may also be particularly helpful to managers who manage and/or supervise practitioners who may, as part of their work, encounter hostile and/or non-engaging behaviours from time to time. This guidance should assist staff to identify how these behaviours can impact on their own welfare and on their ability to undertake required tasks.

Given the number of unknown variables (types of concern, levels of risk, previous behaviours, timescales etc) it is not possible, within the confines of this guidance to identify and/or predict every type of situation which may arise. Nevertheless, there will always be a need for professional judgement to be exercised by the case worker and/or his/her Line Manager/Supervisor.

This guidance should **complement**, not replace, any existing single service and/or agency guidance. It also needs to be considered in conjunction with existing individual service and/or agency generic Health and Safety Risk Assessment procedures and policies, and procedures relating to violence and aggression towards staff.

Definitions

Within Perth and Kinross, and for the purpose of this guidance, the following broad definitions are being used to describe **hostile and/or non-engaging** behaviours.

Hostile

This involves any behaviour which has a damaging effect, physically and/or emotionally on a third party. This could include a range of behaviours such as actual physical violence, being verbally abusive and/or emotionally abusive. It could also include behaviour which is confrontational, hostile, threatening and/or intimidatory. Intimidation can also extend to making inappropriate use of the complaints system against staff members. The impact of such behaviours on individual staff will vary, but the fear of violence and/or aggression is widely recognised as impacting on judgements, interpretation and intervention.

Non-Engaging

This involves any behaviour which proactively sabotages efforts put in place by practitioners to effect change. This could include a range of ambivalent behaviours aimed at undermining processes, such as being deliberately non-compliant and/or evasive, paying lip service to agreements, failing to keep agreed appointments, being late for appointments and/or frequently changing appointments, cutting visits short, refusing to allow access to the child and/or the home, putting little effort into making the changes work or simply being passive to the involvement of practitioners.

Recognition, Assessment and Response

All practitioners and managers should be alert to a parent and/or carer who is, or is becoming, ***hostile and/or non-engaging***. They should also know how to respond effectively. The following guidance should assist practitioners in doing so.

The following practice notes can also help practitioners and managers to identify when a parent and/or carer is becoming ***hostile and/or non-engaging***.

PRACTICE NOTE ONE

- ***Practitioners and managers should be aware that the behaviours of a parent and/or carer can be misinterpreted. For example, what may appear to be hostile and/or non-engaging behaviours may mask hidden issues in the family such as domestic abuse, parental substance misuse, parental mental health and/or parental learning difficulties;***
- ***Practitioners and managers should have a broad understanding of these complex issues and the potential impact on the child and/or young person;***
- ***Practitioners and managers should also take into account the parenting capacity of the parents and/or carer, together with their race, ethnicity, language, cultural and religious backgrounds where this may impact on their behaviour, attitudes or responses;***
- ***Practitioners and managers should recognise hostile and/or non-engaging behaviours and know what action to take quickly and effectively in response to these behaviours and practitioners should always alert their Line Manager/Supervisor to such behaviours;***

- ***Practitioners and managers should be aware that they could feel intimidated by these behaviours and that this is a natural reaction to these behaviours;***
- ***Practitioners and managers should continue to make every effort to meet with, and to engage with, a parent and/or carer who is, or is becoming, hostile and/or non-engaging and, where possible, should meet them in an appropriate, supportive setting and/or environment; and***
- ***Practitioners and managers should see and/or attempt to see the child/young person to be assured that the child/young person is safe. Where this is not possible it may be necessary to exercise emergency powers to assess the well-being and safety of the child/young person.¹***

Impact

We recognise that working with a parent and/or carer who is, or is becoming hostile and/or non-engaging is very challenging. In many cases practitioners will find this very difficult and intimidating. This will, without doubt, have an impact on the practitioners directly involved with the child, young person and family. In these circumstances, support from Line Managers/Supervisors is vitally important as is robust supervision of staff.

The following practice notes can also help practitioners and managers to consider potential factors which may, or may not be having an impact on practitioners working with a parent and/or carer who is, or is becoming hostile and/or non-engaging and help to clarify the source of the hostility. In addition practitioners and managers may also find some further information and advice, taken from a wide range of literature, useful when working with and/or managing hostile and/or non engaging parents and/or carers (**Appendix A**).

¹In some cases, it may also be necessary to exercise emergency powers in keeping with the Children (Scotland) Act 1995 – Child Protection Order (CPO), Child Assessment Order (CAO) and/or an Exclusion Order (EO) and/or to consider the need for compulsory measures of care and referral to the Children’s Reporter.

PRACTICE NOTE TWO

- *What information is held by services and/or agencies with regard to the parent and/or carer?*
 - *What factors of past and current behaviours are known and/or suspected?*
 - *What is the nature of the hostile and/or non-engaging behaviour and why is the parent and/or carer behaving like this?*
 - *Is this behaviour directed at a single practitioner and/or agency, or is it simply universal?*
 - *Will any particular practitioner be perceived as a threat to the parent and/or carer and if so why?*
 - *Does the parent and/or carer have a mental health issue and/or a history of mental illness/disorder?*
 - *Does the parent and/or carer have a medical condition which may result in a loss of self-control?*
 - *Does the parent and/or carer have a learning disability?*
 - *Does the parent and/or carer have an alcohol and/or substance misuse issue?*
 - *Are there any gender issues to consider?*
 - *Are there any race, language, ethnicity, cultural and/or religious issues?*
 - *How is the child or young person coping in their current circumstances?*
- and*
- *Is there any new information about the parent and/or carer such that the child or young person is considered to be at significant risk of harm or immediate danger – if so what action should be taken, without delay, to ensure the child or young person's safety?*

Practitioners – Advice and Support

Avoiding people who are hostile and/or non-engaging is a normal human response. In many cases practitioners will find these behaviours very difficult and/or intimidating. Whilst this is a perfectly natural feeling and reaction it can, in some circumstances, lead to potential drift in terms of service provision and support. It is important, therefore, that all practitioners can identify and be alert to these behaviours, share and exchange relevant information with others, and seek further support and guidance from their Line Manager/ Supervisor.

Practitioners may find the following practice notes helpful when working with a parent and/or carer who is, or is becoming hostile and/or non-engaging. Practitioners may also find it helpful to refer to the findings of the Case File Audit 2011 that identified existing key strengths shown by practitioners in working with hostile and/or non-engaging parents and/or carers (**Appendix B**).

PRACTICE NOTE THREE

- ***Practitioners should confirm their professional and/or legal authority to work with the child, young person and family;***
- ***Practitioners should confront any behaviour that is considered to be hostile and/or non-engaging;***
- ***Practitioners should keep the relationship formal, though supportive, and confirm that the aim of the work is to achieve the best possible outcome for the child;***
- ***Practitioners should continue to share relevant information with other services and/or agencies involved with the child or young person, maintain good record keeping and seek support from peers and Line Manager/Supervisor. It is also important to emphasise the need to continue to gather information from all sources;² and***
- ***Practitioners should advise the parent/carer that information sharing takes place in order to minimise the likelihood that the parent/carer attempts to collude with a practitioner from a single agency.***

Practitioners should also be aware of the impact hostile and/or non-engaging behaviour could have on them personally. Some practitioners are able to respond to hostile and/or non-engaging families in a positive way which indicates that they are

² **Appendix C** attached “A Practitioner’s Guide to Information Sharing, Confidentiality and Consent” provides generic information and advice for all practitioners working in and across the public, private and third sectors, in particular for those working within education, health, police and social work.

untroubled by such conflict, whilst other practitioners simply cannot. It is important that practitioners understand that this is not unusual and they should not be embarrassed in any way by their reaction and/or response to hostile and/or non engaging behaviours.

The impact on practitioners may be felt and expressed in a number of different ways which could include:-

- Surprise and/or embarrassment;
- Numbness and/or denial;
- Distress and/or fear;
- Avoidance;
- Self-doubt and/or guilt;
- Shock and/or anger;
- Loss of self-esteem and of personal and/or professional confidence;
- A sense of loss and/or helplessness;
- Sleep and dream disturbance; and
- Hyper vigilance.

In more serious cases practitioners may be impacted as follows;-

- Preoccupation with the event or related events;
- Repetitive stressful thoughts, images and emotions;
- Illness;
- Post traumatic stress; and
- Loss of objectivity in similar and/or future situations.

When planning necessary work with hostile and/or non-engaging parents and carers it is important that Line Managers/Supervisors acknowledge the impact, or likely impact, on practitioners of such work.

All practitioners have a responsibility to consider their own health and safety just as their Line Manager/Supervisor and their service and/or agency has a responsibility for ensuring the health and safety of all staff.

Planning

It is essential that a plan is formulated between the Line Manager/Supervisor and practitioner prior to working with parents and carers known to be, or likely to be, hostile and/or non-engaging. The following practice note gives examples of those issues which should be considered prior to contacting a parent and/or carer who is hostile and/or non engaging.

PRACTICE NOTE FOUR

Prior to contacting a parent and/or carer who is hostile and/or non-engaging, practitioners should consider the following additional factors:-

- ***I am clear about the nature of the perceived risk from the hostile or non engaging parent or carer?***
- ***Have I fully planned for contact with the hostile or non-engaging parent or carer?***
- ***Does this visit need to take place or should an inter-agency meeting take place first to discuss issues/concerns?***
- ***Should I make this visit jointly with a colleague from my own service and/or agency and/or another service and/or agency including police?***
- ***Should I arrange this visit at the office or at a neutral venue?***
- ***Do I have a mobile phone with me or some other means of summoning help (e.g. personal alarm)?***
- ***Are my colleagues and/or my Line Manager/Supervisor aware of where I am going and when I should be back? Have I discussed my fears about my perceived vulnerability during the visit?***
- ***Does my Line Manager/Supervisor know my mobile phone number, my car registration number and my home address and phone number?***
- ***Are there clear procedures for what should be done if a practitioner does not return or report back within the agreed time from a home visit and have I discussed this, and my role in it, with my colleagues/Line Manager/Supervisor?***
- ***Do my family members know how to contact someone from work if I do not come home as expected?***
- ***Have I accessed personal safety training? and***
- ***Is it possible for me to continue to work effectively with this family?***

Line Managers/Supervisors – Advice and Support

Line Managers/Supervisors have many responsibilities, including staff training and development, for ensuring the health and safety of their staff and for their general day to day supervision and support. This includes monitoring, reviewing and supporting staff via supervision. ***In terms of this guidance, by far the greatest responsibility is the requirement for supportive and robust supervision and clear planning around managing contact.***

Line Managers/Supervisors should also be aware that *“Heightened stress reduces the capacity of parents and workers to keep at-risk children in mind and in focus”* (Howe 2010).

Line Managers/Supervisors may find the following practice notes helpful when supporting and supervising their practitioners working with a parent and/or carer who is, or is becoming, hostile and/or non-engaging:-

PRACTICE NOTE FIVE

- ***Line Managers/Supervisors should be mindful when allocating cases of the skills, knowledge and capacity of their practitioners;***
- ***Line Managers/Supervisors should empower their practitioners to take charge of situations and have confidence in their actions, whilst also recognising the capacity and limitations of their practitioners and acknowledging external threats to the practitioner’s safety and well-being;***
- ***Line Managers/Supervisors should support practitioners to have confidence and/or be able to speak freely about any concerns relating to children and families;***
- ***Line Managers/Supervisors should ensure that regular discussions take place with practitioners who are working with a parent and/or carer who is or is becoming hostile and/or non-engaging;***
- ***Line Managers/Supervisors should prioritise case supervisions as appropriate and necessary, particularly where the parent and/or carer is or is becoming hostile and/or non-engaging;***
- ***Line Managers/Supervisors should ensure that health and safety is part of all new employee inductions;***

- ***Line Managers/Supervisors should keep health and safety as a standing item on the agenda of their team meetings and in doing so may find the practice notes and checklists within this guidance helpful;***
- ***Line Managers/Supervisors should ensure training is regularly provided and updated, particularly in terms of hostile and/or non-engaging parents and carers;***
- ***Line Managers/Supervisors should be alert to a parent and/or carer who is, or is becoming, hostile and/or non-engaging and the potential impact upon their practitioners and, most importantly, on the welfare of the child;***
- ***Line Managers/Supervisors should deal with these situations sensitively acknowledging and addressing the impact upon individual practitioners;***
- ***Line Managers should ensure that information about a parent and/or a carer who, is or is becoming, hostile and/or non-engaging is properly recorded in case file notes and on electronic systems and that this information is shared with other practitioners, service/agencies as necessary;***
- ***Line Managers/Supervisors should ensure that when a parent and/or carer is, or is becoming, hostile and/or non-engaging, alerts and/or flags are placed on electronic databases and within case files to alert other practitioners; and***
- ***Line Managers/Supervisors should ensure that their practitioners have been provided with a copy of this guidance and have had an opportunity to read and discuss it individually and collectively within their staff teams.***

Service/Agency – Responsibilities

All services and agencies have a legal responsibility for the care, protection, welfare and safety of their staff, both in and out of the workplace. All services and agencies should also have in place robust supervision arrangements for staff who may actually be working with hostile and/or non-engaging parents and carers and, in addition, all staff should have access to professional practice advice and assistance.

Staff Care and Welfare

In addition to line management support and supervision arrangements, all services and agencies should have in place self-referral schemes and/or arrangements which provide access to confidential support, help and/or assistance to staff. Normally these arrangements are in place via Human Resources and/or Occupational Health. These services should be clearly signposted and all practitioners and managers should be aware of how to contact and access them as and when they may require doing so. In certain cases it may be necessary to continue that support beyond the practitioner's current involvement with hostile and/or non-engaging parents and carers. An example of such arrangements is the *Tayside Police Trauma Risk Management Policy*.

Recording of Incidents

In terms of health and safety requirements all services and agencies will have in place health and safety risk assessment procedures, and all practitioners and managers should be aware of them and/or how to access them. In addition, all services and agencies should have in place systems and processes relating to the reporting and recording of incidents involving violence and aggression towards staff.

It is important that all practitioners and managers are aware of these arrangements and that those managers, in particular, identify any risks or actual incidents of violence and aggression and ensure that they are reported and recorded correctly. An example of such arrangements is the *Perth and Kinross Council Violence and Aggression Policy*.

Finally – Remember

PRACTICE NOTE SIX

Keep alert to any behaviour you consider to be hostile and/or non-engaging;

Doing nothing is not an option;

Do not be afraid or embarrassed if you feel intimidated in any way – this is normal;

Seek and share information quickly and effectively;

Seek support from your peers and your Line Manager/Supervisor;

Always consider your own safety, the safety of others and the safety of the child or young person – that is paramount

and

Always ensure that a plan is in place for working with hostile and/or non-engaging parents and carers.

Suggested Approaches to Aggression Management – Basic Intervention Strategies

This is just a list of suggestions taken from a wide range of associated literature which practitioners and managers may find useful in a variety of situations:-

- Try to get the aggressor to agree to something, either in word or action, to initiate the start of co-operation;
- Try to accept and re-interpret their hostile actions in a more positive light, seeking points of similarity rather than differences, and enlisting their help as allies rather than enemies;
- Try to comment on the other person's behaviour, rather than on their apparent motivation. Avoid the impression of trying to read their mind or of judging their intent. Try to give the person space to explain or deny feelings attached to their actions;
- Try to deal with the "here and now" rather than on past issues;
- Try to keep explanations and instructions simple, avoiding use of complex or loaded words.
- Try to reassure, calm and support the aggressor, stating that the worker is there to help maintain control of him/her. Try to encourage understanding that they should accept the responsibility for controlling their own behaviour;
- Try to keep requests short, direct and non-condescending;
- When asking questions, try to avoid casting doubt on the other person's ability to perform a task, but rather their willingness to do so. This could be seen as patronising and may further damage any low self-esteem;
- Try to avoid making promises or guarantees that cannot be kept or that are beyond your control. Talk about what is known, rather than attempting to predict future outcomes or events;
- Try to offer a "face-saving" alternative or a way out, as they may feel trapped or confused;
- Any limits that may have to be set need to be reasonable and easily understood. It may help to reinforce the benefits for them in complying;
- Try to slow and extend the communication where possible. This gives time for listening, analysing and considering a response;
- Try to reassure the person that they have heard what the problem is, and acknowledge it is a problem, and try to give them time to talk about what has made them upset or angry;

Case File Audit 2011

In February 2011, the annual inter-agency case file audit focussed on how practitioners and managers were working with hostile and non-engaging parents and carers. Following the audit a number of strengths and areas for development were identified and these have and/or are being taken forward locally.

However, reassuringly, the following *generic key strengths* were identified across services and agencies in Perth and Kinross:-

- Practitioners making significant efforts to establish rapport, engagement and regular contact with hostile and/or non engaging parents and carers;
- Practitioners identifying and challenging hostile and/or non engaging parents and carers at an early stage;
- Practitioners being persistent in building trust and developing, sustaining and maintaining long terms relationships with hostile and/or non engaging parents and carers;
- Practitioners identifying and addressing the underlying issues (domestic abuse, mental health, learning disability, parenting capacity, alcohol and substance misuse) for the hostility and/or non engagement;
- Practitioners regularly sharing and exchanging information with other practitioners, services and agencies in respect of hostile and/or non engaging parents and carers;
- Practitioners adopting a variety of single agency and inter-agency approaches, strategies and/or assessment frameworks (risks and needs) when working with hostile and/or non engaging parents and carers;
- Practitioners seeking peer support and line management support and supervision when working with hostile and/or non engaging parents and carers;
- Practitioners communicating with, listening to and meeting the needs of children and young people whose parents are hostile and/or non engaging;
- Practitioners working to reduce the impact of the hostility and/or non engagement on themselves and on the children and the families; and

- Practitioners identifying the presence of significant adults in a child or young person's life who may be advocating, influencing and/or promoting the hostile and/or non engagement approach.



Getting it Right for Every Child

A Practitioner's Guide to Information Sharing, Confidentiality and Consent

Introduction

The following generic information and advice is provided here as part of the **Perth and Kinross Getting it Right for Every Child Practitioner Guidance** for all practitioners working in and across the public, private and third sectors, in particular for those working within education, health, police and social work.

Most children and young people get all the help and support they need from their parents, carers and families, in addition to the universal services of education and health. However, on some occasions, some children and young people may need further help and support to ensure their needs and rights are met; to ensure their health and well-being is secured; and to ensure they keep themselves safe from harm and/or abuse. The welfare of all children and young people is paramount.

It is ***everyone's job*** to ensure that children and young people get the ***help they need, when they need it***.

Information Sharing, Confidentiality and Consent are key elements of this and it is vitally important that all practitioners have a clear understanding of their critical importance in everyday practice.

The *Getting it Right* approach - [Getting it Right for Every Child \(GIRFEC\) National Practice Model](#) supported by the role of the [Named Person](#) and [Lead Professional](#), provides early universal identification, intervention and support, which is both proportionate and necessary, underpinned by the following child-centred/child-focussed questions for all practitioners:-

1. *What is getting in the way of this child or young person's well-being?*
2. *Do I have all the information I need to help this child or young person?*
3. *What can I do now to help this child or young person?*

4. *What can my agency do to help this child or young person? and*
5. *What additional help, if any, may be needed from others?*

Information Sharing

If you are worried about a child or young person; or have concerns about their health and well-being; or are concerned about their care and protection, then when considering the above *five* questions, there will be a need for you to share and/or exchange personal information with other practitioners, services and/or agencies. Such worries and/or concerns could arise from a single event or from a series of events.

Nothing whatsoever in Scottish, UK and/or European Law and/or the Scottish child protection policy environment prevents you from sharing and/or exchanging personal information regarding a child or young person, if you have any of these concerns, no matter how small and/or insignificant you think that worry and/or concern may be.

Doing nothing should not be an option! If your worries and/or concerns are genuine, you should share them with other practitioners, services and/or agencies as soon as possible.

Professional judgement and a common-sense approach should always underpin your practice approach and if you are in any doubt whatsoever, you should seek further help, support and/or guidance from your own Line Manager/Supervisor.

When sharing and/or exchanging personal information, you should observe and consider the following key principles:-

- The welfare, safety, health, well-being, care and protection of a child or young person is paramount and you should adopt an holistic approach in keeping with the GIRFEC [Well-Being Indicators](#); the [My World Triangle](#) and the [Resilience Matrix](#);
- The needs, rights and views of children or young people should be taken into consideration when you are deciding what you need to do next and you should adopt a child-centred and child-focussed approach;
- The personal information you are seeking to share and/or exchange should be clear, accurate, relevant, necessary, proportionate, complete and concise. It should, where necessary, include historic information and information relating to other siblings and/or significant adults within the child or young person's life;

- The personal information you are seeking to share and/or exchange should be shared and/or exchanged on a **need to know basis only** and you should be clear as to the purpose why it is being shared and/or exchanged. It should be shared and/or exchanged quickly and effectively with other trusted practitioners and colleagues;
- The personal information you are seeking to share and/or exchange should be accurately recorded in your case file notes and/or on your service/agency databases and should be kept safe and secure at all times. If certain information is not shared and/or exchanged, then you should also record that and the reason why it was not shared and/or exchanged;
- The confidentiality and consent issues around information sharing should be understood and/or complied with – see next section; and
- The information sharing arrangements of your own service and/or agency should be understood and followed and you should have an understanding of the legal and policy frameworks for information sharing – see next section.

Confidentiality and Consent

Children, young people and their families have a legal right to privacy and all practitioners, services and/or agencies have a duty of confidentiality, governed by several pieces of legislation and policy. You should have an understanding of the legal and policy framework and the need for compliance – see next section.

When seeking to share and/or exchange personal information practitioners should have a clear understanding of the issues around confidentiality and consent and the need to build mutually respectful, trusting relationships, with children and families.

The following key principles around confidentiality and consent should be observed and considered:-

- You should always explain to children, young people and their families that the personal information they have provided you with will be kept safe, secure and confidential and only shared and/or exchanged with other practitioners, services and/or agencies on a **need to know basis only** and with their prior consent;
- You should normally obtain consent before you seek to share and/or exchange personal information and that consent should be **informed and explicit**. You should not assume that consent has been agreed and/or provided;

- You should ensure that children, young people and their families understand what personal information is going to be recorded; how that information is going to be held and stored; what information is going to be shared and/or exchanged; who the information is going to be shared and/or exchanged with; and why that information is going to be shared and/or exchanged;
- You should only seek to share and/or exchange personal information with the consent of the child or young person (depending on their age and maturity – professional judgement) and their family. **In certain circumstances you can still seek to share and/or exchange information, even if consent is refused;**
- **Where you are concerned that seeking consent would increase the risk to a child or young person, or prejudice any subsequent investigation, you may need to share and/or exchange information without their prior consent. In these circumstances this will always override any professional, service and/or agency requirement to keep personal information confidential;**
- **If you take the decision that seeking consent may present a risk or prejudice an investigation, consent should not be sought and this decision and the reasons for it should be recorded appropriately in your case file notes and/or on your service/agency databases; and**
- **If you do decide to share and/or exchange personal information without consent, or where consent has been refused and/or withdrawn, then you should tell the child or young person and their family that you have done so or propose to do so and always explain to them your rationale for doing so.**

Useful Links and/or Further Reading

[Scottish Government – Getting it Right for Every Child Website](#)

[Perth and Kinross Child Protection Website](#)

[Scottish Government – National Guidance for Child Protection in Scotland 2010](#)

[Perth and Kinross CPC Inter-Agency Child Protection Guidelines 2011](#)

[Perth and Kinross Initial Screening and Inter-Agency Referral Discussions \(IRD\) Multi-Agency Protocol](#)

[UN Convention on the Rights of the Child](#)

[Scottish Executive: The Children's Charter](#)

[Scottish Executive: Framework for Standards](#)

Perth and Kinross Joint Protocol – Working with Children and Young People Affected by Parental Learning Disability

Perth and Kinross Joint Protocol – Working with Children and Young People Affected by Parental Mental Health

NHS Tayside – Unborn Baby Protocol

A Child in Trust: Report into the Death of Rikki Neave (London Borough of Brent 1985);

The Victoria Climbié Inquiry (Lord Laming 2003);

An Inspection into the Care and Protection of Children in Eilean Siar (SWIA 2005);

Serious Case Review: Baby Peter (Haringey 2009);

The Protection of Children in England: A Progress Report (Lord Laming 2009);

Significant Case Review: Brandon Lee Muir (Dundee C&YPPC 2009);

Serious Case Review into the Death of Kyhra Ishak (Birmingham Safeguarding Children Board 2010);

The Safety of Children and the Parent-Worker Relationship in Cases of Child Abuse and Neglect (Howe 2010 in Child abuse Review Vol 19; p330 -341);

Perth and Kinross CPC is also about to publish:-

Information Sharing – Information and Advice for Children and Young People;

Information Sharing – Information and Advice for Parents and Carers;

Information Sharing – Information, Advice and/or Guidance for Practitioners;

Information Sharing – CPC Information Sharing Protocol; and

Information Sharing – Legislative and/or Policy Framework.