



## Child Protection and Safeguarding Policy

This policy addresses the following regulations as stated in the ISSR Checklist Part 3 Paragraph 7 (a) and (b)

**It is everyone's responsibility to help keep children safe.**

This policy has been written in line with 'Keeping Children Safe in Education' 2015, 'Working Together to Safeguard Children' 2015, the revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000 and Surrey Safeguarding Children Board SSCB Child Protection Procedures. This policy also has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and the Education Act 2002. The policy should be read in conjunction with *Safeguarding Children, Protecting Staff* and *What to do if you are worried that a child is being abused?* The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. This policy is reviewed annually and the efficiency with which the related duties are discharged is considered by the full board of governors. The policy was reviewed by the full board of governors on 22 June 2015 and signed off by the Chair of Governors, Mr Alan Walker. This policy was updated in September 2015 to reflect the changes in KCSIE 2015 and again in November 2015. The following individuals have overall responsibility for Child Protection at Reigate Grammar School, and are referred to in this policy and can be contacted via the main school switchboard **01737 222231** or if the matter is not urgent, via their email address.

**Safeguarding is everyone's responsibility and anyone can make a referral to the Safeguarding Children Board.**

<b>Headmaster</b>	<b>Mr Shaun Fenton</b>	<a href="mailto:headmaster@reigategrammar.org">headmaster@reigategrammar.org</a>
<b>Designated Safeguarding Lead (DSL)</b>	<b>Miss Sarah Arthur</b> (Deputy Head)	<a href="mailto:sja@reigategrammar.org">sja@reigategrammar.org</a>
<b>Deputy Designated Safeguarding Lead</b>	<b>Mrs Mary-Ann Collins</b> (Senior Deputy Head)	<a href="mailto:mac@reigategrammar.org">mac@reigategrammar.org</a>
<b>Governor responsible for Child Protection</b>	<b>Dr Kathryn Knapp</b>	01737 222231

### IMPORTANT CONTACT DETAILS FOR USE BY ANYONE WITH CONCERNS

**Local Surrey Safeguarding Children Board** (RAIS<sup>1</sup>-Referral, Assessment or Intervention Service for where there is a concern about a child) Telephone: **0300 200 1006**, or **0300 123 1620** Monday to Friday from 9am to 5pm

Email: [serais@surreycc.gov.uk](mailto:serais@surreycc.gov.uk) Emergency Out of Hours Duty Team telephone: **01483 517898**

Please also refer to the Surrey Safeguarding Board Procedures Manual <http://sscb.proceduresonline.com/>

#### **DFE advice and support about extremism**

Telephone: **02073407264** Email: [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

#### **Local Authority Designated Officer (LADO)**

Telephone: **0300 123 1650** or **0300 200 1006** Email: [LADO@surreycc.gov.uk](mailto:LADO@surreycc.gov.uk)

#### **Notification of Child Death (SSCB)**

Telephone: **01372 833319**

#### **Forced Marriage Unit** (including for advice about FGM)

Telephone: **020 7008 0151**

Please contact Surrey police via 101 or if concerned for a child's immediate safety call **999**

<sup>1</sup> Formerly known as Surrey Children's Social Care

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## 1. Aims of this policy

- 1.1 Reigate Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff<sup>2</sup> to share this commitment.
- 1.2 The school aims to provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to. The school aims to develop a structured procedure within the school which can be followed by all members of the school community in cases of suspected abuse.
- 1.3 To provide a systematic means of monitoring children known or thought to be at risk of harm (for example those with emotional or mental health concerns), or those in need of additional support and ensure we, the school, contribute to assessments of need and support packages for those children.
- 1.4 To emphasise the need for good levels of communication between all members of staff and to raise awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. (See Appendix 1).
- 1.5 To develop and promote effective working relationships with other agencies, especially the Police and Children's Services.
- 1.6 To ensure that all adults within the school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to the guidance)<sup>3</sup>, and a central record is kept for audit

## 2. Management of Child Protection

- 2.1 The Board of Governors takes seriously its responsibility to uphold the aims of the charity and its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. The Disclosure and Barring Service checks all members of the Board of Governors and changes to this information are passed to the DfE with the annual census.

A Governor is nominated by the Board of Governors to have oversight of pastoral care and the relevant policies at Reigate Grammar School, including child protection, and the name of the nominated governor can be found on the school website, in the Parents' Handbook, and at the beginning of this policy. The nominated governor also instigates the annual review of this policy.

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead
- Both deputy heads take on the responsibility for Designated and Deputy Designated Safeguarding Lead
- The chair of governors is responsible for liaising with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against the Headmaster.
- The governing body considers how children may be taught about safeguarding through PSHEE, assemblies and sex and relationship education.
- To have read KCSIE (2015)

### Policies and documents

- there is a Safeguarding and Child Protection policy to be read together with our staff code of conduct, *Safeguarding Children, Protecting Staff and Keeping Children Safe In Education (2015)*;
- Safeguarding and Child Protection policies and procedures are reviewed annually and the Safeguarding and Child Protection policy is available on the school website and in hard copy by request;

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<sup>2</sup> Wherever the word 'staff' is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc. and governors.

<sup>3</sup> Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

## Training

- on appointment, the Designated Safeguarding Leads undertake interagency training (SSCB Modules 1&2) and also undertake DSP 'New to Role' and the 'Update' Course every 2 years;
- all other staff have Safeguarding training every three years in line with LSCB and updates as appropriate and at least annually. They are given the following documentation to read annually: *Child Protection Policy, Safeguarding Children, Protecting Staff and Part 1 of KCSIE (2015)* ;
- induction training for new staff, temporary staff and volunteers includes the above documentation including the role of the Designated Safeguarding Leads so that they know who to report a concern to, policy awareness and whistle-blowing procedures.
- all members of staff are trained in and receive updates in e-safety and know that they must report concerns to a member of the pastoral team or in the case of a safeguarding concern to one of the Designated Safeguarding Leads.
- The DSL has received WRAP training from SCSB in order to provide advice and support to others around radicalization and how to identify children/young people at risk.
- All staff have been made aware of the need to be prevent extremism and radicalisation. They have completed a Prevent awareness online training module.

## Safer Recruitment

- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training. This will be repeated every five years.
- We will ensure that child protection type concerns or allegations are referred to the LADO<sup>4</sup> for advice. The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the Disclosure and Barring Service<sup>5</sup> if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned, or when we have ceased to use their services as a result of a substantiated allegation, in the case of a volunteer
- that enhanced DBS checks are in place for Chairs of Governors of independent schools.
- any weaknesses in Child Protection are remedied immediately;
- our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time
- community users organising activities for children are made aware of the school's child protection guidelines and procedures

2.2 The Headmaster is accountable to the Board of Governors for the provision of an ethos, curriculum and procedures which will support every child's development in line with the published aims of the school. The Headmaster is also responsible for ensuring that the procedures contained in this policy are followed, and for ensuring that relevant legislation is incorporated as necessary.

## 3. Supporting children

- 3.1 It is recognised that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and may find it difficult to develop and maintain a sense of self worth.
- 3.2 The school recognises that it may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 3.3 The school accepts that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 3.4 The school will support all pupils by:

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<sup>4</sup> LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer or Duty LADO via 0300 200 1006 or 0300 123 1650

<sup>5</sup> Contact the LADO for guidance in any case

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a concern about a child at risk of significant harm.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the school medical records are forwarded as a matter of priority.

## 4. Pastoral education

4.1 The school promotes the welfare of children through the PSHEE curriculum, the ICT curriculum, assemblies and parents' forums. Pupils are helped to avoid situations and persons, including over the internet that could lead them to harm.

4.2 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

4.3 The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. We consult regularly with the pupils.
- Ensure that children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Support pupils to build resilience to the risks of radicalisation e.g. through PSHEE curriculum, assemblies and in the promotion of Fundamental British Values throughout the curriculum.
- Include safeguarding across the curriculum, including PSHEE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, personal safety and road safety.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- Recognise that there are children in need who may need specific support, even though they do not meet the threshold for a child at risk.
- Work with a range of agencies to support children where appropriate. "Providing early help is more effective in promoting the welfare of Children than reacting later." (WTTSC 2015) This may involve an Early Help Assessment<sup>6</sup>, Team around the Child interventions, use of the Common Assessment Framework (CAF) or working with agencies such as CAMHS. This may be particularly relevant for Children in Need.

## 5. Responsibilities of Designated Safeguarding Leads (DSLs)

5.1 Annex B of KCSIE July 2015 states that the broad areas of responsibility for the designated safeguarding lead are:

### Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
- The designated officer(s) for child protection concerns (all cases which concern a staff member),
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child);

<sup>6</sup> <http://new.surreycc.gov.uk/social-care-and-health/surrey-children-and-young-peoples-partnership/early-help-for-children-and-families/what-is-early-help/what-is-the-early-help-assessment>

- Police (cases where a crime may have been committed).
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

## **Training**

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.

Be alert to the specific needs of children in need, those with special educational needs and young carers.

- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## **Raising Awareness**

The designated safeguarding lead should ensure the school's policies are known and used appropriately:

- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

5.2 In addition DSLs at RGS:

- Will make a prompt referral to the LADO in relation to all allegations against someone working in the school and / or with the Police if a criminal offence is suspected.
- Keeping written records of concerns about a child, even if there is no need to make an immediate referral and ensuring that all such records are kept confidentially and securely, separate from pupil records, although the existence of such a file will be noted on the pupil's record. Keeping these records until the child's 25th birthday, and ensuring that they are copied on to the child's next school or college where they will ensure confirmation of receipt (the copy can then be shredded).
- The school has a duty to report any child missing from education. The DSLs must ensure that any child who is absent from school for 10 days without authorisation (such as for sickness) is reported to the Local Authority where the child resides. A child who does not attend regularly should also be reported to the LA, as should a child who leaves the school (and is deleted from the register) where the next school is not known. The LA should also be made aware when a child has been deleted from the attendance register for any of the following reasons: because the child is to be home educated, when the family appears to have moved away, when the child has been certified medically unfit to attend, when the child has been in custody for more than four months, or where the child has been permanently excluded.

- 5.3 Where there are concerns about possible abuse, referring the child to the Children’s Services Area Referral, Assessment and Intervention Service (RAIS) <sup>7</sup> within 24 hours of a disclosure or suspicion of abuse, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call, using the Multi-Agency Referral Form, or MARF (Appendix 7: Multi Agency Referral Form)
- 5.4 Liaising with other agencies and professionals and discussing concerns with Children’s Services.
- 5.5 Ensuring that either they, the form tutor or other delegated member of staff, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which, where appropriate, has been shared with the parents.
- 5.6 Ensuring that any pupil currently with a child protection plan who is absent without explanation for two days is referred to their key worker’s Social Care Team.
- 5.7 Organising child protection training, as specified by the LSCB, for all school staff and volunteers in regulated activity (including the induction of new staff both teaching and support) and governors every 3 years and informing all staff of child protection procedures and updates. Both general and detailed training is delivered periodically during staff training days. Courses are made available to staff who wish to undertake them as part of the school’s performance management programme. A current training register is accessible to staff and governors.
- 5.8 Liaising with the Governor with responsibility for Child Protection.
- 5.9 Providing the Headmaster and the Governing Body with an annual report detailing any changes to the policy and procedures; training undertaken by the DSLs, and by members of staff; the number and type of incidents/cases, and number of children currently with a child protection plan (anonymised). Providing, with the Headmaster and Chair of Governors, and contributing to the “Audit of Statutory Duties and Associated Responsibilities” to be submitted to the Education Safeguarding Team at Surrey County Council annually.

## 6. Responsibilities of staff: what to do if you have a concern

- 6.1 All staff are responsible for noticing for signs of possible abuse, namely physical, sexual (including Child Sexual Exploitation), emotional or neglect: see recognising signs of child abuse (Appendix 1).

Staff must be especially mindful of vulnerable children e.g. children in need, children with eating disorders, those with emotional or mental health concerns.<sup>8</sup>

- 6.2 All staff are made aware that:

- they have a professional responsibility to share information with other agencies in order to safeguard children and if at any point there is a risk of serious and immediate harm to a child, then a referral must be made to Children’s Services;
- they cannot promise a child to keep secrets which might compromise the child’s safety or welfare;
- they should not use leading questions when listening to a pupil’s evidence.
- they have a duty under the Counter-Terrorism Act and Security Act (2015) to help prevent young people from becoming radicalised. (See *KCSIE Part One 2015 for further information*)

- 6.3 Procedures:

- Staff receiving information directly about a child, from another child or the child him or herself, should report it immediately to one of the DSLs.
- They should remember never to promise confidentiality.
- If staff are worried about a child, they should discuss the matter either directly with one of the DSLs. The priority is to raise concerns and not to think a concern is not important or an over-reaction. **If there is**

<sup>7</sup> All new referrals go to the Referral Assessment and Intervention Service for each area operating 8.00am to 6.00pm. DSL’s may consult with an Assistant Team Manager by telephoning the Area RAIS Team. In an emergency out of hours, referrals can be made to the Emergency Duty Team on 01483 517898.

<sup>8</sup> See Appendix 6: Thresholds for Children at Risk/Children in Need [Adapted from Surrey County Council].

**an immediate risk of serious harm to a child and staff cannot contact the DSLs then they must make an urgent referral to Children's Services themselves**

6.4 Staff are given guidance to ensure that their own actions do not place pupils or themselves at the risk of harm, or indeed of allegations of harm. This guidance is contained in a separate school document *Safeguarding Children, Protecting Staff*.

**6.5 Whistleblowing:**

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff are made aware of their duty to raise any concerns about the management of child protection to the DSLs, the Headmaster or indeed the Chair of Governors, which may include the attitude or actions of colleagues.
- If the member of staff reporting suspicions remains dissatisfied by a decision not to act by the Headmaster or the DSLs, he or she must report concerns directly to the LADO.

**6.6 Supporting staff:**

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate, for example from our Independent School Counsellor.

## **7. Physical intervention**

7.1 School guidance on physical intervention by staff is set out in *Safeguarding Children, Protecting Staff*, and requires staff to use physical intervention only as a last resort when a child is endangering him/herself or others; at all times, such intervention must involve the minimal force necessary to prevent injury to another person. All such events should be recorded and signed by a witness.

7.2 Physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

7.3 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

## **8. Allegations against staff**

8.1 Any allegation of abuse made against a teacher or other member of staff or volunteer will be dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

8.2 All school staff, including volunteers, should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. If this is not possible, staff are advised to select a room with a window and to place themselves in a position in which they can be seen.

8.3 Staff, including volunteers are required to read the school's document entitled *Safeguarding Children, Protecting Staff* (issued to all staff), which provides clear guidelines on appropriate behaviour, and how to report concerns.

8.4 An allegation should be made if a teacher, other member of staff or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she is unsuitable to work with children in his or her present position, or in any capacity.



- 8.5 *An allegation against a member of staff or volunteer may be made by anyone, for example the pupil, a parent or another member of staff.*
- 8.6 All allegations will be taken seriously, and the Headmaster (or, if the Headmaster is absent, or the allegation concerns the Headmaster, the Chairman of Governors) must be informed immediately.
- 8.7 The Headmaster on all such occasions will discuss the content of the allegation immediately (or within one working day at the latest) with the Local Authority Designated Officer (LADO) and will not begin an investigation until this discussion has taken place. The LADO's role is to provide guidance and they will preside over the investigation of any allegation or suspicion of abuse directed at anyone working at the school.
- 8.8 If the allegation made to a member of staff concerns the Headmaster, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 8.7 above, without notifying the Headmaster first.
- 8.9 The school will follow the Surrey procedures for managing allegations against staff and volunteers. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 8.10 Suspension of the member of staff, excluding the Headmaster, against whom an allegation has been made, needs careful consideration, and the Headmaster will seek the advice of the LADO in making this decision.
- 8.11 In the event of an allegation against the Headmaster, the decision to suspend will be made by the Chair of Governors with advice as in 8.9 and 8.10 above.
- 8.12 In cases of serious harm, the police will be involved from the outset.
- 8.13 If the allegation is made against a volunteer, a supply teacher, contractor or other person not directly employed by the school, the investigation must involve the organisation or agency of employment. For those who are self-employed, the allegation will be passed directly to the Surrey team for advice or action.

## **9. Appointment of staff**

- 9.1 School procedures for appointing staff are in line with the *Keeping Children Safe in Education, 2015*, guidance. These procedures will be reviewed regularly in the light of new legislation and guidance. This policy should be read in conjunction with the school's Recruitment Policy. The school takes every reasonable care in the safety of pupils, for example, where they might be supervised off site by another organisation.
- 9.2 Child protection issues must be uppermost in our mind throughout the process of appointing both teaching and support staff. Staff responsible for the appointment of new teaching and support staff have completed training in safer recruitment run by an approved body.
- 9.3 The appointment process is designed to deter potential offenders from applying. All applicants are required to complete application forms which are designed to prompt interviewers to spot gaps, frequent changes of jobs and movement around the country. They state the primacy of child protection concerns at the school and require a declaration of past convictions and whether or not the candidate is on the Barred List or disqualified from working with children. References are taken up in advance, and interviews include questions regarding child protection issues.
- 9.4 All applicants who are offered employment in posts involving access to children (whether teaching or support) are subject to a criminal record check with the Disclosure & Barring Service before the appointment is confirmed. Other adults who may come into direct contact with pupils as part of their business with the school or on an infrequent basis (are checked against the Barred List.
- 9.5 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be sent promptly to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer. A consideration will also be made about whether to refer to the National College for Teaching and Learning (NCTL) where a teacher has been dismissed (or would have been dismissed if they had not resigned) and a prohibition order may be appropriate because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or 'a conviction at any time for a relevant offence.'

## **10. Health & Safety and Educational Visits**

- 10.1 The school's Health & Safety and Educational visits procedures are set out in separate documents, and reflect the consideration we give to the protection of our children both physically within the school environment and away from the school when undertaking school trips and visits. Where there is the possibility that other staff, not those employed by RGS, may be supervising students on a trip or visit, then the school will carry out a risk assessment to ensure that they have received appropriate assurances about the suitability of those staff to work with children.

## **11. Confidentiality**

- 11.1 We recognise that all matters relating to child protection are confidential. However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise confidentiality to a child where it might compromise the child's safety or well-being.
- 11.2 The Headmaster or DSLs will disclose information about a pupil to other members of staff on a need to know basis only.
- 11.3 We will always undertake to share our intention to refer a child to Children's Services with their parents or carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Children's Services Area Team on this point. The school does not require consent of parents to refer concerns to Children's Services or to refer allegations to the LADO.

## **12. Anti-Bullying**

- 12.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms .g. cyber, racist, homophobic and gender related bullying. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. It is possible for children to abuse one-another. If any form of abuse is suspected, then a referral must take place to Children's Services. We keep a record of bullying incidents and the pastoral team monitor this.

## **13. Radicalisation and Extremism**

- 13.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 13.2 Reigate Grammar School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 13.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Reigate Grammar School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 13.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4

- 13.5 Reigate Grammar School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- 13.6 The school governors, the Headmaster and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 13.7 This will be reviewed as part of the annual "Audit of Statutory Duties and Associated Responsibilities" that is monitored by the local authority and the Surrey Safeguarding Children Board.

## Response

- 13.8 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headmaster and/ or to the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264). Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation would normally be taken in consultation with parents and pupils, no consent is required for a referral.
- 13.9 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## 14. Domestic Abuse

- 14.1 Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.
- 14.2 We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.
- 14.3 Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
- 14.4 The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect. **Monitoring and Evaluation**

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT discussions with children and staff
- Scrutiny of attendance data
- Logs of bullying/racist/behaviour incidents for SLT and the Pastoral Team to monitor
- Review of any parental concerns and parent questionnaires

*Written by: Sarah Arthur*

*Approved by the Governing Body: 24 November 2014*

*Update approved by the Governing Body: 22 June 2015 to to reflect the revised KCSIE 2015 and WTTSC 2015 issued by the DFE.*

*Revised by SJA in September 2015 to reflect further updates to KCSIE 2015 and the introduction of the Prevent Duty*

*Revised by SJA in November 2015 in order to meet ISI regulations*

**Date of next review: June 2016**

**Alan Walker (Chairman of Governors)** \_\_\_\_\_

## Appendix I: Recognising signs of child abuse

Please see <http://sscb.proceduresonline.com/> for further details from Surrey Safeguarding Children Board Procedures Manual.

### Categories of Abuse:

- Physical Abuse.
- Emotional Abuse (including Domestic Abuse).
- Sexual Abuse.
- Neglect.

### Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour.
- Extreme anger or sadness.
- Aggressive and attention-seeking behaviour.
- Suspicious bruises with unsatisfactory explanations.
- Lack of self-esteem.
- Self-injury.
- Depression.
- Child Sexual Exploitation.

### Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm.
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague).
- May require consultation with and / or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses.
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment).
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

## **Understanding and identifying abuse and neglect**

The information below is taken from *What to do if you are worried a child is being abused?* (March 2015)

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

There are a number of warning indicators which might suggest that a child may be being abused or neglected.

### **Some of the following signs might be indicators of abuse or neglect:**

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movement.

## **Physical abuse**

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

### **Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained: bruises or cuts; burns or scalds; or bite marks.

## **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

### **Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child;
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

## **Sexual abuse and exploitation**

Sexual abuse is any sexual activity with a child [The law is very clear that a child under the age of 16 cannot give consent to sexual activity]. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

### **Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

### **Some of the following signs may be indicators of sexual exploitation:**

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

### **Neglect**

**Neglect** is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action.<sup>3</sup> However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

### **Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.



## **Domestic Abuse**

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self harm and anxiety.

### **What are the signs to look out for?**

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

### **What should I do if I suspect a family is affected by domestic abuse?**

To talk through your concerns call the Surrey Domestic Abuse Helpline on 01483 776822 or talk to your local outreach service.

East Surrey Domestic Abuse Services - Covering Reigate & Banstead, Mole Valley and Tandridge - 01737 771350

Your Sanctuary Outreach Service Covering Woking, Runnymede and Surrey Heath - 01483 776822

North Surrey Outreach Service - Covering Epsom & Ewell, Elmbridge and Spelthorne - 01932 260690

South West Surrey Outreach Service - Covering Guildford and Waverley - 01483 577392

## Appendix 2: Forced Marriage, FGM

### Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. It is mandatory (October 2015 onwards) to report to the police cases where you believe that an act of FGM has been carried out. You can call either the Contact Centre or the Forced Marriage Unit 020 7008 0151 for advice and guidance

### Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

#### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### 4 types of procedure:

Type 1	Clitoridectomy – partial/total removal of clitoris.
Type 2	Excision – partial/total removal of clitoris and labia minora.
Type 3	Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia.
Type 4	All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- ❖ FGM brings status/respect to the girl – social acceptance for marriage.
- ❖ Preserves a girl's virginity.
- ❖ Part of being a woman / rite of passage.
- ❖ Upholds family honour.
- ❖ Cleanses and purifies the girl.
- ❖ Gives a sense of belonging to the community.
- ❖ Fulfils a religious requirement.
- ❖ Perpetuates a custom/tradition.
- ❖ Helps girls be clean / hygienic.
- ❖ Is cosmetically desirable.
- ❖ Mistakenly believed to make childbirth easier.

#### **Is FGM legal?**

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

### **Circumstances and occurrences that may point to FGM happening are:**

- Child talking about getting ready for a special ceremony.
- Family taking a long trip abroad.
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan).
- Knowledge that the child's sibling has undergone FGM.
- Child talks about going abroad to be 'cut' or to prepare for marriage.

### **Signs that may indicate a child has undergone FGM:**

- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from the group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and call the Contact centre.

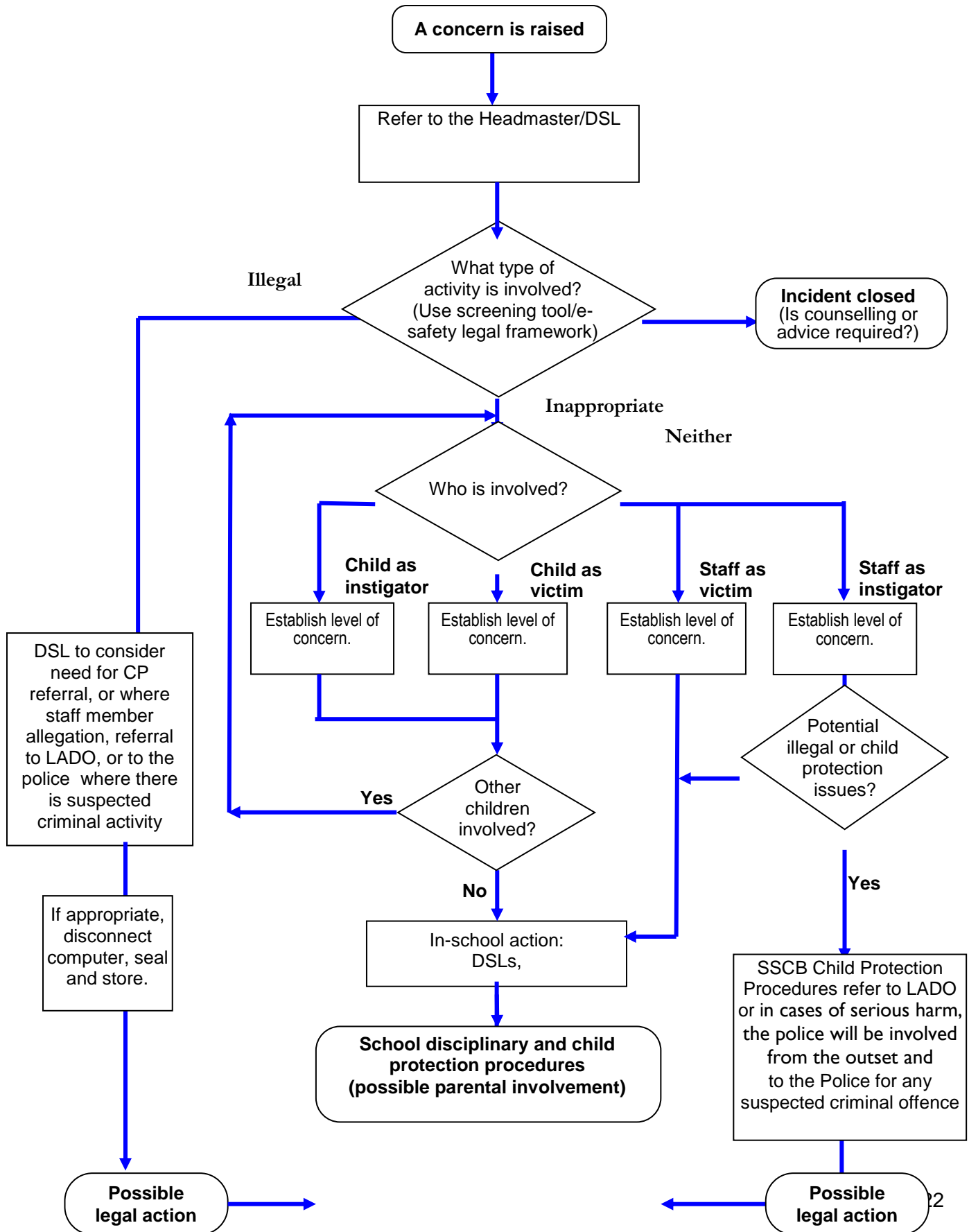
## Appendix 3: Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
  - Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations; and
  - Significant changes to appearance and / or behaviour;
  - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

## Appendix 4: What to do if you have an E-safety concern



## Appendix 5: Further contacts

Please also refer to the **Surrey Safeguarding Board Procedures Manual**  
<http://sscb.proceduresonline.com/>

Further advice on areas of child protection is available from:

- NSPCC:** <http://www.nspcc.org.uk/>
- Childline:** <http://www.childline.org.uk/pages/home.aspx>
- CEOPSThinkuknow:** <https://www.thinkuknow.co.uk/>
- Anti-Bullying Alliance:** <http://anti-bullyingalliance.org.uk/>
- Beat Bullying:** <http://www.beatbullying.org/>

### Other useful contacts

SSCB Support Team: 01372 833330

To contact the SSCB Chair: Email the Partnership Support Manager  
Amanda.quincey@surreycc.gov.uk  
Tel: 01372 833378

SSCB Training: SSCB.training@surreycc.gov.uk  
Tel: 01372 833917

### Child death

Sadly unexpected child deaths do occur. If the school becomes aware that a child has died then the school must call the SSCB child death review coordinator on **01372 833319** and then complete and send in the [child death notification form](#).

## Appendix 6: Thresholds for Children at Risk/Children in Need [Adapted from Surrey County Council]

Level 1	Level 2	Level 3	Level 4
<b>Children and Young People with no identified additional needs that can be met by personalised universal services</b>	<b>This level refers to those children and young people who may be considered vulnerable and in need of support services. Children and young people at this level frequently require time-limited targeted intervention at a level below the threshold for a Children's Social Care service</b>	<b>This refers to children and young people with complex needs. Children in this category are likely to meet the threshold for social work assessment and time-limited intervention through a child in need service.</b>	<b>This refers to acute need that will have a significant impact upon the child, or young person's safety and well-being. It will most commonly include children at risk of suffering actual, or likely significant harm associated with abuse, or severe neglect.</b>
	Children who are receiving inadequate parenting that is having an effect upon their development and preventing them reaching their full potential. This would include poor implementation of boundaries, poor stimulation, low level concerns in respect of support to their education and health, low level concerns for hygiene and diet.	Children on the threshold of needing to be looked after by the Local Authority, or needing to be looked after by someone other than their normal care-giver due to family breakdown	A child, or children suffering actual, or at risk of suffering harm, as a result of disclosures of physical, sexual and emotional abuse.  Neglect that will result in significant harm as a result of long term parental mental health
	Children whose parents are undergoing a separation that is causing emotional distress, is preventing them having unhindered contact with one parent and having an impact upon their ability to reach their full potential	Children whose parents are undergoing an acrimonious separation and this is having a severely detrimental effect upon their emotional well-being. Examples of this would be parents making frequent allegations against one another often involving the children, or children who are overly exposed to parental dysfunction.	Severe neglect of a child that will if continued, lead to significant harm: failure to attend essential medical appointments for a long-term medical condition; severely unhygienic home conditions; parenting resulting in failure to thrive and failure to adequately supervise, with the result that the child is placed at risk of significant harm.
	Children where there has been an incident, or incidents of domestic abuse; however there are sufficient protective factors in place to reduce the likelihood of ongoing domestic abuse and its' impact upon the children	Situations of serious, or ongoing domestic abuse, which will have a detrimental effect upon the child's physical and emotional well-being	Very serious or chronic cases of domestic abuse, which are likely to cause significant harm to the child(ren).
	Children in households where there is occasional substance misuse and parents have demonstrated insight into the potential impact this may have upon the children and/or are engaging with the appropriate services	Situations where there are ongoing concerns about ongoing parental substance misuse, that it is likely to have a detrimental impact on a child's health and development	Neglect that will result in significant harm, as a result of the chaotic, prolonged and/or excessive substance misuse, by parent (s) or care-givers



	Pre-birth support to teenage/young parents, where there is evidence of extended family support, co-operation with universal services and there is little evidence of significant risk factors such as, substance misuse, parental mental health, chaotic lifestyle, or domestic abuse	Pre-birth assessments where there are concerns for the well-being of a new-born child, as a result of substance misuse, parental mental health problems, domestic abuse, very young parents with minimal extended family support and young people who were previously Looked After by the Local Authority and have limited support	Pre-birth assessments where there is clear evidence of significant harm due to substance misuse, parental mental health, Domestic Abuse and/or a history of previous children being subject to a CP Plan, or removed from parental care
	Children and young people who present with behaviour that challenges boundaries including those diagnosed with ADHD at home, results in frequent, or permanent exclusion from school, or involves low-level criminal activity such as, theft, shoplifting and minor criminal damage.	Children and young people who present with serious anti-social behaviour; violent and aggressive criminal activity that places them at risk of a custodial sentence; young people who pose a risk to other family members by their aggressive or uncontrolled behaviour, or presenting with inappropriate sexualised behaviour.  Children who self-harm, run away from home and whose behaviour would place them at risk of harm without statutory involvement	Children or young people who pose a risk to themselves; through significant self-harm, frequent and extended periods of absconding that puts them in danger, serious drug misuse, sexually harmful behaviour, frequent offending that has resulted in a custodial sentence.
	Children with a diagnosed disability such as AASD, who nevertheless are vulnerable and require additional support in order to access the same community resources and activities as non-disabled children	Children or young people whose primary need is related to their disability, or its impact and they are unlikely to reach their full potential despite the provision of universal and targeted services: e.g. a child whose health and development would not be met without the provision of specialist equipment; children with moving and handling needs that places them, or their parents at risk, children with a disability where there is a risk of family breakdown due to the parents inability to safely manage them, or children whose disability prevents them from being able to manage essential personal care.	Children or young people with a disability where the primary need is safeguarding or there is a risk of family breakdown and a likelihood that the child will be accommodated.
	Children who have experienced multiple carers that is having an impact upon their ability to reach their full potential	Private fostering arrangements where a private individual is caring for a child, following agreement with his/her primary care-giver/s	Children or young people who need to be Looked After by the Local Authority
	Children where one parent has mental health problems, or learning difficulties and this is impacting upon their ability to reach their full potential; but there are resilience factors in the home through support from another parent, extended family	Young carers where there is a need for joint assessment with adult services to identify significant unmet need for either/or both child and parent	Referrals against carers and professionals, or those in a position of trust and responsibility and which require a referral and investigation by the LADO service.

		Homeless teenagers abandoned by their parents or unaccompanied Asylum Seeking young people	Children who are at risk due to actual or likely contact with those who pose a risk to children and/or young people i.e. convicted of causing harm to children or on the sex offender's register.
		Children subject to court orders – section 7 enquiries where there has been recent Child Protection involvement, Family Assistance Orders, Supervision Orders	Children made subject to Police Protection  Enquiries to assist the court in the execution of their duties pertaining to Section 37 of the Children Act (1989)
		Children who have previously been subject to a Child Protection Plan, for whom there are ongoing concerns requiring short-term intervention under a Social Care Child in Need Plan. Children or young people would need to meet one of the above Level 3 criteria in order to qualify for a Children's' Social Care Service	Children in immediate danger, or who require immediate assessment to ascertain whether they need to be looked after the Local Authority to ensure their safety
			Referrals where a crime has been committed against a child or young person and which require police investigation
			Child Protection investigations of Looked After Children placed by a Local Authority residing in Surrey.

## Appendix 7: Multi Agency Referral Form

### Multi-Agency Referral Form to Surrey Children's Service

This form is to be used when **making a referral** which requires a response from Surrey Children's Service. If you are unclear whether to make a referral, please discuss this with your Safeguarding lead and or the Contact Centre before completing this form

Referral Completed by: (details of person taking the referral)			
<b>Name of referrer:</b>	<b>Job title:</b>	<b>Agency: Reigate Grammar School</b>	
<b>Address: Reigate Grammar School, Reigate Road , Reigate, RH2 0QS</b>		<b>Email:</b>	<b>Telephone: 01737 222231</b>
<b>Date of Referral:</b>	<b>Time of referral:</b>	<b>Date and time MARF form completed:</b>	

#### 1. CHILD/YOUNG PERSON DETAILS/SIBLING DETAILS

Last Name	First Name	Age/DOB/ EDD	M/F	Ethnicity/ Language	Religion	Address and telephone number

#### 2. HOUSEHOLD DETAILS (including extended family)

Last Name	First Name	Age/DOB/ EDD	M/F	Ethnicity/ Language	Relationship to child	Address and telephone number

Give details of principal carers and those with Parental Responsibility (if their address is different from the child):

Last Name	First Name	Age/DOB/ EDD	M/F	Ethnicity/ Language	Relationship to child	Address and telephone number

Are there any communication/interpreting needs for the child and/or family?	Does the child and/or family have a disability or special needs?
---	--

#### 3. Other professionals involved (to include GP, school and details of any voluntary agencies involved)

Name	Job Title	Address	Telephone/email

**4. Reason for Referral**

What was the date and time of presentation? Was the child/young person present?  YES  NO  
If NO, please give details of where the child was at the time of referral and who they were with: The child had been at the meeting with Mum but she asked to speak to staff alone

Why are you worried about this child/these children?

What has happened? What are these concerns based on? Why is Children's Services involvement needed now?

What are the known views of parents/child?

**5 . Previous involvement**

Has a Common Assessment Framework (CAF) been completed?  
 No  Yes , please attach If No, please say why not:

What services have already been offered by your agency and/or other agencies and what were the outcomes?

Are you aware of any previous social work involvement with this family?  YES  NO  
If YES, please give details, including approximate dates:

**6. Consent (Please note that parents/carers have to consent to this referral unless obtaining this consent will place the child at further risk of harm)**

Have parents/carer(s) given consent for this referral?  Yes  No Has the child given consent for this referral?  Yes  No

If consent has not been obtained, please give reason.

**7 . Are there any issues we should be aware of when contacting parents/carers?**

