



Category	Safeguarding & Child Protection		
Document Name	Safeguarding & Child Protection Procedures		
Approval By	St Dominic's School Governing Body		
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Related Policies

Document	Reference
Safeguarding & Child Protection Policy	SC.P1
Behaviour Management Policy	BM.P1
Anti-Bullying Policy	G13
Health & Intimate Care	M2, M4, M3, M13
Missing Person Procedure	G16
E-Safety Policy & Procedure	SY.P2
Recruitment Policy	HR.P1
Disciplinary Policy & Procedure	HR.P2
Anti-Radicalisation Policy	SC.P1.T4

Reference Material

Guidance
Working Together to Safeguard Children - March 2015
Keeping Children Safe in Education – Information for all School and College Staff DfE – September 2016
Dealing with allegations of abuse against teachers and other staff 2012
Local Safeguarding Children Board (LSCB) Child Protection procedures
National Minimum Care Standards for Residential Special Schools – April 2015
Keeping Children Safe in Education – Childcare Disqualification Requirements, Supplementary advice DfE October 2014
Keeping Children Safe in Education DfE - September 2016
Prevent Duty DfE June 2015
The Counter-Terrorism & Security Act 2015

Introduction

This set of procedures applies at St Dominic's School and satisfies the Trust's Safeguarding & Child Protection policy requirements. The Trust expects the Governing Body of the school to oversee the adequacy and management implementation of the policy through these procedures by the school senior managers led by the Principal.

These procedures will contribute to safeguarding and promoting children's welfare through the:

- Provision of a safe environment for children;
- Use of the curriculum to understand what is and is not acceptable behaviour, how to speak up regarding their concerns and how to become (as an adult) safe and effective parents;





- Recognition of Significant Harm and possible offences against children and when and how to make a referral to the Surrey Children's Social Care Services and the Police in accordance with the Contacts and Referrals Procedure.

It is the responsibility of all staff, volunteers and governors at St Dominic's School to protect pupils and students within our care from abuse. It will involve a culture of openness and mutual trust with parents, pupils and students, and a comprehensive up to date training programme for staff at St Dominic's School.

St Dominic's Safeguarding & Child Protection Procedure is based upon the principle that the interests and welfare of the child or young person is of paramount importance and always the primary focus of our work.

Aims

The aim of this procedure is to protect children from abuse. All people have the potential for abusing children and it occurs in all races, cultures and social classes. It is important to consider that someone who abuses a child could be a member of their immediate or extended family, a friend, a neighbour, a stranger to them, a member of staff or another pupil in this establishment. It is therefore essential to remain professional in our approach and objective and not make any pre-judgements.

The procedure ensures that the appropriate action is taken immediately where it is alleged that a pupil or student is suspected of being abused. The prime concern at all times must be the interests and safety of the pupil(s)/student(s).

Access to documents and guidance relating to Safeguarding and Child Protection can be found in the Designated Safeguarding Lead's (DSL) office or on the school's shared network.

The school will always respect the sensitive issues associated with gender, race, language, culture, disability and sexual orientation.

Our aims are to:

- protect our pupils and students from abuse;
- provide procedures for staff to follow when dealing with suspected abuse;
- ensure staff understand the different types of child abuse;
- raise awareness of staff regarding the signs of abuse;
- ensure all staff are aware of their own responsibilities regarding the child protection procedures;
- ensure staff are aware of the role of the Designated Safeguarding Lead and Safeguarding Team;
- recognise the dilemmas of confidentiality, and offer advice;
- provide support for both staff who report, and for pupils and students who have disclosed, or been recognised as suffering, or at risk of suffering, significant harm;
- provide further training for staff and include discussion of child protection issues in the programme of induction for new staff;

Disabled Pupils and Students

Evidence shows that disabled pupils and students are particularly vulnerable to all kinds of abuse. Factors which can create this vulnerability include (for example):

- the need for high levels of support (including intimate care) provided by a number of carers;
- the need to sometimes use interventions such as medication and physical restraint, which can be inappropriately and sometimes abusively administered;
- negative associations made about people with a disability which may lead to them being seen as 'objects of concern' rather than people and subjects of their own lives;
- communication difficulties which may make it hard for a pupil/student to communicate their needs, tell someone that they are being harmed and/or make a complaint;



- a resistance to believing a pupil/student when they do allege abuse (i.e. the 'naïve' view that no-one would seek to harm or abuse a disabled child);
- limited life experiences can lead to a lack of awareness in relation to personal boundaries (e.g. physical, emotional and sexual) and of what is considered to be acceptable and unacceptable behaviour;
- 'disturbed' behaviour being regarded as the 'norm' for an individual and therefore masking the reality that the s/he is experiencing abuse.

Multi-Agency Partnership

As a residential school which is a local and regional resource we work in partnership with social care in both our locality and pupils'/students' home areas. In accordance with local procedures we are required to liaise with the Contact Centre Children's Team in all cases of abuse or suspected abuse which have arisen on site. This multi-agency approach enhances the effectiveness of identifying and dealing with child abuse issues that may arise. The Child and Adolescent Mental Health Service (CAMHS) may also offer support to staff and/or pupils/students as appropriate when we are involved in child abuse investigations.

Roles & Responsibilities

School Senior Leadership Team

The Senior Leadership Team at St Dominic's School ensures that this procedure is approved by the Governing Body and has designated a staff member to be responsible for Safeguarding & Child Protection who will exercise the procedures in this document. The SLT also:

- prepares an annual governor's report for Safeguarding & Child Protection, and supports the implementation of any action plan from this review;
- reviews sanctions, physical intervention, complaints and exclusions at least half-termly.

All Staff Members

All members of staff have a responsibility to be aware of the procedures to be followed if they are worried a pupil or student is being abused. Staff members in regular contact with pupils and students are well placed to notice signs of physical, sexual or emotional abuse, neglect, behavioural change or failure to develop as expected.

All members of staff have access to the Safeguarding & Child Protection Policy and school procedures on the school's shared network which explains what to do and who to report to if they have a concern. A paper copy of the policy and procedure is also available in the school office and from the DSL.

Designated Person for Safeguarding & Child Protection

St Dominic's have a Designated Safeguarding Team with specific responsibility for co-ordinating action in school and for liaising with social care departments and other agencies.

All 9 members of the Designated Safeguarding Team have undertaken multi-agency training provided by the Surrey Safeguarding Children Board SSCB, and attend refresher training at 2 yearly intervals.

The Principal is a member of the Safeguarding Team and the Head of Education – Integrated Services is fully trained as a DSL and oversees all safeguarding matters.

The role of the Designated Safeguarding Team is to:

- Ensure child protection procedures are in place and updated as appropriate;
- Ensure all staff are aware of both SSCB Child Protection procedures and school policy and procedures;



- Be available to provide advice/support to staff and for confidential discussions about concerns;
- Be available to provide support to pupils and students;
- Liaise with social care in accordance with Surrey procedures;
- Keep records of any concerns/suspected cases of abuse/referrals on pupil/student child protection files, separate to the main pupil file, and stored securely;
- Co-ordinate arrangements for monitoring of pupils and students on roll who have been identified as being in need of protection.
- Arrange induction training for all school staff to ensure that the Principal and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively. That all training is kept up to date by refresher training at least 3 yearly intervals, and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (DfES Keeping Children Safe in Education: September 2016).
- Prepare the annual Governors report reviewing arrangements for safeguarding and promoting the welfare of children, and support the implementation of any actions plan from this review.

The named Designated Safeguarding Officers (DSOs) at St Dominic's are:

Name	Job Title
Angela Drayton	Principal
Debbie Louw	Vice Principal, Business Manager
Vicky Maxted	Vice Principal & Head of Education, Teaching & Learning
Dafydd Roberts	Head of Education, Integrated Services
Mark Oliver	Head of Care
Ginny Willis	Head of Transition & Wellbeing
Hayley Scanlon	School Nurse
Simon Reynolds	Teacher
Nina Radley	Behaviour Support & School Counsellor

Staff Action

This procedure requires the Designated Safeguarding Team to meet at least once a term to review internal safeguarding referrals and external referrals to outside agencies, the safeguarding training register and this procedure in light of national and local guidance.

The weekly Behaviour Meeting which is chaired by the Head of Education, Integrated Services, will, at least once a half term, review behavioural incidents, sanctions, physical interventions and exclusions.

An annual report will be provided to the Governing Body on safeguarding; this will include the number of internal safeguarding incidents and external referrals, the number of safeguarding incidents involving adults (if any and a safeguarding training update with data on the number of physical interventions, exclusions, behavioural incidents.

School Staff & Volunteers

In St Dominic's school records are held which demonstrate that all staff and volunteers are trained on the Trust's Safeguarding & Child Protection Policy and the School's procedures every three years and upon



induction. All staff and volunteers are aware that they must raise a concern to a DSO if it is believed or suspected that:

- a pupil or student is suffering or is likely to suffer Significant Harm (see Appendix A);
- a pupil/student's health or development may be impaired without the provision of services;
- with the agreement of the person with Parental Responsibility, a pupil or student would be likely to benefit from family support services.

School Governing Body

St Dominic's School's Governing Body as a constituent element of RADIUS Trust as the Accountable Body ensures the school has effective procedures in place to comply with the Trust's Safeguarding & Child Protection Policy.

The named governor designated to Safeguarding & Child Protection is **Andrew Falk**.

The specific details in this procedure have been approved and endorsed by the school Governing Body who have ensured that the school has:

- Procedures for Safe Recruitment.
- Procedures for referral of concerns to Surrey Child Care Services.
- Procedures for recording safeguarding concerns and related management action.
- Appointment and training of a designated senior person for Safeguarding and Child Protection.
- Lead or Appointed School Governor.
- Compliance with the Requirements of Standard 20 of the national minimum standards for residential special schools.

General Strategies

Safe Recruitment

St Dominic's School complies with the Trust Recruitment Policy and the statutory guidance on Keeping Children Safe in Education and ensures careful selection of all staff, volunteers, and monitoring of visitors to the school to prevent pupils and students from being exposed to potential abusers. Any required checks such as DBS and barred list are recorded appropriately on the single central record.

Induction of Staff

New staff must meet with the DSL as part of their induction programme to complete the St Dominic's element of the Safeguarding training. Before this training session takes place, new staff are required to complete two short on-line NSPCC courses provided by school on the 'Educare' website. These courses are;

1. Child Protection Awareness in Education
2. Child Protection Staying Aware.

The St Dominic's safeguarding training element covers such issues as: who to report concerns to; clarifying the school procedure; ensuring the member of staff knows where to access the Surrey Safeguarding Children Board Child Protection Procedures.

The new member of staff will be given a personal copy of this policy and they are asked to sign to say they received it. Each time the policy is updated staff will be informed by the DSL and asked to read the amendments on the shared network.



Safeguarding Training

An on-going programme of safeguarding training and refreshers are delivered to all staff employed or volunteering at St Dominic's. At least once a year all staff will receive a child protection training refresher. This refresher will include a reminder of when and how to report concerns and what happens to concerns once they have been passed to a DSO. All staff members also have access to a number of on-line safeguarding training courses provided by the school through 'Educare'.

DSOs are trained by Surrey Safeguarding Children Board, attending at least Module 1 and 2 of the 'Working Together to Protect and Safeguard Children' course. The DSL must be trained to at least Module 3. DSLs also attend refresher training for their DSL role every two years.

Personal Social Development Curriculum

The school has a pastoral system designed to empower the pupils/students to seek help when they are worried or have concerns about their safety. Issues surrounding Social Awareness, Health Education and Sex Education are taught to all pupils and students during PSHCE lessons, which seek to teach pupils and students about key risks and how to manage them. There is a school procedure document detailing what is taught during these lessons. The Care staff have detailed care plans to support residential pupils and students in their social development.

Children's Rights

We recognise that children are our core concern, and must be respected, and given voice in all matters relating to their care and education. Pupils' and students' opinions are sought over key decisions which are likely to affect them, (NMS RSS standard 3 & 17), their privacy is respected, as far as is consistent with good parenting and all matters related to child protection concerns are kept confidentially, with access only to those who need to know in order to protect the pupil/student's well-being (NMS RSS standard 3).

Child protection records are kept in individual files, away from the pupil/student's own school record, and secured in a locked cabinet with access clearly defined. At St Dominic's the Designated Safeguarding Team are the only staff who have access to child protection files.

Pupils and students know how, and feel able, to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay (NMS RSS standard 2 & 18). Complaints are reviewed at least twice termly by the Principal and Head of Education, Integrated Services, and any general issues raised attended to.

Risk of Radicalisation and Extremism

As part of the whole school responsibility all staff recognise that safeguarding our pupils and students from radicalisation is no different from safeguarding them from other forms of harm. Staff understand the importance of reporting any signs or indicators of concern using the schools safe guarding procedures.

Alongside the known indicators of abuse such as child sexual exploitation and on-line bullying, the following provides additional guidance for staff:



Link to the DfE prevent guidance is:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views by identifying individuals at risk and promptly providing them with support.

Procedure for Dealing with Concerns

Any member of staff working within the school or volunteering who suspects that a pupil or student has been subject to or is likely to suffer 'significant harm' or may suffer some form of abuse (see appendix A), should:

- Report the concern/situation to a DSO as soon as possible but certainly on the same day of having the concern. Staff need to be aware that if the concern is about the pupil or student at home or on the journey home, the concern must be raised with a DSO in good time for protective action to take place.
- If at any time a staff member is in doubt as to whether a situation or circumstance falls within this brief, they must discuss it with the school's Designated Safeguarding Team without delay, who will be able to offer them advice and assistance. If in any doubt, the staff member should ring the Surrey Safeguarding Contact Centre to discuss the matter and gain advice upon what action, if any, to take.
- If a member of staff has concerns about the school's ability to safeguard, and suspect's poor practice, this must be reported through the whistle-blowing policy.
- No member of staff must take any further action after a concern has been passed to a DSO unless this has been discussed with a DSO.
- Once a member of staff has reported a concern, they will be asked to compile a cause for concern, which clearly outlines concerns and reasons for them using the form in Appendix B. All written reports (cause for concerns) must be handed directly to a DSO and copies must not be kept.

If the DSO feels there are grounds for concern, then they must inform the Principal without delay, and inform the Surrey Safeguarding Children (Child Protection) Team. They will then provide the school with advice and assistance and will be responsible for co-ordinating the further conduct of the case. Therefore, the school must not take any further action without first consulting them and must keep them informed of any further developments.

It is the responsibility of the DSOs, with the support of the DSL, to:

- Ensure the immediate safety of the pupil or student.
- Inform the pupil/student's Local Education Authority without delay.
- Inform the parent/carer of the pupil/student of any referral to social care. This will only be done if it is deemed safe to do so.
- Ensure that all relevant records are kept pertaining to the case. They must clearly indicate all actions taken by any members of school staff. St Dominic's guidance on confidentiality must be observed.
- Give every assistance and support to staff members engaged in safeguarding & child protection work and will ensure they are available for all Safeguarding Children (Child Protection) Conferences.

In cases where referrals of possible abuse are reported to the Surrey Safeguarding Children (Child Protection) Team, the DSL will submit a full written report within 24 hours.

Recognising that safeguarding & child protection work can be emotionally demanding upon staff members and can be very distressing, it is the responsibility of the DSOs to ensure that due consideration is given to



the effects on staff members. Therefore, St Dominic's are committed to ensuring debriefing and support is available to staff members who are, or have been, involved in such work.

Allegations Procedure

If a situation arises where a pupil or student alleges he/she has been subject to abuse or has/or is likely to suffer significant harm from either an employee of St Dominic's or another pupil/student, as in any other safeguarding & protection situation this must be given immediate consideration and St Dominic's procedure for dealing with concerns must be followed.

St Dominic's recognise that this would be a sensitive situation which will undoubtedly have much wider implications for us; however, we acknowledge our commitment to safeguarding & child protection. Therefore, it is the responsibility of the Principal and DSOs to ensure the immediate safety of the pupil or student, whilst also ensuring that due consideration is given to the safety of other pupils/students and staff members.

If the nature of an allegation is such that safety cannot be ensured, it is the responsibility of the Principal or DSOs to take any necessary steps to secure safety, even if this means that a staff member or pupil/student is suspended pending further investigations. In such cases action may be taken to protect the staff member or pupil/student whom the allegation has been made against from further incrimination. In any situation where this action is deemed necessary or appropriate, the Principal will adhere to guidelines laid down within the Trust's Staff Disciplinary Procedures.

If an individual (paid worker or unpaid volunteer) is removed from work (or would have, had the person not left first) because the person poses a risk of harm to children, the Principal will inform HR who must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

If there is an allegation/concern of a safeguarding nature about any staff member, the Principal or cover in their absence will contact a Local Authority Designated Officer (LADO) within 24 hours. If the allegation is against the Principal, the Chair of Governors will contact the Trust and agree reference to the LADO.

LADO	Contact Details
Surrey Safeguarding Children Unit (LADO)	01372 833310

If an individual (paid worker or unpaid volunteer) is removed from work (or would have, had the person not left first) because the person poses a risk of harm to the pupils and students, the Principal will inform HR who must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

Staff Duty of Referral

It is the duty of all staff to immediately refer any child protection concerns about a child to a DSO. It is the duty of the DSO to consult with, and refer this to, Social Care. If a member of staff is not satisfied with the DSO's response they should make a referral themselves.

URGENT

If the danger is immediate, or in the case of suspected/alleged sexual abuse, the DSL, a DSO or a member of staff will ring the police on 999.

Any staff will take all reasonable steps to offer a pupil or student immediate protection from an aggressive parent/carer.



Where abuse is alleged, suspected or confirmed in a pupil or student presented at A&E or admitted to hospital, (s)he will not be sent home / discharged until:

- Children's Social Care has been notified by phone that there are child protection concerns;
- A Strategy Discussion/Meeting has been held including relevant hospital staff.

NON-URGENT

If there is no immediate danger the DSO will contact Surrey Contact Centre.

Telephone Number	0300 200 1006
Out of hours	01483 517898
Email	edt.ssd@surreycc.gov.uk
Address	Contact Centre Children's Team Conquest House, Wood Street Kingston upon Thames KT1 1AB

If the pupil or student is known to have an allocated social worker, referrals will be made to her/him or in her/his absence the manager or a duty officer in the relevant social work team. Where this is considered to be a child protection referral the referrer will follow this up in writing.

All referrers should have an opportunity to discuss their concerns with a qualified social worker.

Safe Working Practice

We recognise the importance of relationships between staff and pupils/students being based on mutual respect and understanding, and there being clear boundaries in relation to acceptable behaviour on both sides. Staff are asked to sign a 'Safeguarding Children & Vulnerable Adults Safe Working Practice Agreement' at induction, to ensure they are aware of guidance on safe practice. A copy of the IRSC document, "Guidance for Safe Working Practices for the Protection of Children and Staff in Education Settings" is also provided on the staff shared network for further guidance. (NMS RSS standard 15)

All school staff should abide by the safe working practice agreement given to them at induction, and take normal precautions not to place themselves in a vulnerable position with relation to child protection. Physical intervention should only be used when the pupil/student is endangering him/herself or others or property, and such events should be recorded and signed by a witness.

Staff must understand that failure to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a pupil/student is a disciplinary offence and may result in an outside agency conducting a full safeguarding investigation against the member of staff.

Confidentiality

All staff members working with the pupil or student or their family must at all times make it clear that confidentiality may not be maintained if, by withholding such information, it prejudices the welfare of the pupil or student.

The following guidelines aim to provide staff members with clear guidance, which we hope will enable them to respond to issues of confidentiality with some confidence.

- All work with our pupils and students and their families must reflect respect for them. All practices must aim to uphold the highest possible standards in this area.



- Staff members must strive to develop open and honest relationships with our pupils/students, in which trust may develop.
- Staff members must never be drawn into accepting personal confidences, since confidentiality cannot be guaranteed. This should always be made clear.
- Information pertaining to any Safeguarding & Child Protection issue must strictly be shared on a 'need to know' basis which may be defined as follows:
'Information limited to those people whose dealings with the pupil/student might be jeopardised by withholding such information.
- Information related to the welfare and/or safety of any pupil or student MUST be communicated to a DSO.
- All records must be kept in a locked cabinet within the safeguarding files. This information may only be accessed with the authorisation of the Principal or the Designated Safeguarding Team.

Communication

Child

Where abuse is alleged, the initial response all members of staff should be limited to listening carefully to what the pupil or student says in order to:

- Clarify the concerns;
- Offer reassurance about how (s)he will be kept safe; and
- Explain what action will be taken.

The pupil or student must not be pressed for information, led or cross-examined, or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice police investigations, especially in cases of Sexual Abuse.

If the pupil or student is thought to be able to understand the significance and consequences of making a referral to Children's Social Care, the DSO will ask them for their view.

Regardless of a pupil/student's expressed view, staff are required to take whatever action is required to ensure her/his safety and that of any other pupils and students.

Discussion with Parents/Carers Before Making A Referral

Professionals in all agencies have a clear responsibility, at the outset, to discuss any concerns they have directly with the family, and, where possible, to seek their agreement to any further action that will be required, including talking about the pupil or student with other agencies. However, if there is real and immediate concern about a pupil or student suffering significant harm, then a referral to Children's Services will be made immediately by the DSO and the social worker and their manager will decide how and when the family will be consulted.

Professionals should record in writing, on the referral form, whether they have discussed with the family both the making of a referral and any contacts they make with other agencies regarding the pupil or student. They should also record the reasons if they decide not to inform the family of these matters

Where a parent discloses or raises a concern a senior member of the school will discuss the concerns and note the content of such discussions and subsequently refer the matter to the school DSL and agreement sought for a referral to Children's Social Care unless this may:

- Place the pupil or student at risk of Significant Harm e.g. by the behavioural response it prompts (e.g. where fabricated or induced illness is suspected) or by leading to an unreasonable delay;
- Place others at risk;



- Lead to the risk of losing evidential material.

Where a parent has agreed to a referral, this must be recorded and confirmed in the referral to the LAs Children's Social Care service.

Where the parent refuses to give consent for the referral, further advice should, unless this would cause undue delay, be sought from a manager or the nominated child protection officer and the outcome fully recorded.

If, having taken full account of the parent's wishes, it is still considered that there is a need for a referral:

- The reason for proceeding without parental agreement must be recorded;
- Children's Social Care should be told that the parent has withheld her/his consent;
- The parent should be contacted to inform her/him that after considering her/his wishes a referral has been made (unless this action may increase the risk of harm to the pupil or student).

Referral Information Required

Where a referral is made, the DSO will provide the following information with the referral (but absence of information must not delay the referral):

- Cause for concern including details of any allegations, their sources, timing and location;
- What the pupil or student said;
- The pupil or student's current location and emotional and physical condition;
- Whether the pupil or student needs immediate protection;
- Full names, date of birth and gender of the pupil or student
- Family address (current and previous);
- Identity of those with Parental Responsibility;
- Names and date of birth of all household members and any known regular visitors to the household;
- Details of the pupil/student's extended family or community who are significant for him/her;
- Ethnicity, first language and religion of the pupil or student and parents / carers;
- Any need for an interpreter, signer or other communication aid;
- Any special needs of the pupil or student and other household members;
- Any significant / important recent or historical events / incidents in the pupil/student's or family's life, including previous concerns;
- Details of any alleged perpetrators (if relevant);
- Known current or previous involvement of other agencies / professionals e.g. schools, GPs;
- Background information relevant to the referral e.g. positive aspects of parents' care, previous concerns, pertinent parental issues, threats and violence towards professionals, any information about difficulties being experienced by the family/household due to domestic abuse, mental illness, substance misuse, and/or learning difficulties;
- The referrer's relationship and knowledge of the pupil or student and parents / carers;
- Information regarding parental knowledge of, and agreement to, the referral.

Confirmation

All professional referrals made verbally by a DSO must be confirmed in writing ideally using the Interagency Referral Form but in all cases covering the areas above (in the bullet points above) by the referrer, within 24 hours. A child protection referral does not require a CAF form to be completed although it may be used to support a referral or a specialist assessment.



Professional referrals cannot be anonymous and should be made in the knowledge that during the course of enquiries it will be made clear which agency has originated the referral.

If there is no acknowledgement by Children's Social Care of the referral within a further 24 hours, the professional should contact Children's Social Care to establish the current status of the referral.

Record

The referrer will keep a written record of (see Appendix C):

- Discussions with pupil or student;
- Discussions with parent/carer;
- Discussions with managers;
- Information provided to Children's Social Care;
- Decisions taken (clearly timed, dated and signed).

Next Steps

When the DSL contacts Surrey Contact Centre, the referral will be assessed in accordance with the eligibility criteria published in the Children's Services Threshold Document. Children's Social Care would expect to be involved, where a referral meets Levels of need 3, or 4.

Pupils and students with Level 2 needs would be met through targeted support from a range of partner agencies: Health Visitors; Home School Link Workers; Children's Centres; Youth Support Service; Education Welfare and School Inclusion Services and Voluntary Organisations.

Level	Type	Description
1	Universal	Pupils and students with no identified additional needs that can be met by personalised universal services
2	Targeted	This level refers to those pupils and students who may be considered vulnerable and in need of support services. Pupils and students at this level frequently require time-limited targeted intervention at a level below the threshold for a Children's Social Care service
3	Complex	This refers to pupils and students with complex needs. Pupils or students in this category are likely to meet the threshold for social work assessment and time-limited intervention through a child in need service.
4	Acute	This refers to acute need that will have a significant impact upon the pupil or student's safety and well-being. It will most commonly include pupils or students at risk of suffering actual, or likely significant harm associated with abuse, or severe neglect.

Harm is defined in the Children Act 1989 section 31(9) as

- ill-treatment (*including sexual and physical abuse*)
- impairment of health (*physical or mental*)
- or development (*physical, intellectual, emotional, social or behavioural*)
- the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002) as compared to a similar child

There are no absolute criteria for identifying significant harm. The severity of ill-treatment depends on:

- the degree and extent of physical harm
- the duration and frequency of abuse and neglect



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- the extent of premeditation
- the degree of threat and coercion, sadism and/or unusual elements
- Consider ill-treatment alongside the family's strengths and supports



Appendix

A

Categories of Abuse

Emotional Abuse	Cyberbullying	Sexual Abuse	Neglect
<p>Involves the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.</p> <p>It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.</p> <p>These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including Cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.</p>	<p>When a person is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another person by way of the Internet, interactive and digital technologies, mobile phones or email.</p> <p>Physical Abuse</p> <p>May involve including hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces illness in a child</p>	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.</p> <p>The activities 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 of clothing.</p> <p>They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the Internet).</p> <p>Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p>	<p>Involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.</p> <p>Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>



Appendix B

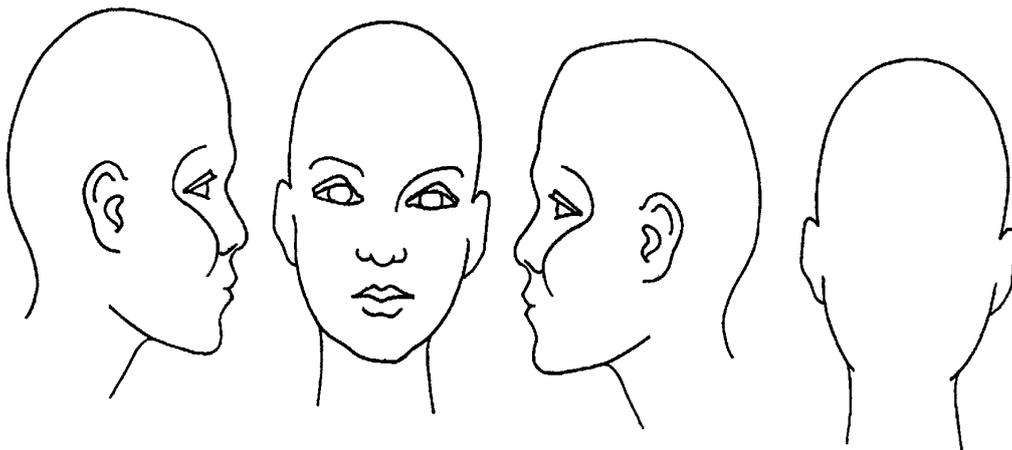
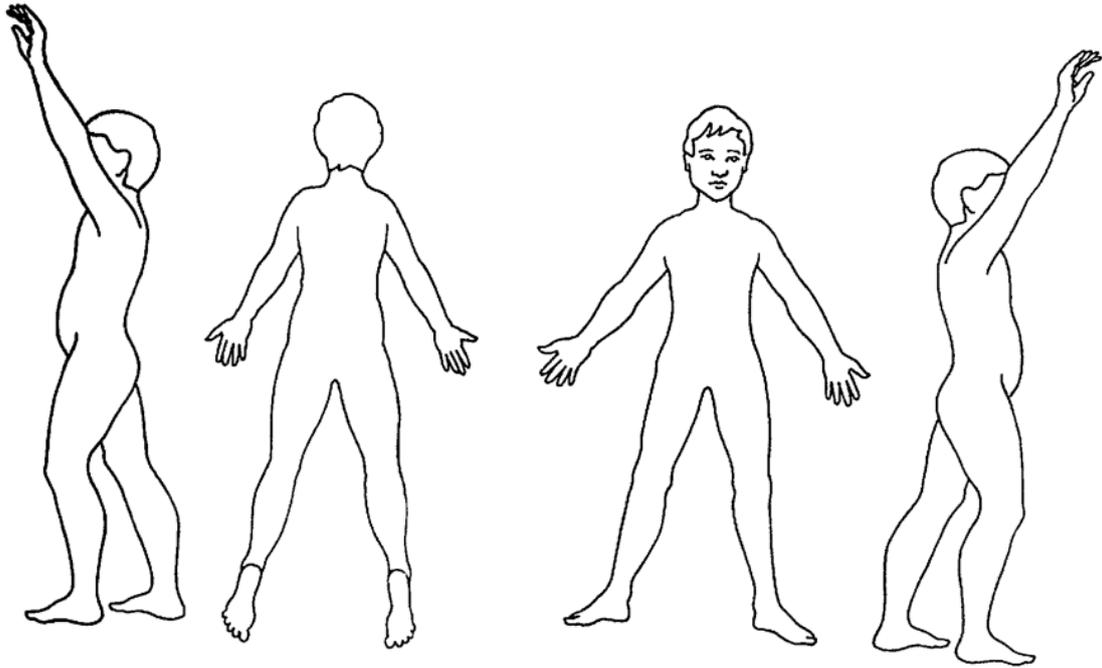
Safeguarding & Child Protection Cause For Concern Form

Name of Pupil/ Student		Date Reported	
Reported By		Time Reported	
Reported To (DSL)		Skin Maps (Y/N)	
Disclosure between	_____ and _____		
Persons Present			
Reason for Concern (exact details with times):			
Report			
Print Name		Date	
Signature			



SKIN MAP

Name of Pupil/ Student		DOB	
Staff Name		Date	
Staff Signature			





Appendix E

St Dominic's School Safeguarding Statement

This School is committed to safeguarding and promoting the welfare of pupils and students and expects all staff and volunteers to share this commitment.

This means that we have a Safeguarding & Child Protection Policy and Procedures in place which we refer to in our prospectus. All governors and staff (including supply staff and volunteers) must ensure that they are aware of these procedures. Parents, carers, pupils and students are welcome to read the Policy and procedures on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a pupil/student's welfare. We will ensure that our concerns about our pupils/students are discussed with him/her (if age appropriate) and his/her parents/carers first unless we have reason to believe that such a move would be contrary to his/her welfare.

If you are concerned about a pupil or student's welfare, please write clear notes, preferably and ensure that it is received – in a sealed envelope – by one of the DSOs above, who will discuss the contents with you at the earliest opportunity that day. Do NOT conduct your own investigation.

If your concerns relate to the actions or behaviour of a member of staff (which could suggest that s/he is a danger to the pupils and students) then you should report this to the Principal or Head of Education, Integrated Services (or the Chair of Governors if the concern relates to the Principal) in confidence, who will consider what action to take.