

Policy Title: Child Protection Policy



1. Policy Statement

Tanglin Trust School is committed to the prevention of child abuse and to the protection of children in line with the United Nations Convention on the Rights of the Child. This commitment means that the interests and welfare of children are our primary consideration when any decision is made about suspected cases of abuse or neglect. The procedures outlined in this policy are in line with the Manual on Management of Child Abuse in Singapore (2008) produced by the Inter- Ministry Working Group comprising the Ministry of Social and Family Development, Ministry of Health, Ministry of Home Affairs and the Ministry of Education of Singapore. The manual is based on current legislation – principally the Children and Young Persons Act – and the school has a professional responsibility to comply with this. The policy was developed in consultation with The Child Protection Service (“CPS”), a division of the Ministry of Social and Family Development.

Date of next review: September 2019

2. Definitions of Child Abuse

Child abuse is a serious and complex problem that may occur in the lives of children and young people. It often occurs in environments that are isolated and stressful and affects those who are most vulnerable.

Child abuse is the term used to describe different types of maltreatment inflicted on a child or young person. It includes non-accidental physical injury, neglect, sexual abuse and emotional abuse, including psychological harm of children and young people and requires different and specialised responses.

In its most serious forms, abuse can lead to death or long term harm to the physical or emotional well being of a child or young person.

There are four main areas of Child Abuse. It should be recognised that any signs of abuse may also be symptomatic of other problems.

Neglect – The persistent or severe neglect of a child which results in serious impairment of the child’s health or development.

It can occur where parents/guardians fail to meet the basic and essential needs of their children such as food, clothing and medical care. Leaving small children alone and unsupervised is another example of neglect. Parents refusing or failing to give love and affection to their children is a case of emotional neglect.

Signs or symptoms which may possibly indicate neglect:

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poor school attendance or often late for school
- Poor concentration. Affection-demanding or attention-seeking behaviour
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones

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Physical Abuse – Physical injury to a child - reasonable suspicion that the injury was inflicted or knowingly not prevented.

It involves any non-accidental injury where adults physically hurt, injure or kill a child. This can involve hitting, shaking, squeezing, burning and biting. It also includes giving a child poisonous substances, inappropriate drugs or alcohol.

Signs or symptoms which may indicate physical abuse:

- Bruising, inconsistent account of how bruising or injuries occurred
- Bald patches
- Burns or scalds
- Fear of going home or parents being contacted
- Fear of medical help
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Fabricated or induced illness

Sexual Abuse – When children and young persons are involved in sexual activities that they may or may not fully comprehend and which violate the social taboos of family roles. It occurs when the older person uses his/her power over the child/ young person to involve the latter in a sexual activity. It may involve:

- a) sexual grooming
- b) Inappropriate exposure to sexual acts or materials
- c) Passive use of children and young persons as sexual stimuli for adults
- d) Child Sexual Exploitation (CSE) - the child and young person may be subjected to exhibitionist activities, voyeurism or be coerced into posing for pornographic materials
- e) Inappropriate sexual contact or acts between older individuals and the child/young person
- f) Intercourse as a result of rape, assault and coercion

Signs or symptoms which may indicate sexual abuse:

**Please note- most frequently there are no signs of this type of abuse*

- Sexually explicit play or behaviour or age inappropriate behaviour
- Anal or vaginal discharge, soreness or scratching
- Persistent complaints of stomach disorders or pains
- Eating disorders
- Attention-seeking behaviour including sexual harassment or molestation
- Regressive behaviour
- Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area
- Lack of trust of a familiar or particular adult
- Unusually compliant

Psychological/Emotional Abuse – persistent or severe emotional ill-treatment or rejection. This occurs where constant lack of love and affection, threats, verbal attacks, taunting, shouting, can lead to a child's

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loss of self-esteem. It can also include harassment or indifference on the basis of race, culture, gender or disability. Aspects of psychological and emotional abuse include:

- a) hostile rejecting/degrading (eg taunts)
- b) terrorising (eg threats or acts that induce fear)
- c) actively isolating (eg locking a child in a room for extended periods of time)
- d) exploiting/corrupting (eg teaching a child to steal)
- e) denying emotional responsiveness (eg denying affection and shows of love)

Signs or symptoms which may indicate psychological abuse:

- Rocking, banging head, regression
- Self-mutilation, drug or solvent abuse
- Fear of parents being contacted
- Running away, compulsive stealing
- Masturbation
- Eating disorders
- Soiling, smearing faeces, enuresis
- Sudden speech disorders, selective mutism
- Over-reaction to mistakes, continual self-deprecation
- Delayed physical/mental/emotional development

3. Peer on Peer Abuse

DfE guidance Keeping Children Safe in Education (2018) advises that governing bodies should ensure that there are procedures in place to handle allegations against other children. The guidance also states the importance of minimising the risks of peer-on-peer abuse. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the children;
- Any disability or special needs of the children'
- Their social and family circumstance;
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;
- Any indication of sexual exploitation.

As a school we will minimise the risk of allegations against other students by:

- Providing a developmentally appropriate PSHCE syllabus which develops students' understanding of acceptable behavior and keeping themselves safe;
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued;

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- Delivering targeted work on assertiveness and keeping safe to those students identified as being at risk;
- Developing robust risk assessments & providing targeted work for students identified as being a potential risk to other students.

The DfE has published advice for schools on how to manage issues of sexual violence and harassment between children. More information can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf

4. Radicalisation and Extremism

The UK government defines extremism as vocal or active opposition to fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation can be defined as adopting beliefs and engagement in activities which are harmful, criminal or dangerous.

To protect children against radicalisation, school staff (both faculty and non-faculty) will receive training to help to identify signs of radicalisation and extremism. Opportunities are provided in the curriculum to enable our students to discuss issues of religion, ethnicity and culture and the school promotes fundamental and key values as part of its pastoral and curriculum programmes.

5. Responsibilities

School staff are particularly well-placed to observe the outward signs of abuse and the unexplained changes in behaviour or performance which may indicate abuse.

Protecting the welfare of children is the role of every professional who comes into contact with children at Tanglin Trust School. This includes all staff knowing how to respond to suspected cases of child abuse and neglect and the process for reporting suspected case to the relevant persons.

6. Procedures

Safe Recruitment – Tanglin Trust School is committed to safe recruitment. The Human Resources Department follow rigorous procedures for the appointment of all members of staff and maintain the Single Central Record (SCR). Senior leaders are trained in Advanced Safer Recruitment and further details can be found in our Safer Recruitment Policy on the school website.

Staff Training – Tanglin Trust School is committed to maintaining and increasing staff awareness of how to prevent, recognise and respond to child abuse and neglect. This school ensures that all staff are updated annually on procedures relating to child abuse and neglect. As part of their induction, all adults will familiarise themselves with the TTS Child Protection Policy and will be encouraged to read additional resource material. An abbreviated outline of Child Protection procedures (see Appendix 1) will be posted in every staff room. In addition, a Child Protection Survey is conducted amongst all staff to identify any gaps in their understanding following the training.

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A further commitment is training senior leaders from each of the three schools on a regular basis to ensure that they are up to date with UK policy and practice. In addition, qualified Ofsted inspectors undergo annual safeguarding training.

Reporting Concerns - If staff/volunteers suspect a child has been abused, neglected or radicalised, the following procedures should be implemented:

- TTS staff will report concerns immediately to the **Designated Safeguarding Lead** for their school. TTS will be required to record observations using the school's **Child Protection Concern Form 1 (see Appendix 2)**, communications and impressions which cause concern and pass this written report to the DSL.
- When the school suspects that there has been **sexual abuse**, it is a requirement for the school to contact CPS or the police. For cases happening within the context of the family, the family should not be alerted to the allegations being made and the report can either be made with the police or CPS. For sexual abuse cases happening outside the context of the family, the family should be informed of the incident and a report needs to be made to the police. Where the abuse has taken place overseas, seek guidance from CPS. The school should not conduct intensive investigations, in terms of talking to the child at length on the incident.
- In the event of other forms of abuse, the **Designated Safeguarding Lead** will be committed to taking action and arranging consultation with the CEO. **A record of this will be kept using the school's Child Protection Record Form 2 (see Appendix 3)**. In collaboration with the CEO, when deemed appropriate after further investigation, the Heads of School will liaise with CPS. The Head of School will keep the teacher, HOY and School Counsellor(s) up to date with developments, depending on levels of confidentiality.
- Where there are reasonable grounds to believe that a student has become radicalised in a way that may pose a threat to others, this will be reported to the Singapore authorities.
- If there are obvious signs of harm the student will be taken to the School Nurse immediately. If the student is in need of urgent medical attention, he/she should be brought to either the KK Women's and Children's Hospital (KKH) or to the National University Hospital (NUH), the 2 designated paediatric hospitals. If it is not possible or advisable to obtain parent consent, CPS should be contacted for consultation.
- Where we suspect the abuse has occurred or is about to occur and the child is unsafe and in imminent risk of further harm, we are committed to reporting the matter to Child Protection Service Helpline at **1800 777 0000 (office hours) or the police**.
- Where we suspect that the abuse has been perpetrated by someone close to the family or within the family network, the Head of School, Designated Safeguarding Lead or School Counsellor(s) will contact the family and discuss ways on how the student could be kept safe and managed more appropriately. However, where there is concern that the child will be further harmed should the family be informed, the family should not be informed, and the matter should be reported to CPS or the police.
- If we suspect that an employed or voluntary worker in the school has abused a child we will report the matter promptly to the **Designated Safeguarding Lead** who will inform the CEO. Consideration will be given as to whether that member of staff should face suspension. Please

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refer to the section below on 'Allegations Against Staff' (Section 5) and the school's Whistle-blowing policy.

- Where we suspect the abuse has been perpetrated by another student, we will report the matter promptly to the **Designated Safeguarding Lead** who will inform the CEO. Parents of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the case. It may be appropriate to exclude the student being complained about for a period of time according to the school's behaviour policy and procedures. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- We believe that children, families, staff and others involved in an investigation of child abuse should receive support. The School Counsellor(s) in consultation with CEO/Heads of School shall coordinate appropriate specialised support with the various agencies as required. They will coordinate care arrangements if a child is deemed to be unsafe in his/her current environment. They will also provide general advice on individual abuse cases regarding appropriate procedures to be followed.

Emergency

First aid is to be given as in any emergency. Follow-up care and counselling will commence as soon as practical.

When the Child Discloses

- Remain calm, do not panic or express shock.
- Listen carefully – do not prompt responses.
- Reassure the child – tell them they are doing the right thing and that you are pleased they are confiding in an adult. Praise them for having the courage to talk about it with someone.
- Do not project or assume anything, let the child tell their story; leave your own assumptions out.
- Possible questions to ask in a non-leading manner include:
 - What happened to you?
 - Who did this to you?
 - Where did it happen?
 - When did this happen?
- Use age specific language. Ask for clarification for any meaning or words you don't understand.
- Let the child know they are believed.
- Let the child know that you will do your best to protect and support them.
- Do not promise secrecy to the child. Explain that it is necessary that in order to help them, you will have to tell certain other parties but it will be as confidential as possible. Assure them that their issue will not be general knowledge within the school community.
- Check that you have a full understanding of what the child has told you before the end of the discussion.
- Make the child comfortable. Ensure that the child is not left in a situation where he/she may be pressured to change their story.
- Report to the Designated Safeguarding Lead. You will be asked to record what the child has said or what you have observed, include dates and times. It is important that this is recorded in as much detail as possible so that the child does not have to repeat the details of abuse unnecessarily.

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- In line with the CPS guidelines, the school does not take any photographs of a child's injuries but instead records them by use of diagrams.
- Maintain confidentiality. Do not discuss this with any other members of staff, children or people outside of school. It will be considered a breach of school protocol if you do this.
- Report as per flow chart at the earliest opportunity.






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Reporting Safeguarding Concerns and Disclosures – Flow Diagram

Class Teacher/ Assistant Teacher/School Employee/Volunteer



		
Designated Safeguarding Lead Head of Infant School Paula Craigie	Designated Safeguarding Lead Head of Junior School Clair Harrington-Wilcox	Designated Safeguarding Lead Deputy Headteacher (Senior School) Chris Allen
		
Deputy Designated Safeguarding Lead Deputy Headteacher (Infant School) Jo Osman	Deputy Designated Safeguarding Lead Deputy Headteacher (Junior School) Philippa Hatton	Deputy Designated Safeguarding Lead Assistant Headteacher (Senior School) Clare Anderson-Au

Keeping Records of CP cases

The school will store CP case files in a 'double locked' secure place.
Records may be kept until such time as the individual has reached 25 years of age.

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7. Allegations Against Staff

- If there is a suspicion that an employed or voluntary worker in the school has abused a child, the matter should be reported promptly to the Designated Safeguarding Lead who will inform the CEO.
- Where the CEO is unavailable, or where the allegation is against the CEO, the report should be made to the Governor who sits on the Safeguarding Working Party.
- If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. Any unnecessary delays should be eradicated.
- Written logs must be kept of all meetings and decisions taken.
- If the decision is made that there is no need for an investigation, the CEO will inform the member of staff of the allegation and the fact that no further action will be taken. A report will be held on file.
- If the decision is made to proceed with an investigation, the member of staff should be informed of all measures decided upon throughout the investigation.
- If an investigation is initiated, the CEO will contact the Governors to decide whether the police, CPS and, if necessary, medical authorities should be involved.
- Any investigation by police or CPS will take priority over an internal investigation by the school. At this stage the member of staff involved will be informed of the allegation by the CEO in the presence of a witness. The time and date will be recorded. Advice on legal assistance and counselling for the member of staff will be discussed.

Suspension

Consideration will be given as to whether that member of staff should face suspension. Suspension is a neutral act and it should not be automatic. It should be considered in any case where:

- There is cause to suspect a child has suffered, or is likely to suffer significant harm; or
- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal.
- If suspension is deemed appropriate, the reasons and justification will be recorded by the CEO and the individual notified of the reasons.
- A member of staff suspended during the course of the enquiry will receive full pay.
- The suspended member of staff should receive support. They will be provided with a named contact within the school and provided with their contact details. Social contact with colleagues need not be precluded except if it is likely to be prejudicial to the investigation.
- If a suspended person is to return to work, the school will consider what help and support might be appropriate (e.g. a phased return to work and/or provision of a mentor), and also how best to manage the member of staff's contact with the child concerned, if still in the school.

Alternatives

In many cases an investigation can be resolved quickly and without the need for suspension. Based on assessment of risk, the following alternatives may be considered by the CEO before suspending a member of staff:

- Redeployment within the school or college so that the individual does not have direct contact with the child or children concerned;
- Providing an assistant to be present when the individual has contact with children;
- Redeploying to alternative work in the school so the individual does not have unsupervised access to children; or
- Moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted.

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These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The CEO will consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated, unfounded or maliciously intended.

Outcome

- The outcome of the investigation will be made known in writing by the CEO to the member of staff. In the event of guilt either through law or by the decision, based on evidence, of the CEO, the CEO and Governors will decide on further action.
- In the event of a decision in favour of the member of staff, the CEO and Governors will decide on the future of those making the allegations. The CEO will inform the member of staff of the decision.
- Allegations found to be malicious will be removed from personnel records. For all other allegations, a clear comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned. The record will be retained at least until the accused has reached normal retirement age of 65 or for a period of 10 years from the date of the allegation if that is longer.
- Cases in which an allegation was proved to be false, unsubstantiated, unfounded or malicious will not be included in employer references.

Resignation and Compromise Agreements

- If the accused person resigns or ceases to provide their services, this will not prevent an allegation being followed up in accordance with this guidance. Every effort will be made to reach a conclusion in all cases, even if:
 - The individual refuses to cooperate, having been given a full opportunity to answer the allegation and make representations;
 - It may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete.
- Compromise agreements shall not be used (i.e. where a member of staff agrees to resign provided that disciplinary action is not taken and that a future reference is agreed).

Whistle-blowing

- All staff should be made aware of the school's Whistle-blowing policy and feel confident to voice concerns about the attitude or actions of colleagues.
- If a member of staff believes that a reported allegation or concern is not being dealt with appropriately by the school, they should report the matter to the Board of Governors through the Company Secretary at cosec@tts.edu.sg.
- For further details, the school's Whistle-blowing policy is available on the staff portal.

8. Ministry of Social and Family Development Contacts

CPS Emergency - 1800 777 0000
Email msf_cpsintake@msf.gov.sg

Do not share confidential information over the phone or via email unless you can verify the identity of the caller/recipient.

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Appendix 1: Child Protection at TTS School

What should you do if you are worried about a child's welfare?

or

What should you do if a child tells you something that concerns you?

(Makes a disclosure of abuse.)

DO NOT KEEP YOUR CONCERNS TO YOURSELF

Abuse can be:

- Neglect (for example: dirty, no lunch, inappropriately dressed for weather)
- Physical (for example: bruising, burns, sores, bites)
- Emotional (for example: withdrawn or disturbing behaviour)
- Sexual (for example: inappropriate sexualised behaviour or comments).

There are many other physical and behavioural indicators of abuse.

Any concerns should be reported to the Designated Safeguarding Lead for child protection or their deputies.

What should you do?

- Remain calm, do not panic or express shock.
- Listen carefully – do not prompt responses.
- Reassure the child – tell them they are doing the right thing and that you are pleased they are confiding in an adult. Praise them for having the courage to talk about it with someone.
- Do not project or assume anything, let the child tell their story; leave your own assumptions out.
- Use age specific language. Ask for clarification for any meaning or words you don't understand.
- Let the child know they are believed.
- Let the child know that you will do your best to protect and support them.
- Do not promise secrecy to the child. Explain that it is necessary that in order to help them, you will have to tell certain other parties but it will be as confidential as possible. Assure them however that this will not be general knowledge within the school community.
- Check that you have a full understanding of what the child has told you before the end of the discussion.
- Make the child comfortable. Ensure that the child is not left in a situation where he/she may be pressured to change their story.
- Report to the appropriate Designated Safeguarding Lead at the earliest possible opportunity. You will be asked to record what the child has said or what you have observed, include dates and times. It is important that this is recorded in as much detail as possible, using accurate language, so that the child does not have to repeat the details of abuse unnecessarily.
- Maintain confidentiality. Do not discuss this with any other members of staff, children or people outside of school. It will be considered a breach of school protocol if you do this.

IT IS YOUR RESPONSIBILITY AND DUTY AS A MEMBER OF STAFF OR VOLUNTEER AT TANGLIN TRUST SCHOOL TO PASS ON ANY CHILD PROTECTION CONCERNS ABOUT A CHILD

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Appendix 2 Initial Record of Concern – FORM 1

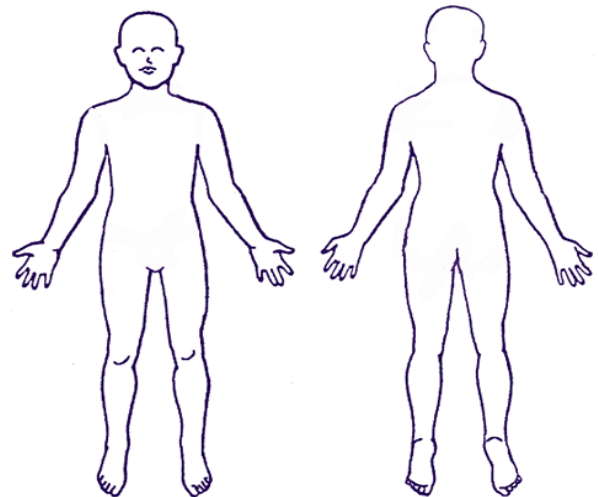
(to be completed by adult who has first point of contact by child)

Child's Name and Class:
Date and Time of Concern :
Your Account of the Concern : (what was said, observed, reported and by who)

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Additional Information :
(context of concern/disclosure/details of any physical signs)



Please indicate any markings on body outline:

Your Response :
(what did you do/say following the concern)

Your Name :

Your Signature :

Your Position in School :

Date and Time of this Recording :

Form 1 passed to HOS/DSL: Yes / No

Infants – Paula Craigie

Juniors – Clair Harrington Wilcox

Seniors – Chris Allen

Date and time of meeting arranged to discuss Form 1 with HOS/DSL:

Name:

Date:.....

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Appendix 3: Child Protection Record – FORM 2
(completed by DSL)

Date Form 1 was received and discussed:

Child's Name:	Date of birth:	Year group:	Class teacher:
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability	Religion :

Record of initial discussion:	Date of referral	Reported by
Who has the information been shared with?		
Initial action points	Agreed timeline	Action by?

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Report on action taken: <i>including professional agencies known to be involved with the family, the extent to which both the child and the family are aware of the steps already taken, if parents have been informed then times and dates and a record of the meeting</i>	Date	Action by?
Further action points	Date	Action by?

This confidential document needs to be kept with the Initial Record of Concern – Form 1

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Appendix 4: Responsibilities of the Governing Body

Responsibility	Suggested Allocation
<ul style="list-style-type: none"> • Have a child protection policy and procedures in place that are in accordance with Singapore MSF guidance which is made available to parents on the School website • Have procedures for dealing with allegations of abuse against members of staff and volunteers that comply with Singapore MSF guidance • Review its policies and procedures annually and provides information to the Singapore MSF about them and about how the above duties have been discharged • Remedy any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay • Ensure the head teacher, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at 3 yearly intervals, and that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities 	<p>Education Sub-committee</p> <p>One member of the Board sits on the Safeguarding Working Party.</p>
<ul style="list-style-type: none"> • Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including Criminal Record Bureau checks when possible • Ensure that there are safe and effective recruitment policies and disciplinary procedures in place 	<p>Staffing Sub-committee</p>
<ul style="list-style-type: none"> • Recognise the contribution the school can make to helping children keep safe through the teaching of self protection skills and encouragement of responsible attitudes to adult life through the Personal, Social and Health Education/Citizenship curriculum 	<p>Education Sub-committee</p>
<ul style="list-style-type: none"> • Ensure that a member of the governing body (usually the Chair) is nominated to be responsible for liaising with the appropriate Singapore agencies, as appropriate in the event of allegations of abuse being made against the head teacher 	<p>CEO and Chair of the Board of Governors</p>
<ul style="list-style-type: none"> • Have a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection issues providing advice and support to other staff 	<p>CEO and SLT</p>

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Appendix 5: CPS Referral Form



REFERRAL FORM TO CHILD PROTECTION SERVICE, MSF

PARTICULARS OF REFERRING AGENCY	
Name and Address of Agency	
Name of Contact Person <i>(for clarifications)</i>	
Contact details	Telephone/Handphone: Fax: E-mail:
PARTICULARS OF CHILD/YOUNG PERSON (CYP)	
Name <i>(please add more columns if more than one CYP is being referred)</i>	
DOB (DD/MM/YY)/ Age	
BC No and Gender	Male/ Female (please circle)
Race	Chinese/ Malay/ Indian/ Eurasian/ Others pls specify _____ (please circle)
Religion	Buddhist/ Christian/ Muslim/ Hindu/ Others pls specify _____ (please circle)
Current whereabouts of CYP	Parents' care/ Relative's care/ School/ Hospital/ Children's Home/ Others pls specify _____ (please circle)
School/Childcare <i>(if applicable)</i>	Name: Address: Contact details:

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Current Caregiver	Name: Relationship to the CYP: Address: Contact details:				
Language Spoken	English / Mandarin / Malay / Tamil / Dialect(s) : _____ (please circle)				
Does CYP have any special or medical need? (If yes, pls specify)					
PARTICULARS OF SIGNIFICANT OTHERS					
Name	NRIC/BC No	Age	Relationship with CYP	Occupation	Remarks (eg address and contact no if different from CYP)
Type of Abuse	Physical/ Emotional/ Sexual/Neglect/ Others pls specify _____ (please circle)				
Details of Alleged Perpetrator	Name of the alleged perpetrator: NRIC No. of the alleged perpetrator: Alleged perpetrator's relationship to CYP: If alleged perpetrator has access to CYP currently: Yes/ No If yes, pls state the frequency _____				
Are there other children or siblings at risk?	Yes/ No If yes, pls state the details of the children/siblings and risk posed to them				
Involvement of non-perpetrating parent/ caregiver and/or other family members					

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Details of Police Report (if applicable)	Name of Police Division: Name of Police Investigation Officer: Police report Number: Classification of current case:
Details of Involvement of Other Agencies working with CYP or Family Members (if applicable)	Name and role of agency: Period of agency's involvement: Feedback from the agency:
Current Incident of Concern	
<p><i>(For allegations of abuse, please include date of incident/s and accounts given by the CYP and any other significant others. Please include details of injuries observed, any medical findings, CYP's emotional state and presentation. For allegations of sexual abuse, CPS should be consulted immediately. The family is not to be alerted until further discussion with CPS.)</i></p>	
Previous Child Protection Concern (if any)	
<p><i>(Please specify if there were past injuries or concerns observed or made known to your agency. Include the nature, date and frequency of the incident, instruments used if applicable, intervention given or safety plans put in place by your agency or others and the response of CYP and family to the intervention.)</i></p>	
Other Risk Factors (if any)	
<p><i>(eg. Domestic violence, drug and alcohol misuse, mental or physical ill health, unemployment, social isolation, etc.)</i></p>	
Other Protective Factors (if any)	
<p><i>(eg. Presence of good social support, strong attachment to non-perpetrator carer, visibility to child in the community, child's self-protective abilities, etc)</i></p>	
Recommendation of the Referring Agency	

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Do attach additional pages as required. Do also state if any supporting documents are included in this referral (eg. medical report, summary of facts, legal documents, school report, police report or social report from an agency).

Submitted by			
Name	Designation	Signature	Date

Endorsed by Head of Referring Agency/Department			
Name	Designation	Signature	Date

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ACKNOWLEDGEMENT OF RECEIPT

Attention: _____
(Name of referral case worker / Agency)

Child's Name/BC: _____

Dear Sir / Madam

We acknowledge the receipt of your referral.

We will be taking up the case for further investigation.

We will work jointly with your agency on the case.

We are not taking up the case because

For clarifications, please contact us. Thank you.

From: _____
(Name of Officer)

Tel No.: _____

Email: _____

Name and Designation

Signature

Date

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Date received _____

Officer-in-charge _____

- Case to be handled by Intake and Assessment Unit
- Case to be handled by CP/Investigation
- Others _____

Additional Instructions:

Name _____

Signature _____

Designation _____

Date _____