

Name of policy or procedure	Safeguarding Policy
Staff/student group to whom it applies	All staff, students, visitors to the school and governing body
Distribution/how to access	Via staff area and website (eventually)
Issue date	
Last review date/who reviewed	Jan 2009 – policy has been significantly changed from this version although the intentions of the policy remain consistent. Reviewed by AFE/JRE and governing body.
Next review date/who to review	To be taken to Governing Body October 2010
Approved by/date	Full governing body on 14 October 2010
SLG responsibility	AFE/ JRE /HSP
Contact for further information	AFE/ JRE /HSP

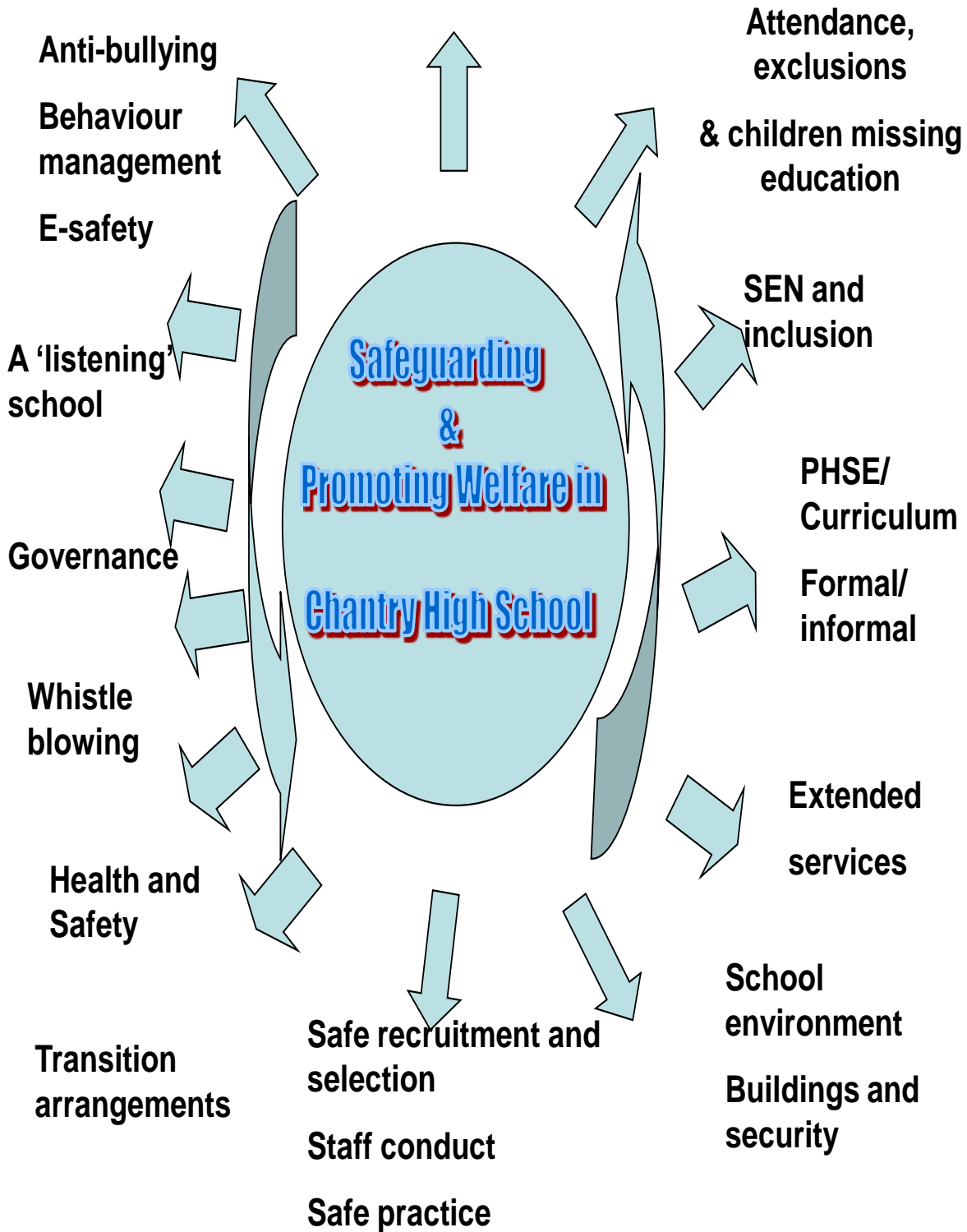
## Equality Impact Assessment Tool

To be completed and attached to any procedural document when submitted for consideration and approval.

Name of Policy: **Chantry High School Safeguarding Policy**

		Yes/No	Comments
1.	<b>Does the policy/guidance affect one group less or more favourably than another on the basis of:</b>	No	The policy sets out how we as a school can safeguard all children (including all vulnerable groups) who are on roll or attend the school
	Race or ethnicity		
	Disability		Care has been taken to stress the need to ensure those who may have difficulty to access support due to their physical or learning needs are safeguarded
	Gender		
	Religion or belief		While we recognize the right of each to their beliefs the policy is clear in stating that we will safeguard children from religious beliefs such as female genital mutilation which are illegal and/or pose a threat to their health, well being or safety
	Sexual orientation		
	Age		
2.	<b>Is there any evidence that some groups are affected differently?</b>	No	
3.	<b>If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?</b>		
4.	<b>Is the impact of the policy/guidance likely to be negative?</b>	No	
5.	<b>If so, can the impact be avoided?</b>		
6.	<b>What alternatives are there to achieving the policy/guidance without the impact?</b>		
7.	<b>Can we reduce the impact by taking different action?</b>		

“Safeguarding in Education is everybody’s business”.



# Chantry High School Safeguarding Policy

## Purpose and Aims

The purpose of Chantry High School's safeguarding policy is to provide a secure framework for the school in safeguarding and promoting the welfare of those pupils who attend our school. This policy will give clear direction to staff, volunteers, visitors and parents about the expected behaviour and our legal responsibility to

The policy aims to ensure that:

- ◆ All our pupils are safe and protected from harm.
- ◆ Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
- ◆ Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours' and the school's legal responsibilities to safeguard and promote the welfare of all children at our school.

The elements of our policy are prevention, protection and support.

Our policy applies to all Pupils, Staff, Parents, Governors, volunteers and visitors.

## Ethos

Safeguarding in Chantry High School is considered everyone's responsibility and as such our school aims to create the safest environment within which every pupil has the opportunity to achieve their Five Outcomes. We recognize the contribution we can make in ensuring that all pupils registered or who use our school feel secure, are encouraged to talk and are listened to and have appropriate action taken to any concerns they may raise. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents and carers to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

Children at our school will be able to talk freely to any member of staff or regular visitor to our school if they are worried or concerned about something. All staff and regular visitors will, both through training or induction, know how to recognize a disclosure from a child and will know how to manage this. We will not make promises to any child and we will not keep secrets. Every child will know what their chosen adult will have to do with whatever they have been told.

## Responsibilities and Expectations

Chantry High School has a Governing body whose legal responsibility it is to make sure that the school has an effective safeguarding policy and procedures in place and to monitor that the school complies with them. The Governing body should also ensure that the policy is made available to parents and carers if requested. It is also the responsibility of the Governing body to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Head Teacher and volunteer helpers). The Governing body will ensure that there is a Named Governor and a Senior Designated Person (SDP) who has lead responsibility for dealing with all safeguarding issues in our school.

The **Senior Designated Person** is: Mr Andrew Fell (Headteacher).

If they are not available then their **SDP Alternate** is: Mrs Jane Reason (Assistant Headteacher) *(This person can also be contacted with any safeguarding concerns).*

In addition the Heads of School have received appropriate training and can be contacted if either the designate or alternate designate is not available.

The **Name Safeguarding Governor** is: Mrs Lena Taylor

It is the responsibility of the SDP to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school and that this training takes place at least every three years.

The SDP can deliver safeguarding within schools provided they are linked in to the support and quality assurance process offered by the Local Authority. This includes mandatory attendance at an annual 'Training for Trainers' programme and receiving monitoring visits from the Professional Advisor or Local Authority delegated staff. The SDP is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the child's welfare. At Chantry High School this could be the SDP, alternate SDP, Head of Lower or Upper School or a Year Manager.

The SDP is also required to complete a Self-Review Assessment Report annually which demonstrates that the safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Named Governor for Safeguarding to ensure these improvements are implemented. The self-review assessment is to be shared annually with the Local Authority, who will have an auditing role in ensuring the school is meeting its safeguarding requirements under sec 175/157 of the Education Act 2002 for both maintained and independent schools.

All Child Protection concerns need to be acted on **immediately**. If school staff are concerned that a child may be at risk or is actually suffering abuse, they should tell the Senior Designated Person immediately.

**All Adults, including the SDP, have a duty to refer all known or suspected cases of abuse to Children's social care or the police.** Where a disclosure is made to a visiting staff member from a different agency, e.g. Connexions or School Nurse, it is the responsibility of that agency staff to formally report the referral to the School's Designated Person in the first instance. Where the disclosure is made by a child attending a Pupil Referral Unit (PRU) or alternative provision, the referral should be recorded and referred to the on-site Senior Designated Person and a formal notification made to the school's SDP where the child is on role for information or to agree the appropriate action to be taken. Any records made should be kept securely on the Child's main school/child Protection file. A referral should not be delayed in order to discuss with the schools SDP if it is felt/identified that a child is at immediate risk.

## **Recognising Concerns, Signs and Indicators of Abuse**

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging affect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

The following indicators listed under the categories of abuse are not an exhaustive list.

### **Physical Abuse**

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating or otherwise causing physical harm to a child. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. 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. 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. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. Symptoms that indicate emotional abuse include:

- ◆ Excessively clingy or attention seeking.
- ◆ Very low self-esteem or excessive self-criticism.
- ◆ Withdrawn behavior or fearfulness.
- ◆ Lack of appropriate boundaries with strangers; too eager to please.
- ◆ Eating disorders or self-harm

### **Sexual Abuse**

Sexual abuse 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. 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. 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). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is 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.

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, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

*(Source Working Together to Safeguard Children 2010)*

### **What to Do if You are Concerned**

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- ◆ **Do** stay calm and listen carefully.
- ◆ **Do** reassure them that they have done the right thing in telling you.
- ◆ **Do not** investigate or ask leading questions.
- ◆ **Do** let them know that you will need to tell someone else.
- ◆ **Do not** promise to keep what they have told you a secret.
- ◆ **Do** inform your Senior Designated Person as soon as possible.
- ◆ **Do** make a written record of the allegation, disclosure or incident which you must sign, date and record your position. This should be done on the Safeguarding Children Record of Concern (Pink) Form.
- ◆ **Do not** include your opinion without stating it is your opinion.
- ◆ **Do** refer without delay.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Head teacher. Where those concerns relate to the Headteacher however, this should be reported to the Chair of Governors using the schools' Whistle blowing policy.

## Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the SDP who will advise the Headteacher. In the case of the allegation being made against the Headteacher this will be brought to the immediate attention of the Chair of Governors and the Area Education Manager. The Headteacher/Chair of Governors must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. In Suffolk this role is undertaken by the Area Safeguarding Manager. This will constitute an initial evaluation meeting or strategy discussion involving the LADO. Dependant on the allegation being made, Head teachers will need to:

- ◆ Refer to the LADO immediately and follow up in writing within 48 hours. In Suffolk schools should refer in the first instance to the Area Education Manager.
- ◆ Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- ◆ Contact the parents or carers of the child/young person if advised to do so by the LADO.
- ◆ Consider the rights of the staff member for a fair and equal process of investigation.
- ◆ Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- ◆ Act on any decision made in any strategy meeting or evaluation meeting.
- ◆ Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

<http://www.dcsf.gov.uk/consultations/downloadableDocs/Handling%20Allegations%20Practice%20Guidance%20Consultation%20Version%2013%2005%2009%20FINAL.doc>

## Training

All members of staff and volunteers will have access to whole school safeguarding training at least every three years. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers.

Our Senior Designated Person, Alternate, Heads of School and Learning Curve Leader will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the SDP/Alternate to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training. Year Managers will also undertake multi agency training and CAF training.

Our Governing body will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support their

employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include a summary of our Safeguarding Policy to parents in our school prospectus/website and will post copies of our policy throughout the school. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

### **Safer Recruitment and Selection**

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked.

At Chantry High School we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. That all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

At Chantry High School we require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake enhanced Criminal Records Bureau checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children. We will use the recruitment and selection process to deter and reject unsuitable candidates and will adhere to the requirements of 'Safeguarding Children in Education and Safer Recruitment 2007'.

<http://www.dcsf.gov.uk/everychildmatters/download/?id=801>

### **Useful Contacts**

Suffolk Safeguarding Children Board	<a href="http://www.suffolkscb.org.uk">www.suffolkscb.org.uk</a>
Customer First	0845 023023
Police	999
Child Exploitation and Online Protection Agency	<a href="http://www.ceop.org.uk">www.ceop.org.uk</a>
	<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>

For Advice and Consultancy in relation to Safeguarding, please contact:

**Lorna Jackson**  
**Professional Advisor – Safeguarding in Education**  
[Lorna.Jackson@suffol.gov.uk](mailto:Lorna.Jackson@suffol.gov.uk)

For Safeguarding Training in schools please email:  
[Sieteam@suffolk.gov.uk](mailto:Sieteam@suffolk.gov.uk)

## Current Safeguarding Issues

*The following safeguarding concerns actual or suspected should be referred immediately to Children's Social Care. The concerns featured below are linked to guidance and local procedures which where available can be found on the Suffolk Safeguarding Children Board website at: [www.suffolkscb.org.uk](http://www.suffolkscb.org.uk).*

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Chantry High School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

### **Forced Marriage**

Chantry High School does not support the idea of forcing someone to marry without their consent and will follow SCB procedures to refer any child and young person immediately to Children's social care.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/2009-06-16%20SG%20chd%20-Forced%20Marriage%20Guidance1.doc>

### **Honour Based Violence**

'Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from Honour based violence Chantry High School will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

### **Trafficked Children**

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Chantry High School is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

[http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/2009-03-12%202009-03-04%20Dec%20SCB%20Children%20Who%20May%20have%20been%20trafficked%20%20\(2\)%20\(2\).doc](http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/2009-03-12%202009-03-04%20Dec%20SCB%20Children%20Who%20May%20have%20been%20trafficked%20%20(2)%20(2).doc)

### **Ritualistic Abuse linked to spirit possession**

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in a criminal conviction of those using this form of abuse even if the intention is to help the child.

<http://www.dcsf.gov.uk/everychildmatters/download/?id=661>

### **Female Genital Mutilation**

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of Chantry High School we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

### **Children Missing Education**

“Basic to safeguarding children is to ensure their attendance at school.” (*OFSTED 2002*). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Chantry High School we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education and/ or because of suspected abuse, we will report to Children Social Care and the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Policy-%20Procedure/CME%20SUFFOLK%20LOCAL%20AUTHORITY%20PROCEEDURES%20V3%20Final.pdf>

<http://www.dcsf.gov.uk/everychildmatters/download/?id=720>

### **Sexually Active under Eighteen years old**

It is acknowledged by those working with young people, that some young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision or protection of additional services. At Chantry High School we will ensure our policy for managing this issue links to the available protocol.

Staff should refer to the Sex and Relationship Education Policy (SRE Policy) for working with sexually active young people when delivering SRE. Appended is the guidance for safeguarding young people under 18 who are suspected of being sexually active. The guidance for working with sexually active young people must be followed if you suspect a child under 13 to be sexually active; a child aged 13-16 of being in a non-age appropriate relationship; a child with learning difficulties or one suspected of being in a ‘sex for favours’ relationship.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/SSCB%20Working%20with%200sexually%20active%20young%20people%20protocol%20Final%20Version%2001%2002%2008.doc>

## **Safeguarding Disabled Children**

SEN and disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children. They do however require additional action. This is because they experience greater risks as a result of negative attitudes and '*created vulnerability*'. This may lead to these children having unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Safeguarding Children, DCSF, July 2009*).

At Chantry High School we will ensure that our SEN and disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a disabled child.

<http://www.dcsf.gov.uk/everychildmatters/download/?id=6195>

## **Domestic Abuse**

The Government defines domestic abuse as " *Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality*"

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence Chantry High School will report our concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Policy-%20Procedure/Dealing%20with%20Domestic%20Incidents%20and%20Violence%20.pdf>

## **Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than those listed below for more than 28 days and where the care is intended to continue

- ◆ A parent
- ◆ A person who is not a parent but has parental responsibility
- ◆ A close relative
- ◆ A Local Authority

It is a statutory duty for us to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Policy-%20Procedure/Private%20fostering%20Protocol%20.pdf>

### **Child Exploitation and e-Safety**

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people Chantry High School will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our e-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with the internet and other mobile technology.

Our e-Safety policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Policy-%20Procedure/Children%20Abuse%20through%20Sexual%20Exploitation%20.pdf>

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Procedures/e-safety%20strategy.pdf>

*The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Board and Local Authority to ensure Chantry High School is a safe place to learn and work.*

**CHANTRY HIGH SCHOOL**  
**SAFEGUARDING CHILDREN**  
**RECORD OF CONCERN**

**IMPORTANT**

- Please use **BLACK INK**
- Write all the details of the incident/disclosure including date, time, specific location, witnesses, verbatim etc immediately.
- Do not ask unnecessary or leading questions.
- Inform pupil that you will pass the information on.
- Reassure the pupil that the issue will be taken seriously and dealt with sensitively.
- Sign and date and add initials.
- **PASS THE REPORT ON IMMEDIATELY TO HEAD OF SCHOOL/ASSISTANT HEAD.**

Name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

**Complete in black ink, sign and date at the end of your statement, include action you have taken.**

Received by:

Date:

## **SUFFOLK COUNTY COUNCIL SCHOOL CHILD PROTECTION FILE OVERVIEW.**

To be attached to all pupil child protection files when transferred to a receiving school.

<b>Name of Child.</b>	
<b>Date of Birth.</b>	
<b>Year Group.</b>	
<b>Currently on the Child Protection Register.</b>	
<b>Registered under category of...</b>	<b>PHYSICAL SEXUAL EMOTIONAL NEGLECT</b>
<b>Date of initial registration</b>	
<b>Education content to child protection plan.</b>	
<b>Pupil recently removed from child protection register.</b>	
<b>Pupil referred to social care services but no further action.</b>	
<b>Pupil not yet referred to social care services but recorded concerns for safety and/or welfare.</b>	