

“Everyone in the Education Service shares an objective to help keep children and young people safe by contributing to a safe environment and identifying children and young people who are suffering or likely to suffer from significant harm.....”.

Safeguarding Children and Safer Recruitment in Education 2007

Purpose of a Safeguarding / Child Protection Policy

This policy has been developed in accordance with the principles established in Section 175 of the Education Act (2002). This policy draws directly from “Safeguarding Children and Safer Recruitment in Education 2007” and follows the guidelines outlined in the document. This policy also draws on the good practice reflected in the Cumbria Local Safeguarding Children Board (LSCB) procedures, which are commensurate with the Guidance document “Working Together to Safeguard Children 2006 and 2010”.

Mission Statement:

Learning together at Bransty Primary School

Effective teaching and a meaningful curriculum, enables all children

to reach their full potential in a happy, safe and caring environment.

- We promote an ethos in which all are valued and relationships are based on respect, honesty and trust
- We make learning vivid, real, enjoyable and challenging
- To ensure the highest levels of achievement by our children, we provide the highest quality teaching, via a broad, balanced and meaningful curriculum, which encourages and challenges them to be active, creative, independent and self-critical learners, unafraid of making mistakes
- We create a partnership with home and the wider community based upon trust and respect
- We ensure children, staff, parents and governors work together to actively promote and develop our shared vision.

“Learning is a treasure that follows its owners everywhere”

Vision:

The vision at Bransty Primary School is to be far sighted in our approach, to ensure:



The children are at the heart of all we do



That learning is fun so that our children are engaged and motivated to always do their best and we can celebrate all learning



We create a ‘can do’ culture and help children aspire to be the best they can be by widening their horizons



We provide opportunities and challenges to transform and support the community through education



We promote the personal development and well being of all those in the school community



We all respect our school and our community and those within it

The Governing body and staff of Bransty Primary School takes seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to reflect the importance of safeguarding in our school, we all work together with other agencies to ensure adequate arrangements within our School to identify, assess, and support those children who are vulnerable, in need or suffering harm.

“Everyone in the Education Service shares an objective to help keep children and young people safe by contributing to:

- providing a safe and supportive environment for children and young people to learn in education settings and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at School.”
(Safeguarding Children and Safer Recruitment in Education 2007)

We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern in line with The Children’s Act 1989 and 2004.

There are five main elements to our Child Protection Policy:

- Prevention (e.g. positive School atmosphere, teaching and pastoral support to pupils; preventing unsuitable people working with or coming into contact with children and young people within the setting.)
- Protection and promotion (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns and challenging poor or unsafe practice.)
- Support (to all pupils and School staff and to children who may have been abused);
- Working with parents (to ensure appropriate communications and actions are undertaken),
- Contribute to effective partnership working between all those involved with providing services for children.

This policy applies to pupils, staff, governors, visitors/volunteers who come into our school. It seeks to provide clear direction to staff and others about expected practice in dealing with keeping children safe. It makes explicit the School’s commitment to the development of good practice and sound procedures, ensuring that Safeguarding Children and Child Protection concerns and referrals are handled sensitively, professionally and in a way, which supports the needs of children.

We recognise that high self esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering abuse.

Our School will therefore:

- Establish and maintain an ethos and physical environment where children feel secure and encouraged to talk and are listened to.
- Ensure that children know that there are adults in the School who they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for PHSE/Citizenship which equip children with the skills and the need to stay safe from abuse which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the School, contribute to assessments of need and support packages for those children.
- Emphasise the need for good levels of communication between all members of staff.
- Develop a structured procedure within the School which will be followed by all members of the School community in cases of suspected abuse.
- Develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- Be committed to supporting groups of children which may be vulnerable such as; those children with a specific disability i.e. Hearing Impaired children, Children Looked After (CLA), disabled children, children with special educational needs (SEN), children with English as an Additional Language and children with a Child Protection Plan or those children with specific medical needs.

¹ Wherever the word “staff” is used, it covers ALL staff on site, including ancillary and supply staff, and volunteers working with children

- Ensure that all adults within our School who have substantial access to children have been checked as to their suitability.

Safeguarding is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Cumbria Local Safeguarding Children Board (LSCB).

The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Boards (LSCB). The LSCB is committed to the safety and protection of all children in Cumbria and to the support of children in their own family networks, whenever possible, through the provision of multi agency services. (Working together to support children and families).

Julia Morrison, Corporate Director of Children's Services, sits on the Cumbrian Safeguarding Children Board, which is chaired by Anne Ridgway. Locality boards ensure that all children are safeguarded and that staff within the various agencies are appropriately trained to carry out their safeguarding functions, within the locality areas but with clear lines of accountability

Our School procedures for safeguarding children will be in line with L.S.C.B. – Local Safeguarding Children Board. We will ensure that:

- All members of the governing body understand and fulfil their responsibilities.
- We have a designated member of staff – Joanne Fearon, our Head Teacher and Child Protection Liaison Officer, who has undertaken her level one Safeguarding and her Level Two qualification for Safeguarding Children and Child Protection (March 2011). There are also two members of the Governing Body who have had Nominated Governor training – Tracy McGrady and Kevin Marsh (December 2011). Tracy McGrady is the nominated Governor for Safeguarding.
- All members of staff are provided with opportunities to receive the whole school Level 1 Safeguarding and Child Protection Training to develop their understanding of the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a child who discloses abuse by following agreed guidelines and policies.
- All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding procedures through publication of the Schools' Safeguarding Policy for Parents. This is reviewed regularly and shared with parents. A copy is shared with all new families when starting Bransty primary School.
- Community users organising activities for children are aware of the School's child protection guidelines and procedures.
- We will ensure that our selection and recruitment of staff, governors, volunteers and all staff that work on our site will have an enhanced CRB check and other rigorous checks for their suitability as outlined in the 2007 guidance Safeguarding Children and Safer Recruitment – no interview panel will convene without at least 1 person having completed NCSL / CWDC safer recruitment training. Mrs Joanne Fearon, Mr Stephen Jackson and Mr Kevin Marsh completed Safer Recruitment training September 2011.
- We will ensure that any member of staff found not suitable to work with children will be notified to the appropriate bodies.
- Our procedures will be regularly reviewed and up-dated. This policy will be reviewed annually following safeguarding being added to the agenda and minuted at full governors meetings.

Responsibilities

The name of the designated member of staff to Safeguarding will be clearly advertised in school with a web link to the LSCB website for further information.

At Bransty Primary School, the above roles are undertaken by:

Joanne Fearon, Head Teacher as the Senior Designated Teacher CP

Kevin Marsh as the named Governor.

These people's names will be given, when requested, to the Local Authority.

The Designated Teacher is responsible for:

Triage information added

- Referring a child if there are concerns about possible abuse to the Triage Team of Children's Services and acting as a focal point for staff to discuss concerns. A written record of the referral will be made using the current Referral Form and can be accessed via the LSCB website.

Contact details:

Triage Team,
Children's Services,
New Oxford Street,
Workington,
Cumbria.
CA14 2LW

Tel: 01900 706424 / 01900 706398

- Keeping written records of concerns about a child even if there is no need to make an immediate referral – these records are kept in the Headteacher's office in a locked filing cabinet.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that either they, the class teacher or most relevant person attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents where necessary.
- Ensuring that any child currently on Safeguarding Plans who is absent without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection training for all School staff and liaising with the School's Health and Safety Coordinator to keep and up to date training and induction records.
- Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training, and by all staff and governors; number and type of incidents/cases, and number of children on Safeguarding Plans (anonymous).
- Referring concerns about pupils who may have disappeared or whose transfer has raised concerns to Children's Services CME officer (Children Missing in Education Officer – Janice O'Neil).

Responsibilities of the Headteacher

- To ensure the people who need to know the policy are given this information and have access to this.
- To ensure policy is enacted out in School.
- To ensure Safeguarding and this Policy is given a high degree of priority within School.

The Designated Governor for Safeguarding and child protection

- The designated governor (Kevin Marsh) will liaise with the Headteacher/senior teacher, to ensure that the School has a child protection policy and procedures in place that reflect practice and are regularly reviewed. Kevin Marsh has undertaken Level One training for Safeguarding Children and Child Protection in December 2009, Nominated Governor training December 2011 and Safer Recruitment training in September 2011.
- They will ensure that an annual item is placed on the Governor's agenda to report on changes to Safeguarding /child protection policy/procedures, training undertaken by the senior designated teacher and other staff, the number of incidents/cases (without details of names) and relevant curriculum issues.
- They will liaise (with due regard for issues of confidentiality) with the Headteacher/senior designated teacher on Safeguarding issues.. .

Governors are committed to attending Child Protection Training for designated Governors.

The role of the Governing Body:

- Ensures school operate safer recruitment procedures and checks
- Understand and carry out their collective responsibility for Safeguarding
- Ensure appropriate Safeguarding training is undertaken by relevant staff (including the designated Safeguarding Governor) and ensure a rolling programme of training is maintained (Safeguarding training Plan)
- All Governors are committed to undertake Safeguarding training to enable them to perform their functions and understand their roles and responsibilities to Safeguarding

Procedures

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the Safeguarding procedures as stated on the Cumbria Local Safeguarding Children Board Website – www.cumbrialscb.com/ particular reference should be made of the section - *What to do if you are worried that a child is being abused (2006)*

In our School we have specific procedures in place for Safeguarding to support our Staff.

(Please refer to appendices)

The designated teacher may seek advice and support from Children's Services Triage Team – Jan Hendren, Triage Team Manager – 01900 706352 (Following advice from the duty social worker this may lead to Bransty School completing a Common Assessment Framework Pre-Assessment and Children's Services Single Referral Form requesting services) available from www.cumbrialscb.com.

If a child makes an allegation to a member of staff then they must listen carefully to anything the child or young person may want to say. They must not ask leading questions and must not promise to keep the matter a secret.

Staff must be aware that their records might have to be used as evidence in court, and must therefore be aware of the need to distinguish fact from opinion. However, staff must not attempt to investigate a situation themselves.

If a referral needs to be made, or consultation with any other agency then our School recognises where appropriate, that it is good practice to inform parents and child or actions to be taken. (see Appendix 1)

Supporting Staff

Our School will ensure that the Headteacher, the senior designated person, nominated governor and the governing body attend training relevant to their role.

- All staff will have access to Safeguarding training, which is relevant and appropriate to their role. This will include training in the procedures to follow, signs to note and appropriate record keeping. All staff will attend refresher training every 3 years.
- We will ensure that designated teachers are trained every two years.
- Our child protection governor and our governing body will ensure that appropriate time and resources are made available to help staff fulfil their duties in this area.
- A training plan will record all training undertaken and be consistently monitored to highlight current needs and when refresher training is required.

We recognise that staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support. This could be provided by, for example, the Headteacher, by Occupational Health and/or a teacher/trade union representative as appropriate.

We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document "Guidance for Safe Working Practice for adults who work with children and young people" provides advice on this and the circumstances which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse (available from Cumbria LSCB website). These matters form part of staff induction. Such as:

- CRB is complete
- Regular conversations
- Monitor and review process
- Staff and Governor agenda items
- Policies within school

We recognise that designated staff should have access to support and appropriate workshops, courses or meetings as organised by the LA (see note above).

Confidentiality

We recognise that all matters relating to child protection are confidential.

The Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well being.

We will always undertake to share our intention to refer a child to Children's Services with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Social worker in the Triage Team on this point.

Records and monitoring

Our School is clear about the need to record any concerns held about a child or children within our School, the status of such records and when these records should be passed over to other agencies.

The designated person is responsible for collating all appropriate information on individual children; including a confidential record of all pupils who have a Child Protection Plan and making sure those records are passed on when a child transfers school in any circumstances. When a child transfers schools, the Headteacher must send to the new school/setting (maintained or independent) all educational records relating to the child, including copies of the pupil reports and any information regarding child protection concerns

We have two forms of record keeping in our School. If a staff member has concerns about the welfare or behaviour of a child then they are asked share them with the designated safeguarding Teacher and record them initially on a Child Protection Concern Form. When it becomes apparent there are child protection concerns, then a formal file is opened on the child and a detailed record is completed.

All records are locked securely in the Headteacher's Office under the supervision of the Headteacher.

Monitoring of ongoing concerns is vital and will be undertaken by both staff involved in situations and the Designated Teacher. The School will monitor the progress of children who have Child Protection Plans and will take full part in Child Protection Conferences, Core Group meetings, Strategy meetings etc.

Attendance at Child Protection Conferences

If a referral is made for a child to Children's Services Social Care then they may call an initial Strategy Meeting. If it is judged that the child or children concerned are at continuing risk of significant harm then an initial Child Protection conference will be convened. The conference should be viewed as a vehicle to understand and support families and children. By bringing together professionals, parents and, if appropriate, children. The conference will be drawing on factual information and professional judgement about the likelihood of abuse continuing and harm occurring. If the judgement of that conference is that the child or children continue to be at risk of significant harm they will be provided with a Child Protection Plan and plans for multi-agency work to reduce risk to an acceptable level will be made.

Staff members and the designated teacher will be asked to these conferences and everyone present will be asked to make a decision about **all children subject to the conference**, not just those attending their school/setting, on whether they should be provided with a Child Protection Plan.

Whether or not a representative is able to attend the Conference or Core Group, it is now the expectation that all agencies prepare a written report which will be made available to those attending. This is a requirement which is measured and monitored. Our School has a format for reporting attached in the appendices of this policy.

Supporting Children

- Children can be harmed in a number of ways. Abuse can be physical, sexual, and emotional or it can take the form of neglect. Children sometimes suffer more than one type of abuse at a time.
- We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.
- We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our School will endeavour to support all pupils by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying. This includes positive rewards for all aspects of daily school life- recognising effort made not only excellent results. We have a reward system and we have a celebrating learning assembly.
- Creating an atmosphere in which children feel able and safe to talk about their worries and fears. The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued. Children are consulted on whole school issues through class councils/ school council. Adults in school can raise their points in staff meetings.
- Staff will listen carefully to anything children want to tell them. They will
 - **not** ask leading questions
 - **not** promise to keep the matter secret.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Offer a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the School setting.
- Notifying Children's Services Triage Team as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the School by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the School medical records are forwarded as a matter of priority.
- Ensuring the school environment enables the children to feel physically safe. Doors which open from inside mean procedures are in place so that people entering during the school day have to come to the main office. All gates to the site are locked at a set time to ensure visitors access the site via the front entrance.
- Accessing outside agencies, such as the local Police Services speaking to the children about local and wider issues which may affect them, from stranger danger to getting to and from school safely. This enhances the curriculum.
- The implementation of the school behaviour management policy, having an understanding of the various types of bullying- physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of school's position on this issue and who they can contact for support.
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting. The Behaviour Support Team may be involved.
- Regular liaison with other professionals and agencies that support the pupils and their families. This includes Children's Services Social Care, Specialist Teachers, Medical Professionals; support services e.g. the Howgill Centre, Cumbria Adolescent Mental Health Service (CAMHS) etc.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the interests of the child to do so. Parents are invited into school for both formal and informal parents'

meetings and to support their child(ren) in performances and sporting events. They are able to make mutually convenient appointments to see staff at any time.

- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in safeguarding situations.
- Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

Non Collection of Children:

- a) The child will be detained in School if an adult has not collected him/her.
- b) The home phone number will be sought from the emergency numbers in the Admin office, and a call be put through to the parents.
- c) Should there not be an answer; the secondary number will be used.
- d) The child will be placed into after school provision until arrangements have been made.

If by 5.30 pm we have been unable to make contact with an emergency contact for a child we have a duty of care to ring Social Care and the Police in case something more serious has happened that we are not aware of.

If the designated parent/carer/adult comes to collect a child and presents as being unfit to appropriately care for the child then another designated adult would be contacted. If we are unable to do this the above procedures would be followed.

All parents have provided us with a written checklist of adults who have permission to collect their child. The class teacher keeps a record and the child can only be collected by a designated adult and a recorded password given – known only to family members. Parents must provide us with advance notification if they wish their child to be collected by someone who is not on their list and that person must provide staff with the recorded password.

Vulnerable Children - Supporting Pupils at Risk

Our School recognizes that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children School may be one of the few stable, secure and predictable components of their lives. These children will be supported in school in line with their Child in Need / Child Protection Plans. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will seek to provide such children with the necessary support and to build their self-esteem and confidence

Safer Schools Safer Staff

Our School follows the best practice Safer Recruitment procedures outlined in the 2007 document – Safeguarding Children and Safer Recruitment in Education 2007. When appointing new staff, governors are committed to ensuring that appropriate reference checks are made and that on every interview panel a least one member of staff or governor must have undertaken the Safe Recruitment Training.

Our School undertakes enhanced CRB disclosures and appropriate qualification checks on all new/existing members of staff, governors and volunteers. A full database is kept and maintained in the form of a Single Central Record in line with Section 5 Ofsted requirements.

Allegations against staff

All School staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All staff should be aware of the School's Behaviour Management policy.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher, who will liaise with the LADO (Local Authority Designated Officer).

The Headteacher on all such occasions will discuss the content of the allegation with Neil Spence, West Cumbria's Local Authority Designated Officer (LADO) who is the point of contact for advice to the Headteacher or Chair of Governors – Refer to Chapter 7 of the LSCB website. Contact details: Neil Spence, tel: 07812972997, neil.spence@cumbria.gov.uk

If the allegation made concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO without notifying the Headteacher. Allegation Process – see Appendix 2.

The School will follow the Cumbria procedures for managing allegations against staff, in the Guidelines for Dealing with Allegations of Abuse against Staff working with Children outlined on the LSCB website.

Any actions or suspension of staff would be on the advice of the LADO in line with Chapter 7 procedures.

Whistle blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.

The School has adopted Cumbria County Council's Whistle Blowing Policy and this document should be consulted for further information.

Physical Intervention

Our policy on physical intervention by staff is set out separately, and acknowledges that as a School we have a duty of care to our children and that this at times requires that reasonable measures be taken to prevent harm. We recognise that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach Programme.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Anti-Bullying

Our policy on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying.

Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the School environment, and for example in relation to internet use, and when away from the school when undertaking School trips and visits. All are required to follow School policies for Attendance, Behaviour, Physical Intervention and SEN. This is outlined as part of Staff Induction.

Children with Statements of Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behavioural problems are particularly sensitive to signs of abuse.

Policy Review

The Governing Body of our School is responsible for ensuring the annual review of this policy. The policy will be reviewed annually in September at the Safeguarding Committee Governors Meeting.

Headteacher **Date**

Chair of Governors **Date**

Report to Child Protection Conference to be held on _____ at _____ in respect of:

Name: _____

Date of Birth: _____

Year Group: _____

Referral

If the school made the referral to Social Care, give a brief report on the concerns, and how they arose in school (eg disclosure, observation of injury etc). If the school did not initiate the referral, comment on the impact on the child of the Section 47 enquiry.

Attendance and social presentation

Copy of attendance record should be attached. Report on attendance and punctuality, any health problems and whether child is appropriately dressed and has correct equipment.

Academic progress

A general report on child's academic progress: comment on ability to concentrate, any special needs, whether homework is completed, and whether child is thought to be achieving his/her potential. (NB It is not appropriate to detail levels of attainment in every subject!)

Emotional and Behavioural Development

Does the child have friends or experience friendship difficulties? Does s/he relate well to adults? Comment on any behavioural difficulties in school, and support available to assist him/her. Has the child ever been excluded from school? Does s/he have a PSP?

Contact with Parents

Are parents supportive? Do they have appropriate contact with staff – eg by attending parents evenings?

Additional information

Comment on anything not yet included in the report that may be significant in assessing the care that this child receives.

Signed: _____ Date: _____

Appendix 4

Date file started _____

Name of child _____

Any other names by which child known, if

relevant _____

Date of birth _____

Address _____

Other family members

(include full name, relationship e.g. mother, stepfather etc. For U18s, include age, if known.)

Are any other child protection files held in school relating to this child or another child closely connected to him/her? YES/NO

If yes, which files are relevant? _____

Name and contact number of key worker (Social Services), if known

Name and contact number of GP, if known
