

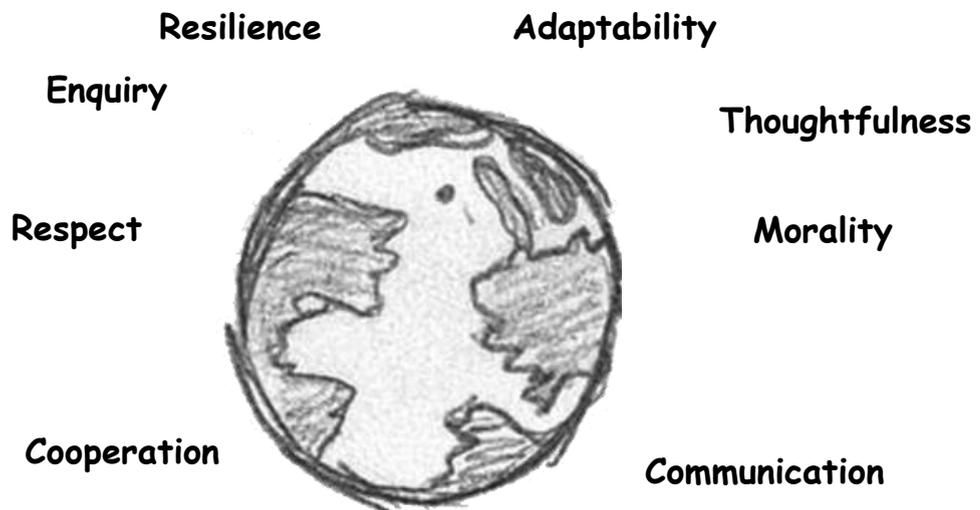
VISION STATEMENT/ SCHOOL AIMS

At Boothferry Primary School our multi-cultural community places family at its core.

Our innovative, international curriculum provides opportunity and experiences that enable our children to become ambitious, resilient learners.

All members of our school community aspire to achieve their full potential. This ensures that all children make the best possible progress from their starting points and are supported to achieve high level academic skills.

We recognise and appreciate our responsibilities for ourselves and the wider world.



Boothferry Primary School
Child Protection Policy

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Legislation and Guidance

- 1) Working Together to Safeguard Children (2006 -- HMSO)
- 2) **Safeguarding Children & Safer Recruitment in Education (2007- DCSF IDfES)**
- 3) ER Safer Recruitment & Managing Allegations Toolkits (2008-ERSCB)
- 4) 'What to do if you are worried a child is being abused' (2006 -DCSF IDLES)
- 5) Care & Control Guidelines (2006 -ER CFAS)
- 6) The Use of Force to control or restrain pupils (2007-DC SF)
- 7) **Safeguarding Children -Guidance & Procedures (2006 -ERSCB)**
- 8) Safer working Practice for Adults who work with Children & Young People (2007-DCSF)
- 9) ER CFAS I EWS Children missing from Education Policy & Guidance (2008)

If you would like access to any of these documents please see Sharon Perrett.

Designated Safeguarding Lead (DSL)	Sharon Perrett	Boothferry Primary 01405 762151 boothferry_dsl.Primary@eastriding.gov.uk
Deputy Designated Safeguarding Lead	Mike Sibley	Boothferry Primary 01405 762151 boothferry.head@eastriding.gov.uk
Child Protection	Neil Begbie	Boothferry Primary 01405 762151
Chair of Governors	Pat Dyson	01405 762151
ER Child Protection Officer (Schools)	Tony Marsh	01482 392139 01482 392104 (fax) tony.marsh@eastriding.gov.uk
Local Safeguarding Team		Room FF20 County Hall 01482 396842
Emergency Duty Team		01482 880826
Referral Hotline 'Golden Number'		01482 395500



Child Protection Policy

Humberside Police ER Family protection Unit		01430 808406
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Child Protection Policy

Boothferry Primary School Child Protection Policy

Aim of Child Protection Policy

The aim of this policy is to provide a framework within which colleagues can deal confidently and effectively with issues relating to the guidelines and procedures governing child protection.

Person with Responsibility for Child Protection

Mrs Sharon Perrett

Head Teacher

Mr Mike Sibley

Governor with Responsibility for Child Protection

Mr N Begbie

School Child Protection Coordinator	Sharon Perrett	Boothferry Primary 01405 762151 boothferry_dsl.Primary@eas
Deputy Child Protection Coordinator	Mike Sibley	Boothferry Primary 01405 762151 Boothferry.head@eastriding.gov.net
Child Protection Governor	Neil Begbie	Boothferry Primary 01405 762151
Chair of Governors	Pat Dyson	
ER Child Protection Officer (Schools)	Tony Marsh	01482-392139 01482-392104 (fax) tony.marsh@eastriding.gov.uk Room FF20 County Hall
Local ER Child Care Team		01482 396842
Emergency Duty Team	Out of hours and weekend CP referrals	01482- 880826
New referrals (Golden Number)		01482-395500



Child Protection Policy

Humberside Police ER Family protection Unit		01430- 808406
E.H.A.S.H. Early Help and Safeguarding Hub		01482 395500



Child Protection Policy

Boothferry Primary School

Child Protection Policy

Aim of the Child Protection Policy

The aim of this policy is to provide a framework within which colleagues can deal confidently and effectively with issues relating to the guidelines and procedures governing child protection.

The school has a duty to ensure that Safeguarding permeates all activities and functions. This policy compliments and supports all other school policies.

Our School Community fully recognises the contribution it can make to protect and support pupils in school. We will safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. Pupil safety is of paramount importance in our aspirations to achieve the five Every Child Matters outcomes for all our children.

There are four main elements to our Child Protection Policy:

Prevention (e.g. positive school atmosphere, pastoral support to pupils and safe and appropriate working practice by staff)

Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns)

Support (to pupils and school staff and to children who may have been abused)

Collaboration with children & Young People, parents and other agencies to promote Safeguarding & Wellbeing for all of our children and Young People

This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of all staff within our school, We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures as part of their initial induction process.

School commitment

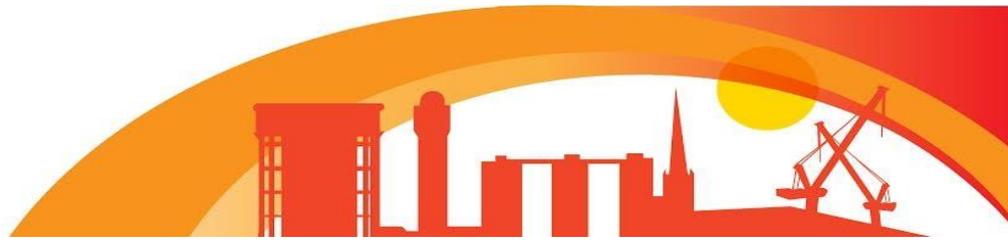
The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from, or confide in, members of staff.

Our school will therefore:

Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;

Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;

Include in the curriculum activities and opportunities for which equip children with the skills they need to stay safe from abuse and develop resilience;



Child Protection Policy

Boothferry Primary School Child Protection Policy

Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children;
Ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times.

Confidentiality

We recognise that all matters relating to child protection are highly confidential and the Headteacher or CPC will share that information on a 'need to know, what and when' basis.
Staff are made aware that these concerns or other matters relating to pupils should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or discussion in any media"

DfEE Circular 10/95

The above circular advises that all staff in the school, both teaching and non-teaching, have a 'responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Social Services and the Police). If a child confides in a member of staff and requests the information is kept secret, it is important that member of staff tells the child sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's sake. Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. Child protection records should be kept securely locked.'



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Roles and responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children.

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.

The **School Child Protection Coordinator (CPC)** is designated to take the lead responsibility for Child protection. This includes providing advice and support and information to staff as appropriate, liaising with the LA and other agencies, maintaining CP records for individual children, arranging appropriate training for all staff and liaising with the Headteacher and Child Protection Governor.

The Deputy CPC is available to give advice and support if the CPC is unavailable.

The Headteacher ensures that the time, resources and training are adequate to ensure that the CP / Safeguarding responsibilities of the school, as outlined in Safeguarding Children & Safer Recruitment in Education, are carried out.

Any allegations of abusive or inappropriate behaviour against a member of staff should be passed immediately to the headteacher. If the allegation is against the headteacher it should be referred to the Chair Of Governors, the deputy headteacher or the LA Child Protection Officer (schools)

The CP Governor acts as a 'Champion' of the safeguarding role of the school and liaises with the Headteacher & CPC in order to report to and advise the full Governing Body.

The Governing *Body* has the responsibility to monitor and ensure that all CP procedures, policies and training are in place and appropriate. Safeguarding is an agenda item on every full governing body meeting, and any relevant reports on the working of the CP policy are reported to governors in this way.

CPC & CP Governor prepare a CP annual report to be discussed at the full Governing Body meeting.

Other Staff

To attend all relevant staff training and familiarise themselves with the school's child protection policy

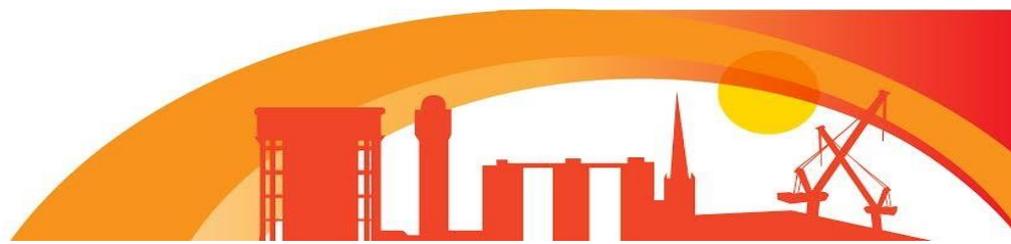
To immediately inform the CPC regarding any concerns they have about a child

To record any concerns on the same day and to ensure these recordings are a clear, precise, factual account of the observations



Child Protection Policy

Particular attention will be paid to the attendance and development of any child who has been identified as at risk or who has been placed on the Child Protection Register



Child Protection Policy

Boothferry Primary School Child Protection Policy

Records and Monitoring

1. Well-kept records are essential to good child protection practice. All staff are made clear about the need to record and report concerns about a child or children within our school. CPC is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the headteacher.
2. Each file will contain a 'Chronology Sheet' (**Appendix 7**), which will detail and reference any concerns, contact with parents and other agencies, information shared case conferences and other events. The file will also contain all other relevant information but be separate from the child's school records.
3. CP files are stored in secure location in the Headteacher's office. Only the head, CPC and Deputy CPC have access to these files.
4. The information in these files may be accessed and used as evidence by other agencies.
5. Parents/guardians may also request to read them. Only factual information is recorded as such. If unsubstantiated information is recorded it is indicated as such.
6. The CPC and Headteacher decide what information needs to be shared with whom and when on a case by case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware of concerns.
- 6.5. The Governing Body has the responsibility to monitor and ensure that all CP procedures, policies and training are in place and appropriate. Safeguarding is an agenda item on every full governing body meeting, and any relevant reports on the working of the CP policy are reported to governors in this way.
7. Child protection records are reviewed regularly to check whether any action, advice or updating is needed.



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Signs and Symptoms of Harm

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, or in an institutional or community setting. Abuse may be carried out by someone known to the child or, more rarely, by a stranger.

Physical harm may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. This includes fabricating the symptoms of, or deliberately causing, ill health to a child.

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. This includes failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional abuse is the persistent emotional ill treatment 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 feature age or developmentally inappropriate expectations being imposed on children causing them to frequently feel frightened, exploited or corrupted.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, or encouraging children to behave in sexually inappropriate ways. It may also include involving children in the looking at, or in the production of, pornographic material.

Exposure to domestic violence includes children who have witnessed or been physically involved with domestic violence. This may link to other forms of abuse.



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Indicators of Abuse

IT IS IMPORTANT TO NOTE THAT THESE LISTS ARE POSSIBLE INDICATORS OF ABUSE. MANY OF THESE SIGNS COULD HAVE OTHER EXPLANATIONS.

Some of the signs are the same, so there will be duplications in the lists. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

Signs of Physical Abuse

Unexplained injuries or burns, particularly if they are recurrent
Improbable excuses given to explain injuries
Refusal to discuss injuries
Untreated injuries
Admission of punishment which appears excessive
Fear of parents being contacted
Bald patches
Withdrawal from physical contact
Arms and legs kept covered in hot weather
Fear of returning home
Fear of medical help
Self-destructive tendencies
Aggression toward others
Running away

Signs of Emotional Abuse

Physical, mental and emotional developmental lags
Admission to punishment which appears excessive
Over-reaction to mistakes
Continual self-deprecation
Sudden speech disorders
Fear of new situations
Inappropriate emotional responses to painful situations
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
Self-mutilation or self-harm
Fear of parents being contacted
Extremes of passivity or aggression
Substance or alcohol abuse
Running away
Compulsive stealing or scavenging



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Signs of Sexual Abuse

- Sudden changes in behaviour or school performance
- Displays of affection in a sexualised manner inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
 - Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
 - Complaints of genital itching or pain
 - Distrust of a familiar adult, or anxiety about being left with other adults e.g. a relative, baby-sitter or lodger
 - Unexplained gifts or money
 - Depression and withdrawal
 - Apparent secrecy
 - Wetting, day or night
 - Sleep disturbances or nightmares
 - Chronic illnesses, especially throat infections and STI's
 - Anorexia or bulimia
 - Self-mutilation, attempted suicide, frequently running away
 - Unexplained pregnancy
 - Fear of undressing for gym
 - Phobias or panic attacks

Not all sexually abused children will exhibit clear signs of disturbance. Some will be model pupils, displaying none of the characteristic affects of sexual abuse.

Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- No social relationships
- Running away
- Compulsive stealing or scavenging



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Dealing with a Disclosure

If a pupil discloses that he or she has been abused in some way, the member of staff should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Be aware of your non-verbal messages
- Keep responses short, simple, slow and gentle
- Allow the child to talk freely
 - Reassure the child but do not make promises which it may not be possible to keep
 - Stress that it was the right thing to tell
 - Listen rather than ask questions
 - Not criticise the alleged perpetrator
 - Explain what has to be done next and who has to be told

The use of 'TED' questioning may be appropriate

- T**ell me what happened
- E**xplain what you mean
- D**escribe how...

Openended Questions

- What happened?
- Where were you?
- When did this happen?
- Who was there?
- How did it make you feel?

Record Keeping

When a pupil has made a disclosure, the member of staff should:

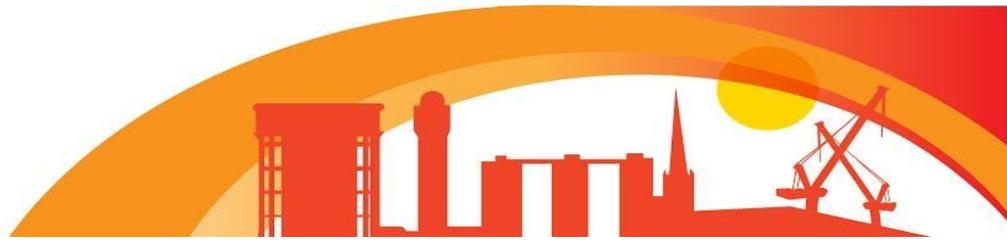
- Make brief notes as soon as possible after the conversation
- Formally record the disclosure on the *Record of Concerns* proforma (see Appendix 1) recording statements and observations rather than interpretations or assumptions
- Record the date, time, place and use the *Report sheet for Marks and Bruises* (see Appendix 2)
- Make a note of any non-verbal actions used by the child and any words



Child Protection Policy

spoken by them

- Attach the original notes to the formal record and give to the Child Protection Co-ordinator the same day, ensuring documents are clearly signed and dated
- The CPC will then follow the ERSCB guidelines and procedures



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Further action

The CPC/Headteacher should decide, taking advice from the CPO or Social Care if needed, which of the following actions is appropriate:

If it is considered that a pupil has suffered or is at risk of significant harm, or that the concern might constitute a criminal offence, an immediate CP referral should be made

If a child is considered to be in need of help consent for a Common Assessment should be sought and used to inform a Child in Need referral to Social Care if appropriate

If the CPC decides that no further action should be taken at that time s/he must make a record of the reasons for that decision.

The CPC should keep a record of all information collected and any subsequent decisions and action taken, including details of other persons involved in the decision-making.

Consulting Parents

If possible any concerns about a child's welfare should be discussed with parents/guardians provided that this will not:

- Possibly place the child at increased risk
- Possibly place staff at risk
- Be against the wishes of the young person if they are thought to be sufficiently mature to make an informed judgement
- Cause a delay in referring if contact cannot be made

If there are doubts or reservations about involving the parents the CPC should seek advice from Social Care. Personal details need not be discussed unless the advice confirms a referral and who will inform parents and when.

CP Referrals

If the school makes a CP referral the ER Safeguarding Children Board Procedure will be followed by the CPC.

After a telephone referral the CPC will send a written 'Confirmation of Referral' to the Child Care Team and a copy to the CPO both within 48 hours. (Ideally on the same day).

Feedback

Within 24 hours the Child Care Team should report back to the CPC and indicate their decision on future action.



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Vulnerable Children - supporting pupils at risk

1. Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing some form of neglect or other abuse. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.
2. Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.
3. CP implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, help with changing or physical support or physical intervention.
4. If a child, who is the subject of a Child Support Plan, is missing from school for 2 days without a verified valid reason the CPC will contact the assigned social worker.
5. In the same way if a child that the school has serious concerns about, is missing the school will consider making a CP referral.
6. The school **Education Welfare Officer** should be informed in such circumstances.



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Joint working with other agencies

The school recognises that inter-agency working is essential if children are to receive effective targeted support as early as possible. In this way we hope to ensure that barriers to learning and social inclusion are minimised for vulnerable children.

We are therefore committed to initiating and supporting inter-agency work such as the;

- Common Assessment Framework
- CP Case Conferences, core groups and other multi-agency meetings
- Joint working with the school EWO
- Family Support Services Case

Conferences and Core Group Meetings

1. The CPC & Headteacher will ensure that the appropriate member(s) of staff will attend initial and review Case Conferences and core groups and provide written reports for these.
2. Reports will be compiled after discussion with relevant staff such as classteachers/form tutors, pastoral or year heads, SENCOs etc.
3. Feedback will be given to staff under the 'Need to know 'principle on a case-by-case basis.

Information Sharing

In cases involving possible child abuse the school has a duty to share information. The CPC/headteacher will ensure that:

- factual information only is shared
- the information is shared appropriately and confidentially
- with the appropriate professionals
- that this is logged on the child's CP file



Child Protection Policy

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Recruitment and Selection of Staff

1. The school complies fully with DCSF Guidance (Safeguarding Children and Safer Recruitment in Education) and the ERLA safer recruitment supporting guidance and vetting and CRB checking procedures.
2. The school ensures that CRB checks on all staff and appropriate volunteers are carried out as required and a central school file is maintained.
3. The Head and the Chair of Governors will complete the appropriate online safer recruitment training or equivalent and ensure that their expertise is updated as required.

Induction

When new long term staff or volunteers start at the school they are briefed on the school CP and Safe Working procedures and given a copy of

This policy

'What to Do if You Are Worried A Child is being Abused'

The school's Safe Working policy

Other temporary or visiting staff are made aware of the CP reporting procedures in the school and given a written statement including the contact details of the CPC.

Training

All staff are reminded of the policy and procedures at the start of each term

All staff will complete the ERSCB Foundation Level - A Shared

Responsibility and receive refresher training every 3 years thereafter.

The CPC & Deputy CPC will complete the following ERSCB training as a minimum,

Foundation Level - A Shared Responsibility

Level One - Working Together

Working Together Refresher (every 2 years)

LA CPC Training.

Other staff in key pastoral roles may complete ERSCB training as appropriate to broaden the expertise within the school

The CPG will attend the LA CPG training session.

All Governors will be invited to school CP training events and encouraged to attend the ERSCB Foundation Level training



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Children's Concerns

The School recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child/young person will be listened to and acted upon to in order to safeguard his/her welfare. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support.

1. Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. (Appendix 3)
2. Safe school procedures including Child Protection matters will be discussed by the School Council to gather children's opinions about the support systems in place.

Physical intervention

Staff will ensure that the school policy on physical intervention is followed and that any incidents requiring such action will be logged with the Headteacher or appropriate senior manager, and parents informed on the same day.

Only adults designated by the Headteacher in the school policy should use physical intervention as a last resort to protect the safety of children or adults.

Safe working

All staff should ensure that they do not behave in a way that will result in founded or unfounded allegations of inappropriate, abusive or dangerous behaviour.

The School 'Safe working' policy is given to all staff. At the start of each year or at induction, all staff will be reminded of the principles of 'Safe Working' in line with DCSF guidance (2007) and the school guidelines.

All staff working with KS4&5 pupils are made fully aware of the law relating to 'Abuse of Trust' (work experience students).

Allegations against staff

If a member of staff receives an allegation of inappropriate or abusive behaviour by a colleague, or feels required to make such an allegation, they should pass the information, without delay, to the Headteacher.

If the allegation is against the Headteacher it should be referred to the Chair of governors. Any such matters will be dealt with in the strictest confidence.



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The head teacher will, on the same day, contact the LA Designated Officer and follow the statutory guidance contained in 'Safeguarding Children and Safer Recruitment in Education' and ER LA detailed procedures.



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Reporting concerns about other members of staff

It is unacceptable for any member of staff to keep such concerns to themselves. If in this situation the member of staff feels unable to discuss the issue with the Headteacher s/he should contact, another senior member of staff or the LADO/CP0.

Parents

We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Common Assessment Framework should be used when ever possible.

However we ensure that parents are aware that we may need to make CP referrals without their consent or knowledge.

Parents are made aware that the CP policy is available from the school and the name of the CP governor if they wish to raise any suggestions or queries about the policy or specific issues. Any such concerns will be taken into account when the policy is reviewed and responded to by the CP Governor, CPC or Headteacher.

Policy review

1. The staff and governing body will review this policy each year. The views of the children, parents, lunchtime staff and other support staff will be sought and taken into account in this review.
2. If at any time any deficiencies or weaknesses in the Child Protection policy and procedures are identified they will be addressed by the governing body and staff immediately and remedied.

Reviewed in the Autumn Term 2018 by staff and the full Governing Body.



Child Protection Policy

Other household members (including non-family members)

Surname	Forename	DOB	Relationship to Child	School <small>(if appropriate)</small>

Significant family members who are not members of child's household

Name: _____	DOB <small>(if known)</small>	Name: _____	DOB <small>(if known)</small>
Relationship: _____		Relationship: _____	
Address: _____		Address: _____	
Tel: _____		Tel: _____	

Other Agencies known to be involved with child and family

GP	<input type="checkbox"/> Name: _____ Tel: _____	Community Mental Health	<input type="checkbox"/> Name: _____ Tel: _____
Nursery	<input type="checkbox"/> Name: _____ Tel: _____	School Nurse	<input type="checkbox"/> Name: _____ Tel: _____
School	<input type="checkbox"/> Name: _____ Tel: _____	Health Visitor	<input type="checkbox"/> Name: _____ Tel: _____
Y.O.T.	<input type="checkbox"/> Name: _____ Tel: _____	E.W.O.	<input type="checkbox"/> Name: _____ Tel: _____
Police	<input type="checkbox"/> Name: _____ Tel: _____	Community Paediatrician	<input type="checkbox"/> Name: _____ Tel: _____
Dentist	<input type="checkbox"/> Name: _____ Tel: _____	Other e.g. Surestart, Women's Centre, Drugs worker	<input type="checkbox"/> Name: _____ Tel: _____

Child / young person's religion

Black/British - Caribbean	<input type="checkbox"/>	White British	<input type="checkbox"/>	Mixed-White/Black Caribbean	<input type="checkbox"/>
Black/British - African	<input type="checkbox"/>	White Irish	<input type="checkbox"/>	Mixed-White/Black African	<input type="checkbox"/>
Asian/British - Indian	<input type="checkbox"/>	White - Other	<input type="checkbox"/>	Mixed-White/Asian	<input type="checkbox"/>
Chinese	<input type="checkbox"/>	Asian/British - Bangladeshi	<input type="checkbox"/>	Mixed-Other	<input type="checkbox"/>

Child / young persons ethnicity

Asian/British-Other Asian	<input type="checkbox"/>	Declined to say	<input type="checkbox"/>
Black/British - Other Black	<input type="checkbox"/>		
Asian/British - Pakistani	<input type="checkbox"/>		
Other Ethnic Group	<input type="checkbox"/>		

If other, please specify: _____

Child's first language: _____

Parent(s) first language: _____



Child Protection Policy

Is an interpreter or signer required?
Does the child / young person have a disability?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

If yes, do they have any specific requirements?

Name(please print): _____ Signature: _____

Date: _____

Please forward this form to: _____

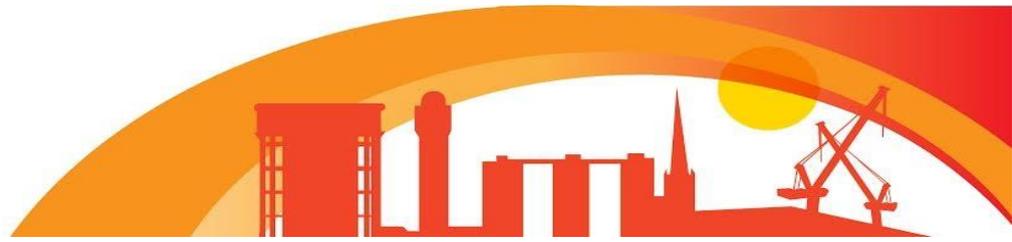
Boothferry Primary School

Child Protection Record of Concern - Body Map

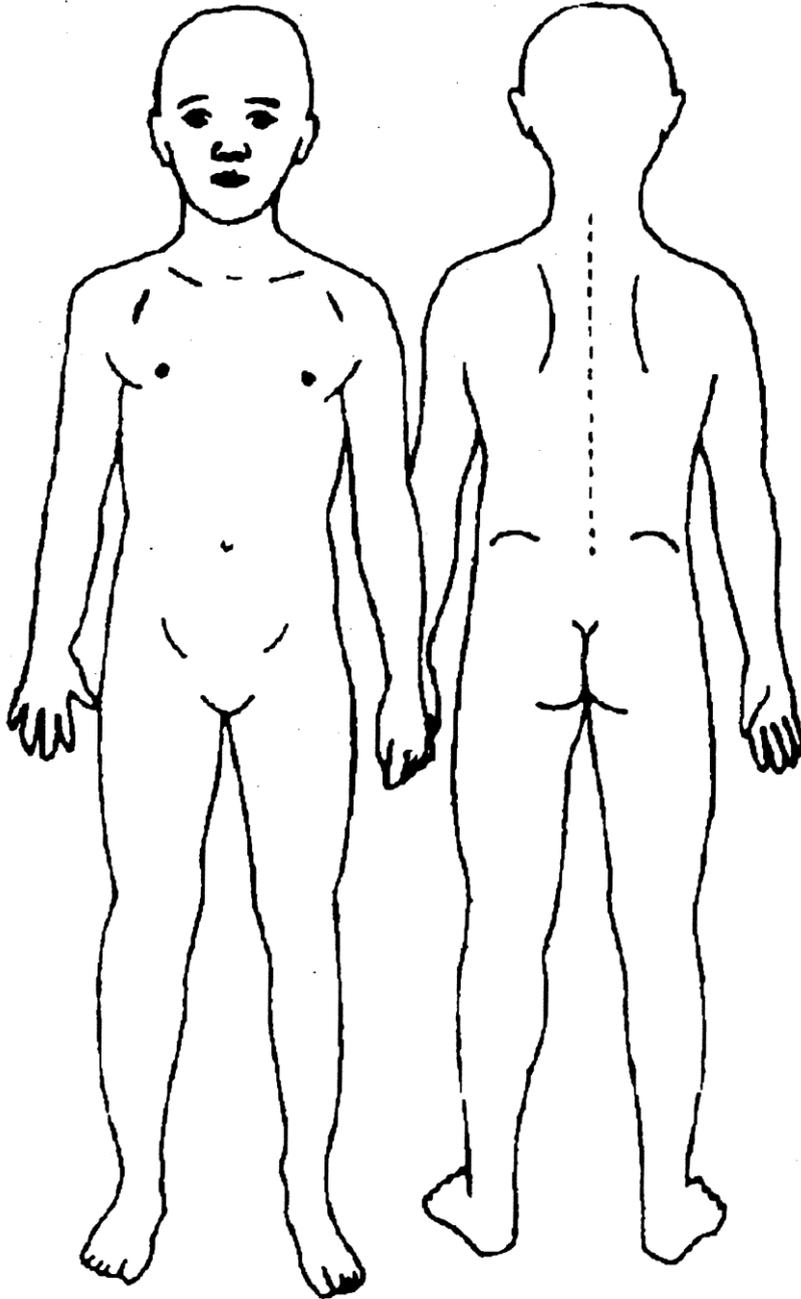
Name of Child:

Date:

Name of Adult making record:



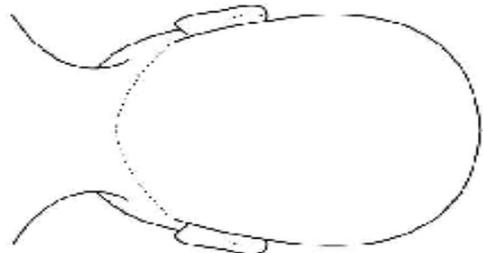
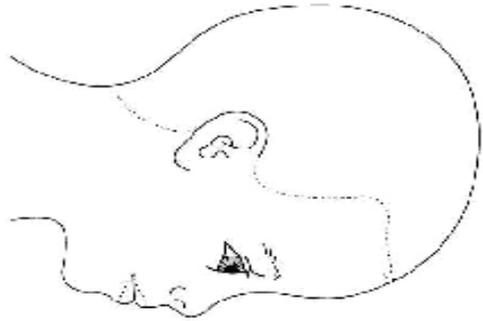
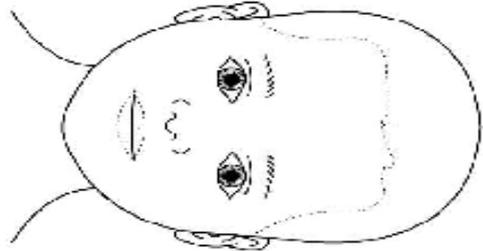
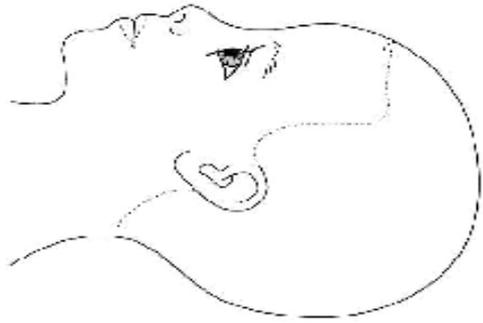
Child Protection Policy





Child Protection Policy

Record of Facial Injury



Description of findings:

Signature: _____ Date: ___/___/___ Time: ___:___

Child Protection and the Dental Team/Docs

Name:
Ref. no.:
(for affix patient label)



Child Protection Policy

BOOTHFERRY PRIMARY SCHOOL

REVIEW INFORMATION SHEET

Name of Child:

D.O.B.

ATTENDANCE

PHYSICAL PRESENTATION + GENERAL WELL-BEING

ACADEMIC ATTAINMENT [short overview, include NC levels, homework and effort]

RELATIONSHIPS [with staff, other pupils and adults]

BEHAVIOUR

OTHER RELEVANT INFORMATION