



Child Protection Policy

Introduction

The aim of this policy is to safeguard and promote our pupils' welfare, safety, health and guidance by fostering an honest, open, caring and supportive ethos. The pupils' welfare is of paramount importance.

The school fully recognises the contribution it can make to protect children and support pupils in school.

Our policy applies to all staff and governors working in the school.

1. School Commitment

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

Our school will:

- Establish and maintain an environment where pupils feel secure and are encouraged to talk, and are listened to.
- Ensure pupils know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Include opportunities in the curriculum (e.g. citizenship) for pupils to develop the skills they need to recognise and stay safe from abuse, which may include extremist influences.
- Ensure that wherever possible every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies.
- Ensure safe recruitment practises are always followed.

2. Roles and Responsibilities

All adults working in the school have a responsibility to safeguard and promote the welfare of the pupils. The key people who have specific responsibilities under Child Protection (Child Protection) procedures are:

- The Designated Safeguarding Lead (DSL)
- The Deputy Safeguarding Lead (Deputy DSL)
- The Principal
- Directors of Progress
- The designated Child Protection Governor.

The names of those carrying these responsibilities for the 2017-18 academic year are listed towards the end of this policy.

The role of the **Designated Safeguarding Lead** is to take lead responsibility for safeguarding and child protection.

These responsibilities include:

Managing referrals by reporting suspected abuse to the local authority as required; support staff who make referrals; refer concerns about radicalisation as required; refer relevant cases to the Disclosure and Barring Services and refer cases where a crime may have been committed to the Police.

Working with others, such as the Principal to keep them informed of ongoing enquiries and investigations; liaise with designated officer(s) at the local authority for child protection concerns and liaise with staff on matters of safety and safeguarding and when deciding to make a referral. To act as a source of support, advice and expertise for staff.

The DSL is responsible for ensuring the child protection policies are known, understood and used effectively; as well as reviewed annually, available publicly and that staff are aware of training opportunities on safeguarding.

The DSL will ensure that child protection files are transferred where a child leaves to join a new school or college.

The DSL is always available during school hours for staff in the school to discuss any safeguarding concerns.

The DSL is also the '**designated teacher**' for Looked After Children (LAC) at the UTC and therefore has the lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve.

The 'designated teacher' for LACs is the main point of contact with the Virtual School Head Teacher. Their role is to implement effectively their duty to promote the educational achievement of the children they look after.

The VSH should offer training and advice to schools. This should enable schools to understand that looked after children, including those who remain looked after but have been placed for adoption, are not a homogenous group and that their individual needs will be different.

The role of the **Deputy DSL** is to ensure that they are trained to the same standard as the designated safeguarding lead. Whilst activities of the DSL can be delegated to the Deputy DSL, ultimate lead responsibility for child protection, remains with the designated safeguarding lead.

3. Procedures

Staff should remember that Child Protection procedures relate to a range of issues, including physical abuse and non-accidental injury, sexual abuse, emotional abuse, neglect and failure to thrive as well as radicalisation and extremism.

Staff must adhere to the following guidelines in relation to pupils who disclose information about potential Child Protection issues:

- Never promise that you will keep everything the pupil says a secret. He/she must know that in a situation where their safety and well-being are at risk, you will have to refer the matter to someone more senior in order to get help for them. You must explain that this would be so in all such cases, that what happens next will be supportive and that only key people will be told. (All pupils should know this procedure: that if a child's safety and well-being are at risk, staff will have to seek the professional help of others).
- Above all, you must listen to what the pupil says and be clear about the facts. You may be asked to help to fill in an Incident Report sheet later, so it may be helpful to take some notes. You must not ask leading questions, since if you do so this may mean that things you say in possible legal future

proceedings will not be admissible evidence. You may ask, 'What happened?', but you are NOT conducting an interview or an investigation and it is important that you go on to the next step as soon as possible. The pupil should not have to keep repeating their story.

- When a pupil has disclosed abuse or neglect to you, you must report this immediately to the Designated Safeguarding Lead or the Deputy Safeguarding Lead. No one else has a 'right to know' at this stage and the pupil must be assured of your confidentiality in this.
- Go with the pupil to the relevant member of staff and support them with this. Remember that they have chosen to disclose to you for a reason, usually because they have a positive relationship with you. You may be present and support them throughout any procedure which may follow, but of course you must say if you do not feel able to, for any reason. Others will take over and it is the responsibility of the DSL/Deputy DSL to proceed with this.
- A pupil may choose to tell you something, clearly indicating that they are at risk, at a time when/in a place where there is no senior or named person available (e.g. during an after school activity or on a trip). If you feel that the child is in immediate danger, you must then contact the local authority's safeguarding team via the Child Protection advice line, or the local police. They are legally responsible for securing a place of safety for the girls. You MUST NOT deal with this on your own.
- If you are concerned for the safety or well-being of any pupil, whether they have spoken to you or not, you should report this to the relevant Director of Progress, the DSL or Deputy DSL, in confidence, at the earliest opportunity.

4. Referral Procedures

See Appendix 2

5. Supporting Pupils at Risk

Mulberry UTC recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. We will endeavour to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation.
- The school ethos, which promotes a positive, supportive and secure environment.
- The implementation of the school behaviour management policy.
- Regular liaison with other professionals and agencies who support the pupils and their families.
- A commitment to develop productive, supportive relationships with parents/carers, whenever it is in the child's interest to do so.

Mulberry UTC recognises that students with Special Educational Needs can face additional safeguarding challenges and all staff need to be aware that there may be additional barriers to recognising abuse and neglect in this group of children. These barriers include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

6. Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

At Mulberry UTC this means, in the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

This should be distinguished from instances where a child is in immediate danger, where a referral should be made to children's social care and/or the police immediately (see Appendix 2).

7. Training

Mulberry UTC will ensure that the Principal, the DSL and Deputy DSL, Directors of Progress and the Child Protection Governor attend training relevant to their role. All staff, including non-teaching staff, will have access to Safeguarding and Child Protection training, including training in the Prevent Duty, in a way which is relevant and appropriate to their role. This should include training in procedures to follow, signs to note and appropriate record keeping. The DSL is updated at least annually, with full training at least every two years and will pass updates to all staff at least annually. Mechanisms are in place to assist staff to understand and discharge their roles and responsibilities with regards to child protection procedures and all staff are required to 'read and understand' Part 1 of Keeping Children Safe.

8. Key Child Protection staff for academic year 2017 – 2018)

Role	Name	Responsibility
Designated Safeguarding Lead	Sally Brian (UTC Vice Principal)	These individuals are responsible for safeguarding at Mulberry UTC and are the first point of contact for staff concerned about any safeguarding issue, including in relation to Prevent. The DSL is responsible for record keeping.
Deputy Designated Safeguarding Lead	Katharine Vincent (UTC Principal)	
Director of Progress KS5	Marisa Bruce	As pastoral leads, these individuals are responsible for ensuring that students are kept safe on a daily basis, that any issues are reported to the DSL and that the pastoral curriculum meets students' needs in relation to safeguarding and child protection.
Director of Progress KS4	David Dobbs	
Director of Estates	Stephen Beadle	Ensuring commissioned services are compliant with Prevent and other safeguarding duties.
Finance and Resources Officer	Reyhana Sedoo	Compiling and updating SCR, and ensuring it is regularly checked by Principal and CP governor; Maintaining staff HR files.
Reception staff	Habiba Parvin Fuzia Khanom	Checking visitors to the school site and ensuring that visitors' policy is adhered to by all staff and visitors.
Child Protection Governor	Lois Whittaker	Ensuring that school staff are fulfilling their duties in relation to safeguarding and child protection.

9. Key contact details

The London Borough of Tower Hamlets Child Protection Advice Line Number is 020736434445006

The NSPCC whistle-blowing helpline number 0800 028 0285

Appendix 1**USE OF PHYSICAL RESTRAINT**

Definition:

Physical contact with pupils may occur under certain circumstances (e.g. physical prompts, providing comfort). Staff should not feel inhibited in providing such support. This policy relates only to those incidents in which a member of staff deliberately uses physical force to restrict a child's freedom of movement against the child's will. This might occur in order to keep the child or other pupils/adults safe.

Philosophy (Our beliefs):

- Pupils have a right to be restrained safely when the situation requires such action.
- All staff have the right to prevent pupils from injuring themselves or attacking others. This includes pupils placing themselves at risk by absconding.
- Staff have the right to feel confident that they can manage crisis situations competently and confidently.

Principles (Our intentions):

- All staff need to be clear about how or even if, they are expected to respond to any behavioural crisis that occurs.
- Restraint increases the risk of injury both to staff and pupils and should be avoided wherever possible. Other methods of managing crisis must always be attempted first and restraint only used as a last resort.
- Any restraint must be consistent with the concept of "reasonable force" (i.e. the circumstances must warrant its use and the degree of force must be proportional to the circumstances). It should constitute the minimum intervention necessary to resolve the crisis.
- High risk situations should be anticipated and properly planned for.
- Plans must be properly documented, shared and staffing arrangements made to enable them to be implemented.
- All incidents of restraint must be reported and recorded and a copy passed to the Designated Safeguarding Lead.

Procedures (Our practice):

- Staff should not feel obliged to intervene against their better judgement. Where it is felt unwise for staff to intervene without additional support they should remove anyone at risk and seek assistance. The decision to seek external support will be at the discretion of the senior teacher on duty.
- The school does not condone the uncontrolled or unconsidered use of restraint. Using physical contact to punish a pupil or to cause pain, injury or humiliation is not permitted (Education Act 1996).
- Staff are not permitted to restrain out of anger, frustration or in any way which would intentionally cause the pupil injury.

- Where it is anticipated a pupil may need to be restrained an individualised behaviour for learning plan will be devised, in consultation with parents/carers. This will form part of the plan to improve the child's behaviour and will include strategies for de-escalating outbursts, arrangements for securing additional support, the holds to be used and any special considerations. It will apply to all situations whether this is within class or off-site.
- Where staff have received training they will be expected to use these holds. Holding children face down is not permitted under any circumstances. Staff must also avoid touching or holding pupils in ways that could be misconstrued as abusive or indecent.
- The school ensures that staff competence in the holds is maintained.
- Staff must notify the Principal or another senior member of staff as soon as possible after an incident.
- The Principal or another senior member of staff will ensure parents/carers are promptly informed and given an opportunity to discuss the incident.
- Any injuries sustained by staff or pupils must be recorded separately, in accordance with Health and Safety requirements.
- Appropriate support will be made available to staff following an incident.

Performance (Monitoring arrangements)

- This policy document is shared with all staff and parents/carers and kept under regular review.
- Behaviour for Learning Plans are in place for all pupils that require them. The school will monitor the success of these arrangements.
- Parents/carers have been involved in any planning that anticipates the need for restraint.
- Plans will be shared with parents/carers and all relevant staff.
- The school will identify and monitor future training needs.

Appendix 2:**CHILD PROTECTION GUIDELINES FOR DIRECTOR OF PROGRESS REFERRALS**

When a disclosure is made, the Director of Progress should adhere to the following guidelines:

- Listen, accept and record what the pupil says.
- Do not ask any leading questions.
- Let the pupil know you will need to tell someone.
- Reassure but be honest.
- Give the pupil as much information and choice as possible.
- Do not leave the pupil alone.
- Ring Child Protection Advice line – 020 7364 3444. They will give feedback and/or pass on the referral to the appropriate Advice and Assessment Team. The duty AWA will complete a ROC form and will send to school.
- It may be appropriate to fax information taken BUT ensure that someone is there to receive it.
- Start a Child Protection file on the pupil including ‘top sheet’ and keep securely, separate from the main pupil file and in a locked filing cabinet. A record should be kept even if it is eventually decided that it is not a Child Protection matter.
- Email/Pass a copy of the Child Protection Referral form to the Designated Safeguard Lead
- Emergency Out of Hours Duty Team (5.00 – 9.00): 020 7364 4079 / 7000

Child Protection Conferences:

- If a Child Protection Conference is called it is essential that the school is represented by someone who has informed knowledge of the pupil – this must be the Director of Progress or the Designated Safeguarding Lead.
- Another member of the pastoral team may also attend.
- If a pupil has a Child Protection Plan, it is important to monitor attendance and well-being of the pupil.
- A Director of Progress or other key member of staff should attend core group meetings
- Information about these meetings and paperwork should be passed to the DSL.

Appendix 3:**PUPILS GOING MISSING**

In the event of a pupil going missing from any education setting where the school has responsibility for students, the following procedures must be followed to ensure all children are kept safe from harm.

If a pupil goes missing while on an educational trip or visit:

- The DSL must have all next of kin contact names, numbers, risk assessments and a mobile phone, as required in the School Trips and Visits Procedures.
- Pupils must be instructed regarding all safety procedures and to remain in pairs and groups as directed at all times.
- If a pupil goes missing for any period of time, however brief, the lead teacher calls the pupil's mobile phone if they have one.
- Where appropriate, activities are put on hold while all participants follow instructions from the DSL to safely check all areas.
- All staff working in the setting are notified and a tannoy is used where possible.
- The DSL contacts the parents of the missing pupil to inform them and keeps them updated regularly.
- The UTC Senior Leader on duty is informed by the DSL at the same time as the pupil's parents/carers.
- Emergency Services are called as appropriate.
- The lead teacher remains with the pupil group and maintains calm at all times.
- If necessary, the UTC's Critical Incident Plan is put into place.

Appendix 4:**STAFF GUIDELINES: Female Genital Mutilation (FGM)**

The World Health Organisation definition of Female Genital Mutilation is: 'All procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons'.

These procedures are classified into 4 major types as follows:

1. Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).
2. Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are 'the lips' that surround the vagina).
3. Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without the removal of the clitoris.
4. Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

Any of these variations of Female Genital Mutilation (FGM) is child abuse.

Female Genital Mutilation is recognized by the UN as a violation of the human rights of girls and women. It reflects deep-rooted inequality between the sexes, and constitutes an extreme form of discrimination against women. It is nearly always carried out on minors (between infancy and age 15) and is a violation of the rights of children.

It is illegal in the UK and it is child abuse.

Consequences of FGM

Aside from the mental health factors, long-term consequences can include complex, physical repercussions including:

- Recurrent bladder and urinary tract infections
- Cysts
- Infertility
- An increased risk of childbirth complications and newborn deaths
- A need for further surgery to allow for sexual intercourse and childbirth

Risk factors

The communities in the UK that girls are most at risk of Female Genital Mutilation include the Somali, Sudanese, Sierra Leone, Gambian, Liberian, Egyptian, Nigerian, Ethiopian and Eritrean communities. Non-African communities that practice Female Genital Mutilation include Yemeni, Afghani, Kurdish, Indonesian, Malaysian and Pakistani Bohra Muslim communities. All staff need to be alert to any changes in students' patterns. This could include a long holiday and any changes in behaviour following this, any discussion

between students about 'special procedures', discomfort in sitting, prolonged toilet breaks or frequent requests to be excused from PE or dance.

Any concerns, however minor, should be reported to the school's Designated Safeguarding Lead. The school's safeguarding procedures are followed in all cases and other agencies involved as necessary.

A fuller report on Female Genital Mutilation and key support organisations is kept on file by the DSL.

Appendix 5:**STAFF GUIDELINES: PROTECTING PUPILS FROM RADICALISATION and EXTREMISM**

The ongoing schedule of training for all staff and Safeguarding Governor in safeguarding children incorporates the advice from the Home Office that 'Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm.' (The Prevent Strategy). All concerns about this aspect of safeguarding are therefore reported and recorded in the same way as other safeguarding concerns. In addition, the school addresses this issue through the curriculum and a range of other extra-curricular activities such as:

- Work on social and community cohesion, anti-violence, promoting mutual respect and tolerance, the value of individual liberty and the rule of law addressed throughout the taught curriculum but especially the PSHE, Religious Studies and Citizenship curricular as monitored by senior line managers.
- Opportunities for developing advanced debating skills such as the Model UN schedule of debating events hosted and modelled for other schools and monitored by SLT.
- Anti-bullying work including homophobia and violence against women.
- The provision of school counselling services, peer mediators and mentors to address and support early intervention in matters of pastoral concern including conflict resolution.
- Critical appraisal of sources and internet resilience when researching subject areas, as monitored by the Vice Principal with responsibility for internet security.
- Rewarding positive behaviour.
- Parenting programmes to ensure consistent messages between home and school.

Training in the Prevent Strategy will help staff to identify patterns of behaviour that might indicate that a child is engaged in an ideology, is intent on causing harm or capable of committing violent acts. If any member of staff has concerns that a child is at risk from extremist narratives or being radicalised, the procedure is to report to the Designated Safeguarding Lead, as they would for any other child protection issue.

The Designated Safeguarding Lead may pass this on to the Principal or Vice Principal for action as appropriate and may contact the Child Protection Helpline or the police as appropriate. When necessary, the external reporting of these concerns would usually be to the LBTH Social Inclusion Panel using the CAF form for Channel or other support.

Online safeguarding and policy regarding user behaviour and network security is outlined in the school's Acceptable Use Policy.

Responsibility for vetting visitors and those with access to school facilities is carried out by the SLT Premises Manager.

Appendix 6:**STAFF GUIDELINES: Forced marriage**

Forced marriage is a marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage, and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

Forced marriage, as distinct from arranged marriage, is conducted without consent and under duress. Mulberry UTC recognises that coercion and duress may be perpetrated by partners and by extended family members. This constitutes domestic violence and is closely linked to so-called honour-based violence.

In cases of forced marriage, we will follow the guidance as set out in the London Child Protection Procedures as a child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. If any member of staff receives a disclosure or is aware that a forced marriage is about to happen, this must be disclosed to the Designated Safeguarding Lead without delay so that the appropriate referrals may be made and/or protective measures may be put in place, especially as the child/ren may be taken out of the country.

Staff who are concerned that a student may be at risk of forced marriage should:

- See the child immediately in a secure and private place
- See the child on their own
- Explain to the child the limits of confidentiality
- Tailor their approach according to whether the child is already married or is at risk of being married
- Gather as much information as possible (e.g. the details of a the plan to force the child to marry, including a traceable address overseas) as a victim may never be seen again
- Encourage and/or help the child to complete a personal risk assessment
- Develop an emergency safety plan with the child
- Explain all the options to the child (starting with the fact that forced marriage is illegal in the UK) and recognise and respect the child's wishes. If the child does not want LA children's social care to intervene, the professional will need to consider whether the child's wishes should be respected or whether the child's safety requires that further action be taken. This requires the professional to make an assessment of the risk of harm facing the child
- Agree a means of discreet future contact with the child
- Contact, as soon as possible, the agency's designated safeguarding children professional, who should be involved in the assessment of risk
- Record all discussions and decisions (including rationale if no decision is made to refer to LA children's social care)

Staff should not:

- Minimise the potential risk of harm
- Approach or inform the child's family, friends or members of the community that the victim has sought help as this is likely to increase the risk to the victim significantly.
- Share information outside child protection information-sharing protocols without the express consent of the child;
- Attempt to be a mediator. This has in the past resulted in the victim being removed from the country and not traced /or murdered.

Appendix 7:**STAFF GUIDELINES: Child Sexual Exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity,

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

(Taken from Home Office guidance, 16 February 2017)

The following factors are associated as increasing a young person's vulnerability towards CSE:

- Living in a chaotic or dysfunctional household
- History of abuse
- Living in residential care, hostel, B&B or being homeless
- Gang association either through relatives, peers, intimate relationships or neighbourhood
- Lacking friends from the same age group
- Attending school or are friends with young people who are sexually exploited
- Not engaging in education/training or employment
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Learning disabilities
- Young carer
- Recent bereavement or loss
- Low self-esteem or self-confidence

(OCC Inquiry CSEGG Interim Report, 2012)

The following behavioural and risk indicators have been linked to CSE:

- Disclosures made then withdrawn
- Unexplained money or gifts and unexplained mobiles
- Absence from school
- Bullying in or out of school
- Change in physical appearance
- Recruiting others into exploitative situations
- Family involvement in sexual exploitation
- Poor mental health
- Self-harm or thoughts of/or attempts at suicide
- Older 'boyfriend'
- Gang-involved male peers
- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending

- Repeat sexually-transmitted infections, pregnancy and terminations
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
(CSEGG Inquiry, OCC Nov 2012)

Prevention at Mulberry UTC.

The Mulberry UTC curriculum offer includes Personal Development lessons explores the context of gender-based violence. Workshops led by external specialist organisations offer a way for students to learn about healthy relationships and how to recognise signs of exploitation.

Enrichment opportunities for KS4 and KS5 students encourage them to develop self-worth and confidence in speaking out. Such opportunities include Model United Nations conferences and the Jack Petchey Speak Out Challenge.

Staff who are concerned that a student might be at risk of sexual exploitation should:

- Record your concerns on the relevant safeguarding forms
- Inform, as soon as possible, the relevant Director of Progress or the Designated Safeguarding Lead and share your concerns, including in written form
- Staff follow procedures as laid out in the Child Protection Policy

Appendix 8**STAFF GUIDELINES: Children Missing Education**

Children missing from Education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET later in life.

Mulberry UTC complies with the statutory guidance 'Children Missing Education' and further guidance from Tower Hamlets Local Authority.

The school will enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school will undertake reasonable enquiries to establish the child's whereabouts before notifying the local authority.

Directors of Progress monitor pupils' attendance through their daily register and enquiries are made with parents as to the nature of any absences. Mulberry UTC adheres to the Tower Hamlets Attendance and Welfare Service criteria for referrals. Referrals are made where there has been one of the following:

- 10 consecutive days of unauthorised absence
- 10 sessions of unauthorised absence in a five week period
- 15 late marks in a five week period
- 15 sessions of authorised absences in a five-week period with no medical certificate received
- Failure to return to school following a fixed term exclusion
- Failure to attend alternative provision after the fifth day of an exclusion
- Pupils who parents have notified the school in writing that they are educating the child at home

Mulberry UTC will notify Tower Hamlets Local Authority when a pupil's name is to be removed from the admission register at a non-standard transition point. The school will provide:

- a. the full name of the pupil;
- b. the full name and address of any parent with whom the pupil lives;
- c. at least one telephone number of the parent with whom the pupil lives;
- d. the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
- e. the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- f. the ground in regulation 8 under which the pupil's name is to be removed from the admission register (Annex A of the Children Missing Education Statutory Guidance 2016)