



Wootton Community Primary School Child Protection & Safeguarding Policy

Approved on: November 2018

To be reviewed: September 2019

Headteacher: 

Chair of Governors: 

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Key Contacts:	
Designated Safeguarding Lead (DSL) and their Deputy:	Jane Wilford (DSL) Trish Jones (DSL)
Named Governor for Safeguarding:	Becky Kujabi
Isle of Wight Children’s Services - Multi-Agency Safeguarding Hub (MASH):	Tel: 0300 300 0117 (Out of Hours – 0300 300 0117) iowcsprofessional@hants.gov.uk
Local Authority Designated Officer (LADO):	Tel: 01983 823723

1. Guiding Principles:

At Wootton Community Primary School we are committed to provide a safe nurturing environment that is child centered and promotes the best interests of children and young people where all members of the school community are safe from harm and protected from abuse and neglect. Effective safeguarding is the foundation of everything we do and the responsibility of all members of the school community during the entire time children are in our care both on and off site.

We believe that:

- The welfare of the child is paramount (The Children Act 1989)
- Children and young people have the right to protection from physical, emotional, sexual abuse and neglect
- Everyone has a responsibility for the protection of children and young people and for reporting concerns
- Professionals working in the education sector have a duty to ensure that Local Safeguarding Children's Board procedures are followed
- In any conflict between the needs of the child or young person and those of parents/carers or professionals, the needs of the young person must come first.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfill this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.' (**Keeping Children Safe in Education 2018**)

The main elements of this policy are to:

- Ensure that the school building and working practices provide a safe and secure environment for all children and adults and protects them from both physical and emotional harm, including off site activities.
- Ensure we practice the Safer Recruitment procedure, checking the suitability of staff and volunteers to work with children and their families by providing staff who take part in recruiting with appropriate training.
- Raise awareness of Safeguarding and Child Protection issues with all staff and parents/carers. Ensuring that **all** staff who have contact with children attend mandatory foundation level safeguarding training.
- Equip children with the skills they need to keep themselves safe.
- Support children who have suffered harm or who are at significant risk of suffering harm in accordance with their agreed child protection plan.
- Support staff in following child protection guidelines in accordance with 'Working Together to Safeguard Children 2018'.
- Liaise with all other agencies involved in Safeguarding and Child Protection and sharing information when it is deemed appropriate for the protection of the child/ren.

2. Designated Safeguarding Lead (and their Deputy)

The Designated Safeguarding Lead (DSL) - Jane Wilford - Headteacher
Deputy Designated Safeguarding Lead (DDSL) - Trish Jones (Senior Leader).

The role of the DSL and DDSL includes the following responsibilities:

- To provide the point of contact for staff who have concerns or information that a child or young person may be suffering abuse now, has done in the past or is likely to in the future
- To make any necessary referrals to Children's Services and/or the Police
- To ensure the school contributes fully to the child protection process

3. When to be concerned

Types of abuse and neglect -

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

Other aspects of risk requiring special attention –

E-Safety and use of photography and images: Wootton Primary School recognises that technology is developing rapidly and the internet has become a well-established part of children's everyday lives. Whilst this is an exciting and innovative time, it can also pose a risk to children who go online in and out of school. To protect children in school, the school purchases filters to scan websites and internet searches. Each child has their own username and password which is kept in school. As part of the curriculum, children are taught about E-Safety in their computing lessons and in assemblies. They are taught about general E-Safety including how to react to cyber-bullying and using the internet appropriately. More detail on this subject can be found in the school's E-Safety and social media policy.

Children identified with SEND, in particular non-verbal children: Staff must be extra vigilant in noticing physical or behaviour changes that may indicate abuse or neglect as a child with SEND may be unable to communicate verbally that they are suffering. If a child is able to communicate this, they must be given time and space to do so and the adult should follow the school's standard for reporting safeguarding concerns. Staff should also be aware that children with SEND are more likely to be bullied so staff must ensure that if a change in behaviour is observed a discussion with the SENCo needs to take place first and if necessary concerns should be reported using the safeguarding procedure.

Grooming: Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know. Groomers can be male or female, of any age. Many children and young people do not understand they have been groomed or that what has happened is abuse.

Sexting: Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. Sexting does not include the sharing of sexual photos and videos of under 18 year olds with or by adults and this is a form of child sexual abuse and must be referred to the police. If sexting comes to the attention of staff they should not download the imagery or ask the child to share or download but do not delete the image. The DSL will need to explore this further and give the child support.

Bullying, including cyber-bullying and peer-on peer abuse: Cyber-bullying is the misuse of digital technologies or communication to bully a person or group, typically through messages or actions

that are threatening and/or intended to cause offence, anxiety or humiliation. If a child discloses that they are being bullied or that they see something on line that makes them feel uncomfortable, this needs to be written down, any evidence captured (for example a screen shot of abusive messages) and passed on the DSL. Parents may be contacted and the incident investigated.

Gender based violence (such as sexualized behaviour or sexual assaults or initiation violence): Any form of bullying or mistreatment, psychological abuse and sexual harassment due to someone's gender should be reported in the same way as any other safeguarding concern. Staff need to be mindful of any signs that abuse may be occurring and report these to the DSL with a written account.

Female Genital Mutilation (FGM): Staff are expected to be alert to the possibility of a girl being at risk of or already having suffered from FGM. If a member of staff suspects that a child could be at risk of suffering FGM, they must immediately report their concerns to the DSL, DDSL or Family Liaison Officer. These concerns must then be immediately referred to social care or the police **by the staff member** who has the concern. No staff member has the responsibility to examine the child for physical evidence of FGM. The child may not be aware of the practice and what it entails, so it is important to approach the subject with sensitivity and age-appropriate language and questions.

Child sexual exploitation (CSE): CSE is a form of sexual abuse where a child is forced or coerced into performing sexual acts by an individual or group of people. It can be violent, humiliating and degrading. Sometimes the victim can be offered gifts in return. This abuse does not have to be physical and can occur on-line. Children in care are considered to be at biggest risk of falling victim to CSE. Where CSE or the risk of it is suspected, staff must inform the DSL or DDSL where appropriate procedures will be followed.

In addition, school staff should be aware of the specific safeguarding issues listed below. Wootton Primary School ensures that, where such risks may be more likely, that staff are concerned about:

- county lines
- domestic abuse
- drug/alcohol misuse
- fabricated or induced illness
- forced marriage
- gangs and youth violence
- Racial/faith abuse
- honour based violence/violence against women and girls (HBV)
- mental health
- private fostering
- preventing radicalisation
- self-harm
- teenage relationship abuse
- trafficking
- children missing from education/home and/or care

The toxic trio (domestic abuse, mental health and substance abuse): Domestic abuse, mental health issues and substance misuse in the home can affect adults which can include physical and psychological abuse and controlling behaviour. This can have a significant impact on child/children. Staff should look out for changes in behaviour that has no specific reason and/or anything that a child says that causes concern.

4. Action to be taken by School Staff

All staff have a duty to be vigilant to the indicators of abuse and to refer concerns to the Designated Safeguarding Lead or their nominated deputy. The abuse of children and young people is a crime. It is not the role of school staff to investigate, but staff should be clear about their role and the procedure for reporting to the designated person. They should report:

- any concerns that a child or young person is suffering or is likely to be suffering some form of abuse
- any allegations of abuse against staff
- any disclosures of abuse

5. Reporting of Suspected Abuse

In all cases where teachers, or other members of staff, consider that they have good cause to suspect abuse – including neglect and emotional ill treatment – they should report their suspicions as soon as possible but at a minimum on the same day, to the DSL/DDSL. If a disclosure has been made the initial report (which may be verbal) **MUST** be followed up with a written report as soon as possible. The DSL/DDSL will then follow the Isle of Wight Child Protection Procedures. If there is a risk to the life of the child or likelihood of serious or immediate significant harm, police or children's social care should be contacted immediately to secure the immediate safety of a child.

6. Record Keeping

Record keeping is an important element of the child protection process. Staff are annually trained and made aware of the requirement of the child protection policy to record:

- ✦ the reason for the concern
- ✦ What was said or witnessed (using a child's own words)
- ✦ Dates and times of incidents
- ✦ Date and time when report was made
- ✦ That the report should be signed

All notes should be recorded on the concern form immediately (**Appendix C**) which can be found in all classrooms and offices. Once completed this should be passed to the DSL, the DDSL in the absence of the DSL; who will act appropriately and keep all child protection records in a locked

cabinet. Such records form evidence and may be used in the child protection investigations and any subsequent legal proceedings.

Wootton Primary School recognises the importance of confidentiality and the appropriate sharing of information in Safeguarding and Child Protection. All information in this matter is confidential and personal. Only information that *needs* to be shared on a child or family will be distributed in a discreet manner amongst the appropriate staff (namely, those who are in constant contact such as the class teacher and Teaching Assistant) by the DSL. Staff are expected to maintain the confidentiality of the information they have been given and use it only to ensure that they are safeguarding the child.

Staff should not keep information on a child to themselves and must pass on any concerns, no matter how small, to the appropriate member of staff immediately. The DSL/DDSL should share information with relevant agencies as soon as possible. If needed, the parent/carers consent should be sought before sharing; however this is not always necessary or appropriate.

7. Allegations against staff

Although rare, professionals are sometimes abusers. The school follows national and local guidelines for the management of allegations and makes clear to staff that:

- the school will not tolerate inappropriate behaviours, and
- any allegation against a member of staff will be referred to the Headteacher, (or the chair of governors if it relates to the Headteacher) who will seek advice from the Local Authority Designated Officer (LADO) in accordance with guidance

The school will work with the LADO to deal with any allegation or concerns where any member of the school staff (including volunteers) have in any way:

- Behaved in a way that has, or may have, harmed a child,
- Possibly committed a criminal offence against / related to a child,
- Behaved in a way which indicates s/he poses a risk of harm to children

8. Confidentiality

Staff cannot keep confidential a disclosure of abuse and must refer the matter on to the DSL/DDSL.

All referrals should be made with the knowledge that during any subsequent investigation the source (i.e. the school) will be made known to the family.

Other staff may need to be alerted to concerns about a child or young person, possibly in order to monitor the concern or to gather further evidence prior to a referral being made, or to assist in providing appropriate support to a child or young person after a referral has been made.

Information should only be shared on a strict need to know basis.

9. Working with outside agencies

All visitors to Wootton Primary School must sign in and be given a visitor pass at the front office before entering the main building. All professionals entering the building are expected to provide staff evidence that they work for the organisation they are representing. Members of staff from certain agencies will have had checks carried out on them by their employers. All other visitors must be accompanied by a member of staff at all times.

The school takes its safeguarding responsibilities very seriously and as such will work in partnership with Children's Services, the Police and other Child Protection agencies; sharing appropriate information to assist the investigative process. The school will contribute to any subsequent planning process which could include, Initial and Review Child Protection Conferences, Core Group Meetings, Team Around the Family Meetings, Planning Meetings and Looked After Children Reviews.

10. Other policies

The school will have regard to child protection guidance when developing other policies, in particular:

- Staff recruitment and training
- Behaviour & Discipline Policy
- Curriculum; PHSE and Citizenship
- Intimate Care Policy
- Missing Child Policy
- Prevent Duty
- Safer Recruitment Policy
- Staff Code of Conduct
- GDPR

The school will act in accordance with the following government legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002
- Keeping Children Safe in Education (DfE 2018)
- Working Together to Safeguard Children (2015)
- The Education (Child Information) (England) Regulations 2005
- The Counter-Terrorism and Security Act 2015 s. 26
- 4LSCB Child Protection Procedures

Appendix A: Roles and Responsibilities

The Governing body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation as listed above
- Ensure that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2015'.
- Ensure that the school is safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the headteacher or another governor.
- Ensure that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Consider how children are taught about safeguarding, including keeping safe online, and through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that there are procedures in place to handle allegations against members of staff or volunteers.
- Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned – this is a legal duty.
- Ensure that there are procedures in place to handle allegations against other children.
- Ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children.

- Ensure that there are systems in place for children to express their views and give feedback.
- Appoint a designated teacher to promote the educational achievement of 'looked after children' and ensure that this person has undergone appropriate training.
- Ensure that staff members have the skills, knowledge and understanding necessary to keep 'looked after children' safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.

The **Headteacher** has a duty to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession.
- Ensure that staff members follow the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect.
- Refer all cases of suspected abuse to children's social care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Appoint a member of staff from the senior leadership team (SLT) to the role of designated safeguarding lead as an explicit part of the role-holder's job description – there should always be cover for the designated safeguarding lead.

The **Designated Safeguarding Lead** and any nominated deputy has a duty to:

- Ensure that all staff know who is responsible for Child Protection issues.
- Liaise with the headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part-time staff members.
- Be alert to the specific needs of children in need, including those with special educational needs and/or disabilities and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Ensure the school's Child Protection Policy is reviewed annually and the procedures are updated and reviewed regularly, and work with the governing body regarding this duty.
- Ensure the school's Child Protection Policy is available publically and parents are aware of the fact that referrals regarding suspected abuse or neglect maybe made and the role of the school in this.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that the pupil's child protection file is copied when transferring to a new school.

All other staff members must:

- Familiarise themselves with this policy, the staff code of conduct, part one of Keeping Children Safe in Education (2016). If there is anything you do not understand you must check this with a DSL or DDSL.

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which children can learn.
- Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- Take appropriate action, working with other services as required.
- Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead.
- If at any point there is a risk of immediate significant harm to a child, make a referral to children's social care immediately.
- Support social workers in making decisions about individual children, in collaboration with the designated safeguarding lead.

The school works in partnership with the LA's Channel Panel to assess the extent to which individual pupils are at risk of being drawn into terrorism.

The schools procedure for, and approach to, preventing radicalisation is outlined in the Prevent Policy.

This Policy is designed to be Comprehensive; but please ask if you are unclear about anything at all. This is too important to get this wrong!!!

Don't ignore hunches or suspicions. If in any doubt please consult with the DSL or the Deputy DSL and write it all down.

Appendix B

Wootton Community Primary School Guest Speaker Policy



Approved on:

To be reviewed: Jan 2019

Headteacher:

Chair of governors:

Statement of intent

Wootton Community Primary School believes in encouraging the use of guest speakers and external agencies to enrich the learning experience of its pupils. However, the school actively scrutinises speakers and agencies to ensure that they do not contradict the ethos of the school or conflict with the legal framework outlined in the Prevent duty.

Wootton Community Primary School fully supports freedom of speech and is aware of the broad range of views and ideas that are needed in the course of a pupil's development. **Wootton Community Primary School** will endeavour to provide pupils with a balanced view of events, ideas and beliefs.

1. Legal framework

This policy has due regard to the following legislation and guidance, including, but not limited to the:

Legislation

Children Act 2004

Education Act 2011

Guidance

DfE (2016) 'Keeping children safe in education'

DfE (2013) 'Tackling extremism in the UK: report by the Extremism Taskforce'

DfE (2015) 'The Prevent duty: Departmental advice for schools and childcare providers'

Prevent Strategy 2011

This policy will be implemented in conjunction with the school's:

Child Protection and Safeguarding Policy

Prevent Duty Policy

Anti-terrorism Policy

Community Cohesion Policy

British Values Policy

Lettings Policy

2. Ethos

Wootton Community Primary School does not tolerate any person who intentionally or unintentionally demeans individuals and groups defined by their ethnicity, race, religion, sexuality, gender, disability, age or lawful working practices.

Wootton Community Primary School does not tolerate any speech that gives rise to an environment where people experience, or could reasonably fear, harassment, intimidation or violence.

Wootton Community Primary School does not accept the use of offensive or intolerant language by guest speakers. Wootton Community Primary School values freedom of speech and opinion, but recognises that, in the interest of the whole learning community, this must exist within formal guidelines.

Wootton Community Primary School recognises that extremism and exposure to extremist beliefs can lead to poorer outcomes for pupils. The school aims to use the power of education to counteract extremism through the promotion of British values, such as tolerance and freedom of speech.

Wootton Community Primary School is aware that pupils may sometimes express views or ideas that are discriminatory, prejudiced or extremist. All members of staff have been trained to deal with these instances appropriately and proportionally.

3. Assessing suitability

According to the Prevent duty, schools have a due regard to prevent people from being drawn into terrorism; this includes violent and non-violent extremism, which can create an atmosphere conducive to terrorism, and can popularise views which terrorists exploit.

The school is a safe space where children can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideologies.

Before inviting an external agency or guest speaker, the school ensures that:

- Any messages communicated to pupils support British values and any messages communicated to pupils do not seek to glorify criminal activity or violent extremism.
- The group or person is not attempting to narrow the views of pupils through extreme or narrow views of faith, religion, culture or ideology.
- The subject matters being raised are appropriate for the specific age group.

All members of staff actively attempt to strengthen pupils' abilities to engage in informed debate. The school believes that the best way to combat extremism and intolerance is to empower pupils to challenge these views in an active and constructive manner. The headteacher makes the final decision as to the suitability of any guest speaker or external group. The headteacher has the right to request a transcript from the speaker prior to any speech being made.

Other than safeguarding issues, there are a number of other factors that are considered when evaluating the suitability of a guest speaker or external group. The school considers whether or not:

- The visit will add value to the pupils' learning experiences.
- The speaker or group has the expertise in the subject they are delivering.
- The planned activities meet the health and safety guidelines.
- The individual or group has the required DBS checks.
- Relevant references have been provided and checked.

During the visit

The headteacher or a senior member of staff is present during the speech or group activity, to oversee that the relevant guidelines are followed. Intervention is considered if the member of staff feels it is necessary. Any reasons for intervention are recorded for future reference.

Balanced presentation

Improving the spiritual, moral, social and cultural (SMSC) development at the school offers a balanced presentation of opposing views. This is applicable when a guest speaker is expressing overtly political or partisan views.

Wootton Community Primary School ensures a balanced approach through:

- Discussions in class.
- Presentations by staff.
- Extra-curricular activities.
- Assigning homework to pupils.
- Other methods deemed appropriate by the headteacher.
- The final decision as to whether the subsequent learning activities carried out after the visits have been balanced will be made by the headteacher.
- 'Partisan views' are defined as a one-sided political viewpoint.
- 'Political views' are defined as ideas expressed:
 - To further the interests of a particular political party.
 - To procure changes to the laws of this or another country.
 - To procure the reversal of government policy or particular decisions of governmental authorities in this or another country.

Appendix C

Wootton Primary School - <u>CONFIDENTIAL</u>		
Child Protection Form		
Child's name:	Reporting name:	
Details of incident/concern:		
Date:	Time:	
This form is to be given to one of the school's Designated Safeguarding Leads Jane Wilford or Trish Jones as soon as possible		
Speak to the child	Speak to the staff	Speak to the parents
Details and outcome:		
Next steps:		