



Wootton Community Primary School  
Child Protection and Safeguarding Policy

Approved on: November 2018

To be reviewed: September 2019

Headteacher: 

Chair of Governors: 

## Key Contacts:

Designated Safeguarding Lead and their Deputy	Jane Wilford (DSL) Trish Jones (DDSL)
Named Governor for Safeguarding	Becky Kujabi
IOW Children's Services – Multi-Agency Safeguarding Hub (MASH)	Tel: 0300 300 0901 (Out of Hours – 0300 300 0117 iowcsprofessional@hants.gov.uk
Local Authority Designated Officer (LADO)	Tel: 01983 823723

## **Definitions within this document**

The umbrella term '**Safeguarding**' is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adulthood.

**Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who are at risk of harm or who have been significantly harmed.

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these.

## **Guiding Principles:**

At Wootton Community Primary School we are committed to provide a safe nurturing environment that is child centred 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.

## **Aims:**

- To provide staff with the framework to promote and safeguard the wellbeing of children and to meet their statutory responsibilities whilst doing so.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to safeguarding children.
- Ensure that the school building and working practices provide a safe and secure environment for all children and adults and protects them from all forms of harm, including off site activities.
- Ensure we practice the Safer Recruitment procedure, checking the suitability of staff and volunteers who work with children and their families.
- 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.

We believe that

- The welfare of a child is paramount (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 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 fulfil 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 to 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**)

### **Designated Safeguarding Lead (DSL) (and their deputy DDSL)**

The DSL is Jane Wilford

The DDSL is Trish Jones

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.

### **Training**

Each member of staff, including support staff, should be aware of the signs and symptoms of abuse, know that the signs vary (behavioural, physical etc.) and respond appropriately. Training is provided to the whole school every year, with separate training provided to newly appointed members of staff. As well as this training, the school's safeguarding procedures and policies are explained to every member of staff upon their induction and staff are expected to complete on-line training which includes safeguarding, child protection and PREVENT. Fresh training will also be done when there is any update to national or local guidance.

### **Recruiting Staff**

As a school, it is a statutory duty to prevent any person who poses a risk of harm to children from working with them. This is why before any member of staff is employed; checks are carried out to ensure they're authorised to work with children. This will be done by:

- Verifying the person's identity, preferably from current photographic evidence or proof of address.
- Obtaining a certificate for an enhanced DBS check with barred list information.
- Obtaining and checking references.
- Carefully considering any disciplinary actions or allegations against that person.
- Verifying the person's right to work in the UK.
- Verifying the person's professional qualifications and experience.

This is also in guidance with Keeping Children Safe in Education with at least one member of staff having completed Safe Recruitment Training.

As an employer, we comply with the Disqualification under the Childcare Act 2006 guidance. Once a candidate has been appointed, they should complete a Staff Disqualification Declaration. This document confirms that an individual has not been prevented from working with children, prohibited from teaching by a probation officer, committed any offences against children, had their own children taken into care or had their children subject to a Child Protection Plan. The School Business Manager is responsible for keeping a Single Central Record which is used to log all safer recruitment checks, including details of DBS checks. Checks are recorded for all staff who are employed to work in the school; any existing staff where a safeguarding concern arises; are employed on a supply or casual basis and all

contractors engaging in regulated activity with children. Enhanced DBS checks are also carried out on all Governors as well as an initial barring check for those who engage in regulated activity.

## **Recruiting Volunteers**

The School Business Manager is responsible for the recruitment of volunteers. An initial meeting is held to determine the individual's suitability and to discuss what's expected of them as a volunteer. Health and Safety and Safeguarding procedures are explained to them and they are asked to bring in required documents to complete an enhanced DBS check as well as completing a Disqualification Declaration. No volunteer will be left unattended until these checks are complete. Volunteers are expected to follow the same procedures for reporting safeguarding concerns as all other members of staff.

## **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 by adults or by another child or children.

**Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning or otherwise causing physical damage to a child. It may also be caused when a parent/carer fabricates or deliberately induces illness in a child.

### **Indicators of physical abuse**

- Multiple bruising or bruises or scratches
- Clusters of bruises
- Bruises around the neck
- Bruises on the back, chest, buttocks or on the ears
- Marks indicating injury by an instrument (parallel bruising by belt)
- Bite marks
- Deliberate burning
- Untreated injuries

Concern should be increased when

- The explanation given does not match the injury
- Explanation uses words or phrases that don't match the vocab of the child (adult words)
- No explanation is forthcoming
- The child is secretive (or parent/carer)

You should be concerned if the child or young person

- Is reluctant to have parents contacted
- Runs away or shows fear of going home
- Is aggressive towards themselves or others
- Flinches when approached or touched
- Is reluctant to undress or change clothing for sport
- Has fear of medical help or attention

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved or not

giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say. It may involve serious bullying (including cyber bullying), causing children to frequently feel frightened or in danger. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. This can affect a child's behaviour, emotional response and create social issues.

### **Indicators of emotional abuse**

#### Developmental

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes

#### Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Compulsive stealing
- Acting out
- Poor trust in significant adults
- Regressive behaviour – wetting
- Eating disorders

#### Social

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure
- Poor social relationships

#### Emotional Responses

- Extreme fear of new situations
- Inappropriate emotional responses
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration
- Extremes of aggression

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving high levels of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (rape or oral sex) or non-penetrative acts such as kissing, rubbings and touching outside of clothing. They may also include non-contact activities such as involving children in looking at or the production of sexual images, watching sexual activities or encouraging children to behave in inappropriate sexual ways. Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse as well as other children.

### **Indicators of sexual abuse**

#### Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy
- Soreness in genitalia area, anus or mouth
- Unexplained reoccurring urinary tract infections

#### Behavioural Observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour
- Hinting at sexual activity
- Depression or sudden apparent changes in personality
- Lack of concentration
- Socially isolated
- Suddenly drawing sexually explicit images

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

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision
- Ensure access to appropriate medical care or treatment

#### Examples of neglect:

- Frequently going hungry
- Frequently having to go to school in dirty clothes
- Frequently having to look after themselves because of parents being away or having problems such as alcohol and drugs misuse
- Being abandoned
- Living in dangerous conditions
- Not taken to doctor when ill
- Not receiving dental care

#### Physical Indicators of neglect:

- Constant hunger and stealing food
- Poor personal hygiene
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Looking sad, false smiles

#### Behavioural Indicators of Neglect:

- Constant tiredness
- Frequent absence from school or lateness

- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

### **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. Sometimes the victim will be offered gifts in return such as good, jewellery and drugs. The individual carrying out the exploitation will often groom the victim by acting as their partner or offering them compliments. The grooming procedure takes a long time in order for the individual to gain the victims trust. Victims of CSE will often go missing from home, care or education at some point. Children in care are considered to be at greater risk of CSE.

*Keeping Children Safe in Education* outlines several indicators to be aware of in relation to CSE. Children who:

- Appear with unexplained gifts
- Associate with young people involved in exploitation
- Have older boyfriends or girlfriends
- Suffer from STDs
- Misuse drugs and alcohol
- Go missing for periods of times
- Regularly miss school

### **Children with special educational needs and disabilities**

Children who have special educational needs and/or disabilities face additional safeguarding challenges which staff should be aware of. Staff must be vigilant in noticing physical or behavioural 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 bullies so staff must ensure that if a change in behaviour is observed a discussion with SENCO needs to take place first and if necessary concerns should be reported using the Safeguarding procedure.

### **Transfer of information when a pupil changes school**

The Education Regulations 2000 governs the transfer of information between schools.

- Regulation 10(3) says 'The head teacher of the pupil's old school shall send the information within fifteen school days of the pupil's ceasing to be registered at the school'.
- Regulation 10(4) says 'This regulation does not apply where it is not reasonably practicable for the head teacher of the old school to ascertain the pupil's new school or where the pupil was registered at his old school for less than four weeks'.

### **How we educate and encourage pupils to keep safe**

- Teaching the children about E Safety through SMART, revisit at every opportunity when using technology
- PSHE, and Sex Education lessons
- Regular information sessions with the school nurse
- Have filters on certain searches and websites
- Weekly Golden Ticket pupil conferencing 'check-in'

## **Grooming**

- Grooming is when someone builds an emotional connection with a child to gain their trust for the purpose 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 that they have been groomed or that what has happened is abuse.

## **E Safety and use of photography and images**

The use of mobile phones within the school is prohibited. Children's phones are secured safely during the school day and staff ensure phones are off and stored away from children during the school day. The school mobile is used for emergencies only.

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 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.

## **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 online that makes them feel uncomfortable, this needs to be written down, any evidence captured and passed on to the DSL. Parents may be contacted and the incident investigated.

## **Gender Based 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 relay these concerns immediately to the police by the member of staff who has the concern. Following this they must share their concerns with the DSL or DDSL. 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.

## **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.

### **Staff Responsibilities**

All staff have a duty to be vigilant to the indicators of abuse and to refer concerns to the DSL or the DDSL. 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 from some form of abuse
- Any allegations of abuse against staff
- Any disclosures of abuse

### **Listening and responding (see appendix A The Seven R's to the Guidance Principles)**

All staff will receive training in how to effectively listen to the children and respond in a suitable way so that children feel they can approach staff and ask open questions.

### **Record Keeping**

Any member of staff who has concerns about the welfare of the child/children must share this information with the DSL or DDSL.

- Staff must make a brief and accurate record of what the child has said to them, including in the child's own words. This must be written on to a concern form (see appendix B) which can be found in classrooms, the hall, staffroom and all offices. For signs of physical abuse record on the skin map form.
- These report forms must then be given straight to the DSL (DDSL in the DSL absence) who will go ahead and analyse the risk.
- Referrals should never be delayed, especially if you believe the child is in immediate danger.
- Child Protection records are stored in a locked room away from main pupil records and are kept even if no further action is taken.
- They should record the reason for the concern, what was said or witnessed, dates and times of incidents, date and time when report was made and the report should be signed.
- Where a referral to children's services is made, the IARF must be used and sent to Hampshire services with a phone call only being made in extreme cases.

### **Confidentiality**

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.

All referrals should be made with the knowledge that during and subsequent investigation the source (i.e. 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.

- All matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Information will only be shared with agencies that we have the statutory duty to share with or individuals who need to know.

### **Following a report of concerns from a member of staff, the DSL must**

1. Decide whether or not there are sufficient grounds for suspecting significant harm in which a case referral must be made to Children's Social Care.
2. The school should try and discuss any concerns about a child's welfare with the family, and where possible, seek their agreement before making a referral to Children's Social Care. In accordance to DfE, this should only be done if it does not place the child at increased risk.
3. If the DSL is uncertain about whether to refer the case or not, they should complete the IARF and send to Children's Social Care.
4. If there is no significant risk, the DSL should monitor the situation
5. If a child is in immediate danger, action must be taken straight away and the police should be called.

### **Dealing with allegations against staff, volunteers and governors**

Only the Headteacher, delegated staff or nominated governor should deal with these allegations. All other staff should:

- Report any concerns about the conduct of behaviour of a member of staff to the Headteacher straight away or within 24hours.
- The Local Authority Designated Officer (LADO) will be contacted and relevant guidance will be followed.
- If the allegation concerns the Headteacher, the concern needs to be handed over to LADO, the Chair of Governors or Nominated Safeguarding Governor.
- Allegations about an ex-teacher must be reported to the Police.

This procedure should be used in all cases where a volunteer or member of staff has allegedly:

- Behaved in a way that has harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she would pose a risk to a child.

The school must report any concerns about the conduct of any other member of staff or volunteer. If an allegation is made against the Headteacher, the concerns need to be raised with LADO or Chair of Governors. Once an allegation has been received by the Headteacher or Chair of Governors they will contact the Local Authority Designated Officer on 01983 823723 (email: lado@iow.gov.uk)

### **The responsibilities of the Governing Body**

The Governing Body is responsible for ensuring that:

- The school has got effective safeguarding policies and procedures in place.
- The Child Protection and Safeguarding policies and procedures are reviewed annually.
- National and Local guidance is followed, especially Keeping Children Safe in Education.
- Recruitment and selection processes follow a Safe Recruitment practice.
- A member of the SLT is designated as DSL.
- Staff have been trained properly in Safeguarding and Child Protection
- Children are taught about Safeguarding.
- Allegations about staff are dealt with by the Headteacher and allegations about the Head are dealt with by an allocated member of the Governing Body.
- Ensure the school complies with its duties
- 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 2018.
- 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 a child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children.
- Ensure there are systems in place for children to express their views and give feedback.
- 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.

### **Working with outside agencies**

The school takes 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.

### **Visiting Speakers**

The school encourages speakers from agencies, religious establishments, services, business etc. to enhance the school curriculum. However the school recognises the impact of extremism and has a duty to safeguard children at all times. The school has and implements a guest speaker policy with all visitors authorised by the Headteacher prior to involvement with the children. (See appendix c)

## **Other Policies**

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

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 Counter–Terrorism and Security Act 2015
- 4LSCB Child Protection Procedures

It is important that concerns are followed up and it's everyone's responsibility to ensure that they are. The member of staff that the child spoke to must be inform of what's happened by the DSL following the report being made. That member of staff should also be offered any help or reassurance as receiving a disclosure can also be upsetting for them.

## **Useful Contacts**

<b>Key Personnel</b>	<b>Names</b>	<b>Contact Info</b>
Designated Safeguarding Lead	Jane Wilford	<a href="mailto:headteacher@woottonpri.iow.sch.uk">headteacher@woottonpri.iow.sch.uk</a>
Deputy Designated Safeguarding Lead	Trish Jones	<a href="mailto:t.jones@woottonpri.iow.sch.uk">t.jones@woottonpri.iow.sch.uk</a>
Nominated Governor	Becky Kujabi	<a href="mailto:bkujabi@woottonpri.iow.sch.uk">bkujabi@woottonpri.iow.sch.uk</a>
Children's Social Care		0300 300 0117
Police		101 or 999
LADO		01983 823723 <a href="mailto:lado@iow.gov.uk">lado@iow.gov.uk</a>
School Nurse	Caroline Jacobs	01983 613846
Children's Services Department District Manager	Area Director IOW Kathy Marriott	01983 821000 Ext 6454 <a href="mailto:Kathy.marriott@iow.gov.uk">Kathy.marriott@iow.gov.uk</a>

**Appendix A****The seven R's to the Guidance Principles****Receive**

- Listen to what is being said without displaying any shock or panic
- Accept what has been said
- Make a note of what has been said

**Reassure**

- Reassure the pupil, but only be honest
- Don't make any promises you're not able to keep – such as keeping it confidential

**Respond**

- Respond to the pupil only as far as necessary for you to establish a clearer report – don't ask leading questions or interrogate for full details
- Do not criticise the alleged perpetrator
- Do not ask the pupil to repeat it for another member of staff.

**Report**

- Share concerns with the designated DSL
- Contact the Children's Services if you can't get in contact with the DSL

**Record**

- If possible make brief notes at the time
- Do your best to write exactly what the child said
- Keep original notes on file
- Record the date, time, place, person present and any noticeable non-verbal behaviour
- Complete a body map to indicate any areas of noticeable bruising

**Remember**

- Support the child; listen, reassure
- Complete confidentiality is essential

**Review (Led by DSL)**

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any weaknesses identified in the procedure?
- Is further training required?

Appendix B

Wootton Primary School - **CONFIDENTIAL**

**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:



# Wootton Community Primary School

## Guest Speaker Policy

Approved on: November 2018

To be reviewed: September 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.