



Safeguarding and Child Protection Policy

School vision and values Creating Future Stars!

Queensbridge Primary School is a safe, welcoming and nurturing school that offers a sense of belonging. We work with families to ensure that all achieve their potential across our diverse community having relentless high expectations of ourselves and others.

We are innovative, creative and consistent in our approach, constantly reflecting on our practice. We try to make learning creative, stimulating, inclusive and fun with lots of challenge setting ambitious goals for the future.

We try to provide a vast range of opportunities to light the spark of their learning giving them the skills and tools they need to take off and fly!

Queensbridge ensures that children are ready for the world ahead of them as:

- Independent thinkers, enterprising and creative
- Problem solvers, negotiators, reflective and thoughtful
- Excellent communicators
- Happy, confident and curious learners, inspired and well-motivated
- Hard workers
- Responsible members of the community
- Good citizens- children who are respectful, responsible, kind and caring

Happy children make good learners

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Policy statement

The governors and staff at Queensbridge Primary School recognise the legal duty and take seriously the responsibilities to protect and safeguard the interests of all pupils and staff. The school recognises that effective safeguarding work requires sound procedures good inter-agency co-operation and a workforce that is competent and confident in responding. The procedures in this policy aim to provide a framework which ensures that all practice in the area of safeguarding is consistent with stated values and underpins all work with children and young people. Statutory guidance defines a child as anyone under 18 years of age.

This policy has been implemented at our school to safeguard the children and families in our care and is in line with:

- Working Together to Safeguard Children (DfE)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE) [Keeping Children Safe in Education 2018](#)
- The Procedures of City and Hackney Safeguarding Children Board (CHSCB)
- The Children's Act 2004
- The Education Act 2002 s175 / s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE November 2018)
- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best life chances and the [Hackney Child Wellbeing Framework](#)

Our children have the right to protection regardless of their **Age, Gender, Race, Culture or Disability**. They have a right to be safe in our school. In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children and provide them with the skills to make informed choices and decisions.

Definitions of Safeguarding and Child Protection

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and 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. **Appendix A** explains the different types of abuse in more detail.

Aims

- Recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.
- Ensure that training is offered and updated regularly so that staff are more able to recognize and be alert to signs and symptoms of abuse
- Ensure that staff are aware of Child Protection Procedures and to know whom the named person is to contact in the event of an issue arising



- Teach personal, social and health education and citizenship, as part of the National Curriculum, to develop appropriate attitudes in our children, and make them aware of the impact of their decisions on others. We also teach children how to recognise different risks in different situations, and how to behave in response to them. Our school values of Respect, Possibilities, Perseverance and Collaboration aim to underpin
- Develop and promoting effective working relationships with other agencies, especially the Police and Social Services
- Ensure that all adults within our school who have access to children have had Enhanced Disclosures checked and verified by the Disclosure Barring Services (DBS) in addition to Disqualification by Association paperwork completed
- Ensure that any parents/volunteers supporting our children have been checked in line with Local Authority Procedures
- Follow the Local Authority Procedures for Child Protection
- Reduce the potential risks pupils/students face of being exposed to violence, extremism, exploitation, or victimisation

Designated Safeguarding Leads (DSL)

All adults working in this school (including visiting staff, volunteers and students on placement) are required to report safeguarding concerns and instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead with responsibility for child protection.

The Deputy Designated Safeguarding leads are (DDSL) is Sarah Bailey (Head Teacher) and Tracy Cullen (Business Manager) and Lydia Stober (Assistant Head Teacher) is the Designated Safeguarding Lead. We also have James Soane who is DSL trained.

The DSL is the focal point for school staff who have concerns about an individual child's safety and the first point of contact for external agencies who are pursuing CP investigations. The DSL also coordinates the school's representation at CP conferences and the submission of reports for conferences. When an individual concern/incident is brought to the notice of the DSL they will be responsible for deciding upon whether or not this should be reported to the Social Services Department. Where there is any doubt as to the seriousness of this concern or disagreement between the DSL and the member of staff reporting the concern, advice will be sought from the Head teacher and/or the Hackney Learning Trust's CP coordinator (the Education Welfare Officer).

In circumstances where a child has a suspicious injury, which requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. If the pupil is thought to be at immediate risk (because of parental violence or intoxication, for example) urgent Police intervention will be requested. Particular vigilance will be exercised in respect of pupils who are included on the Child Protection Register and any incidents or concerns involving these children will be reported immediately to Social Services (and confirmed in writing).

Where it is suspected that a child might be at risk of significant harm, nothing will be said to the child's parent/carer without the approval of the DSL.

In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as possible.

As well as informing the DSL we record the incident in writing or using CPOMs (secure online monitoring of CP and safeguarding) date, sign and file in the child's profile including any photocopies of work (written, drawn etc) that the child has produced that have raised the concern.

We inform the next teacher of any issues from the previous year or alert them to child profiles they should read in order to have a better knowledge of a certain children's history.



- In accordance with the Children Act, the welfare of the child is always paramount.
- Confidentiality should be respected as far as possible.
- A key role of the DSL/ DDSL is to be fully conversant with the procedures of the City and Hackney Safeguarding Children Board (CHSCB) and to ensure that the school takes action to support any child who may be at risk. The coordinator must also make sure that all staff, teaching and non-teaching, are aware of their responsibilities in relation to child protection.
- If teachers suspect that a child in their class may be a victim of abuse, they should not try to investigate, but should immediately inform the named person about their concerns. Abuse can be of a physical, sexual or emotional nature. It can also be the result of neglect. Staff must not keep to themselves any information about abuse which a child gives them; they are required by law to pass this information on.
- Any action that the named person takes when dealing with an issue of child protection must be in accordance with the procedures outlined in the London safeguarding Children board: Child Protection Procedures.
- DSLs work closely with the CHSCB when investigating any allegations of abuse. All parties involved handle such investigations in a sensitive manner, but remembering that the interest of the child is of paramount importance.
- Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.
- In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved
- If a child protection referral is made, a case conference is held within eight working days of the decision. The case conference offers the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all case conferences and meetings held under the LEA guidelines.
- We regard all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate persons only.
- We inform the child at all stages of who is involved, and what information we have given them.
- We require all adults seeking employment at this school to have their application vetted by the police, in order to ensure that there is no evidence of offences involving the abuse of children.
- There may be times when adults in our school, in the course of their duty, use physical intervention to restrain children.
- The Headteacher requires the adult involved in any such incident to report this to him/her immediately, and to record it in the interventions book. See Positive Handling Policy and guidance for the use of Reasonable Force - [HLT Positive Handling Policy](#)
- All adults in the school receive regular training to raise their awareness of abuse and their knowledge of the child protection procedures that have been agreed locally.
- All the adults in our school share responsibility for keeping our children safe. We may on occasion report concerns which, on investigation, prove unfounded.

All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#) (updated September 2018) and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the HLT code of conduct for schools, the role and identity of the designated safeguarding lead (DSL) including the deputies, the behaviour policy, and the safeguarding response to children who go missing from education



- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL/ DDSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or if a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

During the induction process, all new staff are briefed in safeguarding procedures and given the relevant policies.

If a child discloses something:

- Listen carefully to the child and ensure all disclosures are treated seriously.
- Reassure the child that they are right to tell someone about what has happened and that they will need to pass the disclosure on to the DSL
- Do not ask leading questions
- As soon as is possible record exactly what the child has said including child's behaviour and/or emotional state (in some cases these notes may be used in court proceedings).
- To add your personal opinion based on your knowledge of the child but clearly state 'In my opinion' (written up separately from the child's statement).
- Sign and date your record of concern/incident
- Report your findings to the DSL as soon as possible. The DSL will then make further inquiries through talking to other adults involved with the child, talking to the parents, and/or talking to the child. The DSL may also contact the Safeguarding in Education team and if necessary a referral to Children and Young People's Services (Social Services) or the Police may be made.

CP records are securely kept by the DSL in a locked HT filing cabinet, separately from educational records, and can only be accessed by the Head teacher, their deputy and the senior managers of the school. Referrals made to Social Services under the CHSCB procedures will be recorded on the appropriate confirmation form, with copies sent, under confidential cover, to Social Services, and the Principal EWO. All faxes sent to social services are verified by receipt where possible.

Record of Concern forms are located in the staff room and on the school's computer system, staff are reminded termly of their whereabouts and use.

Confidentiality

We recognise that timely information sharing is essential to effective safeguarding and that staff and governors may have access to confidential information in order to promote the welfare, and protect the safety of, children and staff. The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information. If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy).

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests. In such cases, individuals have a duty to pass information on without delay to those with designated pupil protection responsibilities. Confidential records about pupils should be held securely and must



only be stored for the length of time necessary to discharge the task for which it is required. Records must be held on school site. See Confidentiality Policy for further information.

Staff Training, Monitoring and Review

- 29.** A named governor participates in the school's training with regard to child protection procedures. This policy is reviewed annually by the governing body. A Link Governor annually audits the schools CP procedures as part of a safeguarding audit ([Dipti Mouj](#))
- 30.** Whole school in service training on CP issues will be organised on a biannual basis. All newly recruited staff and Governors attend the CP session of the relevant induction programme. The DSL will attend the LEA's dedicated training course and be encouraged to attend seminars and inter-agency training organised by the Local Safeguarding Children Board (LSCB). The school ensures that all adults receive up to date and high quality, appropriate training, guidance, support and supervision to undertake the effective safeguarding of all pupils (see PDS sessions).

Safer recruitment and Single Central Record of DBS

- 31.** All staff recruited by the school will be subject to two references and an Enhanced Disclosure Barring Service check. This school will only use employment agencies which positively vet their supply staff and have provided identity badges. Staff joining the school on a permanent or temporary basis will be appraised about the CP policy. Pre- appointment checks on all staff: UK residency or permission to work in the UK/ identity. Full employment history is required. **See Appendix D for further information**
- 32.** DBS records (not the original- HLT copies) are held centrally on a single central record and demonstrate each person's suitability for having unsupervised contact with children on the premises. Records include the number and date of issue of the enhanced DBS Disclosure. See guidance on safer recruitment p.29 -31 in [Keeping Children Safe in Education](#) (updated September 2018).

Volunteers

- 33.** Any parent or other person employed by the school to work in a voluntary capacity with pupils will be subject to reasonable vetting procedures. Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the school. Volunteers will at no time be given responsibility for the personal care of pupils or left alone with them. This applies to activity on site or on school trips. All volunteers will receive information on safeguarding and the school's procedures including what to do if a child makes a disclosure.

Staff Code of Conduct

See [HLT Code of Conduct for Schools](#)

- All staff (paid and voluntary) should adhere to the code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions, or rewards are allowed outside those detailed in the school's behaviour management policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or where it becomes necessary to physically restrain a pupil for their own or other's safety, this will be appropriately recorded and reported to the Headteacher and parents
- Basic First aid will only be administered by a member of staff and, if it is necessary for the child to remove clothing for this treatment, there will wherever possible be another adult present. If a child needs help with toileting, nappy changing, or washing after soiling themselves, another adult will be present or within



earshot. All first aid treatment and non-routine changing or personal care will be recorded. Current nominated First Aiders are Carol Higgs, Linton Brown and Farida Dacas.

- For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations, musical instrument tuition for example, the door to the room in which the counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances.
- School staff would also be alert to the possible risks, which might arise from contact with pupils out of school. Home visits to pupils or contact with pupils out of school should only take place with the knowledge and approval of the Head teacher.
- Staff will only use the school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head and Governing Body. Staff will only use the approved school email, school learning platform or other school approved communication systems with pupils or parents/carers and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to pupils or parents/carers. Staff will not use personal cameras (digital or otherwise) or phones for taking and transferring images of pupils or staff without permission and will not store images at home. See online safety policy.
- Staff should be aware of the school's Whistle-Blowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Head teacher or one of the Designated Safeguarding Leads if the Head teacher is not available and nothing should be said to the colleague involved. It should be shared with the Chair of Governors if it relates to the Head teacher. See our Whistle Blowing policy (to be used in conjunction with [HLT Whistle Blowing Policy](#))

Complaints/Allegations made against staff

If there is a concern about a member of staff this should be brought to the attention of the Headteacher, Sarah Bailey immediately. If the allegation concerns the Headteacher, then this needs to be brought to the attention of the Chair of Governors. The school will seek the support of the LADO (Local Authority Designated Officer) in cases where it is considered that a child may have been put at risk or harmed by a member of staff whether employed or a volunteer who is working in the school. Staff who are formally disciplined for the abuse of pupils (or who resign before disciplinary action can be instigated), will be notified to the LEA and the Department of Education and Employment. The school encourages pupils to report any concerns/ complaints about poor/abusive practices.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol



- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by speaking to a trusted member or staff (Learning mentor, teacher etc)
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Role of the Governing body

The Nominated Governor for child protection at the school is the nominated Governor with CP responsibility is Dipti Mouj. Matthew Fox is the chair of governors. The Governing Body are accountable for ensuring the safety of the school. The governing body will ensure that:

- The school has a safeguarding policy in accordance with the procedures of CHSCB
 - The school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers
 - At least one senior member of the school's leadership team acts as a Designated Safeguarding Lead
 - The Designated Safeguarding Lead attends appropriate refresher training every two years
 - All staff who work with children undertake regular update training
 - Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities
 - The school remedies any deficiencies or weaknesses brought to its attention without delay
 - The school has procedures for dealing with allegations of abuse against staff/volunteers The governing body reviews its policies/procedures annually. Their role is strategic rather than operational. They will not be involved in concerns about individual pupils/students. The Nominated Governor is responsible for liaising with the Executive Headteacher/ Designated Safeguarding Lead over all matters regarding child protection issues and is responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Headteacher / Executive Headteacher.

This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child



- Possibly committed a criminal offence against or related to a child
- Behaved in a way that indicates they are unsuitable to work with children

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Headteacher. If the concern relates to the Head Teacher or is considered to have reached the threshold above, it must be reported immediately to the Local Authority Designated Officer in children's social care, who will liaise with the Chair of Governors and they will decide on any action required.

Other safety in school/ Monitoring of visitors on premises

At our school we encourage the use of external agencies or speakers to enrich the experiences of our pupils. However, we will positively vet those external agencies, individuals and speakers whom we engage to ensure that they are suitable and properly supervised. **See Appendix D for vetting guidelines**

For the protection of staff and pupils, glass panels are fitted to the doors of all classrooms in the school. No internal doors to classrooms will be locked whilst pupils are present in these areas. Staff are instructed not to cover these areas fire and CP protection. Class teachers can get out immediately but visitors would need to swipe into a classroom to gain access - all DBS checked staff have a swipe card.

Entry to school premises will be controlled by doors, which are secured physically, or by constant staff supervision. Authorised visitors to the school will be logged in and out of the premises and will be asked to wear a 'visitor' badge with their name on. Unidentified visitors will be challenged by staff or reported to the Headteacher/school office. Secure swipe cards are used by all staff to enter/ leave the building.

Photographs and videos

Queensbridge will seek permission and inform parents before photos or videos of their children are used in any publications or go on show anywhere other than school premises. Parents may record their child's class assembly performances for home viewing but are actively encouraged not to share or upload images or recordings of children other than their own onto other platforms. We have a separate policy for online safety which includes our *Acceptable use policy*. We also monitor children's behaviour very closely through our *Behaviour Policy* which supports us in identifying possible safeguarding issues.

Curriculum

Queensbridge acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life. It is expected that all curriculum co-ordinators will consider the opportunities which exist in their area of responsibility for addressing personal safety and other CP related issues.

E-safety

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, tablets, laptops, mobile phones, webcams etc place an additional risk on our children. Internet chat rooms, discussion forums, online gaming or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.



Pupils can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping), or distributing indecent images of children (e.g. sexting).

The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE and relationship and sex education.

Risk assessments and school trips

All school trips involve the undertaking of a risk assessment, carried out by the lead teacher and qualified by a member of SMT. They work to ensure trips away from school are as safe as possible, and that communication with the school is clear should there be an emergency. This includes ensuring the staff in school know what actions to take on a trip should there be a safeguarding concern or child disclosure. Any parents accompanying classes or groups should also be briefed on the school safeguarding procedures. A terrorism risk assessment exists to ensure the safety of the children following a terrorist attack. See Education visits policy for full guidelines.

Protection is Prevention

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools designated child protection person should be informed immediately)
- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc
- Pupils should adhere to the school policy on mobile phones.

This includes a regular discussion with parents and children around e-safety and inclusion within the curriculum including parent workshops with the NSPCC. E-Safety is supported by an annual awareness week and regular meetings with Parents.

Children Missing in Education (CMiE) and Safeguarding concerns

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual



exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Safeguarding Pupils who are vulnerable to Extremism (Prevent 2010)

Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. At Queensbridge all staff have an understanding of radicalisation and extremism and any concerns are to be reported to the DSL(s). There are no known definitive factors which mean that a young person is vulnerable to extremism. However, factors to consider are outlined in **Appendix B**.

FGM

All staff will have an understanding of FGM and its implications and report any concerns to the DSL(s). Information on practice, risk factors and indicators of FGM can be found in **Appendix C**.



Signed Chair of Governors _____ November 2018

Head Teacher _____ November 2018



Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse 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 is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- 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 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.

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)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



Appendix B

Safeguarding Pupils who are vulnerable to extremism (Prevent 2010)

Indicators of vulnerability

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student / pupil may be experiencing family tensions, a sense of isolation, and low self-esteem. They may have dissociated from their existing friendship group and become involved with a new and different group of friends, and they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration, local community tensions, and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the student / pupil may have perceptions of injustice, a feeling of failure, or rejection of civic life
- Experiences of Criminality – these may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

Note: This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism



FGM

FGM involves partial or total removal of the external female genitalia or other injury to the female genital organs that causes anatomical changes for non-therapeutic reasons. FGM occurs mainly in Africa, parts of the Arab world, and parts of South-East Asia. The World Health Organization (WHO) estimates that, in Africa, over 130 million girls and women living today have undergone some form of FGM. Women who have had the procedure are seen increasingly in Europe, Australia, Canada, and the USA, primarily among immigrants from affected regions. The Female Genital Mutilation Act 2003 states the practise is illegal in the U.K.

At current rates of population increase, and with slow decline in these procedures, at least 2 million girls are at risk of genital mutilation annually. FGM is performed on girls between one week old through to adolescence and young womanhood. The motivation for the practice varies from setting to setting and reflects beliefs and cultural mores that include religious, health, and social factors. For example, FGM is believed to maintain cleanliness, increase a girl's chances of marriage, protect her virginity, discourage "female promiscuity," improve fertility, prevent stillbirth. FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child. It is acknowledged that some FGM practising families do not see it as an act of abuse. However FGM is child abuse and has severe significant physical and mental health consequences both in the long and short term. Women who have undergone FGM are more likely to suffer from prolonged and obstructed labour, sometimes resulting in foetal death and obstetric fistula. The infants of mothers who have undergone more extensive forms of FGM are at an increased risk of dying in childbirth.

Practice: Female genital mutilation is classified into 4 major types.

- Type 1: Often referred to as clitoridectomy, this is the 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).
- Type 2: Often referred to as excision, this is the partial or total removal of the clitoris and the labia minora (the inner folds of the vulva), with or without excision of the labia majora (the outer folds of skin of the vulva).
- Type 3: Often referred to as infibulation, this is the narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the labia minora, or labia majora, sometimes through stitching, with or without removal of the clitoris (clitoridectomy).
- Type 4: This includes all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

Cultural and social factors:

The reasons why female genital mutilations are performed vary from one region to another as well as over time, and include a mix of sociocultural factors within families and communities. The most commonly cited reasons are:

- Where FGM is a social convention (social norm), the social pressure to conform to what others do and have been doing, as well as the need to be accepted socially and the fear of being rejected by the community, are strong motivations to perpetuate the practice. In some communities, FGM is almost universally performed and unquestioned.
- FGM is often considered a necessary part of raising a girl, and a way to prepare her for adulthood and marriage.



- FGM is often motivated by beliefs about what is considered acceptable sexual behaviour. It aims to ensure premarital virginity and marital fidelity. FGM is in many communities believed to reduce a woman's libido and therefore believed to help her resist extramarital sexual acts. When a vaginal opening is covered or narrowed (type 3), the fear of the pain of opening it, and the fear that this will be found out, is expected to further discourage extramarital sexual intercourse among women with this type of FGM.
- Where it is believed that being cut increases marriageability, FGM is more likely to be carried out.
- FGM is associated with cultural ideals of femininity and modesty, which include the notion that girls are clean and beautiful after removal of body parts that are considered unclean, unfeminine or male.
- Though no religious scripts prescribe the practice, practitioners often believe the practice has religious support.
- Religious leaders take varying positions with regard to FGM: some promote it, some consider it irrelevant to religion, and others contribute to its elimination
- Local structures of power and authority, such as community leaders, religious leaders, circumcisers, and even some medical personnel can contribute to upholding the practice.
- In most societies, where FGM is practised, it is considered a cultural tradition, which is often used as an argument for its continuation.
- In some societies, recent adoption of the practice is linked to copying the traditions of neighbouring groups. Sometimes it has started as part of a wider religious or traditional revival movement.

Indications that FGM may have taken place:

- a disclosure that FGM has taken place
- a girl having difficulty walking, sitting or standing and may look uncomfortable
- a girl spending more time in the toilet due to difficulties urinating or with menstrual problems

Indications that FGM may be about to take place:

- a disclosure that FGM is about to take place
- a girl expressing concern about forthcoming overseas travel
- a girl confiding that she is to have a 'special procedure' or is to attend a special occasion to 'become a woman'



Safer Recruitment and DBS checks – Policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

When appointing **new staff**, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

For our school setting, Regulated Activity means a person who will be:

- Responsible, on a regular basis in the school for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in the school where that work provides an opportunity for contact with children; or

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.



We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors. We will not keep copies of such checks for longer than 6 months. Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/Student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity



- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.



Appendix E

Safeguarding Contacts

Chair of Governors

Matthew Fox

Contact: Queensbridge Primary School

chair@queensbridge.hackney.sch.uk

Nominated Safeguarding Governor

Dipti Mouj

Hackney Learning Trust – Responsible Officer for Schools

Frank O'Donoghue

Tel. 020-8820-7555

Email frank.odonoghue@learningtrust.co.uk