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# Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)

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## Policy Consultation & Review

This policy is available on request from the Headmaster's Office. We also inform parents about this policy when their sons join the School and it is available for their reference on eQE. It is also publicly available on the School's website. This policy will be reviewed in full by the Governing Body on at least an annual basis.

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# **Queen Elizabeth's School**

## **SAFEGUARDING POLICY**

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#### **1.0 PURPOSE & AIMS**

The purpose of this Safeguarding Policy is to ensure every child who is a registered pupil at the School is safe and protected from harm. This means we will always work to:

- protect children and young people at the School from maltreatment;
- prevent impairment of our children's and young people's mental and physical health or development;
- ensure that children and young people at the School grow up in circumstances consistent with the provision of safe and effective care;
- undertake that role so as to enable children and young people at the School to have the best outcomes, optimum life chances and enter adulthood successfully;
- provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of our children and young people;
- ensure consistent good practice across the School;
- demonstrate the School's commitment with regard to safeguarding our children and young people.

This policy will give clear direction to staff, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children and young people at the School.

The School fully recognises the contribution it can make to protecting children from harm and supporting and promoting the welfare of all children and young people who are registered pupils at the School. The elements of our policy are prevention, protection and support.

This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

The School recognises the importance of having a whole-School safeguarding culture. This means that safeguarding should not be seen as a discrete set of procedures, but should be considered and embedded in all areas of the School's operations. Everyone has a responsibility to actively contribute to safeguarding and protecting the physical and mental wellbeing of children and young people.

#### **2.0 OUR ETHOS**

2.1 The child's welfare is of paramount importance. The School will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Pupils at the School will be able to talk freely to any member of staff at the School if they are worried or concerned about something.

2.2 All staff and regular visitors will, either through training or induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we

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will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.3 Throughout our curriculum we will provide activities and opportunities for the pupils to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our pupils to develop essential life skills.

2.4 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

### 3.0 ROLES AND RESPONSIBILITIES

<b>Role</b>	<b>Name</b>
<b>Designated Safeguarding Lead (DSL) / Deputy Head Pastoral</b>	Mr. David Ryan
<b>Deputy Designated Safeguarding Lead</b>	Mr. Michael Feven
<b>Deputy Designated Safeguarding Lead/SENCo</b>	Dr. Sarah Westcott
<b>Deputy Head Academic</b>	Mrs. Anne Macdonald
<b>Year Heads</b>	Miss Helen Davies Mr. Akhil Gohil Mr. Tom Harrison Mr. Sean Kelly Mrs. Rosie Uduwawala Mr. Simon Walker
<b>SENCo</b>	Dr. Sarah Westcott
<b>Administrator (Child Protection)</b>	Mrs. Gisela Hann
<b>Administrator (Single Central Record)</b>	Mrs. Nicola Weston
<b>Headmaster</b>	Mr. Neil Enright
<b>Named Safeguarding Governor</b>	Mrs. Jane Ferguson
<b>Chairman of Governors</b>	Mr. Barrie Martin MBE

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to the School to ensure that they carry out the requirements of this procedure and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at the School.

#### The Governing Body

3.2 The Governing Body is accountable for ensuring the effectiveness of this policy and the School's compliance with it. Although the Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named Governor

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who takes a particular interest in safeguarding within the School and a Child Protection, Safeguarding and Wellbeing sub-committee, which supports the monitoring of safeguarding arrangements.

3.3 The Governing Body will ensure that:

- The Safeguarding Policy is in place and is reviewed annually, is referred to in the School prospectus and has been written in line with the requirements of the relevant legislation and guidance;
- A member of the Governing Body is appointed as the Designated Safeguarding Governor (Named Governor for Safeguarding), who will work with the Designated Safeguarding Lead (DSL) to ensure that the appropriate procedures are followed at all times;
- A member of the Senior Leadership Team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the DSL;
- All staff have undertaken appropriate child protection training;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Appropriate measures are in place to respond to children going missing in education, to identify the risk of abuse and prevent them going missing on further occasions;
- Safer recruitment practices are followed in accordance with the requirements of Keeping Children Safe in Education: Statutory guidance for schools and colleges, 2020 (DfE);
- The School recognises the importance of sharing information with multi-agency partners, complying with its requirements under the Data Protection Act 2018 and GDPR but ensuring that fears over sharing information do not stand in the way of safeguarding children;
- They remedy without delay any weaknesses in regard to the School's safeguarding arrangements that are brought to their attention

3.4 The Governing Body will receive a safeguarding report at least once a year which will identify any specific areas for improvement and record the training that has taken place, the number of staff attending and any outstanding training requirements for the School. It will not identify individual pupils. Governors will ensure appropriate internal assurance of safeguarding provision is conducted.

3.5 The Governing Body plays a crucial role in ensuring a robust safeguarding culture and will take an active and ongoing interest in developments relating to safeguarding and pupil wellbeing. In all their decisions, governors will give consideration to the implications on safeguarding.

3.6 Governors will undertake regular safeguarding training and this will form part of the induction process for new governors joining the Governing Body.

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#### **The Headmaster**

3.7 The Headmaster is responsible for:

- Identifying a member of the Senior Leadership Team to be the DSL;
- Identifying an alternate member of staff to act as the DSL in his/her absence;
- Ensuring that policies adopted by the Governing Body are fully implemented and followed by all staff;
- Ensuring the curriculum supports effective safeguarding and pupil wellbeing, giving full consideration to statutory guidance;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistleblowing procedures

#### **The Designated Safeguarding Lead**

3.8 Any concern for a pupil's safety or welfare must be recorded in writing and given to the DSL.

3.9 Through appropriate training, knowledge and experience the DSL will liaise with Children's Services, other local safeguarding partners, the Local Authority Designated Officer (LADO) and other agencies where necessary, and make prompt referrals of suspected abuse to Children's Services.

3.10 The DSL will ensure that the School is represented at Child Protection Conferences and core group meetings and will be responsible for ensuring that all staff members and volunteers are aware of the Safeguarding Policy and the procedure they need to follow.

3.11 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely in accordance with this Policy.

3.12 The DSL will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the School. The DSL will provide confidential support and guidance to any staff member who seeks advice on child safeguarding issues.

3.13 The DSL will ensure that the Headmaster and Designated Safeguarding Governor are informed in a timely manner of any alleged, suspected or reported child safeguarding issue.

3.14 The DSL will ensure that all pupils who have a social worker have someone overseeing their progress, recognising the importance of supporting their educational progression alongside their physical and mental wellbeing.

3.15 Further information about the role and responsibilities of the DSL are set out in Appendix 8.

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### 4.0 RECOGNISING ABUSE

- 4.1 To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. There are four main categories of abuse: physical abuse, emotional abuse, sexual abuse (and child sexual exploitation), and neglect.
- 4.2 **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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).
- 4.3 **Emotional abuse** is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age- or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 4.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
- 4.5 **Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.
- 4.6 **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 involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to

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

### **Indicators of abuse and what you might see**

4.7 Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL.

4.8 Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused. A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about, drugs or alcohol
- have a boyfriend or girlfriend older than them
- appear with unexplained gifts or expensive new possessions
- display sexual knowledge or behaviour beyond that normally expected for their age.

4.9 Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

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### Mental health

- 4.10 All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 4.11 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe pupils day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- 4.12 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- 4.13 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and reporting the concern to the DSL or a deputy.
- 4.14 Senior pastoral staff are trained in mental health first aid and tutors are helped to understand the challenges faced by pupils in their cohorts which may have an impact on mental wellbeing, for example the transition to secondary school for those in Year 7.
- 4.15 Through the pastoral curriculum, the School will raise awareness of common mental health conditions, potential strategies to support good mental health, and promote open discussion.

### 5.0 VULNERABILITY TO RADICALISATION AND ENACTMENT OF THE PREVENT DUTY

5.1 **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system.

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.



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- 5.2 We recognise our duty, as part of the Government's Prevent Strategy, in protecting our pupils from the risk of radicalisation, extremism and terrorism as part of our wider safeguarding responsibility. It is therefore vital that School staff are able to recognise vulnerability and susceptibility to radicalisation.
- 5.3 All members of staff will undertake training on the Prevent programme. The DSL and Deputy DSLs will also undertake regular Channel training.
- 5.4 Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors; it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities.
- 5.5 We are committed to ensuring that our pupils recognise the dangers of extremism and radicalization and that they can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. Therefore, the school will ensure that education on the dangers is an integral part of the Personal Development Time curriculum, as well as the assemblies and tutor group discussions that take place across the School.
- 5.6 Year 10 will receive specific sessions regarding the dangers of radicalisation from an external organisation. This is currently provided by the JAN Trust and will be undertaken alongside units considering British values and the rule of law. Year 7, in the section on internet safety, and Year 12, in the section on extremism, will also focus on issues related to our Prevent duty.
- 5.7 We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at School and at home.
- 5.8 A separate risk assessment regarding our contextual safeguarding responsibility in terms of the Prevent duty will be put in place and updated at least biennially.
- 5.9 That risk assessment will consider our context specifically. Other indicators of vulnerability may include:
- Identity Crisis: the pupil is distanced from their cultural or religious heritage and experiences discomfort about their place in society;
  - Personal Crisis: the 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; or they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances: migration; local community tensions; and events affecting the 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 pupil may have perceptions of injustice; a feeling of failure; or a rejection of civic life;

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- Experiences of Criminality: which may include involvement with criminal groups, imprisonment, and poor resettlement or reintegration;
- Special Educational Needs and Disabilities: pupils may experience difficulties with social interaction, empathy with others, or understanding the consequences of their actions and awareness of the motivations of others.

However, 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.

More critical risk factors could include:

- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Being in contact with extremist recruiters; and
- Joining or seeking to join extremist organisations.

### Dealing with a concern as part of the Prevent strategy

5.10 If a member of staff is concerned that a pupil, or another member of the School community may be vulnerable to radicalisation, or have become radicalised, this must be reported immediately to the DSL.

5.11 When a concern about a student is passed on, the DSL will decide if a referral needs to be made. The Local Authority's Prevent officer would be contacted were this to be the case and they could decide that the matter is referred to onwards to either:

- **PREVENT**, a programme which is part of the Home Office and the Police counter-terrorism strategy. It aims to stop people from becoming terrorists or supporting terrorism by working with individuals and communities to address issues before they become a criminal matter to stop people moving from extremism into terrorist-related activity.  
OR
- **CHANNEL**, an intervention programme which provides support to individuals who are vulnerable to being drawn into any form of terrorism. The aim is to divert that person from their path of radicalisation before they become involved in any terrorist-related criminal activity. The Channel process assesses referrals, and when necessary brings together a number of partner agencies, to discuss the concerns raised and organise a bespoke safeguarding support package for the vulnerable individual. The Channel process is managed by the local authority, in conjunction with the police, on behalf of the Home Office.

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5.12 The Local Authority Prevent officer for the London Borough of Barnet and the local Channel Coordinator, where necessary, will assess if the Prevent or Channel route is the most appropriate. In the case of the later there will be a multi-agency Channel panel meeting to determine whether specialist support is needed.

5.13 Tailored support will be selected as appropriate for the individual(s) concerned and the DSL will work with the Prevent officer/Channel panel to ensure that all necessary actions are taken.

### **6.0 PARTICULAR SAFEGUARDING ISSUES**

#### **Peer-on-peer abuse / child-on-child abuse**

6.1 Peer-on-peer abuse (also referred to as child-on-child abuse, recognising that those involved may not necessarily be peers) or bullying between young people is a very serious issue that can cause considerable harm, anxiety and distress. This abuse may involve one victim and one perpetrator, or multiple victims and perpetrators (and any combination thereof). Peer-on-peer abuse can also take many different forms including, but not limited to:

- Bullying (including cyber-bullying)
- Physical violence
- Sexual violence and sexual harassment
- Sexting
- Initiation/hazing rituals or violence

6.2 All incidences of bullying should be reported and will be managed through the School's anti-bullying procedures. All pupils and parents receive a copy of the School's Bullying Policy on joining the School and the subject of bullying is addressed at regular intervals in the School curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headmaster and/or DSL will consider implementing safeguarding procedures.

6.3 Staff are aware that young people can be particularly vulnerable to abuse by their peers through online and social media, and by the transfer and sharing of information and images via electronic devices. Any pupils found to be involved in cyber-bullying will be dealt with strictly under the terms of the School's Bullying and Pupil Discipline policies.

6.4 Sexual violence and sexual harassment, which can overlap on a continuum of abuse, will never be tolerated at the School. Staff will challenge any such behaviour and communicate its unacceptability. Inappropriate or abusive sexual behaviour should never be dismissed as a joke, 'banter', or be viewed as a natural or inevitable part of growing up. Staff will familiarise themselves with the different forms sexual violence and harassment can take (contained within Annexe A of *'Keeping Children Safe in Education 2020'*).

6.5 'Sexting' is the term used for the sending of sexually explicit text or self-produced sexual imagery via electronic devices, primarily mobile phones. When an incident involving

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sexting comes to the attention of a member of the School's staff it will be referred to the DSL as soon as possible for investigation.

6.6 Through the Personal Development Time curriculum, including Relationships and Sex Education, pupils will explore what behaviours constitute healthy and unhealthy relationships and the values of equality, diversity and inclusivity will be promoted to foster mutual respect between pupils, including of those with protected characteristics. Relationships and Sex Education became a statutory requirement as of September 2020. The School's revised curriculum is effective as of this date, following consultation during the 2019-20 academic year.

6.7 Peer-on-peer-abuse will be dealt with very seriously in line with the provisions of section 8 of this policy, but in particular:

- The pupil or pupils will be reassured that they will be supported and kept safe and that their disclosure will be fully investigated;
- The incident will be referred to the DSL as soon as possible;
- An investigation into the matter will be carried out by interviewing the relevant member(s) of staff and the pupil(s) involved;
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm;
- Reasonable steps will be taken to manage the situation and mitigate any risks to both the pupil(s) making the disclosure and the pupil(s) alleged to have perpetrated the abuse;
- The School will pay close attention to the wishes of a victim of peer-on-peer abuse and factor these into its considerations of the next steps following an investigation;
- At any point in the process if there is a concern that a young person has been harmed or is at risk of harm, a referral may be made to children's social care and/or the police as appropriate.

### **Honour-based abuse**

6.8 So-called 'honour-based' abuse encompasses crimes which have been committed in the belief that they protect or defend the honour of the family and/or the community, and include practices such as Female Genital Mutilation (FGM) and forced marriage. All forms of honour-based abuse are abuse (regardless of the motivation) and will be treated and escalated as such by the School. If staff become aware or have suspicions that this is occurring, and is thereby directly or indirectly affecting a pupil, they should speak to the designated safeguarding lead with their concerns.

6.9 If School staff discover that FGM has taken place on a girl under 18 years of age within a pupil's family, or have evidence that the pupil is involved in a forced marriage, this must be reported immediately to the DSL and will be reported to the police. Teachers have a legal duty to report their concerns about FGM under Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015).

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### Children missing from education

- 6.10 A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation (such as Child Sexual Exploitation or Child Criminal E) or radicalisation.
- 6.11 The School has in place procedures (set out in the School's Pupil Attendance Policy) for recording and dealing with unauthorised absence which are consistently and rigorously applied so as to minimise any disruption to the child's education, to reduce any further absences and to detect any underlying causes for it.
- 6.12 To aid efforts to investigate unauthorised absence the School ensures, wherever possible, to have at least two emergency contact numbers for each pupil.
- 6.13 All staff are alert to the signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as being sexually groomed or travelling to conflict zones.
- 6.14 The School will work with the Local Authority to reduce the risk of any child being missing from education.

### 6.15 Pupils joining the School roll

- When a pupil joins the School other than at the standard point of entry in Year 7, the School will inform the Local Authority within five days of this happening, including in the notification all details contained in the admission register for the new pupil;
- If the new pupil does not arrive on the expected start date, the School will make enquiries about this immediately. If the situation is not resolved and the child's whereabouts cannot be established after reasonable enquiry, the Local Authority will be informed.

### 6.16 Pupils whose names are deleted from the School roll

- When a pupil leaves the School other than at the standard leaving points at the end of Year 11 or Year 13, the School will record in its own records and inform the local Authority of the following:
  - The pupil's full name;
  - The full name, address and phone number of at least one parent with whom the pupil will live;
  - The pupil's future address and phone number, if applicable;
  - The name of the pupil's destination school and his expected start date there; and
  - The grounds under which the pupil's name is to be deleted from the School roll.

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### 6.17 Pupils missing from School

- Where a pupil has not returned to School for five days after an authorised absence or is absent from School for ten consecutive days without authorisation, the School will co-operate with and make enquires jointly with the Local Authority as to the pupil's whereabouts.

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

6.18 Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

6.19 The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

6.20 Victims can be exploited even when activity appears consensual and it should be noted exploitation, as well as being physical, can be facilitated and/or take place online.

6.21 Indicators can include:

- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- suffering from changes in emotional well-being;
- misusing drugs and alcohol;
- going missing for periods of time or regularly come home late; and
- regularly missing school.

### **'County Lines'**

6.22 There has been increasing recognition nationally of the scale of the, so called, 'County Lines' problem, whereby young people are used to transport drugs from one area to another as gangs extend their territory. It often refers to the movement of drugs from big cities to smaller towns, or more rural locations, with London being one centre from which drugs are distributed. Boys aged 14-16 are those most likely to be used for the transportation.

6.23 Many of the indicators are similar to other forms of abuse and exploitation, but staff should be vigilant for pupils: having unexplained and unaffordable new possessions; arriving or departing school in different vehicles or with unknown adults; showing reduced attendance and regular lateness; disengaging from education; displaying an

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inappropriate knowledge regarding drugs; or carrying multiple mobile phones – notably pay-as-you-go or, so called, 'burner' phones, which are key to the operations.

6.24 Whilst acknowledging that those engaged in moving the drugs may themselves be victims of serious abuse, alongside a Safeguarding response, the School would need to invoke the provisions of its Drugs Policy should evidence emerge of a pupil's involvement with illegal substances.

### **Pupils staying with host families**

6.25 When schools make arrangements for their pupils to have learning experiences away from home for short periods and they stay with host families to which they are not related, such as on a sports tour or language exchange trip, this could be considered under law to be a 'private fostering' arrangement.

6.26 Where the arrangement is made, and could be terminated, by the School, it is likely to amount to regulated activity.

6.27 As such, if the arrangement is within the UK, the School will take all appropriate measures to ensure the safety of the arrangement, including the obtaining of enhanced (Disclosure and Barring Service) DBS checks on all those residing members of the host family over the age of 18.

6.28 If the arrangement is taking place overseas, as when pupils stay with a family on a language exchange trip, the School will work with the partner school abroad to ensure that similar safeguarding assurances are obtained prior to a visit.

6.29 Details of the procedure relating to the organisation of language exchanges can be found in appendix 6.

### **Pupils with SEND**

6.30 It is recognised that pupils with special educational needs and disabilities, including medical conditions, may face additional safeguarding challenges (this could involve issues concerning missing education, peer-on peer abuse, personal care or the lack of understanding of others' motives). Staff are trained to understand the need to look beyond a pupil's condition for signs of abuse and be aware of the particular issues pupils with SEND can face – in order that they can provide the appropriate extra level of vigilance and support.

6.31 ASD and slow processing issues remain the most common SEN factor amongst the pupils, but other factors such as visual impairment, hearing impairment, ADHD and speech and language issues are also present. Training is provided to assist staff to support these pupils, maintaining their full involvement in the academic and extra-curricular life of the School. All pupils with SEND have a personal inclusion report, drawn up by the SENCo in consultation with the pupil and their parents, to ensure staff understand their particular challenges and what strategies they respond positively to.

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## **Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)**

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6.32 Strategies are employed to ensure that pupils with SEND are supported in their progress and communications with their peers and adults, for example personalised inclusion strategies for the classroom, peer/staff mentoring, counselling, and access to external specialists - preventing social isolation and helping identify concerns.

6.33 Information is shared regularly with parents, recognising that some conditions may result in increased safeguarding risks outside of School, such as in an online environment. Where necessary, parents are supported to acknowledge that their son has a special need or disability and to seek further professional medical input, as required, to ensure accurate diagnosis and effective management of the condition.

### **Mobile devices and online safety**

6.34 Where the School provides pupils with access to the internet, appropriate security and filtering systems will be in place to protect them from harmful content so far as is possible. Pupils and staff will be expected to follow the provisions of the Information and Communication Technology Policy to support these efforts and to help keep School systems secure.

6.35 Where pupils are learning from home, staff must remain particularly aware of the signs of cyberbullying and other online risks. The School's filtering and monitoring software will remain in use on School devices during this time to safeguarding and support pupils.

6.36 Contact between staff and pupils online should be conducted via School platforms (for example eQE, QE Connect, or QE email addresses) and those sanctioned for use, such as – in certain circumstances and with suitable safeguarding measures in place – MS Teams and Zoom. Staff should refer to the Code of Conduct for further information on communications with pupils and their use of social media.

6.37 There are risks associated with pupils accessing inappropriate material via mobile devices with 3G, 4G or 5G internet access. This technology makes it theoretically possible to circumvent the security and child protection arrangements in place on the School's network. Staff will therefore remain vigilant and enforce the School's policies on mobile phone usage in School – which are that phones can only be used to make a call in the Front Office or to aide sixth form pupils in supervised private study periods. Using a mobile device at any other time will be dealt with under the School's Pupil Discipline Policy and may lead to the device being confiscated and searched, where there is reasonable justification for this.

6.38 Information and guidance around online safety more broadly will be delivered to pupils through the Personal Development Time curriculum, helping raise awareness of the potential dangers associated with online activities and equipping them with strategies to use technology safely. These matters will be covered across different year groups, in order that pupils:

- understand the safe use of social media and the internet;
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy;
- recognise inappropriate content, contact and conduct;
- take responsibility for their online activity;



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- know how to report a range of concerns;
- are aware of the consequences of issue such as cyber-bullying, inappropriate downloading or uploading of photographs, making threatening, abusive, defamatory or humiliating remarks on social media platforms, such as Facebook, Twitter, Instagram, WhatsApp, Snapchat or You Tube; and
- understand how their use of social media, and other online activities, can affect their mental health and wellbeing and that of other people.

### **Up-skirting**

6.39 Up-skirting is the term used for taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. When an incident involving up-skirting comes to the attention of a member of the School's staff it will be referred to the SDP as soon as possible for investigation. Up-skirting was made a criminal offense under The Voyeurism (Offences) Act, which came into force in April 2019.

### **First Aid**

6.40 If a pupil or member of staff is unwell or an accident occurs, the School's primary first aider or, in their absence, an authorised first aider, should be informed immediately. If it is appropriate for treatment or recuperation to occur at School, the person injured or feeling unwell should go to the School's Medical Room.

6.41 Every member of staff is expected to:

- ensure that all pupils receive first aid when injured at the earliest opportunity by calling for one of the named first aiders;
- act quickly when an incident occurs to ensure the safeguarding of a pupil;
- take responsibility for assisting a pupil wherever an incident occurs, be that a classroom, corridor, playground or in the vicinity of the School;
- in the case of a medical emergency a member of staff at the scene should call the emergency services in order that they can provide the requisite information for the call to be triaged and to support immediate and ongoing first aid. The Front Office should also be notified, if possible simultaneously by another person, so that the primary (or another suitably qualified) first-aider can be summoned and so that arrangements can be put in place to manage the situation; such as enabling access for the emergency services to the site, or notifying the patient's emergency contacts;
- ensure that suitable first aid equipment is taken on any School trip or visit;
- accurately record any case of injury or accident using the school's accident report form at <https://eqe.fireflycloud.net/staff-forms/accident-report-form>;
- ensure that they are familiar with the provision of care for those with ongoing medical conditions, including measures concerning the safe administration and storage of medicines, which can be found in the School's Special Educational Needs and Disability Policy.

(Full details are included in the First Aid & Medical Room Procedures)

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# **Queen Elizabeth's School**

## **SAFEGUARDING POLICY**

### **(Incorporating Child Protection)**

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#### **7.0 CONTEXTUAL SAFEGUARDING**

- 7.1 Safeguarding incidents and risks can be associated with factors outside School and/or can involve other children who are not part of the School community. All staff, but especially the safeguarding team should be considering the context within which such incidents or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety or welfare.
- 7.2 Examples in our context might be peer pressure, academic pressures, or dangers that pupils may face on their journeys to and from School across the North London and Hertfordshire regions. Issues associated with growing up as a young male in London are very relevant considerations.
- 7.3 The School recognises that for contextual safeguarding to be most effective, the sharing of relevant information on a multi-agency basis – where in the interests of the child – will be important in enabling local safeguarding partners to consider all the evidence.
- 7.4 Staff will be aware that safeguarding risks from outside of School may become relevant to support pupils' wellbeing within it, informing the pastoral curriculum and support systems on offer.

#### **8.0 TRAINING & INDUCTION**

- 8.1 When new staff, volunteers or regular visitors join the School they will be informed of the safeguarding arrangements in place. They will be given a copy of the School's Safeguarding Policy and told who the Designated Safeguarding Lead is. They will also be provided with the recording form, given information on how to complete it and who to pass it to.
- 8.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at the School and the remit of the role of the Designated Safeguarding Lead.
- 8.3 All staff will be required to read Keeping children safe in education: Part 1 Information for all school and college staff 2020 (DfE) and will be asked to familiarise themselves with Keeping children safe in education: Statutory guidance for schools and colleges 2020 (DfE). Staff will also be required to confirm they have read will and abide by the provisions of the School's Code of Conduct for Staff and Governors, the School's Pupil Discipline Policy, and for dealing with children missing in education (as contained in this policy).
- 8.4 New staff who have not had any child protection/safeguarding training or staff who have had training more than three years ago will be provided with an introduction to

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## Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)

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safeguarding and will then be trained with the rest of the staff team at least every 3 years.

- 8.5 All regular visitors and volunteers to the School will be given a set of our safeguarding procedures; they will be informed of the name of our DSL and alternate staff members and what the recording and reporting system is. (See Appendix 2).
- 8.6 All members of staff will undertake appropriate safeguarding training at least once every 3 years, with current practice being that all staff complete annual online refresher training.
- 8.7 The DSL, the alternate designated member of staff and any other senior member of staff who may be in a position of making referrals or attending Child Protection Conferences or core groups will attend one of the multi-agency training courses at least once every two years.
- 8.8 The Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at the School.
- 8.9 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. This can be accessed via Barnet Safeguarding Children Partnership at <https://thebarnetscp.org.uk/bscp>. The DSL will also provide regular safeguarding updates for staff. Further details of the local safeguarding arrangements can be found in Appendix 9.

### 9.0 PROCEDURES FOR MANAGING CONCERNS

- 9.1 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in the School. If the DSL is not available, a deputy DSL should be contacted regarding any concerns.
- 9.2 It is **not** the responsibility of other School staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy and its appendices. Any member of staff or visitor to the School who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to a member of the Safeguarding Team. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.
- 9.3 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1). The procedures set out at Appendices 3-4 should be followed.
- 9.4 Following receipt of any information giving cause for concern, the DSL will consider what action to take and will seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be

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## **Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)**

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fully documented. If appropriate, a referral will be made to the Local Authority Designated Officer.

9.5 Confidentiality must be maintained and information relating to individual pupils/families will be shared with staff on a strictly need to know basis.

### **10.0 WORKING WITH PARENTS & CARERS**

10.1 The School is committed to working in partnership with parents to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

10.2 When new pupils join the School, parents will be informed that we have a Safeguarding Policy. A copy will be provided to parents on request and it is available to them on eQE. Parents will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

10.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

10.4 We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the School has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

### **11.0 CHILD PROTECTION CONFERENCES**

11.1 Children's Services will convene a Child Protection Conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

11.2 Staff members may be asked to attend a Child Protection Conference or core group meetings on behalf of the School in respect of individual children. The person representing the School at these meetings will be the DSL or another member of the safeguarding team chosen by the DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible.

11.3 All reports for the Child Protection Conference will be prepared in advance in accordance with any guidance provided by Children's Services. The information will normally be shared with parents, but the School reserves the right to withhold material where such withholding is clearly justified in the child's interests. It will include

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## Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)

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information relating to the child's physical, emotional and intellectual development and the child's presentation at School. In order to complete such reports, all relevant information will be sought from staff working with the child in School.

11.4 Clearly Child Protection Conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

### 12.0 RECORDS AND INFORMATION SHARING

12.1 If staff are concerned about the welfare or safety of any child at the School, they will record their concern on the agreed reporting form (Appendix 1). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

12.2 Any safeguarding information recorded will be kept securely and separately from the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within School on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

12.3 Child protection information will only be kept in the designated electronic file and will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here.

12.4 When a child leaves the School to attend another, the DSL will make contact with the DSL at the new school and will ensure that the relevant child protection information is forwarded to the receiving school in an appropriately agreed manner.

12.5 The School will follow the communication and record-keeping procedures set out in Appendix 5.

### 13.0 SAFER RECRUITMENT

13.1 We will ensure that 'safer recruitment' training is undertaken by sufficient staff to cover all appointments. The Headmaster and at least one member of the Governing Body must be so trained. At all times the Headmaster and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping children safe in education: Statutory guidance for schools and colleges, 2020.'*

13.2 At the School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. Referees are asked explicitly about the candidate's suitability to work with children and young people and all interviews include discussion of safeguarding matters. We will further

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## **Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)**

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question the contents of application forms if we are unclear about them. We will undertake enhanced (with barred list) DBS checks for all new staff and make checks with the Teaching Regulation Agency (TRA) with regards to teaching staff to establish whether they are subject to a prohibition order. We will use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

13.3 Enhanced DBS checks will be required for anyone carrying out regulated activity at the School, including visiting teachers and those running extra-curricular activities.

13.4 For people attending the School as supervised volunteers (where they will not be alone with children or completing any task that would be considered a regulated activity) a risk assessment should be conducted to consider the appropriate level of background checks (e.g. enhanced DBS) and the measures to be taken to manage any risks. A definition of regulated activity and the different levels of DBS checks can be found in Appendix 7.

13.5 Along with obtaining enhanced DBS checks, new members of the Governing Body (who also serve as Directors of the Academy Trust) should be checked against the barred list, to see whether any prohibition has been made under section 128 of the Education and Skills Act 2008, or section 167A of the Education Act 2002, to prevent the person from taking part in the management of a school.

13.6 We will maintain a Single Central Record of all safer recruitment checks carried out in line with statutory requirements. This register is regularly monitored by the Headmaster and Deputy Head (Operations) and is externally and independently reviewed by the London Borough of Barnet.

13.7 Should a pupil have to be placed into alternative provision, for example as a result of a prolonged fixed-term exclusion, the School will first require a written statement from the provider to confirm that all the necessary safeguarding checks have been completed on their staff.

### **14.0 SAFER WORKING PRACTICE**

14.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

14.2 There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. The Code of Conduct for Staff and Governors provides guidance in relation to activities such as demonstrations in PE/Games and the School's Pupil Discipline Policy sets out the parameters for the use of restraint and reasonable force, should a situation require it as a last resort.

14.3 All staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over

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## **Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)**

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the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

14.4 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in School, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

14.5 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

### **15.0 MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS**

15.1 Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at the School. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

15.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

15.3 We will take all possible steps to safeguard our children and to ensure that the adults in the School are safe to work with children. We will always ensure that the relevant Department for Education guidance is adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted via the Multi-Agency Safeguarding Hub (MASH) via 020 8359 4066. The out-of-hours emergency line is 020 8359 2000.

15.4 All disclosures of information which relate to suspected wrongdoing at work are considered to be whistleblowing; for further details of how this is managed and for the measures taken to support whistle-blowers, reference should be made to the School's Whistleblowing Policy. If you have a concern about a member of staff or a volunteer in connection with a safeguarding issue, you must follow the procedure set out in Appendix 4.

15.5 If an allegation is made or information is received about an adult who works in or volunteers at the School (including supply staff) which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the DSL and the Headmaster immediately. Where a staff member (including supply staff and volunteers) has behaved, or may have behaved, in a way that indicates they may not be suitable to work with children this is to take account of situations where a person's behaviour outside of School may suggest transferable risk. This may be an

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incident that occurred outside of School which did not involve children but could impact on their suitability to work with children.

15.6 Should an allegation be made against the Headmaster, this must be reported to the Chairman of Governors. In the event that the Headmaster or Chairman of Governors is not contactable on that day, the information must be passed to and dealt with by either the Deputy Head (Pastoral) or the Vice-Chairman of Governors.

15.7 The Headmaster or Chairman of Governors will seek advice from the LADO within one working day. No member of staff or the Governing Body will undertake further investigations before receiving advice from the LADO.

15.8 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headmaster or Chairman of Governors should contact the LADO via the Multi-Agency Safeguarding Hub (MASH) via 020 8359 4066.

### **16.0 RELEVANT POLICIES**

16.1 To underpin the values and ethos of the School and our intent to ensure that pupils at the School are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Bullying
- Code of Conduct for Staff and Governors
- Data Protection
- Dealing with issues relating to parental responsibility
- Drugs
- Educational Visits
- Emergency Procedures
- Equal Opportunities
- First Aid and Medical Room Procedures
- Health and Safety
- Information and Communication Technology
- Mental Health and Wellbeing
- Pupils' Attendance
- Pupil Discipline
- Risk Management
- Special Educational Needs and Disabilities (SEND)
- Spiritual, Moral, Social and Cultural Development
- Whistleblowing



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# **Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)**

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## **17.0 STATUTORY FRAMEWORK**

This Policy has been devised in accordance with the following legislation and guidance:

### Legislation

- The Children Act 1989 and 2004
- Education Act 2002
- The Education and Skills Act 2008
- The Education (Health Standards) (England) Regulations 2003
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- Safeguarding Vulnerable Groups Act 2006
- The Counter-Terrorism and Security Act 2015, s.26
- The Female Genital Mutilation Act 2003 s. 5B (as inserted by section 74 of the Serious Crime Act 2015)

### Guidance

- Keeping children safe in education: Statutory guidance for schools and colleges 2020, DfE, Ref: DfE-00146-2020
- Keeping children safe in education: Part 1: Information for all school and college staff 2020, DfE 2020
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, DfE, 2018
- What to do if you're worried a child is being abused: Advice for practitioners, DfE, 2015
- Sexual violence and sexual harassment between children in schools and colleges: Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads, DfE, 2018
- Children missing education: Statutory guidance for local authorities, DfE, September 2016
- The Prevent Duty: for Schools and childcare providers, DfE, 2015

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- Channel: Protecting vulnerable people from being drawn into terrorism, 2015
- Revised Prevent duty guidance: for England and Wales - Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism, 2019
- UK Council on Child Internet Safety (UKCCIS) guidance: 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (2016)
- Teaching Online Safety in Schools, DfE June 2019
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, July 2019
- Eligibility guidance for enhanced DBS checks, DBS, 2018

## Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)

### Appendix 1: Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to the Designated Safeguarding Lead (David Ryan) if they have a safeguarding concern about a child in the School.

<b>Full name of child:</b>	<b>Date of Birth:</b>	<b>Year / Tutor group:</b>
<b>Your name and position in school:</b>		

<b>Nature of concern/disclosure</b>		
<i>Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.</i>		
Was there an injury?    Yes / No	Did you see it?    Yes / No	
Describe the injury:		
Have you filled in a body plan (attached) to show where the injury is and its approximate size?	Yes / No	
Was anyone else with you? Who?		
Has this happened before? Did you report the previous incident?		
Who are you passing this information to?	Name:	Date:
	Position:	Time:
Your signature:		
Date:		

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Action taken by DSL:						
Referral made to...?						
Attendance Improvement Officer	Police	School Nurse	Children's services	Integrated Youth Service	Parents	Other
Parents informed? Yes / No (if No, state reason)						
Feedback given to...?		Pastoral team?	Tutor?	Parent?	Pupil?	Person who recorded disclosure?
FULL NAME:						
DSL SIGNATURE:						

**Checklist for DSL**

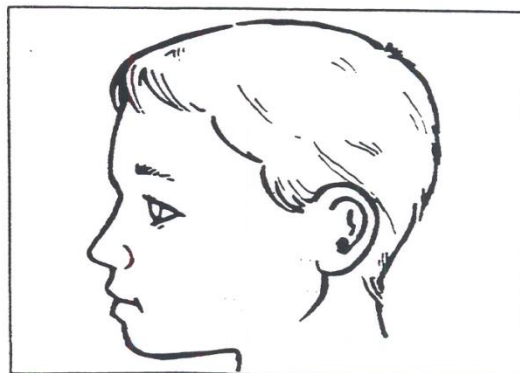
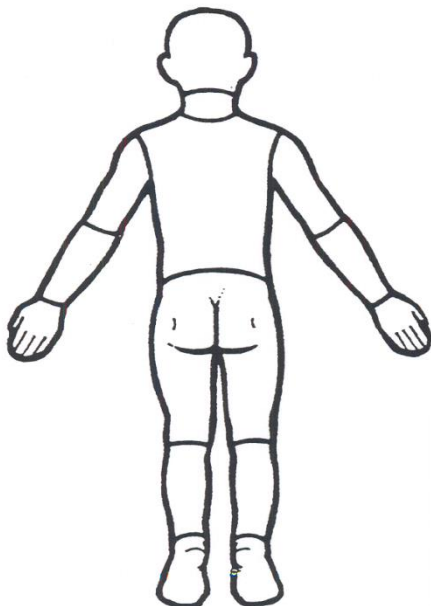
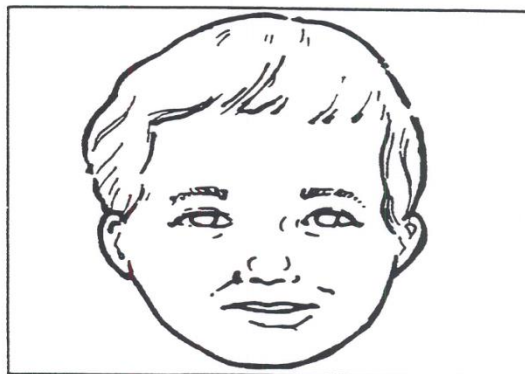
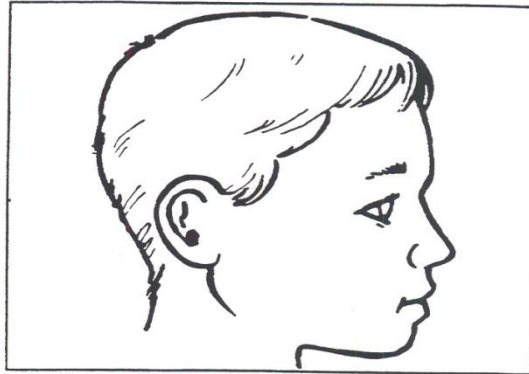
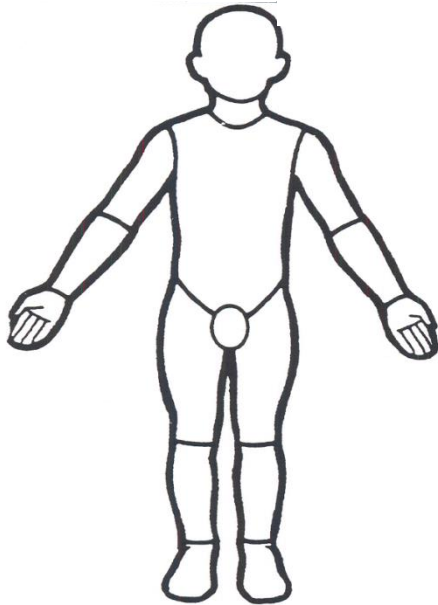
- *Child clearly identified*
- *Name, designation and signature of the person completing the record populated?*
- *Date and time of any incidents or when a concern was observed?*
- *Date and time of written record?*
- *Distinguish between fact, opinion and hearsay*
- *Concern described in sufficient detail, i.e. no further clarification necessary?*
- *Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)*
- *Record free of jargon?*
- *Written in a professional manner without stereotyping or discrimination?*
- *The record includes an attached completed body map (if relevant) to show any visible injuries*

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Body plan:



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## Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)

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### Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers

We all have a statutory duty to safeguard and promote the welfare of children, and at the School we take this responsibility seriously.

If you have any concerns about a child or young person in the School, you must share this information immediately with the Designated Safeguarding Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained on eQE or from Mrs. Hann in the Medical Room. Please ensure you complete all sections as described.

If you are unable to locate one of the designated professionals, ask the Front Office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headmaster. If an allegation is made about the Headmaster you should pass this information to the Chairman of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer (LADO) via the Multi-Agency Safeguarding Hub (MASH) on 020 8359 4066.

The people you should talk to in School are:

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<b>Designated Safeguarding Lead (DSL) / Deputy Head Pastoral</b>	Mr. David Ryan
<b>Deputy Designated Safeguarding Lead</b>	Mr. Michael Feven
<b>Deputy Designated Safeguarding Lead/SENCo</b>	Dr. Sarah Westcott
<b>Deputy Head Academic</b>	Mrs. Anne Macdonald
<b>Year Heads</b>	Miss Helen Davies Mr. Akhil Gohil Mr. Tom Harrison Mr. Sean Kelly Mrs. Rosie Uduwawala Mr. Simon Walker
<b>SENCo</b>	Dr. Sarah Westcott
<b>Administrator (Child Protection) &amp; First Aid</b>	Mrs. Gisela Hann

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## Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)

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<b>Administrator (Single Central Record)</b>	Mrs. Nicola Weston
<b>Headmaster</b>	Mr. Neil Enright
<b>Named Safeguarding Governor</b>	Mrs. Jane Ferguson*
<b>Chairman of Governors</b>	Mr. Barrie Martin MBE*

\*Mrs. Ferguson and Mr. Martin can be reached through Mr. Matthew Rose, Clerk to the Governors. Mr. Rose is based in the Headmaster's Office.

***At Queen Elizabeth's School we strive to safeguard and promote the welfare of all of our children.***

### Appendix 3: Procedure in the event of suspected abuse

If a member of staff has concerns about a possible safeguarding issue, they should:

- immediately report the matter to the DSL or, in his absence, one of the other designated members of staff (see section 2 above);
- promptly make, and keep safe, an accurate written record of any incident(s);
- NOT discuss the matter with any other person (unless the member of staff reporting the concern is the DSL);
- NOT make a promise to a child or to any other person to keep information confidential.

The DSL, in conjunction with the Named Safeguarding Governor if necessary, will then consider whether it is appropriate to make a referral to the Local Authority Designated Officer in all the circumstances. A referral must be made if it is believed that a child is suffering or is at risk of suffering significant harm.

The first priority is the safety of the child about whom a concern has been raised. For this reason, the DSL will consider whether it is necessary to contact parents/guardian and/or other agencies.

In the event of suspected child on child abuse when both children are pupils in the School, staff should follow the above procedures, and in addition:

- Adopt a stance of supportive neutrality towards both individuals. This may be difficult as there will be strong pressure from both sides to validate their version of events.
- Make it clear that, because there is conflicting evidence, you are obliged to keep an open mind as regards the accuracy of any allegations or denials made.

Further guidance on confidentiality and data protection is given in the Child Protection Resource File which is available from Mrs. Hann in the Medical Room.

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## **Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)**

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### **Appendix 4: Procedure in the event of an allegation against a member of staff**

If you consider that a member of staff may have acted improperly towards a child, you should immediately make a disclosure to the DSL or the Headmaster (or, if the allegation is regarding the DSL or the Headmaster, to the Chairman of Governors). The same action should be taken with respect to a concern about the conduct of volunteers and those working in the School as supply staff. You must:

- make a written, signed and dated account of the alleged incident(s) as soon as possible; and
- record any information about times, dates, names and locations of potential witnesses.

The DSL or Headmaster will inform the Named Governor for Safeguarding and the Chairman of Governors, as required.

They will consider whether it is appropriate to make a referral to the Local Authority Designated Officer in all the circumstances. A referral must be made if it is believed that a child is suffering or is at risk of suffering significant harm. Where a referral is made and Children's Services and/or the Police become involved, the DSL will consult these agencies as to what information about the case is shared with the interested parties.

The Headmaster will also urgently consider the substance of the allegation and take the following actions if appropriate:

- suspend the member of staff, pending an investigation, if this is the best way to ensure that children are protected, or to prevent evidence from being tampered with;
- make arrangements to ensure that there is no ongoing risk to pupils, whilst enabling the member of staff to continue working whilst the allegation is investigated;
- initiate internal disciplinary procedures (if abuse is not suspected but the allegation is prompted by inappropriate behaviour on the part of the member of staff); or
- take no action against the member of staff (if the allegation is entirely without foundation).

The DSL, Headmaster and Chairman of Governors will also consider whether, how and when to inform the child's parents or guardians of the allegation.

Throughout the process the School will have regard to the stress that such an investigation can cause to all parties involved. The School will inform the member of staff against whom the allegation has been made of the process as soon as practicable and explain that they are entitled to representation by their union or the support of a colleague. A named member of staff should be appointed to keep the person who is the subject of the allegation informed of the progress of the case. Social contact between the accused and colleagues should not routinely be prohibited, unless there is evidence to suggest this could be prejudicial to the investigation.

The School must make every effort to ensure confidentiality in the case. Section 141F of the Education Act 2002 introduced reporting restrictions in cases whereby a teacher has been accused by, or on behalf of, a pupil from the same school. Parents should understand that to release material into the public domain (including via social media) which could lead to the



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## Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)

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identification of an individual who is subject to such an allegation would be an offence in law. The restrictions remain in place until a person is charged with a criminal offence; the Secretary of State publishes information about an investigation or a decision in a disciplinary case arising from it; or a judge lifts the restrictions following an application to the courts. A teacher would essentially waive their right to anonymity if they were to make public comments about the case, or give written consent for another to do so.

The outcome of investigations into allegations of abuse against a member of staff, or indeed another member of the School community, should be categorised as one of the following:

**Substantiated:** there is sufficient evidence to prove the allegation;

**Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive (in which case the person making the accusation may be subject to the provisions of the Whistleblowing or Pupil Discipline policies);

**False:** there is sufficient evidence to disprove the allegation;

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;

**Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

When considering what actions should follow the determination of a case, the School will have full regard to the provisions of Part Four of *'Keeping Children Safe in Education 2020'*.

Whilst there can be a range of different outcomes, reflecting the nature and circumstances of the case, there is a legal requirement for the School to notify the Disclosure and Barring Service (DBS) where it thinks that an individual has harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

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## **Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)**

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### **Appendix 5: Communication and record-keeping**

The School has a statutory duty to record concerns about the health and welfare of its pupils. There are strict legal conditions on the status of such records, including the situations in which these records should be shared with, or passed over to, other agencies.

In the event that an issue relating to safeguarding is alleged, reported or suspected, the DSL must:

- record in writing the nature of any concerns and the origin of them;
- ensure that this information is stored centrally, securely, and separately from other School records (utilising the CURA system);
- ensure any note or report received from any source is retained and stored with other records of the incident;
- ensure that there is restricted access on a need-to-know basis to this centrally held file.

In the event that there are reasonable concerns about a pupil, the DSL will:

- inform the pupil's Year Head (and no other member of staff unless otherwise agreed with the Headmaster);
- ensure that any information necessary to ensure the pupil's safety and effective pastoral care is shared with other members of staff on a need to know basis only;
- update CURA with an entry noting the safeguarding concern;
- work with the pupil's Year Head to develop, document and implement a plan for managing and monitoring the situation for as long as safeguarding concerns remain.

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## **Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)**

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### **Appendix 6: Procedures relating to the organisation of language exchanges**

The School believes that the boys who participate in foreign language exchange programmes derive great benefits from doing so. It is important, however, that robust measures are enacted to ensure that participants, both from Queen Elizabeth's and our partner schools, are placed with suitable host families.

The procedure for organising these exchange trips is, therefore, as follows:

#### **Information**

A leaflet titled 'Exchanges for Education' is distributed to Year 7 parents to explain:

- the philosophy behind an exchange;
- what pupils can gain from them; and
- the safeguarding procedures that are in place to ensure the wellbeing of both our pupils as well as those who visit us.

#### **Pupil recruitment**

Parents will be sent an invitation via eQE from the Business Administration Office. Pupils and their parents are asked to express an interest in participating in the exchange.

#### **Pupil Selection**

When an exchange is to take place, the appropriate Head(s) of Year will be consulted and will be asked to identify with the trip organiser:

- those pupils whose previous conduct means that they are not allowed to participate in a school trip involving an overnight stay, and whose parents have been made aware of this; and
- those pupils whose domestic circumstances might prevent them from being involved in an exchange trip.

The relevant Head of Year in each case are:

Bourg en Bresse Exchange -	HOY's 7 & 8
Bielefeld exchange -	HOY's 8, 9 and 10
Aachen exchange -	HOY 12
Freiburg-im-Bresgau -	HOY 12

Once this information has been gathered, the Head of Languages will meet with the Designated Safeguarding Lead, or a deputy, as relevant, to consult on the final list and cross-check information held on CURA (the School's secure safeguarding database). If there are any concerns with the suitability of a host family, they will meet with the Headmaster to discuss the case further, review any evidence and make the final decision.

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# **Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)**

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## **Data gathering**

### In UK:

- Parents will be asked to fill in a 'matching profile' which will form part of our checks into the suitability of a family to host a foreign exchange pupil.
- They will also receive a letter from the School setting out in detail how to obtain DBS clearance. This process will need to be completed by all adults (persons aged 18 or over) residing in the household.

The full process for these DBS checks is set out below:

- A list is established with the names of families who have been earmarked to host a foreign exchange pupil.
- A letter is sent to the families outlining the arrangements for the exchange and asking them to undertake enhanced DBS checks for all resident adults. ('Household' meaning where the QE pupil lives for most or all of the time). This letter will include full instructions, the required internet links, the required passcodes, and guidance notes.
- Each individual will be asked to complete the online DBS forms and provide scanned copies of the following to Mrs. Weston (the Headmaster's PA): current passport (photo page only); photo ID driving licence (if you have one); two documents proving your home address (for example, bank statement, council tax demand, utility bill) dated within the last three months.
- When clearance has been obtained, applicants must inform the Headmaster's PA and provide the certificate.
- In the event that an applicant is not cleared by the DBS, or there is an issue referred to on their initial application, there will be a meeting involving the Headmaster, Deputy Head (Pastoral) and Head of Languages to discuss the matter and to consider the appropriate action to be taken.

### In the partner school

A formal letter will be addressed to the trip co-ordinator in the partner school asking them to confirm that they have followed the best practice guidelines for ensuring participant wellbeing in their jurisdiction.

As part of the matching requirements, the partner school will ask their families to fill in a matching form which will constitute part of our risk assessment of the host families where our boys are to be placed.

## **Parents' briefing evening**

- Parents are made aware that any safeguarding concerns that arise during the exchange should be reported to the trip leader and that the boys involved should report any concerns they have to an appropriate member of staff.

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### Appendix 7: Regulated activity and DBS checks

#### Regulated activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.

Regulated activity includes:

a) Teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;

b) Work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:

c) Relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability;
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

#### Disclosure and Barring Service (DBS) checks

There are three types of DBS checks:

**Standard:** this provides information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC), regardless or not of whether they are spent under the Rehabilitation of Offenders Act 1974. The law allows for certain old and minor matters to be filtered out;

**Enhanced:** this provides the same information as a standard check, plus any approved information held by the police which a chief officer reasonably believes to be relevant and considers ought to be disclosed; and

**Enhanced with barred list check:** where people are working or seeking to work in regulated activity with children, this allows an additional check to be made as to whether the person appears on the children's barred list.

A more detailed description of the three types of DBS checks is provided on the DBS website.

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### **Appendix 8: The role of the Designated Safeguarding Lead**

The over-arching role of the DSL is to help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that pupils, including pupils with a social worker, are experiencing, or have experienced, with teachers and School leadership staff. The role includes: ensuring that the School, and relevant staff, know who these pupils are, understand their academic progress and attainment, and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that pupils in this group might face and the additional academic support and adjustments that they could make to best support these pupils.

#### **Managing referrals**

Any concern for a pupil's safety or welfare must be recorded in writing and given to the DSL.

The DSL will:

- refer cases of suspected abuse to the local authority's Children's Social Care Service, as required;
- ensure that the school is represented at Child Protection Conferences and core group meetings and will be responsible for ensuring that all staff members and volunteers are aware of the Safeguarding Policy and the procedure they need to follow;
- support those staff who make referrals to local authority children's social care;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- refer cases to the Prevent or Channel programme where there is a radicalisation concern;
- refer cases where a crime may have been committed to the police.

#### **Working with others**

The DSL will:

- liaise with the Headmaster to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- ensure that the Headmaster and Designated Safeguarding Governor are informed in a timely manner of any alleged, suspected or reported child safeguarding issue;
- as required, liaise with the case manager and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for all staff;
- provide confidential support and guidance to any staff member who seeks advice on child safeguarding issues;
- ensure each member of staff has access to, and understands, the School's Safeguarding Policy and procedures, especially new and part time staff;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

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## **Record Keeping and Child Protection File**

The DSL will:

- maintain written records and child protection files ensuring that they are kept confidential and stored securely in accordance with this policy;
- in addition to the child protection file, also consider if it would be appropriate to share any information with a new school or educational setting in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives at their new educational setting;
- where children leave the School before year 13, ensure their child protection file is transferred to the new school or college as soon as possible.

## **Training**

The DSL will:

- undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. This might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments);
- through appropriate training, knowledge and experience, liaise with Children's Services, other local safeguarding partners, the Local Authority Designated Officer (LADO) and other agencies where necessary, and make prompt referrals of suspected abuse to Children's Services;
- obtain access to resources and attend any relevant or refresher training courses;
- ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the School;
- recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School;
- understand and support the School or with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.

## **Policy Updating**

The DSL will:

- ensure the School's Safeguarding Policy is reviewed at least annually and the procedures and implementation are updated and reviewed regularly, in line with statutory guidance and the requirements of the School.

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### Raising Awareness

The DSL will:

- ensure the School's child protection policies are known, understood and used appropriately;
- ensure the Safeguarding Policy is available publicly;
- ensure parents are aware of the fact that referrals about suspected abuse or neglect may be made, and the role of the School in such referrals.

### Availability

During term time the DSL should always be available (during working hours) for staff in the School to discuss any safeguarding concerns.

### Appendix 9: Local safeguarding arrangements

The Barnet Multi-Agency Safeguarding Hub (MASH) can be contacted on 020 8359 4066. The MASH team are available Monday to Thursday 9 am to 5.15 pm and Friday 9 am to 5 pm. Other local authorities' equivalent contact details are as follows:

	PHONE CONTACT	OUT OF HOURS
LB Barnet	020 8359 4066	020 8359 2000
LB Brent	020 8937 4300.	
LB Camden	020 7974 3317	020 7974 4444
LB Ealing	020 8825 8000	
LB Enfield	020 8379 5555	020 8379 1000
LB Hackney	020 8356 5500	020 8356 2710
LB Haringey	020 8489 4470	020 8489 0000
LB Harrow	020 8901 2690	020 8424 0999
Hertfordshire	0300 123 4043	
LB Hillingdon	01895 556644	
LB Hounslow	020 8583 6600 option 2	020 8583 2222
LB Waltham Forest	020 8496 2310	020 8496 3000
LB Redbridge	020 8708 3885	020 8708 5897



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### **LADO**

The LADO (Local Authority Designated Officer) is the point of contact in the Council for anyone who has concerns/allegations about an individual working with children.

The LADO helps co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve any allegations as quickly as possible.

If you suspect that a paid or unpaid worker, volunteer or person in a position of trust working with children, has harmed, may harm or failed to protect a child or young person, you must tell Barnet's Local Authority Designated Officer (LADO) via MASH on 020 8359 4066.

### **SAFEGUARDING PARTNERS**

The new safeguarding partners (replacing the Safeguarding Board) and child death review partner arrangements have been in place since September 2019. The Barnet Safeguarding Children Partnership (BSCP) leads the multi-agency safeguarding arrangements in Barnet. The safeguarding partners are:

- John Hooton – Chief Executive, London Borough of Barnet
- Barry Loader – Detective Superintendent, Head of Safeguarding, North West Basic Command Unit, Metropolitan Police Service
- Kay Matthews – Executive Managing Director (Barnet) & Interim Executive Director of Quality, North Central London Clinical Commissioning Group

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## Temporary addendum: Covid-19 (coronavirus) measures and variations in safeguarding arrangements

### Context

The Covid-19 (coronavirus) pandemic has necessitated the government implementing a range of measures and restrictions to best safeguard public health. These have impacted upon all aspects of life, including on the way schools are presently operating.

As of 2 September 2020, schools fully reopened to all pupils, having been closed since 20 March, but with some adaptations to normal School routines to minimise the transmission of the virus. The School remained open to all year groups throughout the autumn term. However, a large increase in cases, and the emergence of a new, more transmissible variant, led to a further national lockdown (including closing schools to all bar vulnerable and key worker children) from 5 January 2020. A staggered return to in-School learning is expected, but details are awaited. There will therefore, likely, continue to be a situation under which some pupils are learning in School and others remotely from home.

The situation continues to impact upon some aspects of the School's safeguarding and child protection arrangements and this addendum sets out these variations, alongside the new factors requiring consideration.

It should be noted that the School's approach, policies and procedures continue to be guided by Keeping Children Safe in Education (KCSIE 2020) and this addendum should be read in conjunction with the full Safeguarding Policy and its appendices.

### Version control and dissemination

This is the fourth version of this addendum. It will be reviewed by our Designated Safeguarding Lead (DSL), or a deputy DSL, on a regular basis as circumstances continue to evolve, or following updated Department for Education advice or guidance.

It is available on the School website at <https://www.qebarnet.co.uk/about-us/leadership-governance/safeguarding/> and on the School Policies page, and is made available to staff via eQE.

The School will ensure that on any given day all staff and volunteers in attendance will be aware of who the DSL and deputy DSLs are and how staff and volunteers can to speak to them – noting the continued increased potential for staff absence.

### Safeguarding priority

During these challenging times the safeguarding of all pupils at the School continues to be our priority, irrespective of whether they are on the School site, or at home (for example due to following isolation guidelines, or in the event of school closure - either as directed by national policy or upon the specific advice of public health officials). The following fundamental safeguarding principles remain the same:

- the best interests of children continue to come first;
- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available whilst the School is open;

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- no unsuitable people will be allowed to gain access to pupils; and
- pupils should continue to be protected when they are online.

### **Current School position**

As of mid-February 2021, the School is closed to most pupils, with few vulnerable pupils requiring in-School provision. In all year groups the full timetable is being followed through eQE and Microsoft Teams. Every lesson involves a live online meeting element. A programme of extra-curricular enrichment activities is in place, being conducted online. Provision also includes the full pastoral curriculum, with pupils having daily registration periods with their form tutor, as well as Personal Development Time (PDT), discussion sessions, bespoke tutorials and online assemblies.

This is allowing attendance and participation to be monitored, and concerns followed up; enabling pupils to have regular interaction with their teachers and peers and raise any worries and difficulties they are experiencing; and maintaining a rounded education, which supports pupils' wider and long-term development, alongside meeting present challenges.

Details from the government are expected on when and how schools will re-open to more pupils, at which point plans will be put in place to implement the transition at QE in a way that maintains both safety and the strong educational progress being made.

A full risk assessment was conducted prior to the full reopening of the School in September, based upon a best practice template supplied by the London Borough of Barnet, and the Health and Safety Committee continued to meet regularly to review the effectiveness of management measures and to agree changes where necessary to best protect the physical and mental wellbeing of all those in the Elizabethan community. The arrangements had full regard to the various guidance documents issued by the Department for Education, Public Health England and other governmental departments which are relevant to schools and their activities. This process will be repeated with respect to re-opening after the current lockdown.

The measures introduced thus far through the pandemic to help manage the virus have been communicated to pupils in School (e.g. via form time and assemblies), and to pupils and families via regular QE Update briefings and the School's bespoke Back to School Guide. Further information, including the full risk assessments and committee meeting minutes, has been made available to all members of staff.

In anticipation of the use of mass Covid-19 testing in supporting a safe return to School – by identifying asymptomatic cases with high viral loads using lateral flow test devices, as supplied and advised by the government – the School has progressed its planning in this regard. Consents for participation have been sought from staff and pupils (directly for those aged 16 and over, and from parents for those under 16); volunteers to support the programme have been recruited, DBS checked and training is being undertaken; the testing centre set up within the Main School Hall, with the necessary equipment procured; and twice-weekly testing for members of staff working on-site has been conducted.

### **Current risk level**

The current national lockdown was imposed due to very high community case numbers across the country and the risk of the NHS being overwhelmed. London and the South East was the first region impacted at scale by the so-called Kent variant of Covid-19, which evidence suggests is 30-70% more transmissible than the previous dominant strain. This variant is now

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dominant across the country. The infection rate and R-number (reproduction rate), as measured by the ONS, have both reduced significantly from their peak in early January 2021, but community case numbers in London remain higher than many other parts of the country. The risk is therefore still very high. The roll-out of vaccines does mean that an increasing proportion of the most vulnerable have received at least one dose of the vaccine, thus receiving some protection.

### **Safeguarding partners' advice**

In addition to following government guidance issued to educational settings through the Department for Education and Public Health England, the School continues to work closely with our three safeguarding partners, and we will ensure this addendum is consistent with their advice. This will include expectations for supporting children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need. The School has drawn upon supplementary advice for Schools distributed by the London Borough of Barnet.

### **Roles, responsibilities and reporting concerns**

The roles and responsibilities for safeguarding in the School remain in line with our full Safeguarding Policy.

With the School fully open it is expected that our DSL or at least one deputy DSL will be available on site during the School day. Should circumstances dictate that is not possible, we will:

- have a trained DSL or deputy DSL available by phone and/or online video; or
- ensure we have access to a trained DSL or deputy DSL from another school or college by phone and/or online video; and
- have a member of the Safeguarding Team (all trained to Level 3) on-site whenever pupils are present.

Where our DSL or a deputy DSL cannot be on site, then in addition to one of the above options we will also ensure a member of the Senior Leadership Team from the School takes responsibility for co-ordinating safeguarding on-site.

Should a member of staff have a safeguarding concern or need to make a report, they should contact the DSL immediately by phone or email. Should they not receive a reply within an hour they should contact one of the Deputy DSLs by email. This could arise when a student is on the School premises, participating in an online session through a platform such as Zoom or MS Teams, or through information provided to a member of staff regarding the wellbeing of an individual student by that student, or by a third party.

The importance of all staff and volunteers acting immediately on any safeguarding concerns remains. Staff and volunteers will continue to follow our Safeguarding and Child Protection procedures set out in this policy and advise the DSL of any concerns they have about any pupil, including those who are not attending School due to following isolation guidance.

The varied arrangements in place as a result of the Covid-19 measures do not reduce the risks that young people may face from staff or volunteers. As such, it remains extremely important that any allegations of abuse made against staff or volunteers attending our School,

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or interacting with our pupils remotely, are dealt with thoroughly and efficiently and in accordance with our stated procedures.

The Designated Safeguarding Lead is Mr David Ryan and the Deputy Designated Safeguarding leads are Mr Michael Feven and Dr Sarah Westcott.

Mr Ryan can be contacted by telephone on 020 8441 4646.

The relevant email address for the DSL and his deputies is: [safeguarding@gebarnet.co.uk](mailto:safeguarding@gebarnet.co.uk)

Should a pupil or his parents have a concern about his wellbeing, or that of a peer, these should be sent to [enquiries@gebarnet.co.uk](mailto:enquiries@gebarnet.co.uk) and be marked for the attention of the boy's Head of Year, who will be a member of the School's Safeguarding Team, in the subject line.

Staff and pupils have a responsibility to follow all usual conduct guidelines and to adhere to the instructions issued with respect to maintaining health and safety on the premises, safety online (clear guidance has been issued with respect to using video-conference and remote learning technologies), and all national coronavirus measures (many of which are set out in law).

### **Vulnerable pupils**

Vulnerable pupils include those who have a social worker and those with education or health care (EHC) plans.

Those who have a social worker include young people who have a child protection plan and those who are looked after by the local authority. A pupil may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

All vulnerable pupils are able to attend School, as per national guidance. Each case has been considered individually by pastoral leaders to assess, in consultation with parents and any other relevant agents, whether a vulnerable pupil is able to work from home safely and effectively. Senior staff in the School, led by the DSL, will continue to closely monitor the progress and wellbeing of these pupils to ensure that they are fully supported.

Additional support is available to vulnerable pupils and those who may otherwise struggle to access remote learning, when this is required, due to disadvantage (such as financial hardship and lack of IT access).

### **Attendance**

During School closure, the School is following DfE guidance on absence reporting. However, daily form group registration is being conducted and staff in each lesson are keeping note of pupil attendance. Where there are concerns about non-attendance in online lessons, or remote learning tasks not being completed, these will be investigated by staff to check on the welfare of the pupil in question.

Where the School is open to all pupils, or to particular year groups, the School's normal attendance and absence procedures are in place for those to whom it is open, as set out in the Pupils' Attendance Policy. All pupils are expected to be in School and unauthorised absence will be followed up in the usual way.

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## **Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)**

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If pupils are unwell (with non-Covid symptoms) this should be reported to the School daily until they are well enough to return. Permission for absences to attend appointments (such as medical appointments) should be sought in advance by sending an email to [absence@gebarnet.co.uk](mailto:absence@gebarnet.co.uk)

The School should be notified at the earliest possible opportunity if a pupil or a member of their household experiences Covid-19 symptoms (a new persistent cough; a fever; a loss of or change to their normal sense of taste or smell) or tests positive for Covid-19, with the same expectation of members of staff and volunteers. The School requests evidence of all Covid-19 test results (positive or negative) be sent to the School.

The School expects all households to fully compliant with the national rules on isolation and the School will support staff and pupils in these circumstances. If households are unsure of what action they need to take, having checked government websites, they should make an enquiry with the School. No one should attend the site if they, or anyone in their household, has Covid-19 or associated symptoms.

Those isolating are able to join their lessons 'live' using MS Teams, where they are well. Form tutors and other relevant staff, will seek to ensure that pupils isolating are receiving the academic and pastoral support they need to maintain their progress and wellbeing.

### **Pupil wellbeing**

Negative experiences and distressing life events, such as those connected to the current circumstances, can affect the mental health of pupils and their parents.

Our staff will be alert to the mental health of pupils and their parents and carers and will contact the DSL or a deputy if they have any concerns.

The School counsellor remains available to pupils, with meetings taking place in School. Online appointments have maintained throughout periods of school closure. Referrals will continue to be made where it is identified that this would be of benefit to a pupil.

The peer mentoring system has been conducted online since the start of the academic year, due to the need to keep those in different year groups apart in their bubbles. This resulted in mentors having been suitably trained to continue meetings during the school closure.

Promoting positive thinking and good mental wellbeing will continue to form a key part of the pastoral curriculum. This continues to be supported, remotely, by external speakers including Old Elizabethans.

There have been significant efforts to adapt extra-curricular enrichment opportunities to allow pupils to continue to pursue their hobbies and interests, noting the benefits to mental wellbeing.

### **Peer-on-peer abuse**

We recognise that young people can abuse their peers and our staff are clear about the School's policy and procedures regarding peer-on-peer abuse. All peer-on-peer abuse is unacceptable and will be taken seriously. We recognise that abuse can still occur during a School closure, particularly online.

## **Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)**

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Our staff will remain vigilant to the signs of peer-on-peer abuse and will follow the process set out in this Safeguarding Policy. Pastoral leaders will reiterate the key messages and signs of abuse to staff regularly and will communicate similarly with pupils at appropriate times.

### **Online safety**

During lockdown it is necessary for pupils to use the internet for their work far more and it is understood that use of social media platforms also increase in these circumstances. With remote learning in place – or even when a blended form of educational provision (relying on online technologies to deliver some opportunities, and to support those isolating at home) is in place - staff must remain particularly aware of the signs of cyberbullying and other online risks, and our filtering and monitoring software remains in use on School devices during this time to safeguarding and support pupils.

Our staff will follow the process for online safety set out in our relevant policies and all have a responsibility to promote good online safety among our pupils. Online safety is a key part of the School's pastoral curriculum, and this will continue under the present circumstances.

Staff who interact with pupils online will continue to look out for signs they may be at risk. If a staff member is concerned about a pupil, that staff member will follow the approach set out in this addendum and report that concern to the DSL or to a deputy DSL.

Staff may be expected or encouraged to interact directly with pupils online in groups. In these circumstances, staff must remain professional in their conduct at all times. Staff should be guided by the requirements of the School's Code of Conduct for Staff and Governors to ensure that communications remain appropriate. Staff should use School systems to communicate with pupils, for example eQE and School email addresses. To enable effective home learning, staff are requested by the School to utilise other online platforms to facilitate academic, enrichment and pastoral provision. The principles of child protection will continue to be implemented in these situations. Clear guidance on how to teach via MS Teams, with a focus on safeguarding, have been provided to all teaching staff.

Staff should end and rearrange an online meeting if they would otherwise be alone (online) with a single pupil.

All staff and pupils should give full regard to online safety, security, privacy and data protection when conducting online activities.

When leading an online session, the teaching staff should remind pupils of the need for appropriate conduct, in line with the addendum to the School's Pupil Discipline Policy. Teaching staff should also immediately terminate an online session if they are concerned that pupil safety may be at risk.

### **Safeguarding pupil wellbeing when on the school site**

A significant number of adaptations were made to the physical environment and School routines in order to best protect the health and wellbeing of those in the School community, whilst ensuring that a full educational experience – important for pupil's long-term progress and wellbeing – can be delivered.

These arrangements have been based upon the guidance issued to schools by the Department for Education and the government's essential control measures.

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## **Queen Elizabeth's School SAFEGUARDING POLICY (Incorporating Child Protection)**

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Measures in place during the autumn term included:

- operating a system of year-group bubbles, preventing contact between those in different year groups wherever possible;
- splitting lunch break into two: 11.30am-12.40pm (years 7, 9, 13); 12.40pm-1.50pm (years 8, 10, 11, 12) to assist social distancing by having separate eating spaces for each year group;
- clearly demarcating separate playgrounds for each year group;
- provision of hand sanitizer in all classrooms and introduction of automatic dispensing machines across the school site;
- introducing entrance only / exit only doors and one-way systems on stairs;
- clear and prominent public health messaging around the site e.g. a series of signs and banners with the 'Keep your distance/ Wash your hands/Catch it, bin it, kill it' and others detailing where face coverings are required;
- requiring face coverings to be worn in corridors and indoor communal spaces, as well as on coaches and public transport, with face coverings able to be worn in additional circumstances at individual discretion (e.g. in classrooms);
- detailed guidance for teaching staff regarding classroom protocols and distancing;
- specific guidance for school coach users regarding wearing face coverings and social distancing when waiting for coaches at 3.45pm
- set seating plans in each lesson and for each coach to minimise potential spread of the virus; and
- having an enhanced cleaning regime across the School.

This is not an exhaustive list of measures and these are kept under continuous review. It is likely that the measures in place for the autumn term would be the starting point for when the School re-opens to more pupils after lockdown. Additional measures may also be implemented, such as mass testing, to further manage risk. The planned measures will be determined based upon the guidance and evidence at the time and then kept under constant review.

### **Safer recruitment**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff, we will continue to follow our safer recruitment procedures.

In response to Covid-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. Where it is not possible to follow usual guidelines, due to social distancing measures:

- ID documents can be viewed over live video link by the member of staff administering the check; and
- Scanned images can be used in advance of the DBS check being submitted.

However, applicants must still present the original documents when they first attend School and face-to-face identification checking will remain the default position wherever possible.



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**Queen Elizabeth’s School**  
**SAFEGUARDING POLICY**  
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For volunteers we will continue to follow the checking and risk assessment process set out in paragraphs 167 to 172 of Keeping Children Safe in Education 2019. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to engage in regulated activity.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness.

**Approval**

This addendum has been produced in line with Department for Education guidance and is informed by the work of Browne Jacobson LLP. It is the result of close consultation with the School’s Designated Safeguarding Lead (DSL), who will retain responsibility for ongoing review as the situation in School, and nationally, continues to develop.

This addendum was first approved by the full Governing Body on 3 April 2020 with subsequent versions presented at the termly meetings of the Governing Body. Those minor revisions required to reflect changing guidance over the period during which restrictions are in place to tackle Covid-19 may be made by the DSL, in consultation with the Chairman of Governors and Named Governor for Safeguarding.

This addendum is temporary and will fall away when normal School routines resume, as advised by the government.

Approved by the Governing Body on 25 February 2021

Signed .....

B.R. Martin, Chairman of the Governing Body