



Child Protection Policy

Policy adopted by Governing Body 28th September 2023, to be revised annually.

Key Contact Personnel in School

Designated Safeguarding Lead: Mrs A McIlroy

Deputy Designated Safeguarding Lead: Mr P Larter

Named Safeguarding Governor: Mrs T Jack

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff and governors have access to this policy and sign to say they have read **and** understood its contents. This policy is available to view in the school shared drive: School Policies and also on the school website.

This policy will be reviewed **at least** annually and/or following any updates to national and local guidance and procedures.

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1. Introduction and Ethos

- Queen Elizabeth's Grammar School recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Staff working with children at Queen Elizabeth's Grammar School will maintain an attitude of 'it could happen here' where safeguarding is concerned.

- Queen Elizabeth's Grammar School believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Queen Elizabeth's Grammar School recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- Our core safeguarding principles are:
 - **Prevention**
 - positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
 - **Protection**
 - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
 - **Support**
 - for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
 - **Working with parents and other agencies**
 - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- Queen Elizabeth's Grammar School expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2023 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers and are consistent with those outlined within KCSIE 2023.

2. Policy Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - DfE Keeping Children Safe in Education 2023 (KCSIE)
 - Working Together to Safeguard Children (last updated 2022) (WTSC)
 - Ofsted: Education Inspection Framework 2019, updated July 2023
 - Framework for the Assessment of Children in Need and their Families 2000
 - Kent and Medway Safeguarding Children Procedures (Online)
 - Early Years and Foundation Stage Framework (EYFS)
 - The Education Act 2002
 - The Education (Independent School Standards) Regulations 2014
 - The Non-Maintained Special Schools (England) Regulations 2015

- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are students at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- We acknowledge that some learners will have returned in September 2020 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.

3. Definition of Safeguarding

- In line with KCSIE 2023, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - protecting children from maltreatment
 - preventing impairment of children’s mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
 - taking action to enable all children to have the best outcomes.
- The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect
 - Bullying, including cyberbullying
 - Children with family members in prison
 - Children absent from education
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation (CCE)
 - Contextual safeguarding (risks outside the family home)
 - County lines and gangs
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Gender based abuse and violence against women and girls
 - Hate
 - Homelessness
 - Human trafficking and modern slavery
 - Mental health
 - Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or “Sexting”
 - Online safety
 - Peer on peer abuse

- o Preventing radicalisation and extremism
- o Private fostering
- o Relationship abuse
- o Serious Violence
- o Sexual Violence and Sexual Harassment
- o *So called honour based abuse including Female Genital Mutilation (FGM) and forced marriage
- o Upskirting

*Duty to Report FGM: Under the mandatory reporting legislation, members of staff are required to report **known** cases of FGM to the police. A known case means means that the member of staff has either visually identified the FGM or it has been verbally disclosed to them.

If a student, who is under 18, informs a member of staff that they have undergone FGM you must ring the non-emergency 101 number within 48 hours. You should make a note of your actions and record the police reference number as evidence that you have complied with the duty.

However, this does not apply to when a teacher or other member of staff only suspects that FGM might have taken place or be about to take place. In this case, a referral should be made to the designated safeguarding lead and the school's safeguarding procedures should be followed as normal.

4. Related Safeguarding Policies

- This policy is one of a series in the school integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:
 - o School Behaviour Policy (covers use of physical intervention, searching, screening and confiscation)
 - o Online Safety Policy
 - o Electronic Information and Communications Systems Policy
 - o Anti-Bullying Policy
 - o Data Protection Policy
 - o Consent for use of Images
 - o PSHE Relationships and Sex Education Policy
 - o Health and Safety
 - o Attendance Policy
 - o Risk assessments (e.g. school trips, use of technology)
 - o First aid and Medicines Policy
 - o Allegations of Abuse Policy
 - o Staff Code of Conduct
 - o Whistleblowing Policy

5. Policy Compliance, Monitoring and Review

- Queen Elizabeth's Grammar School will review this policy at least annually. The policy will be revised following any national or local policy updates, any significant national events, local child protection concerns and/or any changes to our procedures.

- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and part one of KCSIE, which can be found in the School Policies area of the shared staff drive.
- Parents/carers can obtain a copy of the Child Protection Policy and other related policies on request. Additionally, key policies can be viewed via the school website www.queenelizabeths.kent.sch.uk
- The policy forms part of our school development plan and will be reviewed annually by the Governing Body and school leader with responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead and Headteacher will ensure regular reporting on safeguarding activity and systems to the Governing Body. The Governing Body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

6. Key Responsibilities

- All members of the Governing Body have read and will follow KCSIE 2023.
- The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- The Governing Body and Leadership Team will ensure that the Designated Safeguarding Leads are supported in their role.

6.1 Designated Safeguarding Lead (DSL)

- The school has appointed the **Deputy Headteacher**, a member of the senior leadership team as the Designated Safeguarding Lead (DSL). The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.
- The school has appointed a Deputy DSL - an **Assistant Headteacher** who will have delegated responsibilities and act in the DSL's absence.
- Whilst the activities of the DSL may be delegated to the deputy, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The Deputy DSL will be trained to the same standard as the DSL. The DSL's training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The Headteacher will be kept informed of any significant issues by the DSL.
- The DSL (and deputy) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns. This may

include handling of referrals to integrated social care and working with other agencies where appropriate.

- **It is the role of the DSL to:**

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Coordinate safeguarding action for individual children
 - When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- Liaise with other agencies and professionals in line with KCSIE 2023 and WTSC 2018
- Ensure that locally established procedures as put in place by the three safeguarding partners (KSCMP), including referrals, are followed, as necessary.
- Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school role in any multi-agency plan for a child.
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Lead on understanding the filtering and monitoring systems and processes in place across the school
- Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2023)

6.2 Members of Staff

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand their school safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- All staff and students devices are filtered via Smoothwall web filtering appliance on site when using the school network. Safeguarding is provided by Smoothwall Monitor, a managed

safeguarding service for student desktops and chromebooks that operates 24/7 if using the school account on a managed device (yrs 7-11 scheme chromebooks). We also use Classwize monitor for in-lesson monitoring and control of student devices.

6.3 Children and Young People

Children and young people (learners) have a right to:

- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Contribute to the development of school safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

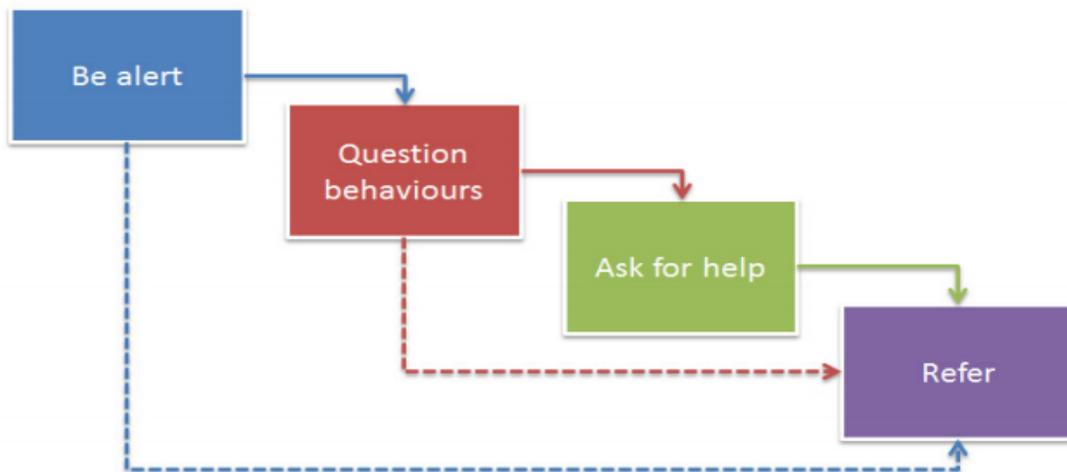
6.4 Parents and Carers

Parents/carers have a responsibility to:

- Understand and adhere to the relevant school policies and procedures.
- Talk to their children about safeguarding issues with their children and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online.
- Seek help and support from the school or other agencies.

7. Recognising Indicators of Abuse and Neglect

- All staff in school are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2023. This is outlined locally within the [Kent Support Levels Guidance](#).
- Queen Elizabeth's Grammar School recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
 - For further information see Appendix 1.
- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



‘What to do if you are worried a child is being abused’ 2015

- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused, however all concerns should be taken seriously and explored by the DSL on a case-by-case basis.
- Queen Elizabeth's Grammar School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- Parental behaviours’ may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Children may report abuse happening to themselves, their peers or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.
- Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.
- If deemed necessary by the headteacher or by staff authorised by the headteacher following a concern about a child’s safety or welfare, the searching and screening of children and

confiscation of any items, including electronic devices, will be managed in line with the School Behaviour Policy, which is informed by the DfE '[Searching, screening and confiscation at school](#)' guidance.

8. Child Protection Procedures

- If staff are made aware of a child protection concern, they are expected to:
 - listen carefully to the concern and be non-judgmental.
 - only use open questions to clarify information where necessary, e.g. who, what, where, when or Tell, Explain, Describe
 - not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
 - be clear about boundaries and how the report will be progressed.
 - record the concern in line with school record keeping requirements (see section 9).
 - inform the DSL (or deputy), as soon as practically possible.
- Queen Elizabeth's Grammar School adheres to the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP). The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: <https://www.kscmp.org.uk/>
- Queen Elizabeth's Grammar School is an Operation Encompass School. This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.
- Queen Elizabeth's Grammar School recognises that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with KSCMP guidance which may involve multi-agency decision making.
 - The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).
- If a child is in immediate danger or is at risk of harm, a request for support will be made immediately to Integrated Children's Services (Front Door) and/or the police in line with KSCMP procedures.
- All relevant staff are aware of the process for making a Request for Support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- In most cases, a Request for Support will be made by the DSL or a deputy DSL. However if the DSL or a deputy is not immediately available to discuss an urgent concern, staff will seek advice from the Education Safeguarding Service or via consultation with a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, they will inform the DSL as soon as possible.

- In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP.
 - Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will consult with Kent Safeguarding.

9. Record Keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing and maintained by the DSL.
- Child Protection records will record facts and not personal opinions. If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- Yellow incident and concern forms are kept in the staff room, the main school office, in KS offices, in the canteen office, in the examinations office and in the DSL's offices.
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.

10. Multi-Agency Working

- Queen Elizabeth's Grammar School recognises and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements. The leadership team and DSL

will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.

- Queen Elizabeth's Grammar School recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

11. Confidentiality and Information Sharing

- Queen Elizabeth's Grammar School recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2023.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2023). DfE "[Information sharing advice for safeguarding practitioners](#)" (2018) provides further detail. A copy of this can be found in the staffroom and in the DSL's office.
- The Headteacher or DSL will disclose information about a learner on a 'need to know' basis.
- Queen Elizabeth's Grammar School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements. **Craig Stillwell, 72 Canon Street, London, EC4N 6AE.**
dataservices@judicium.com Tel 0203 326 9174
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

12. Complaints

- All members of the school community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding regime. The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns or complaints. This can be found on the Staff Shared Drive: School Policies and on the school website.
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk

- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
 - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- The leadership team at Queen Elizabeth's Grammar School will take all concerns reported to the school seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
 - Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 17 of this policy.

13. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2023) which covers safeguarding information for all staff.
 - School leaders, including the DSL will read the entire document and school leaders and all members of staff whether they work directly or indirectly with children will read Part 1.
 - All members of staff have signed to confirm that they have read and understood the guidance shared with them - a record is kept with the single central record.
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training and information to ensure they are aware of the school internal safeguarding processes as part of their induction - this will be through training provided by the DSL and the sharing of key documents - Keeping Children Safe in Education, Child Protection Policy, Online Safety Policy and Staff Code of Conduct .
- All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. This training will include online safety and will take place at least annually.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates in the form of training sessions, email updates and staff meetings. Full child protection training will be provided for all staff members at least every two years, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including agency and third-party staff) will be made aware of the school expectations regarding safe and professional practice via the Staff Code of Conduct and Acceptable Use Policy (AUP).
- Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies where appropriate - for example via input from experienced and knowledgeable staff such as Heads of Year.
- The DSL and Headteacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain an up to date register of who has been trained.

- Although the school has a nominated link governor, all members of the Governing Body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

14. Safer Working Practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school Behaviour Policy/Code of Conduct. The DSL will ensure that all staff and volunteers have read the Child Protection Policy and Staff Code of Conduct and understand that their behaviour and practice must be in line with it.
- Staff will be made aware of the school behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including Staff Code of Conduct, Acceptable Use Policies and Internet Safety Policy.

15. Staff Supervision and Support

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff are supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

16. Safer Recruitment

- Queen Elizabeth's Grammar School is committed to ensure that there is a safe working culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.

- o Queen Elizabeth's Grammar School will follow relevant guidance in Keeping Children Safe in Education 2023 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS). This includes as part of the shortlisting process, carrying out an online search as part of due diligence on the shortlisted candidates.
 - o The Governing Body and leadership team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
 - o The Governing Body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
 - Queen Elizabeth's Grammar School is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
 - We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

17. Allegations Against Members of Staff, Volunteers and Organisations or Individuals using School Premises

- Queen Elizabeth's Grammar School recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers), visitors, organisations or hirers to behave in a way that:
 - o indicates they have harmed a child, or may have harmed a child
 - o means they have committed a criminal offence against or related to a child
 - o behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
 - o behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- In depth information regarding staff allegations can be found within our Allegations of Abuse Policy. This can be found on the Staff Shared Drive: School Policies.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team at Queen Elizabeth's Grammar School will take all concerns or allegations received seriously. **All staff know that all concerns about a member of staff should be reported directly to the Headteacher.**
- If we receive an allegation relating to an incident where an individual or organisation was using our school premises for running an activity for children, we will follow our existing safeguarding policies and procedures and inform the Local Authority Designated Officer (LADO)
- The Headteacher (if appropriate, in conjunction with the DSL) will immediately contact the [Local Authority Designated Officer](#) (LADO) to agree further action to be taken in respect of the child and staff member.

- In the event of allegations of abuse being made against the Headteacher, staff are advised that allegations should be reported directly to the Chair of Governors who will contact the LADO.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team. All members of staff are made aware of the school Whistleblowing Policy which is available on the staff shared area in the School Policies folder. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
 - Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- Queen Elizabeth's Grammar School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
 - If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

18. Safeguarding Children with Special Educational Needs and Disabilities

- Queen Elizabeth's Grammar School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the SENCo to plan support as required.
- Queen Elizabeth's Grammar School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns, such as bullying and exploitation.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities.

19. Child on Child Abuse

- All members of staff at Queen Elizabeth's Grammar School recognise that children are capable of abusing their peers. Queen Elizabeth's Grammar School believes that abuse is abuse and it will never be tolerated or passed off as "banter", "just having a laugh" or "part of

growing up". All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

- Queen Elizabeth's Grammar School recognises that child on child abuse can take many forms, including but not limited to:
 - bullying, including cyberbullying
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence and sexual harassment
 - 'upskirting', which typically involves 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
 - nude or semi-nude image sharing (also known as 'sexting' or youth produced/involved sexual imagery)
 - initiation/hazing type violence and rituals
- Staff and leadership recognise that that some child on child abuse issues may be affected by gender, age, ability and culture of those involved, (i.e. for gender based abuse, girls are more likely to be victims and boys more likely to be perpetrators) however, all peer on peer abuse is unacceptable and all reports will be taken seriously.
- In order to minimise the risk of child on child abuse, Queen Elizabeth's Grammar School will:
 - **The school has a robust anti-bullying policy**
 - **provides an age/ability appropriate PSHE and RSE curriculum that is regularly reviewed and updated**
 - **provides a range of reporting mechanisms e.g. reporting emails to Heads of Year and DSLs and reporting post box/anonymous google form for students.**
- All allegations of child on child abuse will be recorded, investigated, and dealt with in line with associated school policies, including Child Protection, Anti-bullying and Behaviour.
- Alleged victims, perpetrators and any other child affected by peer on peer abuse may be supported by:
 - **taking reports seriously, listening carefully and avoiding victim blaming**
 - **providing appropriate pastoral support**
 - **working with parents/carers**
 - **reviewing educational approaches, and in cases of sexual assault, informing the police and/or Front Door.**

19.1 Child on Child Sexual Violence or Harassment

- When responding to concerns relating to child on child sexual violence or harassment, the DSL will follow the guidance outlined in part five of KCSIE 2023.
- If the DSL is unsure how to proceed, advice will be sought from the Education Safeguarding Service.

- It is essential that all victims of sexual violence or sexual harassment are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.
- Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).
- When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis. The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students and staff and any actions that are required to protect them.
- Reports will initially be managed internally by the school and where necessary will be referred to Integrated Children's Services and/or the Police.
 - The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim; the nature of the alleged incident (including whether a crime may have been committed); the ages and developmental stages of the children involved; any power imbalance between the children; if the alleged incident is a one-off or a sustained pattern of abuse; if there are any ongoing risks to the victim, other children, adult students or school staff; and, any other related issues or wider context.

19.2 Nude and/or Semi-Nude Image Sharing by Children

- Queen Elizabeth's Grammar School recognises that nude and semi-nude image sharing (also known as youth produced/involved sexual imagery or "sexting") is a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
- When made aware of concerns involving nude or semi-nude image taking/sharing involving children, staff are advised to:
 - Report any concerns involving nude or semi-nude image sharing involving children to the DSL immediately.
 - Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident (e.g. if a child has shown it to them), this will be immediately reported to the DSL.
 - Not delete the imagery or ask the young person to delete it.
 - Not say or do anything to blame or shame any children involved.
 - Explain to the child/children involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
 - Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.
- DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young](#)

[people](#)' (Updated December 2020) and the local [KSCMP](#) guidance: "Responding to youth produced sexual imagery"

- o the DSL will hold an initial review meeting with appropriate staff and will speak with the children involved if appropriate.
- o parents and carers will be informed at an early stage and involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
- o a referral will be made to social services and/or the police immediately if:
 - the incident involves an adult (over 18).
 - there is reason to believe that a child has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, age of SEND).
 - the image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
 - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
- o All decisions will be recorded in line with our child protection procedures and will be based on the consideration of the best interests of any child involved. The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
- o If DSLs are unsure how to proceed, advice will be sought from the Education Safeguarding Service.

20. Gangs, County Lines, Serious Violence, Crime and Exploitation

- Queen Elizabeth's Grammar School recognises the impact of gangs, county lines, serious violence, crime and exploitation. Any concerns regarding gangs, county lines, serious violence, crime and exploitation will be reported and responded to in line with other child protection concerns. The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - o Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
 - o Children who go missing for periods of time or regularly come home late
 - o Children who regularly miss or are absent from school or education or do not take part in education
 - o Change in friendships/relationships with others/groups
 - o Children who associate with other young people involved in exploitation
 - o Children who suffer from changes in emotional well-being
 - o Significant decline in performance
 - o Signs of self-harm/significant change in wellbeing
 - o Signs of assault/unexplained injuries

21. Mental Health

- All staff will be made 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. Staff are aware of how children's experiences can impact on their mental health, behaviour and education.
- Staff are well placed to observe children 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.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.
- Staff are clear that school attendance can be affected by children experiencing mental health problems

22. Online Safety

- It is recognised by Queen Elizabeth's Grammar School that the use of technology presents particular challenges and risks to children and adults both inside and outside of school. Detailed information about the school's response to online safety can be found in the school's **Online Safety Policy**.
- The DSL and Leadership Team have read Annex C regarding Online Safety within "**Keeping Children Safe in Education**" 2023.

23. Curriculum and Staying Safe

- Queen Elizabeth's Grammar School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
 - We recognise that school play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
- Queen Elizabeth's Grammar School is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.
- Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

24. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

25. Local Support

- All members of staff in Queen Elizabeth's Grammar School are made aware of local support available.
 - **Contact details for Area Safeguarding Advisor (Education Safeguarding Service)**
 - Telephone: 03301 651140
 - **Contact details for Online Safety in the Education Safeguarding Service**
 - onlinesafety@theeducationpeople.org (non-urgent issues only)
 - **Contact details for the LADO**
 - Email: kentchildrenslado@kent.gov.uk
 - **Integrated Children's Services**
 - <https://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/front-door>
 - **Kent Police**
 - 101 or 999 if there is an immediate risk of harm
 - **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
 - kscmp@kent.gov.uk
 - **Adult Safeguarding**
 - email social.services@kent.gov.uk

Signed:

Chair of Governors

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of *'Keeping Children Safe in Education'* 2023.

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

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks

- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for, inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene

- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2 : Keeping yourself safe when responding to disclosures

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

2. Respond

- Reassure the student that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. “it will be alright now”
- **Do not promise confidentiality**; you have a duty to refer
- Reassure and alleviate guilt, if the student refers to it e.g. “you’re not to blame”
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the student only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; “Did he/she....?”, such questions can invalidate evidence
- **Do** ask open “TED” questions; Tell, explain, describe
- Do not criticise the perpetrator; the student may have affection for him/her
- Do not ask the student to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the Designated Safeguarding Lead

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals