



Queen Elizabeth High School Policy

Safeguarding and Child Protection

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Policy and Document Links:

Acceptable Use Of ICT Policy
Accessibility Policy
Channel Duty Guidance And Vulnerability Framework
Conduct For Learning Policy
E-Safety Policy
Female Genital Mutilation Government Guidance
Health And Safety Policy
Keeping Children Safe In Education 2016
Missing Student Policy
Prevent Strategy
Preventing Extremism And Radicalisation Policy
SEND Policy
Supporting Students With Medical Conditions Policy
Teachers Professional Standards
The Children Act 2004
The Children And Families Act 2014
The Education Act 2002
What Is Child Sexual Exploitation NSPCC Guidance
What To Do If You Are Worried A Child Is Being
Abused : Advice For Practitioners
Working Together To Safeguard Children 2015

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Rationale

This policy applies to all adults, including volunteers, working in or on behalf of Queen Elizabeth High School and is written in line with the principles of statutory requirements and guidance.

Everyone working in or for our school shares an objective to help keep children and young people safe by providing a safe environment for them to learn and develop, identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school and following the procedures set out by statute.

Queen Elizabeth School is committed to safeguarding and promoting the welfare of all of our students. Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse in many different forms and work closely with partner organisations and fellow professionals to ensure our students receive the highest levels of safeguarding and protection.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their conduct may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students.

Key Personnel in delivering a safe and secure environment for our students are:

Mr M Farmer Headteacher

Mr T Burt Chair of Governors

Mrs K Lane Assistant Headteacher, Designated Safeguarding Lead (DSL) and Single Point of Contact for Channel (SPOC), SENCO

Mr S Seneque Assistant Headteacher, Deputy Designated Safeguarding Lead (DDSL) and Deputy Single Point of Contact for Channel (DSPOC)

Mr R Jones Jey Stage Leader, Deputy Designated Safeguarding Lead

Mr G Hurlow Science Technician and Health & Safety Officer

Mrs S Reeves-Walters Designated Governor with Safeguarding Responsibility

Safeguarding Defined

Safeguarding is required in situations where children are maltreated, where their health or their physical and/or emotional development is put at risk or where their care is not deemed safe. Where a child is suffering significant harm, or this is likely, the school should take immediate action with other agencies to protect that child. At all times, staff of Queen Elizabeth High School are expected to act in the interests of the child. A child is defined as someone under the age of 18 years.

We believe that:

- All children and young people have the right to be protected from harm
- Children and young people need to be safe and to feel safe in our school
- Our students have a right to support which matches their individual needs, including those who may have experienced abuse

- All children and young people have the right to speak freely and voice their values and beliefs
- Our students must be encouraged to respect each other's values and support each other
- All children and young people have the right to be supported to meet their emotional and social needs as well as their educational needs, a happy and healthy child who can interact well socially will achieve better academically
- Queen Elizabeth High School can and does contribute significantly to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours
- All governors and staff have an important role to play in safeguarding and protecting our students

College Training and Staff Induction

The Designated Safeguarding Lead undertakes basic child protection training, training in inter-agency working, Designated Senior Person training and refresher training at regular intervals.

The Headteacher and all other school staff, including non-teaching staff, undertake appropriate induction training delivered by the Designated Safeguarding Lead to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at regular annual intervals. Whole College safeguarding training was last updated in September of 2017. The materials used are those supplied by the Herefordshire Safeguarding Children Board (HSCB) and the Local Authority. Additional workshops on specific topics of Honour Violence and carried out in January and March 2017.

All staff (including temporary staff and volunteers) are provided with the Academies Safeguarding and Child Protection Policy and informed of child protection arrangements on induction.

All staff are required to read the document "[Keeping Children Safe In Education For School And College Staff: Part 1](#)" (September 2017) on an annual basis. A record of issue and compliance is kept as part of the College single central record.

College Governors will all complete the Governor E-Learning (GEL) module "[Safeguarding The Governors' Role](#)" on an annual basis. Though there is no legal requirement for College governors to undergo specific safeguarding training it is accepted this is good practice and commensurate with their responsibilities. The Designated Governor with Safeguarding Responsibility will organise and record compliance as well as update governors at each meeting of any safeguarding developments of which they should be aware.

Support, Advice and Guidance for Staff

The Designated Safeguarding Lead will be supported by the Headteacher, Deputy Headteacher, Chair of Governors and Designated Governor with Safeguarding Responsibility.

Related College Policies

Our policy on positive handling is set out within our Academies Conduct for Learning Policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under management of allegations or disciplinary procedures if conducted incorrectly or without due reason.

Our policy on racist incidents is set out within the Academies Conduct for Learning Policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding children procedures. In all instances such incidents are reported to the local Authority as required.

Our policy on bullying is set out in a separate policy and within the Academies Conduct for Learning Policy and acknowledges that to allow or condone bullying may lead to consideration under safeguarding children procedures.

Our Academies Acceptable Use of ICT Policy recognises that internet safety is a school wide responsibility (staff, students and parents).

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies and have duly appointed a member of staff with clear e-safety responsibilities, currently Mr J Pridden (Director of Digital Learning). All students are aware of his remit and that he is the College E-Safety Officer, details of which are displayed in each teaching space.

Our Academies Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our students both within the school environment and when away from the School undertaking College trips and visits. All school trips and visits are logged via the Herefordshire Local Authority Evolve service to ensure compliance with all required Health and Safety requirements and safeguarding considerations.

The School undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety.

The School has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of School hours. When necessary steps are introduced to ensure individuals who may pose a safeguarding risk, including out of hours, are prevented from accessing the School site and grounds. Where required, the School utilises the powers of the Education Act 1996 to enforce Section 547 banning orders.

The School has a policy for preventing extremism and radicalisation, written in direct response to the protocols of the PREVENT strategy.

The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, which may include:

- Missing Student Policy
- Anti-Bullying Policy
- Dealing With Allegations About Staff Statement
- Supporting Students With Medical Conditions Policy
- Sex Education Policy
- Whistleblowing Policy

Safeguarding is ongoing and other policies will be included and referenced as appropriate.

Safer Recruitment and Selection

Queen Elizabeth High School ensures that all appropriate measures are applied in relation to everyone who works, volunteers or is in contact with students whilst on College premises or on School sanctioned activities.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking statutory identity and barring checks.

Queen Elizabeth High School uses the current service from Hoople HR to ensure compliance.

In line with statutory changes, underpinned by regulations, the following will apply:

- A Disclosure and Barring Service Check (DBS) is obtained for all new appointments to the College workforce through staffing personnel and payroll
- All existing employees were subject to new DBS checks on the taking up of post by the current Headteacher
- Queen Elizabeth High School maintains an up to date single central record detailing a range of checks carried out on our staff and duly verified by the Headteacher and Chair of Governors on a monthly basis
- All staff and governors, irrespective of position, have signed declarations confirming whether (or not) any member of their household is currently barred from working with children
- All new appointments to the School who have lived outside the UK will be subject to additional checks as required
- We work closely with our supply agency partners to ensure that the same rigorous standards we set are met by them as well
- Identity checks must be carried out on all appointments to our workforce before the appointment is made. In addition to the DBS checks conducted through Hoople following an offer of employment, Queen Elizabeth High School will conduct pre-screening identity and teaching record checks at the point of shortlisting through the Employer Access Online system. This will screen out the following classifications prior to the final DBS checking system:
 - Teachers who have not successfully completed their induction or probationary periods
 - Teachers subject to a suspension or conditional order from the GTC before it was abolished and still in force
 - Teachers who have been prohibited from teaching

The school uses Prohibition Checking to ensure that prospective teachers are not barred through this additional safeguard checking mechanism. These prohibition checks are carried out at the recruitment stage and prior to a call to interview. Additionally, Prohibition from Management checks are carried out on the appointment of members of the SLT and Governing body.

Where an application has been made by a teacher flagged under prohibition, the Designated Safeguarding Lead will be informed and the matter referred to the Local Authority under safeguarding and child protection protocols.

Martin Farmer (Headteacher) and Tony Burt (Chair of Governors) have delegated safeguarding and child protection on a day to day basis to Kim Lane (Assistant Headteacher, Senco and Designated Safeguarding Lead) and Sebastien Seneque (Assistant Headteacher and Deputy Designated Safeguarding Lead).

Safe Practice

Queen Elizabeth High School will comply with the current Safe Practice guidance. Safe working practice ensures that students are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Work in an open and transparent way and record any incidents or decisions made
- Work with other colleagues where possible in situations open to question
- Discuss and/or take advice from School leadership over any incident which may give rise to concern
- Apply the same professional standards regardless of gender or sexuality
- Be aware of the requirements for confidentiality and data protection
- Be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them in line with all relevant legal requirements and guidance

Safeguarding information for students

All students are aware of which members of staff they can talk to. Queen Elizabeth High School is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff with responsibility for child protection and know who that this is Mrs Lane and that if she is not available Mr Seneque and Mr Jones act in her place. They also understand that they can speak to any member of staff that they feel comfortable talking to. We inform students of how they might talk to responsible adults, both in and out of College, their right to be listened to and heard and what steps can be taken to protect them from harm. P.S.H.E. materials are used to help students learn how to stay safe.

We make students aware of these arrangements by regular announcements in form time, PSHE Drop-Down Days and assemblies.

Students are able to initiate contact with appropriate staff through the use of the Pastoral Support Button, which sends an instant alert to the Designated Safeguarding Lead and the Headteacher 24 hours a day 365 days a year. They may also access the Designated Safeguarding Lead through a hotline number that the most vulnerable students are made aware of, issued only in extreme cases of safeguarding via a card with a hotline PIN number. Again, as with the Pastoral Support Button the hotline is instantaneous and accessible all of the time.

Safeguarding information for parents, carers and other organisations

Queen Elizabeth High School shares a purpose with parents, carers and other organisations, for example the Virtual Headteacher for LAC, to educate and keep children safe from harm and to have their welfare promoted. All parents and carers are informed that the safeguarding policy is available via the School website.

The School also provides a "Guide to Safeguarding" for parents and carers detailing the indicators they should be looking for in their children if there are safeguarding issues and who they can contact for advice and support.

We are committed to working with parents and carers positively, openly and honestly. We ensure that all parents and carers are treated with respect, dignity and courtesy. We respect parents and carers 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 protect a child and meet our statutory obligations.

Queen Elizabeth High School will share with parents or carers any concerns we may have about their child unless to do so may place a child at risk of harm (see: Action by Designated Safeguarding Lead)

We encourage parents to discuss any concerns they may have with the Headteacher Mr Farmer, Mrs Lane or Mr Seneque.

Additionally, we recognise that it is essential to establish positive and effective working relationships with other agencies who are partners in the Herefordshire Safeguarding Children Board. These include: LA, MASH, Social Care, Barnardo's, Police, Health, District Council, Childline in Partnership with Colleges, YOT, NSPCC, National Youth Advocacy Service, HOPE Family Centre, Nunwell Surgery, Children's Fund, Stonewall etc. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children, and where appropriate, representatives of Queen Elizabeth High School will discharge their responsibilities by working collaboratively with these and other organisations.

Children Missing and Children Missing from Education

In line with our Academies Missing Students policy, Queen Elizabeth High School follows Herefordshire Local Authority procedures. Where children on roll do not turn up, and the College has made the usual enquiries (including 'Keep Kids Safe'), we refer the case to the local police and Herefordshire Council – Child Missing From Education Officer. If the child/family cannot be located then the child is removed from the College roll under the guidance of EWS (normally after 4 weeks) and the case is logged with the LA as a child missing from education.

Queen Elizabeth High School will inform the local authority of any pupils who are added to the admission register within 5 days (with the exception of pupils joining the school at the start of its first year). Additionally we will provide the local authority with all the information held within the admission register about the pupil.

Where a pupil is deleted from the admission register, the Queen Elizabeth High School must provide the following information to the local authority about the pupil as soon as the ground for deletion is met (with the exception of pupils leaving the school at the end of its final year):

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- An emergency contact telephone number for any parent with whom the pupil normally resides
- If the pupil is due to change his/her address, the name of the parent with whom he/she will be residing, the address, and the date from which the pupil will live at that address
- The name of any other school at which the pupil is registered, or is due to be registered, and the date on which the pupil first attended or will attend
- The grounds for deleting the pupil's name from the register

Confidentiality

Queen Elizabeth High School has regard to "Information Sharing: Practitioner's guide" HM Government which states "Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration."

The school has a clear and explicit Confidentiality Policy which indicates:

- When information must be shared with police and social care professionals where the child/young person is or may be at risk of significant harm
- When the student's and/or parent/carers confidentiality must not be breached

- That information is shared on a need to know basis

Student Information

Queen Elizabeth High School will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the School requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from School (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been on the Child Protection Register or subject to a care plan
- Name and contact detail of GP
- Any other factors which may impact on the safety and welfare of the child

Roles and Responsibilities

Our Governing Body will ensure that:

- The School has a Safeguarding and Child Protection Policy and procedures in place that are in accordance with statutory obligations, Local Authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents and carers on request
- The School operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children
- Ensure that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and reporting any concerns to the Designated Safeguarding Lead or in their absence the Deputy Designated Safeguarding Lead
- The School has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures
- A senior member of the Leadership Team fulfils the role of Designated Safeguarding Lead
- Staff undertake appropriate child protection and safeguarding training to support School policies
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- The Chair of Governors is responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Headteacher
- Where services or activities are provided on the School premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the School on these matters where appropriate so that the School is clear that these meet safeguarding requirements
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

The Designated Governor with Safeguarding Responsibility, in conjunction with the Designated Safeguarding Lead, their Deputy and the Headteacher will produce an annual report to the Governing Body on the safeguarding of students at Queen Elizabeth High School over the previous 12 months. This report will be circulated and recorded at the first Full Governing Body Meeting (FGB) each year. The report will be drawn from the Section 175 audit under the Education Act 2002 which should also be completed annually and returns made to the appropriate county contacts.

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies
- Parents and carers have an understanding of the responsibility placed on the College staff for child protection by setting out its obligations in the College prospectus and publishing its policy on the College website

The Designated Safeguarding Lead (or Deputy) will:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies in line with protocols
- Act as a source of support, advice and expertise within the educational establishment
- Liaise with the Headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role

Will deliver training to:

- Recognise how to identify signs of abuse and when it is appropriate to make a referral
- To understand the School Safeguarding and Child Protection Policy and additional advisory documents
- Ensure that all staff have access to, have read and understand the School's Safeguarding and Child Protection Policy
- Ensure that all staff have induction training following their appointment
- Keep detailed accurate secure written records and/or concerns
- Obtain access to resources and attend any relevant or refresher training courses at least every two years

Will raise awareness by:

- Ensure the Safeguarding and Child Protection Policy is updated and reviewed annually and work with the Governing Body regarding this
- Ensure parents and carers are made aware of the Safeguarding and Child Protection Policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later
- Where a child leaves the School, ensure the child protection file is copied for the new establishment as soon as is possible and transferred to the new school separately from the main student file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Welfare Service
- Where the parents inform School that they wish to 'home educate' their child, the EWS endeavours to undertake a home visit to discuss this with the parents and the information is then passed to the Local Authority persons responsible

All staff and volunteers will:

- Read and fully comply with School policies and procedures, attending training as required
- Inform the Designated Safeguarding Lead of any concerns

- Wear their own identity badge at all time on site and challenge those not wearing clear School mandated identification, signing in and out at reception as directed

Identifying children and young people who may be suffering significant harm

Early Help

School staff are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges. Staff are alert to the potential need for early help for a child who:

- Is disabled or has a specific additional need
- Has Special Educational Needs
- Is a young carer
- Is showing signs of engaging in anti-social behaviour
- Is in family circumstance presenting challenges for the child for example substance abuse, adult mental health issues or domestic violence
- Has returned to their family from a temporary care setting
- Is showing early indicators of abuse and/or neglect

Staff will discuss early help requirements with the Designated Safeguarding Lead in the first instance.

Teachers and other adults in School are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents/carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or School staff being alerted to concerns.

Definitions

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and **Neglect** are forms of **maltreatment**. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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.

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 or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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 insofar as they meet 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, though it may occur alone.

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

- Provide adequate food and clothing, 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 caretakers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) involves exploitative situations and relationships where young people receive something (e.g. food, money, affection etc.) in return for engaging in sexual activities.

Sexual exploitation can take many forms ranging from a consensual relationship to serious organised crime and child prostitution. This exploitation is normally evident through an imbalance of power within the relationship where the perpetrator holds power over the victim. As the relationship deepens this power can become increasingly destructive.

Sexual exploitation will involve some form of coercion, intimidation, enticement, potentially peer pressure to engage in sexual activities and bullying including cyberbullying and grooming.

Early identification is key to breaking the nature of this relationship, however the signs of such exploitation are not always easy to spot.

School staff who are concerned about a potential case of CSE should immediately inform the Designated Safeguarding Lead and follow all established safeguarding processes.

Radicalisation and Extremism

Protecting children from the risk of radicalisation is part of our wider safeguarding duties with a view to intervening in the process of radicalisation and the development of terrorist tendencies at the earliest opportunity. It may be most evident where extremism and extremist views are more visible. Extremism is a fundamental opposition to the values Britain holds which include democracy, the rule of law, liberty and respect and tolerance for different beliefs and faiths.

Queen Elizabeth High School has a separate policy "Academies Preventing Extremism and Radicalisation Policy" written in response to our duty under the Prevent mechanism.

We accept that the risk of radicalisation though low must be planned for and monitored as with any other safeguarding issue. Where our students might reasonably be considered at the most risk is in forming extreme right wing views which at their core promote a lack of tolerance and respect for others.

Where staff identify individuals who may be at risk of or exhibiting extremist views they should immediately inform the Designated Safeguarding Lead who will refer the case to the Channel protocol. Our Local Channel contact is PC J Meek who can be contacted on 07977 098396.

All college staff will receive appropriately certified training to ensure their duties under Prevent are explicit and understood.

Indicators of Vulnerability to Radicalisation and Extremism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. The Single Point of Contact (SPOC) for Queen Elizabeth High School is Mrs K Lane and in her absence Mr S Seneque.

Extremism is defined by the Government in the Prevent Strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as the demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Queen Elizabeth High School will protect its students against the messages of all violent extremism, including, but not limited to:

- Islamist ideology
- Neo-Nazi and white supremacist ideology
- Irish Nationalists and paramilitary groups
- Extremist Animal Rights movements

Students are at risk of radicalisation through a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to divide and isolate the target of their attention from their families and communities. It is vital that all staff and governors of Queen Elizabeth High School are able to recognise those vulnerabilities and understand the process to follow once identified.

Indicators of vulnerability include:

- Identity Crisis. The student is distanced from their cultural and religious heritage and experience discomfort when considering their place within society
- Personal Crisis. The student may be experiencing family tensions; a sense of isolation and low self-esteem. They may have disassociated themselves from their friends and families, becoming involved with new and different individuals and groups. They may be searching for answers to questions about identity, faith and belonging.

- Personal Circumstances. Such as migration, local community tensions and events affecting the students native country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations. The student may have perceptions of injustice, a feeling of failure or reject normal life
- Experiences of Criminality. These may include involvement with criminal groups and gang activity, imprisonment or an integration or reintegration that has broken down
- Special Educational Need. Students may experience difficulties with social interaction, empathy with others, understanding the impact of actions and consequences 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:

- Being in contact with extremist recruiters
- 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
- Joining or seeking to join extremist organisations
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

Safeguarding students who are vulnerable to exploitation, forced marriage, Female Genital Mutilation (FGM) or human trafficking

This policy provides the basic platform to ensure our students are given the support to respect themselves and others, stand up for themselves and protect each other.

The School keeps itself up-to-date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues. We work with and engage our families and communities to talk about such issues.

Our Designated Safeguarding Leaders know where to seek and get advice as necessary.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the female genitalia or other injury to the female genital organs. It is illegal within the UK and a recognised form of child abuse. The School will shortly issue a separate policy designed to encompass our now statutory reporting duty for cases of FGM.

Currently, where a case of FGM is suspected, either through a disclosure or visible indicators, staff should report the case immediately to the Designated Safeguarding Lead. It is also now a statutory duty that teachers must personally report instances of FGM or suspected FGM directly to the Police in addition to normal in school reporting through appropriate channels.

Private Fostering Arrangements

A private fostering arrangement is one that is made privately (without the involvement of the Local Authority) for the care of a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins).

Should the School become aware of any private fostering arrangements, the Designated Safeguarding Lead has a legal duty to inform the Local Authority and will do so accordingly.

Peer on Peer Abuse

Children are vulnerable to abuse by their peers; this can include sexting, sexual abuse and initiation behaviour. Such abuse is taken as seriously as abuse by adults and is subject to the same child protection procedures. Members of staff will not dismiss abusive behaviour as normal between young people and will not develop high thresholds before taking action. Staff members are aware of the potential uses of information technology by bullying and abusive behaviour between children. All staff members strive to create an environment that actively discourages abuse and challenges the attitudes which underline it.

In addition to safeguarding the victim, it is likely the perpetrator will have considerable needs as well as posing a significant risk of harm to other children. Staff members have a duty to report his or her concerns to the Designated Safeguarding Lead at once.

Trans, Gender Variant and Intersex Students

The School fosters an environment that is inclusive, safe and free from harassment and discrimination for all members of the school community, students and adults, regardless of sex, sexual orientation, gender identity, gender expression and/or sex characteristics.

Honour Based Violence

'Honour' based violence (HBV) is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family.

Honour based violence is a violent crime. It might be considered against people who:

- Become involved with a boyfriend/girlfriend from a different culture/religion
- Want to get out of an arranged marriage or forced marriage
- Wear clothes or take part in activities that might not be considered traditional with a particular culture.

Should anybody have any concerns regarding HBV, the police should be contacted on either 0300 333 3000 or 101.

What we do when we are concerned

Where risk factors are present but there is no evidence of a particular risk then the DSL/SPOC will advise staff on preventative work to engage the student in mainstream education and groups. The DSL/SPOC will contact the parents or carers of the student to discuss their concerns and agree an approach including all parties.

In this situation, depending on how worried we are and what we agree with the parent or carer and the student the following actions:

- The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any common factors can be recognised
- The School will review the situation after taking appropriate action to address the concerns

The DSL/SPOC will also offer and seek advice about undertaking an early help assessment through a family Common Assessment Framework (CAF).

If the concerns about the student are significant and meet the required criteria, they will be referred to the MASH, including students who are adversely affected by the behaviour of other adults within their household.

Supporting Children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The School may be the only stable, secure and predictable element in the lives of children at risk. When at School their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- The content of the curriculum, ensuring through PSHE and other mediums, students are aware of relevant issues for example, self-esteem, emotional resilience, assertiveness, power to control, sex and relationship issues, e-safety, bullying including cyber bullying and homophobic bullying.
- The School ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued. Students will be reminded of the core British Values which underpin our society and how these can be ignored or manipulated where others seek to undermine our values for the purposes of extremism and radicalisation.
- The Academies Conduct for Learning policy which is aimed at supporting vulnerable pupils in the school. The School will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the student such as Children's Services, Child and Adult Mental Health Service (CAMHS), Education Welfare Service and Educational Psychology Service and those agencies involved in the safeguarding of children
- The use of Early Intervention Services, including the Common Assessment Framework (CAF), when appropriate
- Notifying Children's Social Care immediately there is a significant concern
- Providing continuing support to a student about whom there have been concerns who leaves the College by ensuring that appropriate information is forwarded under confidential cover to the student's new school/college

Supporting Disabled Children and Children with Additional Educational Needs

Children with special education needs or disabilities are at higher risk of harm than most children. For children with the most profound difficulties, with little or no verbal communication and a need for intimate care, their vulnerability is extremely high. At QEHC the Designated Safeguarding Lead is also the Senco.

Queen Elizabeth High School recognise the increased vulnerability of disabled and AEN students and, in addition to the support set out in the section above, we will support students by:

- The whole School staff training programme, which highlights the reasons for the increased vulnerability of disabled and AEN children and provides guidance on what to look out for and

how to respond. This includes making staff aware that challenging behaviour, withdrawn behaviour, self-harm, obsessive behaviour and eating disorders can arise from abuse and neglect

- Providing an appropriate and differentiated curriculum for each student and by ensuring that PHSE lessons are suitably adapted to the cognitive needs of all students giving all students, including those with communication and learning needs, the opportunity to contribute to the development of safeguarding and other related policies

Taking action to ensure that children are safe at College and at home

All staff follow the Herefordshire Child Protection Procedures from the Herefordshire Safeguarding Children Board which are consistent with 'Keeping Children Safe in Education' and 'What to do if you are worried a child is being abused'.

It is not the responsibility of 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 maintain an open mind. Accordingly all concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Lead (or another senior member of staff in the absence of the Designated person) prior to any discussion with parents or carers.

Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse from any person
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Responding to Disclosure

Disclosures or information may be received from students, parents and carers or other members of the public. The School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity (specific arrangements are available to ensure that students with communication difficulties are enabled to express themselves to a member of staff with appropriate skills; please refer such cases to either Mrs K Lane or Mr S Seneque in the first instance).

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make an accurate record of what was disclosed.

What procedure should staff follow upon disclosure

- Stay calm, making sure you do not communicate shock or anger to the student
- Reassure the student that they are doing the correct thing by talking to you

- Never convey that you can keep the disclosure secret. Assure the student you will try to help but be clear that you will have to discuss the issue with the Designated Safeguarding Lead as they are the correct people to deal with any issues within School
- It is important that the student feels that their disclosure is believed, it may not be the first attempt they have made to disclose, but should be the first time within School. Reassure them that there is no blame attached to their actions
- DO NOT ask any leading questions, listen and remember what is said. As soon as is possible during or after the disclosure, write down verbatim the details of the disclosure ensuring you use the language of the student at the point of disclosure
- Do not make any comments about the alleged offender or the alleged offence, your role is to listen and record
- At the end of the disclosure let the student know who you are going to talk to and why they need to be told, write up any outstanding notes again in the language of the student and refer the disclosure to the Designated Safeguarding Lead or their Deputy in their absence

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that they can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Try to ensure that the person disclosing does not have to speak to another member of College staff
- Clarify the information
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the appropriate person
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and that the person will be involved as appropriate

Action by the Designated Safeguarding Lead (or Deputy in their absence)

Following any information raising concern, the Designated Lead will consider:

- Any urgent medical needs of the child
- Making an enquiry to find out if the child is subject to a Child Protection Plan by contacting Social Care
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons e.g. Safeguarding Officer, Social Care
- The child's wishes

Then decide:

- Wherever possible, to talk to parents or carers, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk

- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- Not to make a referral at this stage
- If further monitoring is necessary
- If it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

Action following a child protection referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- Make regular contact with the Social worker involved to stay informed
- Make representation at the Multi Agency Group (MAG)
- Wherever possible, contribute to the Strategy Discussion
- Provide a report for, attend and contribute to any subsequent Child Protection Conference
- If the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- Where possible, share all reports with parents or carers prior to meetings
- Where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Safeguarding Officer for Learning or the Manager of the Child Protection and Review Unit
- Where a child on the child protection register moves from the College or goes missing, immediately inform the key worker in Social Care

Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

Where information held as a result of Child Protection investigations within School may put that child at risk from the parents or carers then this information will not be disclosed to parents or carers.

All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher and members of the safeguarding and child protection team. These records will be copied and transferred to any College or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Education Social Work Service. Original copies will be retained until the child's 25th birthday. All records transferred via postal services will be sent Special Delivery and the records of receipt will be retained by the Academy Business Manager.

In the event that the Designated Safeguarding Lead leaves the employment of Queen Elizabeth High School then there will be a planned period of face-to-face handover to the new Designated Safeguarding Lead to ensure seamless transition.

Supporting the Child and Partnership with Parents/Carers

Queen Elizabeth High School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers.

Whilst we may, on occasion, need to make referrals without consultation with parents or carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

We will provide a secure, caring, supportive and protective relationship for the child.

Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents or carers. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Allegations regarding person(s) working in or on behalf of School (including volunteers)

Where an allegation is made against any person working in or on behalf of the College that directly relates to or implicates a risk to safeguarding and child protection then the safety of students is our primary concern. In accordance with correct protocols and procedures, actions will be taken to ensure the safety and security of students is maintained.

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record of the allegation.

The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.

The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.

The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage.

Consideration will be given throughout to the support and information needs of students, parents or carers and staff.

The Headteacher will inform the Chair of Governors of any allegation and will consult with the LADO. The College will follow the Local Authority procedures for managing allegations against staff. Records of contact between the LADO and the School will be kept by the Designated Safeguarding Lead.

In the event that an allegation is made against the Headteacher either Mrs K Lane or Mr S Seneque must be informed immediately. The Chair of Governors and the LADO will then be informed and the Local Authority procedures will be followed.

Sources of additional information and advice regarding whistleblowing are also available including a link to advice on whistleblowing and the NSPCC Whistleblowing Advice Service.

Contacts

Local Authority Designated Officer (Herefordshire Council) Paul Rooney	01432 260554
Safeguarding Training Officer (Learning & Colleges) Rebekah Phillips	01432 260100
Herefordshire Child Missing From Education Officer Diane Woodbridge	01432 260000
College Nurse Wendy Wilson	01432 363940
Human Resources Herefordshire Council	01432 261883
Channel Local Contact PC John Meek	01905 744216

Social Care

FAST (Family Assessment Safeguarding Team)	01432 261628
Herefordshire Safeguarding Children Board Blackfriars Offices, Hereford	01432 261625
MASH Team Education Lead Annmarie Kemp	01432 260800
West Mercia Police	08457 444888
Child Protection Units	01432 347153
Herefordshire Virtual Head Child Looked After (LAC) Hilary Jones	01432 260579
NSPCC Helpline	0800 0280285

Websites

[Child sexual exploitation \(CSE\)](#)

[Bullying including cyberbullying](#)

[Domestic violence](#)

[Drugs](#)

[Fabricated or induced illness](#)

[Faith abuse](#)

[Female genital mutilation \(FGM\)](#)

[Forced marriage](#)

[Gangs and youth violence](#)

[Gender-based violence/violence against women and girls \(VAWG\)](#)

[Mental health](#)

[Private fostering](#)

[Radicalisation](#)

[Sexting](#)

[Teenage relationship abuse](#)

[Trafficking](#)

[NSPCC Whistleblowing](#)

This policy will be reviewed annually to take account of legal and/or other developments or sooner if it contravenes in any way legal compliance.

Policy Amendment Record

Number:	Date:	Amended by:	Details and Location:
1	01.09.17	K Lane	Checked against The Key Compliance Tracker, adjustments to some terminology to ensure compliance and clarification of interpretation. Style change to incorporate change to school name. References to old name changed to reflect new name.