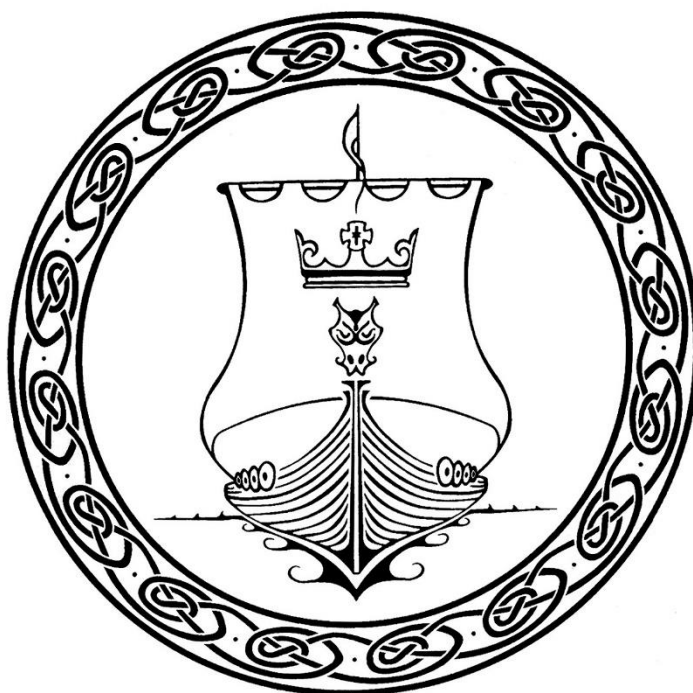




Queen Elizabeth II High School

Child Protection and Safeguarding Policy



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Preamble:

Safeguarding and promoting the welfare of children is everyone's responsibility. The Queen Elizabeth II High School fully recognises its responsibilities for child protection and safeguarding of students. We have developed this policy in conjunction with guidance from the Isle of Man Safeguarding Children Board. All procedures issued by the Isle of Man DEC and the IOM Safeguarding Children Board as published on their websites will be followed. This policy should be reviewed annually by Governors at their Autumn meeting.

Scope: Our policy applies to all staff, governors and volunteers working in the school.

Responsibilities:

Designated teacher for Child Protection (CP): Mrs Charlotte Clarke, Head teacher
Deputy Designated Teacher for CP: Mr Jason Coole, Deputy Head

There are five main elements to our policy:

1. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
2. Establishing a safe environment in which children can learn and develop.
3. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
4. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
5. Supporting students who have been abused in accordance with their agreed child protection plan.

1. Safe recruitment:

Ensure safe recruitment practices are always followed by:

- following the DESC recruitment procedures
- ensuring the PA to the SLT and Governing Body has been trained and she completes the required paperwork once the interview process is complete
- no job offer being made without obtaining satisfactory references
- staff being subject to DBS checks and identity checks prior to starting work.

2. Establish a safe environment in which children can learn and develop

We will make sure that we:

- foster a school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued
- establish and maintain an environment where children are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried and who will support them within child protection procedures
- follow the agreed procedures for investigating and dealing with allegations made against a member of staff or volunteer.



3. Raising awareness and equipping children with the skills to stay safe

We will:

- include opportunities in the PSHE curriculum, through assemblies, tutorial programme and ICT lessons for children to develop the skills they need to recognise and stay safe from abuse, including e-safety.

4. Identification and reporting of suspected abuse

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. We will therefore:

- Develop and regularly review policies, procedures and systems for keeping students safe including:
 - Behaviour Policy (Student and Staff)
 - Procedures for Dealing with missing Students
 - Safeguarding Flowchart
 - Logging of Concerns
 - Self -Harm Flow Chart
 - Bullying
 - Policy and Procedures for dealing with Sexting
 - Child-on-Child Abuse
 - (ICT) Acceptable Use
- ensure all staff and volunteers understand their responsibility:
 - for being alert to the signs of abuse
 - for referring any concerns to the designated senior person responsible for child protection (see Appendix A)
 - following all associated policies, procedures and systems
- make sure that all staff receive relevant training which is kept up to date
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by publishing our policy on the school website
- develop effective links with relevant agencies and co-operate and share information as required with their enquiries regarding child protection matters including attendance at case conferences where possible
- keep written records of concerns about children
- ensure all child protection records are kept securely, separate from the main pupil file, and in the designated locked filing cabinet.

5. Support pupils who have been abused in accordance with his/her agreed child protection plan.

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 pupil through:

- the school behaviour policy, which is aimed at providing clear guidelines and expectations so that students know what behaviour is unacceptable



- supporting vulnerable pupils in the school so that they know they are valued and not to be blamed for any abuse which has occurred
- liaison with other agencies that support the child such as social services, Child and Adult Mental Health Service, DESC and Educational Psychologists
- ensuring that, where a pupil subject to a child protection plan leaves, their information is transferred to the new school in a confidential manner and that the child's social worker is informed.

Related policies & Documents:

- Anti-bullying Policy and Guidance,
- Learning Environment,
- Behaviour Policy,
- Policy on Restraint,
- (ICT) AUP,
- Complaints,
- Health and Safety,
- Data Protection Policy,
- Safeguarding Flowchart
- Self-Harm Flowchart
- Procedures for dealing with 'Sexting'



Appendix A

Child Protection statement from staff planner (page 3):

If a member of staff is made aware that a student is in a situation of risk then this must be reported to the Headteacher or the Deputy Head who will then deal with the matter in the appropriate way. (Please use the Logging of concern form in the staffroom or on Microsoft Teams). Information obtained by staff cannot be treated in confidence if the student could be considered 'at risk'. Students need to be informed that, if they wish to talk to staff about such matters, depending on the nature of the risk, it may be that the matter cannot be treated in strict confidence. Due regard must be taken to support students who do share information so that they can do so safely.

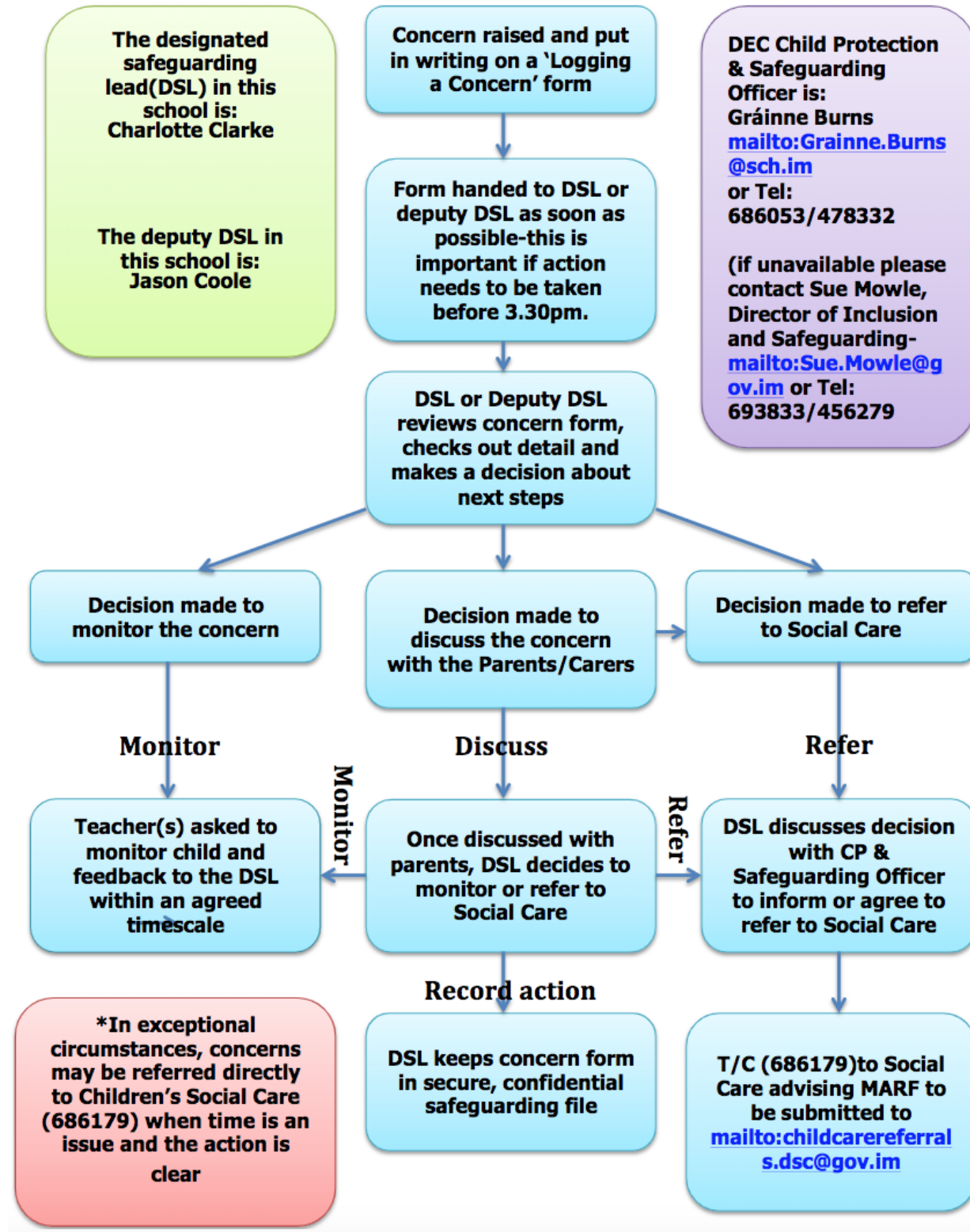
NB Students can be informed that the Nurse may be able to deal with such matters in confidence.

All staff are required to read and adhere to the school's Child Protection Policy.



Appendix B

Raising safeguarding concerns about a child in Queen Elizabeth II High School





Appendix C

Logging of concern forms should be completed by any member of staff who has a safeguarding concern about young person. Completed Logging of concern forms should not be saved on any device or emailed. They must be given to the a Safeguarding Lead or a member of SLT.

Queen Elizabeth II High School Logging of Concern Form

Pupil's Name:		D.O.B:		Sch Yr:	
Date:			Time:		
Report from:					
.....				
Print			Signature		
Position:					
Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses? Use the reverse of this sheet if necessary.					
Does your concern fall under any of the following? (tick all that apply)					
Neglect	<input type="checkbox"/>	Physical abuse	<input type="checkbox"/>	Emotional Abuse	<input type="checkbox"/>
				Sexual Abuse	<input type="checkbox"/>
What is the pupil's account/perspective (if appropriate)?					
Any other relevant information? (Previous concerns, issues etc)					
Offer an opinion where relevant (how and why might this have happened?)					
Note action taken, including names of anyone to whom your information was passed and why.					

Check to make sure your report is clear now - and will also be clear to a stranger reading it at a later point in time.
PLEASE PASS THIS FORM TO YOUR DESIGNATED PERSON FOR CHILD PROTECTION
(J Coole, Deputy Head Teacher)