Queen Elizabeth II High School

Child Protection and Safeguarding Policy
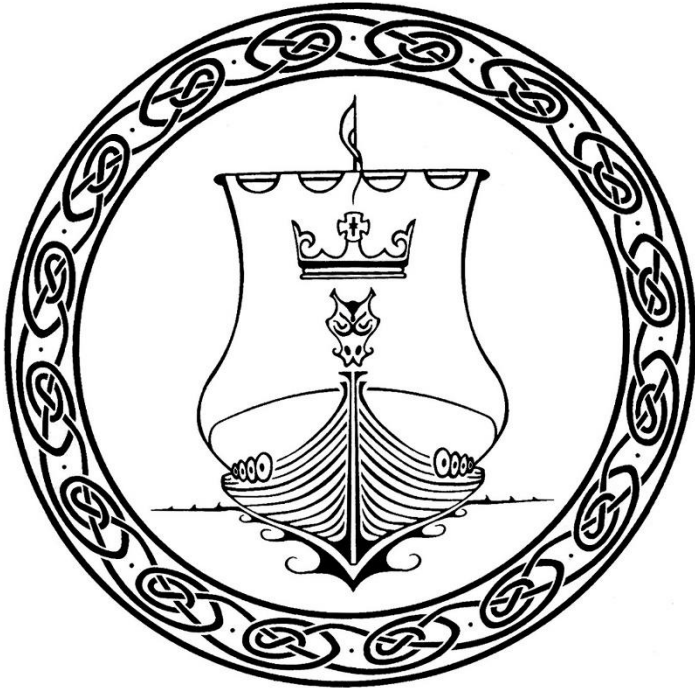
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Date of Last Review: November 2025 by Mr Coole
Date of Next Review: September 2026

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 DESC and the IOM Safeguarding Children Board as published on their websites will be followed. This policy will be updated annually by the Designated Safeguarding Lead and 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 Safeguarding Lead (DSL): Mrs Charlotte Clarke, Head teacher
Designated Safeguarding Lead (DSL): Mr Lee Alexander
Deputy Designated Safeguarding Lead (DDSL): Mr Jason Coole, Deputy Head
Deputy Designated Safeguarding Lead (DDSL): Mrs Joanna Steriopulos
Deputy Designated Safeguarding Lead (DDSL): Mrs Leanne Edge

There are 10 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. Children with special educational needs, disabilities or health issues.
4. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
5. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
6. Supporting students who have been abused in accordance with their agreed child protection plan.
7. Support and Protecting Children from Child-on-Child Abuse.
8. Visitors in School
9. Online Safety
10. Attendance

1. Safer recruitment

Ensure safer recruitment practices are always followed by:
- following the DESC recruitment procedures;
- ensuring the PA to the SLT and Governing Body has been trained and completes the required paperwork once the interview process is complete;
- ensuring no job offer is 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, are listened to and believed;
- 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. Children with Vulnerabilities (E.g Looked after Children (LAC), Special Educational Needs and/or disabilities (SEND), health issues oryoung carers)

We recognise that additional barriers can exist when identifying abuse and neglect in relation to children with special educational needs and/or disabilities (SEND), certain medical or physical health conditions, Looked After Children (LAC), young carers, and other vulnerable groups. These barriers may include:

- Assumptions that indicators of possible abuse (such as behaviour, mood, or injury) relate solely to the child's condition or circumstances without further exploration.
- Increased vulnerability to peer group isolation or bullying, including prejudice-based bullying.
- A higher likelihood of being disproportionately impacted by behaviours such as bullying without outwardly showing signs.
- Communication barriers and difficulties in reporting concerns or seeking help.
- Cognitive understanding challenges, such as being unable to distinguish fact from fiction in online content and repeating harmful material.
- For LAC and young carers, additional risks linked to placement instability, trauma, caring responsibilities, and emotional stress.

Safeguarding Approach:

Any concerns involving children with SEND, LAC, young carers, or other vulnerabilities will require close liaison with the DSL or a DDSL.

Where appropriate, the Support for Learning team, Key Stage Team and/or Specialist Provision Centre Managers will be involved to ensure a coordinated response.

For Looked After Children, the school will work closely with the Virtual School Headteacher to:
- Share safeguarding information promptly.
- Monitor attendance, progress, and wellbeing.
- Ensure appropriate support and interventions are in place to promote welfare and achievement.

For young carers, the school will:
- Identify students with caring responsibilities early.
- Provide pastoral support and liaise with external agencies to reduce barriers to learning and wellbeing.

Date of Last Review: November 2025 by Mr Coole
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Staff will receive training to recognise these additional vulnerabilities and adapt safeguarding strategies accordingly.

Online safety education will be tailored to address cognitive and communication needs, including risks related to misinformation and harmful content.

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

For students 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.

We will ensure that all staff:
- Are familiar with this policy
- Undergo L2 Safeguarding training every 2 years. The DSL and DDSLs undergo annual L3 training relevant to their specific roles and responsibilities.
- Undergo child protection training (including online safety, and an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring) that is regularly updated and considered as part of the whole-school approach.
- Receive regular safeguarding and child protection updates as required.

5. 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 using CPOMS;
  - Self -Harm Flow Chart;
  - Bullying;
  - Policy and Procedures for dealing with dealing with nudes or semi-nude imaages;
  - Child-on-Child Abuse;
  - (ICT) Acceptable Use.

- Ensure all staff and volunteers are suitably trained and understand their responsibility with regards to:
  - Being alert to the signs of abuse;
  - Handling disclosures calmly and professionally;
  - referring any concerns to the designated senior person responsible for child protection (see Appendix A);
  - Following all associated policies, procedures and systems including the use of CPOMS;
  - Being aware that some students may be disproportionately vulnerable to an increased risk of abuse, both online and offline. For example, some may be at more risk of harm from specific issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination;
  - Ensuring thatstaff receive relevant training which is kept up to date;
  - Ensuring that parents/carers understand 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;

5

o Keeping written records of concerns about children, subsequent supportive measures, decisions to share. and actions using CPOMS;
o Ensuring all child protection records are kept securely, separate from the main student file, and in the designated locked filing cabinet or on CPOMS.

Where a member of staff has a concern for a student or adult in school they must report it. Initially this report should be to a named DSL or DDSL. In the event that this is not possible, the concern may be reported to any member of SLT or the relevant DKS. This should be backed up with a CPOMS incident log. All subsequent actions and interventions must be recorded as linked actions via CPOMS.

Where a member of staff has a concern about a member of staff this should be reported to the Headteacher. If a member of staff has a concern about the Headteacher, they should report this to the DESC Safeguarding Lead - (see Appendix B).

6. Support students 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 student through:

* the school behaviour policy, which is aimed at providing clear guidelines and expectations so that students know what behaviour is unacceptable;
* supporting vulnerable students 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 Children & Families, Child and Adult Mental Health Service (CAMHS), DESC, Educational Psychologists and Listening Services.
* ensuring that, where a student who is subject to a Child Protection Plan leaves school, their information is transferred to the new school in a confidential manner and that the child's social worker is informed.

7. Child on Child abuse

We recognise that children can abuse other children (including online). This may include but may not be limited to:

* Bullying;
* Abuse in intimate relations between children;
* Physical abuse (this may include an online element which facilitates, threatens and/or encourages physical abuse);
* Sexual violence or harassment;
* Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);

- "Upskirting", which typically involves taking a picture under a person's clothing without their permission;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Abusive behaviour will not be tolerated and should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Although it is more likely that girls will be victims and boys perpetrators, all child-on –child abuse is unacceptable.

All staff are aware of the importance of challenging abusive behaviours between children (see behaviour policy). Serious concerns must be reported to the DSL or DDSL who will:

- follow the DESC Safeguarding flowchart (see appendix B);
- where appropriate, report concerns to parents, carers, Children & Families and/or the Police and liaise with them to assess any risks and implement measures to mitigate them;
- Take all necessary steps to manage risks to any members of the school community. This may include the development and implementation of a risk and needs assessment/ management plan.

Students can report abuse by speaking to a member of staff or by completing an online bullying form.
Where appropriate, members of staff will log concerns, actions and outcomes on CPOMS.

8. Visitors in School

Queen Elizabeth II HIgh School follows the DESC policy on visitors.

Visitors must enter and sign in via Reception. Visitors must be provided with a visitor's identification badge. Visitors must not move around the premises unaccompanied unless the relevant DBS checks have been performed.

An "approved visitor list" identifies known visitors who frequently visit the premises to carry out work. This may include contractors, DESC staff, social workers, third-sector workers, volunteers, etc. To qualify for this list, the relevant checks must be performed on the visitor in line with the DESC policy. SLT, DKS, DDKS, HOS and S4L Managers can add to the list which is overseen by the Head Teacher.

Any visitor who has not been invited to the premises must not be permitted beyond Reception unless the Headteacher or a member of Senior Leadership Team(SLT) permits entry, having been informed of the visitor's presence and finding the purpose of their visit to be justified.

Where a visitor is not wearing an identification badge, they should be challenged by any member of staff, in a polite manner, asking who they are and their business on the premises. They must then be made aware of the procedure for visitors and escorted to Reception, where it will be determined by the Headteacher or a member of SLT whether they are permitted on the premises.

9. Online Safety

Queen Elizabeth II High School recognises that online safety is an integral part of safeguarding and child protection. We are committed to ensuring that all students and staff understand the risks associated with the digital environment and are equipped to manage them safely.
Our approach includes:

- **Education and Awareness**
    - Incorporate online safety into the PSHE curriculum, assemblies, and ICT lessons.
    - Teach students about online risk including content, contact, conduct, and emerging risks such as misinformation, disinformation, fake news, and conspiracy theories.
    - Provide guidance on safe and responsible use of technology, including social media and generative AI tools.

- **Filtering and Monitoring**
    - Government Technology Services (GTS) are responsible for ensuring appropriate filtering and monitoring software is installed on all school devices and networks. Members of staff in school are required to adhere to the school Acceptable Use Policy and work within the guidelines provided by GTS staff to ensure e-safety.

- **Staff Training**
    - All staff receive regular safeguarding updates that include online safety, cyber security, and emerging technology risks.

- **Reporting and Support**
    - Students are encouraged to report online concerns through trusted adults or the school's online bullying reporting form.
    - All incidents are logged on CPOMS and managed in line with safeguarding procedures.

- **Partnerships**
    - Work with parents, carers, and external agencies to promote safe online behaviours at home and in the community.

10. Attendance

Queen Elizabeth II High School recognises that regular attendance is essential for safeguarding and promoting the welfare of children. Poor attendance can be an indicator of vulnerability or risk of harm. We are committed to ensuring robust systems for monitoring, reporting, and improving attendance in line with statutory guidance.
Our approach includes:

Statutory Compliance
We follow the Department of Education, Sport and Culture (DESC) guidance on student attendance as set out in *Attendance of Pupils: Legislation, Policy and Procedures* under the Education Act 2001 and the Education (Registration of Pupils) Regulations 2004.
Attendance is monitored closely, and patterns of absence are analysed to identify potential safeguarding concerns.

Early Identification and Intervention

Persistent absence or unexplained absences are treated as safeguarding concerns and escalated to the DSL or DDSL.

Where attendance issues may indicate abuse, neglect, or exploitation, referrals will be made to Children and Families and other agencies as appropriate.

Communication with Parents and Carers

Parents are expected to inform the school of any absence promptly.

The school will contact parents on the first day of absence if no reason has been provided.

Multi-Agency Working

We work with DESC, Children & Families, and other partners to address barriers to attendance and support families.

Attendance concerns are recorded on CPOMS and linked to any existing safeguarding plans.

Related policies & Documents:

- Anti-bullying Policy and Guidance;
- Learning Environment;
- Behaviour Policy;
- Policy on Restraint;
- (ICT) AUP;
- Complaints;
- Health and Safety Statement;
- Data Protection Policy;
- Safeguarding Flowchart;
- Self-Harm Flowchart;
- Procedures for dealing with the sharing of nudes or semi-nude images;
- Department for Education "Keeping Children Safe in Education 2025"
- DESC Visitors Policy

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. 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.

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Appendix B

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

The designated safeguarding leads (DSL's) in this school are:
Charlotte Clarke & Lee Alexander

The deputy DSL in this school is:
Jason Coole

Concern raised and put in writing on CPOMS

Inform DSL or deputy DSL as soon as possible-this is important if action needs to be taken before 3.30pm.

DEC Child Protection & Safeguarding Officer is:
Kyra Bell
mailto:Kyra.Bell@sch.im
or Tel:
686053/478332

(if unavailable please contact Joanne White – Head of Safeguarding & LAC mailto:Ijoanne.white@sch.im or Tel:
693833/456279

DSL or Deputy DSL reviews concern, checks out detail and makes a decision about next steps

Decision made to monitor the concern

Decision made to discuss the concern with the Parents/Carers

Decision made to refer to Social Care

Monitor

Discuss

Refer

Teacher(s) asked to monitor child and feedback to the DSL within an agreed timescale

Once discussed with parents, DSL decides to monitor or refer to Social Care

DSL discusses decision with CP & Safeguarding Officer to inform or agree to refer to Social Care

Monitor

Refer

*In exceptional circumstances, concerns may be referred directly to Children's Social Care (686179) when time is an issue and the action is clear

Record action

DSL ensures Concern and actions are correctly logged on CPOMS

T/C (686179)to Social Care advising MARF to be submitted to mailto:childcarereferrals.dhsc@gov.im