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

Policy Consultation & Review

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

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1.0 PURPOSE & AIMS

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

- provide help and support to meet the needs of children as soon as problems occur;
- protect children and young people at the School from maltreatment, whether that is within or outside the home or online;
- prevent impairment of our children's and young people's mental and physical health or development;
- work to protect children from involvement in, or the effects of, harmful sexual behaviours
- ensure that children and young people at the School grow up in circumstances consistent with the provision of safe and effective care;
- undertake that role so as to enable children and young people at the School to have the best outcomes, optimum life chances and enter adulthood successfully;
- provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of our children and young people;
- ensure consistent good practice across the School;
- demonstrate the School's commitment with regard to safeguarding our children and young people;
- undertake preventative education to address issues such as healthy relationships, consent, online safety and the importance of equality and equity.

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

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

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

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

2.0 OUR ETHOS

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

they are worried or concerned about something in which they are directly involved or which they have witnessed.

2.2 All staff and regular visitors will, either through training or induction, know how to recognise indicators of concern, how to respond empathetically to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

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

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

3.0 ROLES AND RESPONSIBILITIES

Designated Safeguarding Lead (DSL) / Deputy Head (Pastoral)	Mr. David Ryan
Headmaster	Mr. Neil Enright
Deputy Head (Academic)	Mrs. Anne Macdonald
Deputy Designated Safeguarding Lead/ Deputy Head (Staff)	Mr. James Kane
Deputy Designated Safeguarding Lead/ Assistant Head (Inclusion and Wellbeing/SENCo	Dr Sarah Westcott
Deputy Designated Safeguarding Leads	Mr. Akhil Gohil Mr. Samuel Neagus Mr. Sam Marks
Heads of Year	Mr Lev Crofts Mr. John Haswell Ms. Kanak Shah Dr. Celia Wallace
Chair of Governors	Mr. Nick Gaskell
Named Safeguarding Governor	Mrs. Jane Ferguson
Administrator (Child Protection)	Mrs. Anjuna Lad
Administrator (Single Central Record)	Mrs. Nicola Weston

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

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The Governing Body

3.2 The Governing Body is accountable for ensuring the effectiveness of this policy and the School's compliance with it. Although the Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named Governor who takes a particular interest in safeguarding within the School and a Child Protection, Safeguarding and Wellbeing sub-committee, which supports the monitoring of safeguarding arrangements.

3.3 The Governing Body will ensure that:

- The Safeguarding Policy is in place and is reviewed annually, is referred to in the School prospectus and has been written in line with the requirements of the relevant legislation and guidance;
- A member of the Governing Body is appointed as the Designated Safeguarding Governor (Named Governor for Safeguarding), who will work with the Designated Safeguarding Lead (DSL) to ensure that the appropriate procedures are followed at all times;
- A member of the Senior Leadership Team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the DSL;
- All staff have undertaken appropriate child protection training;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Appropriate measures are in place to respond to children going missing in education, to identify the risk of abuse and prevent them going missing on further occasions;
- Safer recruitment practices are followed in accordance with the requirements of Keeping Children Safe in Education: Statutory guidance for schools and colleges, 2025 (DfE);
- The School recognises the importance of sharing information with multi-agency partners, complying with its requirements under data protection laws (including the Data Protection Act 2018; UK GDPR; Data (Use and Access) Act 2025) whilst ensuring that fears over sharing information do not stand in the way of safeguarding children;
- Safeguarding matters form part of the agenda of every termly Board meeting;
- They remedy without delay any weaknesses in regard to the School's safeguarding arrangements that are brought to their attention.

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

The Governing Body plays a crucial role in ensuring a robust safeguarding culture and will take an active and ongoing interest in developments relating to safeguarding and

pupil wellbeing. In all their decisions, governors will give consideration to the implications on safeguarding.

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

The Headmaster

3.5 The Headmaster is responsible for:

- Identifying a member of the Senior Leadership Team to be the DSL;
- Ensuring that the Designated Safeguarding Lead has the appropriate status, authority, skills and experience within the school or college to carry out the duties of the post;
- Identifying an alternate member(s) of staff to act as the DSL in his/her absence;
- Ensuring that policies adopted by the Governing Body are fully implemented and followed by all staff;
- Ensuring the curriculum supports effective safeguarding and pupil wellbeing, giving full consideration to statutory guidance;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistleblowing procedures

The Designated Safeguarding Lead

3.6 Any concern for a pupil's safety or welfare must be recorded in writing and given, and/or immediately reported verbally, to the DSL.

3.7 Through appropriate training, knowledge and experience the DSL will liaise with Children's Services, other local safeguarding partners, the Local Authority Designated Officer (LADO) and other agencies where necessary. They will make prompt referrals of suspected abuse to Children's Services, for assistance to Family Help, and share information with relevant agencies when appropriate to do so.

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

3.9 The DSL will maintain written records and child protection files in the CURA system, ensuring that they are kept confidential and stored securely in accordance with this Policy. They will contain all relevant detail regarding a situation arising and will explain why/why not a decision for action/no further action has been taken. These should be transferred quickly to a new school if a pupil leaves mid-year or at the end of Year 11.

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

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

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

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

4.0 RECOGNISING ABUSE

4.1 To ensure that pupils are protected from harm, staff need to understand what types of behaviour constitute abuse and neglect. There are four main categories of abuse: physical abuse, emotional abuse, sexual abuse (and child sexual exploitation), and neglect. Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. It is also important to recognise that in some cases a child can be impacted by abuse that occurs where they see, hear or experience its effects.

4.2 **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

4.3 **Emotional abuse** is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age- or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. It may have a verbal aspect which includes belittling, criticising and name calling a child. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

4.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

4.5 **Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online, where it may be committed by an organised gang. It may include the non-consensual sharing of self-generated intimate images and/or video, including those generated using AI, often known as deepfakes. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Teenage boys are known to be particularly vulnerable to the financial aspect of it, for example being blackmailed over self-generated or AI generated intimate images.

4.6 **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse and what you might see: guidance for staff

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

4.8 School staff will be trained to recognise their responsibility in reporting any concerns. It is not their responsibility to investigate or decide whether a child has been abused - this is the responsibility of the DSL and their team. A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety

- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about, drugs or alcohol
- have a boyfriend or girlfriend older than them
- appear with unexplained gifts or expensive new possessions
- display sexual knowledge or behaviour beyond that normally expected for their age.

4.9 Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that colleagues report concerns if a child is potentially at risk.

4.10 It should be recognised that harm can be caused by children witnessing abuse, not just as the direct victim of it. For example, witnessing domestic abuse will be a relevant safeguarding matter and any such concerns raised by a pupil should be reported and considered.

Mental health

4.11 All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Similarly, all staff must be aware that their early intervention in a range of areas, such as a pupil disclosure regarding an eating disorder, self-harm and/or suicidal ideation, is essential in providing the pupil with a rapid intervention.

4.12 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. This is also true of those who may have witnessed it, as well as the impact on siblings of abuse or neglect of a child.

4.13 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe pupils day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Their role is to note the behaviour and report the concern. This could include a pupil:

- demonstrating significant changes in behaviour;
- having difficulty in sleeping;
- withdrawing from social situations; or

- not participating in things which they have previously enjoyed.

4.14 Staff should promote good mental health, observe pupils in their care, support them when a problem arises and refer them as soon as possible. If staff have a mental health concern about a child that should be treated as a safeguarding concern. Immediate action should be taken, following this policy and reporting the concern to the DSL or a deputy.

4.15 Senior pastoral staff are trained in mental health first aid and tutors are helped to understand the challenges faced by pupils in their cohorts which may have an impact on mental wellbeing, for example in the transition to secondary school for those in Year 7.

4.16 Through the pastoral curriculum, the School will raise awareness of common mental health conditions, potential strategies to support good mental health, and promote open discussion, using resources from organisations such as NHS Every Mind Matters.

4.17Where appropriate, the DSL or their deputies will make a decision to refer a pupil to an external service such as CAMHS, or a Mental Health Support Team (MHST).

5 VULNERABILITY TO RADICALISATION AND ENACTMENT OF THE PREVENT DUTY

Children may be susceptible to radicalisation into terrorism. Similar to our aim of protecting pupils from other forms of harm and abuse, protecting children from radicalisation is an important part of the educational work that we undertake.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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

Terrorism is an action that:

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

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

5.1 We recognise our duty, as part of the Government's Prevent Strategy, in protecting our pupils from the risk of radicalisation, extremism and terrorism as part of our wider safeguarding responsibility. It is therefore vital that School staff are able to recognise vulnerability and susceptibility to radicalisation.

5.2 All members of staff will undertake training on the Prevent programme. The DSL and appropriate Deputy DSLs will also undertake regular Channel training.

5.3 Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors; it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities.

5.4 We are committed to ensuring that our pupils recognise the dangers of extremism and radicalization and that they can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. Therefore, the school will ensure that education on the dangers is an integral part of the Personal Development Time curriculum, as well as the assemblies and tutor group discussions that take place across the school.

5.5 Year 10 will receive specific sessions regarding the dangers of radicalisation from an external organisation. This will be undertaken alongside units considering British values and the rule of law. Year 7, in the section on internet safety, and Year 12, in the section on extremism, will also focus on issues related to our Prevent duty.

5.6 We will ensure that suitable internet filtering and monitoring systems are in place in place, and equip our pupils to stay safe online at School and at home through the academic and PDT curriculum.

5.7 A separate risk assessment regarding our contextual safeguarding responsibility in terms of the Prevent duty will be put in place and updated at least biennially.

5.8 That risk assessment will consider our context specifically. Other indicators of vulnerability may include:

- Identity Crisis: the pupil is distanced from their cultural or religious heritage and experiences discomfort about their place in society;
- Personal Crisis: the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; or they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances: migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations: the pupil may have perceptions of injustice; a feeling of failure; or a rejection of civic life;
- Experiences of Criminality: which may include involvement with criminal groups, imprisonment, and poor resettlement or reintegration;

- Special Educational Needs and Disabilities: pupils may experience difficulties with social interaction, empathy with others, or understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

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

<u>Dealing with a concern as part of the Prevent strategy</u>

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

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

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

5.12 The Local Authority Prevent officer for the London Borough of Barnet and the local Channel Coordinator, where necessary, will assess if the Prevent or Channel route is

the most appropriate. In the case of the later there will be a multi-agency Channel panel meeting to determine whether specialist support is needed.

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

6 PARTICULAR SAFEGUARDING ISSUES

Child-on-child abuse

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

- Abuse in intimate personal relationships between children.
- Bullying (including cyber-bullying and discriminatory bullying)
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos
- Harmful sexual behaviour (HSB) including misogyny, sexual violence and sexual harassment
- Initiation/hazing rituals or violence
- Misogyny related to a culture of unacceptable behaviours
- Physical abuse such as hitting, kicking or shaking. There may be an online aspect which threatens or encourages physical abuse.
- Self-generated intimate images and or videos, including those generated by AI
- Serious physical assault or harm, and the threat of harm with a weapon.
- Stalking

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

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

6.4 Sexual harassment and sexual violence, which can overlap on a continuum of abuse, will never be tolerated at the School. Staff will challenge any such behaviour and communicate its unacceptability. Inappropriate or abusive sexual behaviour should never be dismissed as a joke, 'banter', or be viewed as a natural or inevitable part of

growing up. Staff will familiarise themselves with the different forms sexual violence and harassment can take. The School will work in collaboration with other schools and outside agencies should an issue of sexual harassment or violence be raised with us. Where necessary, appropriate action will be taken under the terms of the School's Pupil Discipline Policy.

The safety and dignity of a victim will always be paramount, while the risk posed by a perpetrator to other students will be evaluated. A consideration of whether the perpetrator has a specific safeguarding need will also be required.

The flowchart of actions in Appendix 10 outlines the actions that will be taken were a serious allegation to arise.

6.5 'Sexting' is the term used for the sending of sexually explicit text or the sharing of nudes and semi-nude images via electronic devices, primarily mobile phones. When an incident of this nature comes to the attention of a member of the School's staff it will be referred to the DSL as soon as possible for investigation and a decision made regarding the involvement of outside agencies, if it is necessary to do so.

Guidance regarding the illegal sharing of nudes and semi-nude images and videos will be put within the context of online safety, which will be part of the PDT and assembly curriculum.

6.6 Through the Personal Development Time curriculum, including Relationships and Sex Education, pupils will explore what behaviours constitute healthy and unhealthy relationships and the values of equality, diversity and inclusivity will be promoted to foster mutual respect both between pupils, and in their relationships, including those with protected characteristics. Pupils who identify as LGBTQ+ will be supported and given the opportunity to speak to their tutor or Head of Year, should they wish to do.

Relationships and Sex Education became a statutory requirement as of September 2020. The School's revised curriculum was put into place at this point and revised in 2026.

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

- Pupils will be advised on how they can report any incident of abuse or harassment;
- When making a disclosure, the pupil or pupils will be reassured that they will be supported, kept safe and that their disclosure will be fully investigated;
- Staff members will be encouraged to listen first, report next, then record immediately;
- The incident will be referred to the DSL as soon as possible;
- An investigation into the matter will be carried out by interviewing the relevant member(s) of staff and the pupil(s) involved;
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm;

- Reasonable steps will be taken to manage the situation and mitigate any risks to both the pupil(s) making the disclosure and the pupil(s) alleged to have perpetrated the abuse;
- The School will pay close attention to the wishes of a victim of child-on child abuse and factor these into its considerations of the next steps following an investigation;
- At any point in the process if there is a concern that a young person has been harmed or is at risk of harm, a referral may be made to children's social care and/or the police as appropriate;
- Serious violence involving a physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, can sometimes be associated with criminal exploitation. The Designated Safeguarding Lead will assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action.

Honour-based abuse

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

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

Children missing from education

6.10 A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation (such as Child Sexual Exploitation or Child Criminal E) or radicalisation.

6.11 The School has in place procedures (set out in the School's Pupil Attendance Policy) for recording and dealing with unauthorised absence which are consistently and rigorously applied so as to minimise any disruption to the child's education, to reduce any further absences and to detect any underlying causes for it. We will take all possible actions to maintain the highest levels of school attendance and will work with children's services should a safeguarding concern arise in this respect.

6.12 To aid efforts to investigate unauthorised absence the School ensures, wherever possible, to have at least two emergency contact numbers for each pupil.

6.13 All staff are alert to the signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as being sexually groomed, leaving for a foreign country at short notice or travelling to conflict zones.

6.14 Where, despite the above measures, a child is missing from their education, or absent for a sustained period of time, the School will work with the Local Authority to try to address those factors that have led to the absence and reduce the risks arising from it, as appropriate and reasonable in the circumstances.

6.15 Pupils joining the School roll

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

6.16 Pupils whose names are deleted from the School roll

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

6.17 Pupils missing from School

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

Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE)

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

6.19 The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. It can be committed or facilitated by an organised network or gang: the victim may identify as part of that group and this should not be used to discount exploitation.

6.20 It is not possible for a child to give informed consent to engage in criminal or exploitative activity. Any pupil who is exploited will be treated as victims, regardless of their apparent willing participation.

6.21 Indicators can include:

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

Other types of exploitation

6.22 Staff should always be aware of the different ways in which children can be exploited emotionally, financially, within a family or in a community setting known to them. Exploitation may take place wholly online, or technology may be used to exploit someone and facilitate offline abuse. They may be exploited by an adult, adults or by another child or children. Financially motivated sexual extortion, a type of online blackmail also known in the media as 'sextortion, is particularly relevant in this respect as it frequently affects young men between the ages of 14 and 18. Modern slavery can also encompasses exploitation, including sexual exploitation and criminal financial exploitation.

We will educate our pupils in PDT lessons and assemblies about the various ways in which they may be exploited.

'County Lines'

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

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

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

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

Pupils staying with host families

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

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

6.28 As such, if the arrangement is within the UK, the School will take all appropriate measures to ensure the safety of the arrangement, including the obtaining of enhanced (Disclosure and Barring Service) DBS checks for the parents who will be taking responsibility for the pupils involved.

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

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

Pupils with SEND

6.31 It is recognised that pupils with special educational needs and disabilities, including medical conditions, may face additional safeguarding challenges. These could involve: issues concerning missing education; child-on child abuse; personal care; the lack of understanding of others' motives; greater dependency on adults for care increasing the complexity of identifying and reporting concerns. Staff are trained to understand the need to look beyond a pupil's condition for signs of abuse and be aware of the particular issues pupils with SEND can face – in order that they can provide the appropriate extra level of vigilance and support.

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

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

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

Gender Questioning Children

6.35 When listening to and assisting gender questioning children, the school will aim to best support them by considering the broad range of their individual needs. Where appropriate, 'Watchful Waiting' will take place to avoid rushed decisions and to establish if a child's feelings are sustained.

6.36 This will take place as part of a supportive conversation which will work in partnership with the child's parents, other than in the very rare circumstances where involving parents would constitute a significant risk of harm to the child. Appropriate records will be kept of all requests, discussions and decisions related to a gender-questioning pupil.

6.37 Pupils will always be encouraged to find an adult within the school whom they can trust and that adult, when identified, will work under the guidance and support of the DSL and other members of the pastoral team.

Online safety personal and mobile devices

6.38 Where the School provides pupils with access to the internet, such as through their personal devices or one of the School's PCs, appropriate security and filtering systems, provided by Smoothwall, will be in place to protect them from harmful content so far as is possible. Pupils and staff will be expected to follow the provisions of the Information and Communication Technology Policy to support these efforts and to help keep School systems secure.

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

6.40 Contact between staff and pupils online should be conducted via School platforms (for example eQE, QE Connect, MS Teams and OneNote, or QE email addresses). Staff should refer to the Code of Conduct for further information on communications with pupils and their use of social media.

6.41 There are risks associated with pupils accessing inappropriate material via mobile devices with 3G, 4G or 5G internet access. This technology makes it theoretically possible to circumvent the security and child protection arrangements in place on the School's network. Staff will therefore remain vigilant and enforce the School's policies

on mobile phone usage in School – pupils should not have access to mobile phones during the school day and they can only be used to make a call in the Front Office or to aid Sixth Form pupils in supervised private study periods. Using a mobile device at any other time will be dealt with under the School's Pupil Discipline Policy and may lead to the device being confiscated and searched, where there is reasonable justification for this.

6.42 Information and guidance around online safety more broadly will be delivered to pupils through the Personal Development Time and Digital Literacy curriculum, helping raise awareness of the potential dangers associated with online activities and equipping them with strategies to use technology safely. These will take account of the four areas of risk: content, contact, conduct and commerce.

6.43 These matters will be covered across different year groups, in order that pupils:

- understand the safe use of social media and the internet;
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity, privacy and not putting themselves at risk of any emotional of financial harm;
- recognise inappropriate content, contact and conduct;
- take responsibility for their online activity;
- know how to report a range of concerns;
- are aware of the consequences of issues such as: cyber-bullying; inappropriate downloading or uploading of photographs; the illegality of sharing nudes and semi-nude pictures of those under 18; threatening to share sexual images without consent, including AI generated content; making threatening, abusive, defamatory or humiliating remarks on social media platforms, such as Facebook, X, Instagram, TikTok, WhatsApp, Snapchat or You Tube;
- understand the harms that can be caused by misinformation, disinformation and conspiracy theories;
- recognise both the opportunities but also the challenges presented by AI and;
- understand how their use of social media, and other online activities, can affect their mental health and wellbeing and that of other people.

6.44 Appropriate monitoring and filtering will be put in place to ensure that students are kept safe and planning will take place to ensure that we have the highest of standards in this respect. This will be reviewed at least annually, and usually more regularly, taking into account emergent challenges, such as those posed by some aspects of AI or new apps. Staff and an appropriate governor will undertake training to ensure that they are aware of their responsibilities. The DSL will take overall responsibility as outlined in Appendix 8.

6.45 As technology changes, the School will adapt its policies related to AI, helping pupils to understand the benefits as well as the challenges presented by generative AI.

6.46 The School will have due regard for the principles outlined in the Online Safety Act 2023 in its PDT programme, including issues such as threatening communications, cyberflashing and sharing intimate images, including the creation of 'deepfakes'.

Up-skirting

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

First Aid and Medical Conditions

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

6.49 Every member of staff is expected to:

- ensure that all pupils receive first aid when injured at the earliest opportunity by calling for one of the named first aiders;
- act quickly when an incident occurs to ensure the safeguarding of a pupil;
- take responsibility for assisting a pupil wherever an incident occurs, be that a classroom, corridor, playground or in the vicinity of the School;
- in the case of a medical emergency a member of staff at the scene should call the emergency services in order that they can provide the requisite information for the call to be triaged and to support immediate and ongoing first aid. The Front Office should also be notified, if possible, simultaneously by another person, so that the primary (or another suitably qualified) first-aider can be summoned and so that arrangements can be put in place to manage the situation; such as enabling access for the emergency services to the site, or notifying the patient's emergency contacts;
- ensure that suitable first aid equipment is taken on any School trip or visit;
- accurately record any case of injury or accident using the school's accident report form at:
  https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=queenelizabethsschoolbarnet
- ensure that they are familiar with the provision of care for those with ongoing medical conditions, including measures concerning the safe administration and storage of medicines, which can be found in the School's Special Educational Needs and Disability Policy.

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

7 CONTEXTUAL SAFEGUARDING

7.1 Safeguarding incidents and risks can be associated with factors outside School and/or can involve other children who are not part of the School community. All staff, but especially the safeguarding team should be considering the context within which such

incidents or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety or welfare.

7.2 Examples in our context might be: peer pressure, academic pressures, online challenges, sextortion or other forms of exploitation, sharing intimate images, including deepfakes and the misuse of AI; or dangers that pupils may face on their journeys to and from the School across the north London, Hertfordshire, Essex and Berkshire regions. Issues associated with growing up as a young male in London are very relevant considerations and this may include misogyny.

7.3 The School recognises that for contextual safeguarding to be most effective, the sharing of relevant information on a multi-agency basis – where in the interests of the child – will be important in enabling local safeguarding partners to consider all the evidence.

7.4 Staff will be aware that safeguarding risks from outside of School may become relevant to support pupils' wellbeing within it, informing the pastoral curriculum and support systems on offer.

7.5 The school's Personal Development Time (PDT) curriculum provides opportunities to teach pupils about age-appropriate safeguarding issues. The curriculum will be reviewed annually by the School's pastoral team to ensure its relevance

8 TRAINING & INDUCTION

8.1 When new staff, volunteers or regular visitors join the School they will be informed of the safeguarding arrangements in place. They will be given a copy of the School's Safeguarding Policy and told who the Designated Safeguarding Lead is. They will also be provided with the recording form, given information on how to complete it and who to pass it to.

8.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at the School and the remit of the role of the Designated Safeguarding Lead.

8.3 All staff will be required to read Keeping Children Safe in Education: Part 1 Information for all school and college staff 2025 (DfE) and will be asked to familiarise themselves with Keeping Children Safe in Education: Statutory guidance for schools and colleges 2025 (DfE). Staff will also be required to confirm they have read will and abide by the provisions of the School's Code of Conduct for Staff and Governors, the School's Pupil Discipline Policy, and for dealing with children missing in education (as contained in this policy).

8.4 New staff who have not had any child protection/safeguarding training or staff who have had training more than three years ago will be provided with an introduction to

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

8.5 All regular visitors and volunteers to the School will be given a set of our safeguarding procedures; they will be informed of the name of our DSL, other members of the Safeguarding team and what the recording and reporting system is. (See Appendix 2).

8.6 All members of staff will undertake appropriate safeguarding training at least once every 3 years, with current practice being that all staff complete annual online refresher training.

8.7 The DSL, the deputy DSLs and any other senior member of staff who may be in a position of making referrals or attending Child Protection Conferences or core groups will attend one of the multi-agency training courses at least once every two years.

8.8 The Governing Body will also undertake appropriate regular training and have access to key information via eQE, to ensure they are able to carry out their duty to safeguard all of the children at the School.

8.9 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. This can be accessed via Barnet Safeguarding Children Partnership at https://thebarnetscp.org.uk/bscp. The DSL will also provide regular safeguarding updates for staff. Further details of the local safeguarding arrangements can be found in Appendix 9.

9 PROCEDURES FOR MANAGING CONCERNS

9.1 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in the School. If the DSL is not available, a deputy DSL should be contacted regarding any concerns.

9.2 It is **not** the responsibility of other School staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy and its appendices. Any member of staff or visitor to the School who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to a member of the Safeguarding Team. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.

9.3 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1) or a suitable format. The procedures set out at Appendices 3-4 should be followed.

9.4 Following receipt of any information giving cause for concern, the DSL will consider what action to take and will seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented. A decision will be made on whether a referral will be made to the

appropriate 'Early Help' team, the appropriate Multi-Agency Safeguarding Hub, or the Local Authority Designated Officer.

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

10 WORKING WITH PARENTS & CARERS

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

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

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

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

10.5 We will look to work proactively with families, making reference and referrals to the 'Early Help' assistance in the appropriate borough when concerns arise. (see Appendix 9 for details)

11 CHILD PROTECTION CONFERENCES

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

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

11.3 All reports for the Child Protection Conference will be prepared in advance in accordance with any guidance provided by Children's Services. The information will normally be shared with parents, but the School reserves the right to withhold material where such withholding is clearly justified in the child's interests. It will include information relating to the child's physical, emotional and intellectual development and the child's presentation at School. In order to complete such reports, all relevant information will be sought from staff working with the child in School.

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

12 RECORDS AND INFORMATION SHARING

12.1 If staff are concerned about the welfare or safety of any child at the School, they will record their concern on the agreed reporting form (Appendix 1). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay. The School will follow the communication and record-keeping procedures set out in Appendix 5.

12.2 Any safeguarding information recorded will be kept securely and separately from the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be kept in the designated electronic file and will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here.

12.3 Appropriate arrangements will be put in place to ensure the secure transfer of information, both general and safeguarding related, from primary schools prior to pupils joining the school in year 7.

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

12.5 Child protection information will only be shared within the School on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential. Beyond the school, appropriate decisions will be made to balance the importance of confidentiality with the importance of working collaboratively with other agencies when supporting pupils and their families. The principles of necessity, relevance and proportionality will guide us in this respect.

12.6 When a safeguarding concern has arisen and a decision has been made to make a referral to Children's Services, an Early Help team, or another organisation, we will engage with the pupil's family to explain who we are sharing information with and why

we are doing so, other than in the rare circumstances where involving parents would constitute a significant risk of harm to the child.

13 SAFER RECRUITMENT

13.1 At all times the Headmaster and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping children safe in education: Statutory guidance for schools and colleges, 2025*'.

13.2 All job adverts will include a safeguarding statement, noting the School's commitment to protecting the welfare of children and making clear that all staff and volunteers must share this commitment. It will explain that candidates must be willing to undergo child protection screening, including checks with past employers and the Disclosure & Barring Service (DBS).

13.3 We will ensure that 'safer recruitment' training is undertaken by sufficient staff to cover all appointments. The Headmaster and at least one member of the Governing Body must be so trained. At least one person on the interview panel for each recruitment exercise will be trained via an accredited safer recruitment course.

13.4 At the School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates and information covering each candidate's full career history. We do not accept testimonials and insist on taking up two references prior to interview. Referees are asked explicitly about the candidate's suitability to work with children and young people and all interviews include discussion of safeguarding matters. We will further question the contents of application forms if we are unclear about them and will undertake further checks, online included, if necessary. In the event that two qualifying references have not been received, an additional risk assessment would need to be completed by the Headmaster prior to any candidate working at the School.

13.5 We will undertake enhanced (with barred list) DBS checks for all new staff and make checks with the Teaching Regulation Agency (TRA) with regards to teaching staff to establish whether they are subject to a prohibition order. Prohibition from teaching checks will be conducted for all visiting teachers, such as peripatetic music teachers. Section 128 checks will be completed for relevant management posts.

13.6 Pre-employment checks will include identity checks (requiring birth certificates, photo identification, and proof of address) as well as proof of right to work in the UK. Checks relating to identity, criminal records and qualifications will be made overseas, as required, to ensure that all the necessary information has been gathered.

13.7 The School will conduct online checks to review the digital footprint of shortlisted candidates. A document is in place to provide guidance for the member of staff completing the check, noting that they should be someone not otherwise involved in the recruitment decision. This ensures that the procedure is applied equally between candidates. The search accesses only publicly available information. Notes are made if information uncovered suggests that the candidate:

- is unqualified for the role;
- has inconsistencies in their employment history;
- poses a potential safeguarding risk; and/or
- risks damaging the reputation for the School.

If there is evidence of unsuitability, this will be considered by the Headmaster and may result in the candidate not being offered the position.

13.8 Once appointed, new members of staff must complete safeguarding training (level 2) ahead of their commencement, and the School's safeguarding arrangements will also form part of their induction programme.

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

13.10 The School will need to see the enhanced DBS certificate of employees and volunteers and will confirm this in the Single Central Record. The School will require all staff and relevant volunteers to complete a new DBS check at least every five years.

13.11 For all new volunteers a risk assessment should be conducted to consider the appropriate level of background checks (e.g. enhanced DBS) and the measures to be taken to manage any risks. A definition of regulated activity and the different levels of DBS checks can be found in Appendix 7.

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

13.13 We will maintain a Single Central Record of all safer recruitment checks carried out in line with statutory requirements. This register is regularly monitored by the Headmaster and Deputy Head (Operations) and is externally and independently reviewed by the London Borough of Barnet. A member of the governors' Child Protection, Safeguarding and Wellbeing Committee will undertake an annual review of the Single Central Record and safer recruitment procedures as part of the Governors' Annual Review of Safeguarding.

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

13.15 Where not completing DBS and associated identity checks directly, the School will require third-party contractors to provide assurance that all members of their staff working on the School's premises have undergone the relevant identity and safeguarding checks, and that they are suitably professionally qualified and trained for the work they are undertaking. For example, confirmation of a cleared Children's Barred

List check should be routinely requested from third-party contractors, such as cleaners, caterers and security personnel and this will be recorded on the SCR.

14 SAFER WORKING PRACTICE

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

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

14.3 All staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

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

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

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

14.7 Staff may be expected or encouraged to interact directly with pupils online in groups. In these circumstances, staff must remain professional in their conduct at all times. Staff should be guided by the requirements of the School's Code of Conduct for Staff and Governors to ensure that communications remain appropriate. Staff should use School systems to communicate with pupils, for example eQE and School email addresses. In a situation which requires home learning, staff may be requested by the School to utilise online platforms to facilitate academic, enrichment and pastoral provision. The principles of child protection will continue to be implemented in these situations. Clear

guidance on how to teach via MS Teams, with a focus on safeguarding, are provided to all teaching staff in such situations Staff should end and rearrange an online meeting if they would otherwise be alone (online) with a single pupil.

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

14.9 When leading an online session, the teaching staff should remind pupils of the need for appropriate conduct. Teaching staff should also immediately terminate an online session if they are concerned that pupil safety may be at risk.

14.10 Staff should be aware that the guidance regarding appropriate contact with pupils remains relevant after their contract of employment with the School ends. As a former employee, one should not initiate or respond to anything more than incidental contact from children who are pupils at the School, or their parents, without obtaining consent from the School. Former staff should be cautious to ensure that, having been in a position of trust, they do not leverage their former role for personal advantage.

15 MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

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

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

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

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

15.5 If an allegation is made or information is received about an adult who works in or volunteers at the School (including supply staff and trainee staff) which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the DSL and the Headmaster immediately. Where a staff member (including supply staff and volunteers) has behaved, or may have behaved, in

a way that indicates they may not be suitable to work with children this should also take account of situations where a person's behaviour outside of School may suggest transferable risk. This may be an incident that occurred outside of School which did not involve children but could impact on their suitability to work with children. with children. The Headmaster will always consider whether an onward referral to the LADO is required.

15.6 If an allegation is made relating to an incident that happened when an individual or organisation was using the School's premises for the purposes of running activities for children, the School's safeguarding policies and procedures, including informing the LADO, would be followed.

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

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

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

16 RELEVANT POLICIES

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

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

- Spiritual, Moral, Social and Cultural Development
- Whistleblowing

17 STATUTORY FRAMEWORK

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

Legislation

- The Children Act 1989 and 2004
- Education Act 2002
- The Education and Skills Act 2008
- The Education (Health Standards) (England) Regulations 2003
- The Online Safety Act 2023
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- Safeguarding Vulnerable Groups Act 2006
- The Counter-Terrorism and Security Act 2015, s.26
- The Female Genital Mutilation Act 2003 s. 5B (as inserted by section 74 of the Serious Crime Act 2015)
- The Children's Wellbeing and Schools Act 2026
- The Crime and Policing Act 2026

Guidance

- Keeping children safe in education: Statutory guidance for schools and colleges 2025, DfE, 2026
- Keeping children safe in education: Part 1: Information for all school and college staff 2025, DfE 2026
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, DfE, 2026
- Channel: Protecting vulnerable people from being drawn into terrorism, 2023

- Children missing education: Statutory guidance for local authorities, DfE, September 2024

- Eligibility guidance for enhanced DBS checks, DBS, 2022

- Information sharing advice for safeguarding practitioners, 2025

- Meeting digital and technology standards in schools and colleges (2023, updated 2025) https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/updates

- Plan technology for your school (2024) https://www.gov.uk/guidance/plan-technology-for-your-school

- Teaching Online Safety in Schools, DfE January 2023 https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools

- Prevent Duty: for Schools and childcare providers, DfE, 2023

- Revised Prevent duty guidance: for England and Wales - Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism, 2019

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, 2021

- Sexual violence and sexual harassment between children in schools and colleges: (from September 2021) Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads, DfE, 2021

- Sharing nudes and semi-nudes: advice for education settings working with children and young people, DSIT 2024

- What to do if you're worried a child is being abused: Advice for practitioners, DfE, 2015

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Appendix 1: Recording Form for Safeguarding Concerns

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Recording Form for Safeguarding Concerns

In the event of a safeguarding concern arising about a child in the School, or a disclosure being made by a child, the person raising the concern and/or who has heard the disclosure should speak to the Designated Safeguarding Lead (DSL), David Ryan or a member of the Safeguarding Team. Having done so, they should either a) send an e-mail report of the concern to the DSL or b) use the following form and send it to the DSL and send it to the DSL at safeguarding@qebarnet.co.uk .

Your name and role in school: **Your e-mail address:**	

Full name of child:	**Date of Birth**	**Year / Tutor group:**

Date and time of concern/disclosure	**Was anyone else with you? Who?**

Nature of concern/disclosure
Please include: where you were when the child made a disclosure; what you saw; who else was there; what did the child said or did and what you said.

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Was there an injury? Yes / No	**Did you see it? Yes / No**
Describe the injury:	
Has this happened before and did you report the previous incident?	
Your signature: **Date:**	

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

We all have a statutory duty to safeguard and promote the welfare of children, and at the School we take this responsibility seriously. If you have any concerns about a child or young person in the School, you must share this information immediately with the Designated Safeguarding Lead or one of the alternate post holders.

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

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

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

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

The people you should talk to in School are:

Designated Safeguarding Lead (DSL) / **Deputy Head (Pastoral)**	Mr. David Ryan
Headmaster	Mr. Neil Enright
Deputy Head (Academic)	Mrs. Anne Macdonald
Deputy Designated Safeguarding Lead/ Deputy Head (Staff)	Mr. James Kane
Deputy Designated Safeguarding Lead/ Assistant Head (Inclusion and Wellbeing/SENCo	Dr Sarah Westcott
Deputy Designated Safeguarding Leads	Mr. Akhil Gohil Mr. Samuel Neagus Mr. Sam Marks
Heads of Year	Mr Lev Crofts Mr. John Haswell Ms. Kanak Shah Dr. Celia Wallace
Chair of Governors	Mr. Nick Gaskell
Named Safeguarding Governor	Mrs. Jane Ferguson
Administrator (Child Protection)	Mrs. Anjuna Lad
Administrator (Single Central Record)	Mrs. Nicola Weston

*Mrs. Ferguson and Mr. Gaskell can be reached through Mr. Matthew Rose, Clerk to the Governors. Mr. Rose is based in the Headmaster's Office. *At Queen Elizabeth's School we strive to safeguard and promote the welfare of all of our children.*

Appendix 3: Procedure in the event of suspected abuse

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The School must make every effort to ensure confidentiality in the case. Section 141F of the Education Act 2002 introduced reporting restrictions in cases whereby a teacher has been accused by, or on behalf of, a pupil from the same school. Parents should understand that to release material into the public domain (including via social media) which could lead to the identification of an individual who is subject to such an allegation would be an offence in law. The restrictions remain in place until a person is charged with a criminal offence; the Secretary of State publishes information about an investigation or a decision in a disciplinary case arising from it; or a judge lifts the restrictions following an application to the courts. A teacher would essentially waiver their right to anonymity if they were to make public comments about the case, or give written consent for another to do so.

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

Substantiated: there is sufficient evidence to prove the allegation;

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

False: there is sufficient evidence to disprove the allegation;

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

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

When considering what actions should follow the determination of a case, the School will have full regard to the provisions of Part Four of *'Keeping Children Safe in Education 2025'*.

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

Low Level Concerns:

A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the school may have acted in a way that is, for example:

- inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- over-friendly with pupils.
- having favourites.
- engaging with a pupil on a one-to-one basis in a secluded area, or behind a closed door.
- shouting at or belittling a pupil.
  using inappropriate sexualised, intimidating or offensive language.

The guidance in KCSIE stares that, "*It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings."*

With whom should colleagues share a low-level concern?

If a member of staff considers that a fellow member of staff, or someone working on behalf of the school, may have acted improperly towards a child, they should immediately make a disclosure to the Headmaster as soon as is reasonably possible and, in any event, within 24 hours of becoming aware of it. That said, it is never too late to share the concern.

If a low-level concern relates to the behaviour of the Headmaster, it should be referred to the Chair of Governors.

Self-Reporting:

Occasionally a member of staff may find themselves in a situation which could be misinterpreted or might appear compromising to others. Equally, a member of staff may, for whatever reason, have behaved in a manner which, on reflection, they consider falls below the standard set out in the School's Staff Code of Conduct. Self-reporting in these circumstances can be positive for a number of reasons, and all self-referrals will be dealt with sensitively and appropriately.

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Queen's Road, Barnet
Hertfordshire EN5 4DQ
020 8441 4646
enquiries@qebarnet.co.uk

Neil Enright MA (Oxon) MBA FRSA Headmaster

Low-level Concern Form

This form should be used to share any concern with the Headmaster, no matter how small or seemingly insignificant, that an adult working at the school may have acted in a way that is inconsistent with the standards outlined in the School's Code of Conduct [and/or in a way that, on first glance, does not appear to meet the threshold for reporting to the LADO. The concern should be recorded even if it is one that is just a 'nagging doubt'. It could also be raised with regard to inappropriate conduct outside of work.

A concise explanation of the concern should be provided. This should include the context of the circumstances in which it arose, supported by details which are chronological, precise and as accurate as possible. The form should be signed, with time and date noted, as below.

Name of Staff member reporting concern:	**Department and Role:**
Name of Staff member about whom there is a low-level concern:	**Department and Role:**

Details of CONCERN:	
Signed:	**Time and Date:**

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FOLLOW-UP ACTION. Was the member of staff spoken with?

NO ☐ - Give a brief but valid reason/explanation for not speaking to the member of staff:	
YES ☐ - Please summarise the staff member's response to the concern:	
Please record any other actions taken:	
Was advice/guidance sought from the LADO?	Yes: ☐ No: ☐
Is there any training need/ support required arising from the concern?	Yes: ☐ No: ☐
Reviewed and signed by Headmaster:	**Dated:**

This record form will be held securely, digitally within the restricted area of the g drive, in one central file. It is accessible by the Headmaster, or in the Headmaster's absence via his PA.

Low Level Concern reporting will be treated as confidential as far as possible. However, in certain circumstances it may be necessary to share and or disclose the information with third parties for relevant and necessary reasons. This includes where the person raising the concern has indicated that they wish to remain anonymous.

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Appendix 5: Communication and record-keeping

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

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

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

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

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

Those members of the safeguarding team entering information into CURA should ensure that records include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

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Appendix 6: Procedures relating to the organisation of language exchanges

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

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

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

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

Pupil recruitment:
Parents will be sent an invitation via eQE from the Business Administration Office. Pupils and their parents are asked to express an interest in participating in the exchange. At this point it is made clear to applicant families that parents of QE pupils will be expected to complete a DBS check as part of the application process.

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

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

The relevant Head of Year in each case are:

Bourg en Bresse exchange - HOY 8
Bielefeld exchange - HOY 9
Aachen exchange - HOY 12

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

Data gathering:

In the UK:

- Parents will be asked to fill in a 'matching profile' which will form part of our checks into the suitability of a family to host a foreign exchange pupil.
- They will also receive a letter from the School setting out in detail how to obtain DBS clearance. This process will need to be completed by those parents who will be responsible for the pupil who is visiting.

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

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

In the partner school:

- A formal letter will be addressed to the trip co-ordinator in the partner school asking them to confirm that they have followed the best practice guidelines for ensuring participant wellbeing in their jurisdiction.
- As part of the matching requirements, the partner school will ask their families to fill in a matching form which will constitute part of our risk assessment of the host families where our boys are to be placed.
- In addition, where the exchange involves a work experience placement , the employers/providers of the work experience placement are required to fill in a form stating who will be responsible for the pupil during the placement, and outlining any safety issues which need to be taken account of.

Parents' briefing evening:
Parents are made aware that any safeguarding concerns that arise during the exchange should be reported to the trip leader and that the boys involved should report any concerns they have to an appropriate member of staff. In the case of the year 12 work experience exchange, when QE staff are not in the country for the majority of the duration of the stay, the exchange leader of the partner school is the first point of contact.

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Appendix 7: Regulated activity and DBS checks

Regulated activity

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

Regulated activity includes:

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

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

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

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

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

Disclosure and Barring Service (DBS) checks

There are three types of DBS checks:

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

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

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

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

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Appendix 8: The role of the Designated Safeguarding Lead

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

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

The DSL will:

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

Working with others

The DSL will:

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

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

Record Keeping and Child Protection File

The DSL will:

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

Training

The DSL will:

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

Policy Updating

The DSL will:

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

Raising Awareness

The DSL will:

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

Online Safety/Monitoring and Filtering

The DSL will:

- oversee the process of monitoring and filtering, including ensuring that roles and responsibilities are assigned to the appropriate person to safeguard students in the school;
- check the system for monitoring and filtering frequently, to give assurance that the systems are functioning as they should;
- make recommendations on how filters are applied according to the risk profile of students at the school and in response to any issues which occur;
- direct the response to any safeguarding concerns that arise;
- organise the appropriate briefing and training of staff in terms of online safety and monitoring and filtering;
- ensure that summary reports are created and analysed to consider if further action is needed;
- ensure that the effectiveness of the school's systems is reviewed at least annually.

Availability

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

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Appendix 9: Local safeguarding arrangements

	PHONE CONTACT	OUT OF HOURS
LB Barking and Dagenham	**020 8227 3811**	**0208 215 3000**
LB Barnet	**020 8359 4066**	**020 8359 2000**
LB Bexley	**020 3045 5440**	**020 8303 7777 or 020 8303 7171**
LB Brent	**020 8937 4300.**	**020 8863 5250**
LB Camden	**020 7974 3317**	**020 7974 4444**
LB Ealing	**020 8825 8000**	**020 8825 8000**
LB Enfield	**020 8379 5555**	**020 8379 1000**
LB Greenwich	**020 8921 3172**	**020 8854 8888**
LB Hackney	**020 8356 5500**	**020 8356 2710**
LB Haringey	**020 8489 4470**	**020 8489 0000**
LB Harrow	**020 8901 2690**	**020 8424 0999**
LB Havering	**01708 433222**	**01708 433999**
Hertfordshire	**0300 123 4043**	
LB Hillingdon	**01895 556644**	**0208 583 2222**
LB Hounslow	**020 8583 6600 option 2**	**020 8583 2222**
LB Islington	**020 7527 7400**	**020 7226 0992**
LB Lewisham	**020 8314 6660**	**020 8314 6000**
LB Newham	**0208 430 2000**	**020 3 373 4600 option 3**
LB Redbridge	**020 8708 3885**	**020 8708 5897**
Slough	**01753 875362**	**01344 351999**
LB Tower Hamlets	**020 73645 006 option 3**	**020 7364 4079**
LB Waltham Forest	**020 8496 2310**	**020 8496 3000**

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It may be that 'Early / Family Help' assistance is required. In this case, the following links can be used for boroughs in which our students live.

	EARLY HELP CONTACT
LB Barking and Dagenham	https://www.lbbd.gov.uk/children-young-people-and-families/early-help/early-help-families
LB Barnet	https://www.barnet.gov.uk/children-and-families/early-help-children-young-people-and-families/make-referral-early-help-team
LB Bexley	https://mybexley.bexley.gov.uk/service/Early_help_family_wellbeing_and_children_s_social_care_referral
LB Brent	https://www.brent.gov.uk/children-young-people-and-families/support-for-parents-and-families/early-help-service#whatistheearlyhelpservice
LB Camden	https://www.camden.gov.uk/early-help-for-children-and-families
LB Ealing	https://www.ealing.gov.uk/info/201183/information_for_professionals/1747/early_help_assessment_and_plan_ehap
LB Enfield	https://cp.childrensportal.enfield.gov.uk/web/portal/pages/ehfh
LB Greenwich	https://www.royalgreenwich.gov.uk/info/200234/children_young_people_and_families/2400/family_and_adolescent_support_service_faass
LB Hackney	https://chscp.org.uk/early-help-in-hackney/
LB Haringey	https://www.haringey.gov.uk/children-and-families/early-help
LB Harrow	https://www.harrow.gov.uk/childrens-social-care/early-support-hubs
LB Havering	https://www.havering.gov.uk/safeguarding-children-information-professionals/early-help-assessment
Hertfordshire	https://www.hertfordshire.gov.uk/microsites/families-first/families-first.aspx
LB Hillingdon	https://hillingdonsafeguardingpartnership.org.uk/professionals/useful-guidance/early-help/
LB Hounslow	https://earlyhelp.hounslow.gov.uk/web/portal/pages/earlyhelpreferral#page1
LB Islington	https://directory.islington.gov.uk/kb5/islington/directory/service.page?id=txWgdPi-Gz0
LB Lewisham	https://lewisham.gov.uk/myservices/children-and-young-people-service/earlyhelp

LB Newham	https://www.newhamscp.org.uk/early-help/
LB Redbridge	https://www.redbridgescp.org.uk/professionals/early-help/
LB Tower Hamlets	https://www.towerhamlets.gov.uk/lgnl/health__social_care/children_and_family_care/Early_Help/Early-Help-and-Children-and-Family-Service.aspx
Slough	https://www.sloughchildrenfirst.co.uk/
LB Waltham Forest	https://www.walthamforest.gov.uk/families-young-people-and-children/parenting-and-family-support/early-help-and-support-families

Further information is available at
https://www.londonscb.gov.uk/contacts/safeguarding-contacts/

LADO

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

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

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

SAFEGUARDING PARTNERS

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

David Pennington Director Safeguarding , NHS North Central London ICB

Cath Shaw Chief Executive, London Borough of Barnet

Tony Bellis Detective Superintendent, Head of Public Protection, NW BCU, Metropolitan Police.

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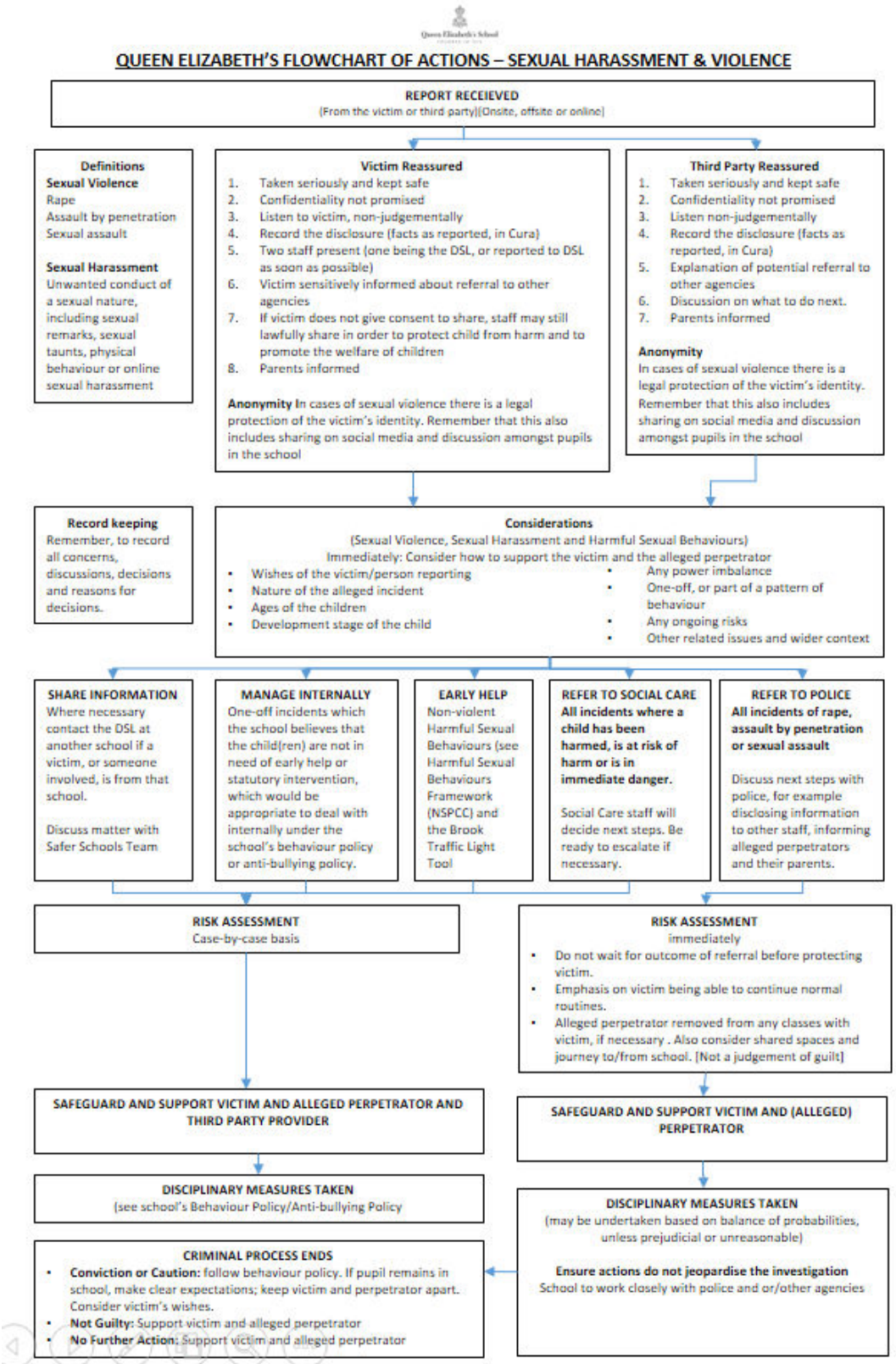
Appendix 10: Actions to take in the event of an allegation of sexual harassment and violence



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Approved by the Governing Body on 1 September 2026

Signed ……

A.N. Gaskell, Chair of the Governing Body