

# **Child Protection and Safeguarding Policy and Procedures**

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**Queen's College, Taunton**

January 2017 (v.1.X)

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## School Contacts

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| <p><b>Nominated Safeguarding Governor</b></p> <p>Revd Deborah Perreau</p>  | <p>Email: <a href="mailto:safeguardinggovernor@queenscollege.org.uk">safeguardinggovernor@queenscollege.org.uk</a></p>                                |

## Contacts

**Designated Officer(s) of the Local Authority:**

Mr Anthony Goble 0300 123 2224  
[agoble@somerset.gov.uk](mailto:agoble@somerset.gov.uk)

**Somerset children's social care department:**

Websites [www.somersetlscb.org.uk](http://www.somersetlscb.org.uk)  
[www.swcpp.org.uk](http://www.swcpp.org.uk)

Somerset Direct  
Children & Young Peoples Service, Taunton 0845 345 9122  
[childrens@somerset.gov.uk](mailto:childrens@somerset.gov.uk)

Children's Social Care (Consultation Line) 0300 123 2224

Somerset Professional Choices  
(Early Help Assessments) [www.professionalchoices.org.uk](http://www.professionalchoices.org.uk)

The local police non-emergency contact number for FGM reporting is 101.

Ofsted helpline: 0300 123 1231

**'Channel' Panel:**

Email: [channelsw@avonsomerset.pnn.police.uk](mailto:channelsw@avonsomerset.pnn.police.uk)

Regional 'Channel' Co-ordinator: 0117 945 5539

Police Prevent Lead: 01793 507926

Anti-terrorist hotline: 0800 789 321

Non-emergency DfE advice: 020 7340 7264  
[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

Local Community Beat Officer: 01823 363041

Police Community Support Officer: 07889 655176  
[charles.gear@avonandsomerset.police.uk](mailto:charles.gear@avonandsomerset.police.uk)

**NSPCC whistleblowing helpline:**

National Society for the Prevention of Cruelty to Children (NSPCC)  
Weston House  
42 Curtain Road  
London  
EC2A 3NH  
Tel: 0800 028 0285  
Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## 1 Policy statement

1.1 Every pupil should feel safe and protected from any form of abuse and neglect. The School is committed to safeguarding and promoting the welfare of children and young people and requires everyone who comes into contact with children and their families to share this commitment.

1.2 KCSIE defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

1.3 The School's Child Protection and Safeguarding Policy and Procedures (**Policy**) has regard to the following guidance and advice:

1.3.1 Keeping children safe in education (2016) (**KCSIE**);

1.3.2 Working Together to Safeguard Children (2015);

1.3.3 Disqualification under the Childcare Act 2006 (2016);

1.3.4 Prevent Duty Guidance for England and Wales (2015);

1.3.5 Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015);

1.3.6 Multi-agency statutory guidance on FGM (2016);

1.3.7 What to do if you're worried a child is being abused: advice for practitioners (2015); and

1.3.8 Information sharing: advice for practitioners providing safeguarding services (2015).

1.4 The School will:

1.4.1 follow the local inter-agency procedures of the Somerset Safeguarding Children Board;

1.4.2 ensure that we practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people. See the School's separate Staff Recruitment Policy;

1.4.3 be alert to signs of abuse both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;

1.4.4 deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his / her agreed child protection plan;

1.4.5 design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;

1.4.6 be alert to the needs of children with physical and mental health conditions;

1.4.7 operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;

- 1.4.8 assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- 1.4.9 identify children who may be vulnerable to radicalisation, and know what to do when they are identified; and
- 1.4.10 consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area.

## 1.5 **Application and accessibility**

- 1.5.1 This Policy is a whole-school policy including the Early Years Foundation Stage (EYFS) provision. Reference to "the School" in this Policy includes the Nursery and Pre-Prep, the Junior School and the Senior School (including the Sixth Form).
- 1.5.2 This policy acknowledges that, as a boarding school, there are additional factors to consider with respect to safeguarding set out in the National Minimum Boarding Standards; for example, the need to be alert to inappropriate relationships, initiation type behaviours or peer on peer abuse. All staff involved in boarding need to be aware of, and be vigilant for, this extended range of possible safeguarding matters.
- 1.5.3 This policy applies wherever the School's staff, Governors and volunteers are working with pupils even where this is away from the School, for example an educational visit.
- 1.5.4 This Policy is published on the School website and is available in hard copy on request. It can be made available in large print or other accessible format if required.

## 1.6 **Related policies**

- 1.6.1 The following policies, procedures and resource materials are also relevant to the School's safeguarding practices:
  - (a) Staff Code of Conduct
  - (b) IT Acceptable Use Policy for Staff and Volunteers (and Social Media Policy)
  - (c) Whistleblowing Policy
  - (d) Staff Recruitment Policy
  - (e) Online Safety Policy
  - (f) Anti-bullying Policy
  - (g) IT Acceptable Use Policy for Pupils
  - (h) Visitors to the School Policy
  - (i) Risk Assessment Policy for Pupil Welfare
  - (j) Pupil Supervision Policy/Missing Pupil Policy
  - (k) Special Educational Needs Policy
  - (l) Disability & Accessibility Policy
  - (m) Medical Procedures Policy (policy on the administration of medicines and supporting pupils with medical conditions)
  - (n) UKCCIS guidance 'Sexting in Schools and Colleges'
  - (o) resource materials for the governance of school safeguarding
  - (p) Volunteers Policy

1.6.2 These policies procedures and resource materials are available to staff on the School's X:\drive and hard copies are available on request.

## **2 The Designated Safeguarding Lead**

2.1 The School's Governing Body has appointed a Designated Safeguarding Lead (**DSL**). The DSL is a senior member of staff of the School's leadership team with the necessary status and authority to take lead responsibility for safeguarding and child protection.

2.2 The DSL shall be given the time, funding, training, resources and support to enable him/her to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings - and/or to support other staff to do so - and to contribute to the assessment of children.

2.3 The name and contact details of the DSL are set out in the School Contacts list at the front of this Policy. The main responsibilities of the DSL are set out in Appendix 1.

2.4 If the DSL is unavailable the activities of the DSL will be carried out by the Deputy DSL. The Deputy DSL 's details are also set out in the School Contacts list at the front of this Policy. In this Policy, reference to the DSL includes the Deputy DSL where the DSL is unavailable.

2.5 The DSL and Deputy DSL may be contacted on their mobile telephones in relation to any safeguarding concerns out of School hours. Senior staff can also be contacted using the emergency phone or 01823 340889.

## **3 Duty of staff, Governors and volunteers**

3.1 All staff, Governors and volunteers of the School are under a general legal duty:

3.1.1 to protect children from abuse;

3.1.2 to be aware of the terms and procedures in this Policy and to follow them;

3.1.3 to know how to access and implement the procedures in this Policy, independently if necessary;

3.1.4 to keep a sufficient record of any concerns, discussions and decisions in accordance with this Policy; and

3.1.5 to report any matters of concern in accordance with this Policy.

3.2 Staff connected to the School's Early Years and Later Years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's Staff Recruitment Policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.

3.3 The Governing Body ensures that:

3.3.1 there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;

3.3.2 the School's safeguarding arrangements take into account the procedures and practice of the Somerset Safeguarding Children Board, including understanding and reflecting local protocols for assessment and the referral threshold document; and

3.3.3 the School contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified and support to children subject to child protection plans.

3.4 The Head will ensure that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

3.5 The Governing Body has nominated one of its members to take leadership responsibility for the School's safeguarding arrangements. The Nominated Safeguarding Governor is Mrs Deborah Perreau whose contact details are set out in the School Contacts list at the front of this Policy.

3.6 There is a named practitioner with responsibility for safeguarding in EYFS. The named practitioner is Miss Lizzie Hayes, Head of Nursery Education. Her contact details are listed at the front of this policy.

## **4 Training**

4.1 All training will be carried out in accordance with Somerset Safeguarding Children Board procedures.

### **4.2 Induction**

4.2.1 All staff, including temporary staff and volunteers, will be provided with induction training that includes:

- (a) this Policy;
- (b) the staff Code of Conduct Policy including the Whistleblowing Policy, Staff Social Media Policy and IT Acceptable Use for Staff & Volunteers Policy;
- (c) the role of the Designated Safeguarding Lead and his / her identity and contact details together with that of and his / her Deputy;
- (d) child protection training in accordance with Somerset Safeguarding Children Board procedures;
- (e) a copy of Part 1 and, where appropriate, Annex A of KCSIE; and
- (f) appropriate Prevent training.

### **4.3 Child protection training**

4.3.1 All staff including the Head will receive a copy of this Policy and Part 1 and, where appropriate, Annex A of KCSIE, and will be required to confirm that they have read and understand these.

4.3.2 The Head and all staff members will undertake appropriate child protection training which will be updated annually and following consultation with the Somerset Safeguarding



Children Board. In addition, all staff members will receive safeguarding and child protection updates via e-mail, e-bulletins and staff meetings on a regular basis and at least annually.

4.3.3 Staff development training will also include training on online safety and Prevent training assessed as appropriate for them by the School.

4.3.4 Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

4.3.5 The Nominated Safeguarding Governor and the Chair of Governors will receive appropriate training to enable them to fulfil their safeguarding responsibilities.

4.3.6 The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including staff meetings and professional development reviews.

#### 4.4 **Designated Safeguarding Lead**

4.4.1 The DSL and Deputy DSL will undertake training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, see Appendix 1.

4.4.2 Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training if available.

#### 4.5 **Teaching pupils about safeguarding**

4.5.1 The School teaches pupils about safeguarding through the curriculum and PSHE, including guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, and providing information about who they should turn to for help.

4.5.2 The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities. The School has appropriate filters and monitoring systems in place (see the School's Online Safety Policy) and is mindful that this should not lead to unnecessary restrictions on learning.

## 5 Procedures

5.1 The child protection training provided to staff considers the types and signs of abuse and neglect staff must be aware of. The types of abuse and neglect and examples of specific safeguarding issues are set out in Appendix 2.

5.2 Staff should refer to the guidance in Appendix 3 in the event of receiving a disclosure from a child and for guidance about recording concerns.

5.3 Staff members working with children should maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

5.4 **If staff are ever unsure, they must always speak to the DSL.**

### 5.5 Early help

5.5.1 The School understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

5.5.2 The School's safeguarding training includes guidance about the early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges.

5.5.3 A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Somerset Safeguarding Children Board referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

5.5.4 If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

### 5.6 Concerns about a pupil's welfare

5.6.1 If a member of staff is concerned about a pupil's welfare, the matter should be reported to the DSL as soon as possible. See paragraph 5.10 and Appendix 4 for the procedures for dealing with allegations against staff and volunteers.

5.6.2 On being notified of a concern the DSL will consider the appropriate course of action in accordance with the Somerset Safeguarding Children Board referral threshold document. Such action may include early help or a referral to children's social care.

5.6.3 If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

- 5.6.4 Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.
- 5.6.5 In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.
- 5.6.6 Where pupils are the age of 18 and if it was believed that one of these pupils was experiencing abuse or at risk, the School would follow Somerset Adult Safeguarding Board procedures for 'adults at risk'.

#### 5.7 **If a child is in immediate danger or at risk of harm**

- 5.7.1 If a pupil is in **immediate** danger or is at risk of harm, a referral should be made to children's social care and / or the police immediately.
- 5.7.2 Anybody can make a referral in these circumstances. See section 5.9 below for details on making a referral.
- 5.7.3 If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

#### 5.8 **Female genital mutilation**

- 5.8.1 Teachers must report to the police known cases of female genital mutilation (FGM) in under 18s. See Appendix 2 for further information about FGM and this reporting duty.

#### 5.9 **Making a referral**

- 5.9.1 The relevant contact information is set out at the front of this Policy. If the referral is made by telephone, this should be followed up in writing.
- 5.9.2 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.
- 5.9.3 If after a referral the pupil's situation does not appear to be improving, the DSL (or the person that made the referral) should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.
- 5.9.4 Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and in any event within five to ten working days.

#### 5.10 **Dealing with allegations against teachers, the Head, Governors, volunteers and other staff**

- 5.10.1 The School has procedures for dealing with allegations against teachers, the Head, Governors, volunteers and other staff who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and

volunteers from false or unfounded allegations. These procedures are set out in Appendix 4 and follow Part 4 of KCSIE.

5.10.2 The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (**Designated Officer(s)**). The Designated Officer(s) will be informed immediately and in any event within one working day of all such allegations that come to the School's attention and appear to meet the criteria set out in paragraph 1 of Appendix 4.

5.10.3 **Early Years Foundation Stage (EYFS)**

(a) The School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the EYFS provision (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.

(b) These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

5.10.4 Detailed guidance is given to staff, Governors and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Code of Conduct Policy which is available in the Safeguarding Manual and includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

5.10.5 Staff and volunteers should also feel able to follow the School's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly safeguard the welfare of pupils, and that such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details).

5.11 **Allegations against pupils**

5.11.1 The conduct of pupils towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Examples of behaviour by a pupil which may raise safeguarding concerns may include:

- (a) violence, including gender based violence;
- (b) threatening or intimidating behaviour;
- (c) blackmail;
- (d) misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults;
- (e) sexting (see the School's Policy on IT Acceptable Use for Pupils for the School's approach to sexting);
- (f) encouraging others to engage in inappropriate sexual behaviour;

- (g) any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil;
- (h) bullying, including cyberbullying.

5.11.2 The School takes steps to minimise the risk of peer on peer abuse. The School has robust anti-bullying procedures in place (see the School's Anti-bullying Policy) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and appropriate action taken to protect pupils identified as being at risk including risks arising from behaviour in boarding houses (see the School's Risk Assessment Policy for Pupil Welfare).

5.11.3 Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual harassment is not acceptable.

5.11.4 Allegations against pupils should be reported in accordance with the procedures set out in this Policy (see sections 5.5, 5.6 and 5.7).

5.11.5 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

5.11.6 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to suspend him / her during the investigation.

5.11.7 Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

## 5.12 Informing parents

5.12.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Head, the Designated Officer(s), children's social care and / or the police before discussing details with parents. In all cases, the DSL will be guided by the Somerset Safeguarding Children Board referral threshold document.

5.12.2 In relation to Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

5.12.3 See also section 7 of Appendix 4 for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the Head of the School.

## **6 Use of mobile phones and cameras**

- 6.1 The School's policy on the use of mobile phones and cameras in the School, including the EYFS setting, is as follows:
- 6.1.1 The School's Policy on IT Acceptable Use for Pupils sets out the expectations on pupils from Year 1 to Year 13. In the EYFS setting, Pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises.
  - 6.1.2 Staff and volunteers should use mobile phones and cameras in accordance with the guidance set out in the staff Code of Conduct Policy.
  - 6.1.3 Parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.
  - 6.1.4 Personal mobile devices are **not** permitted in **EYFS** areas. Staff personal devices are placed in a secure location on arrival. Signs informing parents that the use of mobile phones is prohibited are clearly visible at the entry to EYFS rooms.

## **7 Record keeping, confidentiality and information sharing**

- 7.1 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.
- 7.2 Staff must record all concerns about a child on the School's pro forma record which is available at Appendix 5 of this Policy. Guidance on record keeping is set out in Appendix 3. Cause for Concern reporting forms can also be found in the School Offices in Senior School, Junior School, Pre-Prep and Nursery.
- 7.3 The DSL will open a child protection file following a report to him / her of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.
- 7.4 The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.
- 7.5 The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989.
- 7.6 Where allegations have been made against staff, the School will consult with the Designated Officer(s) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

## **8 Monitoring and review**

- 8.1 The Designated Safeguarding Lead will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary and seeking contributions from staff. The DSL will update the Senior Management Team regularly on the operation of the School's safeguarding arrangements.

- 8.2 Any child protection incidents at the School will be followed by a review of these procedures by the DSL and a report made to the Governing Body. Where an incident involves a member of staff, the Designated Officer(s) will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.
- 8.3 The full Governing Body will undertake an annual review of this Policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The DSL will work with the Nominated Safeguarding Governor, preparing a written report commissioned by the full Governing Body. The written report should address how the School ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.
- 8.4 The full Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the Designated Officer(s). The full Governing Body will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised Policy its final approval. Detailed minutes recording the review by the Governing Body will be made.

|                                     |                                |
|-------------------------------------|--------------------------------|
| <b>Effective date of the policy</b> | 1 <sup>st</sup> September 2016 |
| <b>SLG Responsible Member</b>       | Andrew Free, Deputy Head       |

|                      |   |
|----------------------|---|
| <b>Authorised by</b> | Board of Governors                      |
| <b>Signed</b>        | Mark Edwards, <b>Chair of Governors</b> |
| <b>Date</b>          | 25 <sup>th</sup> August 2016            |

## **Appendix 1 The Designated Safeguarding Lead**

1 The names and contact details of the DSL and Deputy DSL for each part of the School are set out in the School Contacts section at the start of this Policy.

2 In accordance with Annex B of KCSIE, the main responsibilities of the DSL are:

### **2.1 Managing referrals**

(a) The DSL is expected to:

(i) refer cases of suspected abuse to the local authority children's social care as required;

(ii) support staff who make referrals to the local authority children's social care;

(iii) refer cases to the Channel programme where there is a radicalisation concern as required;

(iv) support staff who make referrals to the Channel programme;

(v) refer cases where a person is dismissed or has left due to risk / harm to a child to the Disclosure and Barring Service as required; and

(vi) refer cases where a crime may have been committed to the Police as required.

### **2.2 Work with others**

(a) Liaising with the Head to inform him / her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

(b) As required, liaise with the Case Manager (see Appendix 4 of this policy) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);

(c) Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

### **2.3 Raise awareness**

(a) The DSL should ensure this Policy is known, understood and used appropriately;

(b) Ensure this Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.

(c) Ensure this Policy is available publicly.

(d) Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this.



- (e) Maintain links with the Somerset Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding.

#### 2.4 **Child protection file**

- (a) Where children leave the School ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

#### 2.5 **Prevent**

- (a) In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the DSL has, in addition, the following responsibilities:
  - (i) Acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
  - (ii) Co-ordinating Prevent duty procedures in the School;
  - (iii) Liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated;
  - (iv) Undergoing WRAP or other appropriate training;
  - (v) Maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and
  - (vi) Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

3 The Deputy DSL will carry out this role where the DSL is unavailable.

4 The DSL and the Deputy DSL have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- 4.1 understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- 4.2 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;
- 4.3 ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;

- 4.4 are alert to the specific needs of children in need, those with special educational needs and young carers;
- 4.5 are able to keep detailed, accurate, secure written records of concerns and referrals;
- 4.6 understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- 4.7 obtain access to resources and attend any relevant or refresher training courses;
- 4.8 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.

## Appendix 2 Types and signs of abuse and specific safeguarding issues

### 1 Types of abuse

- 1.1 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- 1.2 Part one of KCSIE defines the following types of abuse, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.
- 1.3 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 1.4 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 1.5 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- 1.6 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### 2 Signs of abuse

- 2.1 Possible signs of abuse include, but are not limited to:
- 2.1.1 the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference
  - 2.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries
  - 2.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour
  - 2.1.4 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
  - 2.1.5 the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing
  - 2.1.6 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed
  - 2.1.7 the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers and
  - 2.1.8 inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.
- 2.2 The Somerset Safeguarding Children Board can provide advice on the signs of abuse and the DfE advice [What to do if you're worried a child is being abused \(2015\)](#) provides advice in identifying child abuse. The [NSPCC website](#) is also a good source of information and advice.

### 3 **Specific safeguarding issues**

- 3.1 KCSIE acknowledges the following as specific safeguarding issues:
- 3.1.1 bullying including cyberbullying
  - 3.1.2 children missing education (see section 3.2 below)
  - 3.1.3 children missing from home or care
  - 3.1.4 child sexual exploitation (see section 3.3 below)
  - 3.1.5 domestic violence
  - 3.1.6 drugs
  - 3.1.7 fabricated or induced illness
  - 3.1.8 faith abuse
  - 3.1.9 female genital mutilation (FGM) (see section 3.4.2 below)

- 3.1.10 forced marriage (see section 3.4.3 below)
- 3.1.11 gangs and youth violence
- 3.1.12 gender- and transgender- based violence / violence against women and girls (VAWG)
- 3.1.13 hate
- 3.1.14 mental health
- 3.1.15 missing children and adults strategy
- 3.1.16 private fostering
- 3.1.17 preventing radicalisation (see section 3.5 below)
- 3.1.18 relationship abuse
- 3.1.19 sexting
- 3.1.20 trafficking.

## 3.2 **Children missing education**

- 3.2.1 The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).
- 3.2.2 This will assist the local authority to:
  - (a) fulfil its duty to identify children of compulsory school age who are missing from education; and
  - (b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.
- 3.2.3 The School shall inform the local authority of any pupil who:
  - (a) fails to attend School regularly; or
  - (b) has been absent without the School's permission for a continuous period of 20 school sessions or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State); or
  - (c) has been absent without the School's permission for 10 sessions within a 26 week window.
- 3.2.4 School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about his/her welfare.

## 3.3 **Child sexual exploitation**

3.3.1 Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

#### 3.4 Honour- based violence

3.4.1 All forms of so called honour-based violence are abuse (regardless of motivation) and should be handled and escalated as such. Staff should speak to the Designated Safeguarding Lead if they have any doubts.

#### 3.4.2 Female genital mutilation (FGM)

- (a) FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
- (b) There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the [Multi-agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools).
- (c) All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.
- (d) If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance [Mandatory Reporting of Female Genital Mutilation - procedural information](#) for further details about the duty.
- (e) Guidance published by the [Department of Health](#) also provides useful information and support for health professionals which will be taken into account by the School's medical staff.

#### 3.4.3 Forced marriage

- (a) Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form or coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

- (b) Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).
- (c) Staff should speak to the Designated Safeguarding Lead if they have any concerns. Pages 32-36 of the [Multi-agency guidelines: Handling case of forced marriage](#) focus on the role of schools in detecting and reporting forced marriage and the Forced marriage Unit can be contacted on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk) for advice and information.

### 3.5 Radicalisation and the Prevent duty

The Counter Terrorism & Security Act (2015) & the Prevent duty

Prevent is one of the four elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

#### The Prevent strategy

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

#### The Counter Terrorism & Security Act (2015):

This Act places a duty on specified authorities including schools, Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty).

3.5.1 The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

3.5.2 The School has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

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

**Radicalisation:** "the process by which a person comes to support terrorism and forms of extremism leading to terrorism"

- 3.5.3 There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.
- 3.5.4 Queen's College often invites speakers from our wider community to give talks to enrich our pupils' experience of school, providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility to our students is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The 'Prevent' statutory guidance (*The Prevent Duty: Departmental advice for schools and childcare providers*, DfE, June 2015) requires schools to have clear protocols for ensuring that any visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised.

**The protocols at Queen's College are:**

- All visiting speakers to have a nominated point of contact at the school (the Organiser)
- Requesting the Visiting Speaker to complete the **Visiting Speaker at Queen's College Form**, (see Appendix 6) which asks them to outline the information they wish to communicate and to agree to the Guidelines for Visiting Speakers (attached to the form)
- Conducting research on the person / organisation to establish whether they have demonstrated extreme views / actions, for example, internet searches and contacting other schools
- Refusal to allow people / organisation to use school premises if they have links to extreme groups or movements. Justification of the school's decision will be provided to the person / organisation in writing
- Conducting a risk assessment in relation to the Prevent Duty
- Visitors to provide photo ID upon arrival at School
- Ensuring visiting speakers are accompanied at all times and are not left unsupervised with pupils at any point

**This applies to the whole College including the Early Years Foundation Stage.**



3.5.5 **Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)** notes the following:

"36. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti social behaviour, family tensions, race/hate crime, lack of self esteem or identity and personal or political grievances.

51. Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

52. Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others."

3.5.6 Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

- 3.5.7 The DfE's briefing note [The use of social media for on-line radicalisation \(2015\)](#) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

The school has engaged positively with appropriate training to ensure all staff have the skills and knowledge to refer any concerns appropriately.

Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral. Mrs Tracey Khodabandehloo provides the lead for the school on Prevent and can be contacted directly for any concerns or for clarification on process.

#### 4 **Special educational needs and disabilities**

- 4.1 The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's Policy on Special Educational Needs and Learning Difficulties and Disability Policy.
- 4.2 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:
- 4.2.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
  - 4.2.2 pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
  - 4.2.3 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

## **Appendix 3 Guidance for staff and volunteers on suspecting or hearing a complaint of abuse or neglect**

### **1 Receiving a disclosure**

4.3 A member of staff or volunteer suspecting or hearing a complaint of abuse or neglect:

4.3.1 must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;

4.3.2 must not ask leading questions, i.e. a question which suggests its own answer;

4.3.3 must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass on the information in accordance with this Policy so that the correct action can be taken; and

4.3.4 must keep a sufficient written record of the conversation. The record should include:

(a) the date and time;

(b) the place of the conversation; and

(c) the essence of what was said and done by whom and in whose presence;

and must be signed by the person making it, using names and not initials.

4.4 All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record (see below) and passed on when reporting the matter in accordance with this Policy.

### **5 Recording the concern**

1.1 Staff must record all concerns about a child in writing.

1.2 Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:

1.2.1 the child's details: name, date of birth, address and family details;

1.2.2 date and time of the event / concern;

1.2.3 the action taken and by whom;

1.2.4 the name and position of the person making the record.

1.3 The School has a pro forma record which should be completed and passed on when reporting the matter in accordance with this Policy. This pro forma is available at Appendix 5 of this Policy. The record can be completed after an initial discussion with the DSL and completed with the DSL where appropriate.

## **Appendix 4 Dealing with allegations against teachers, the Head, Governors, volunteers and other staff**

### **1 The School's procedures**

- 5.1 The School's procedures for dealing with allegations made against staff will be used where the teacher, the Head, Governor, volunteer or other member of staff has:
- 5.1.1 behaved in a way that has harmed a child, or may have harmed a child;
  - 5.1.2 possibly committed a criminal offence against or related to a child; or
  - 5.1.3 behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.
- 5.2 Any allegations not meeting this criteria will be dealt with in accordance with the Somerset Safeguarding Children Board procedures. Advice from the Designated Officer will be sought in borderline cases.
- 5.3 All such allegations must be dealt with as a priority without delay. The Designated Officer(s) will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria in paragraph 1.1 above.
- 5.4 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

### **6 Reporting an allegation**

- 6.1 The reporting requirements for allegations against a teacher, the Head, Governor, volunteer or other member of staff are set out below. In all cases, the member of staff making the allegation may consider discussing his / her concerns with the DSL and making a referral via him / her. The only circumstances in which this would not be appropriate is if the allegation is against the DSL.
- 6.2 Where an allegation or complaint is made against any member of staff (other than the Head), the Designated Safeguarding Lead or a volunteer, the matter should be reported immediately to the Head. In the Junior School, staff will report to the Headmistress who will report to the Head. The allegation will be discussed immediately with the Designated Officer(s) before further action is taken. Where appropriate, the Head will consult with the Designated Safeguarding Lead.
- 6.3 Where an allegation or complaint is made against the Head, the matter should be reported immediately to the Chair of Governors or the Nominated Safeguarding Governor, without first notifying the Head. The allegation will be discussed immediately with the Designated Officer(s) before further action is taken. The Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.
- 6.4 Where an allegation is made against any Governor, the matter should be reported immediately to the Chair of Governors or the Nominated Safeguarding Governor. If either the Chair of Governors or the Nominated Safeguarding Governor are the subject of an allegation, the matter should be reported to the other. The allegation

will be discussed immediately with the Designated Officer(s) before further action is taken. Where appropriate, the Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.

6.5 If it is not possible to report to the Head or Chair of Governors or Nominated Safeguarding Governor in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Lead. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Chair of Governors and the Nominated Safeguarding Governor.

6.6 The person taking action in accordance with the procedures in this Appendix is known as the "Case Manager".

## **7 Disclosure of information**

7.1 The Case Manager will inform the accused person of the allegation as soon as possible after the Designated Officer(s) has been consulted.

7.2 The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

7.3 Where the Designated Officer(s) advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

7.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

## **8 Further action to be taken by the School**

8.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part four of KCSIE and the School's employment procedures.

8.2 Where a member of boarding staff is suspended pending an investigation of a child protection nature, arrangements for alternative accommodation away from children will be made for the member of staff.

## **9 Ceasing to use staff**

9.1 If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

- 9.2 If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral to the Disclosure and Barring Service will be made promptly if the criteria for referral are met.
- 9.3 Separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made where a teacher has been dismissed, or would have been dismissed had he / she not resigned, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.
- 9.4 Early Years Foundation Stage (EYFS)
- 9.4.1 The School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the EYFS provision (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.
- 9.4.2 These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

## 10 Malicious allegations

- 10.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.
- 10.2 Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.
- 10.3 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

## 11 Record keeping

- 11.1 Details of allegations found to be malicious will be removed from personnel records.
- 11.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused.
- 7.3 An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

- 7.4 The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.<sup>1</sup>

---

<sup>1</sup> In accordance with the terms of reference of the Goddard Inquiry all Schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

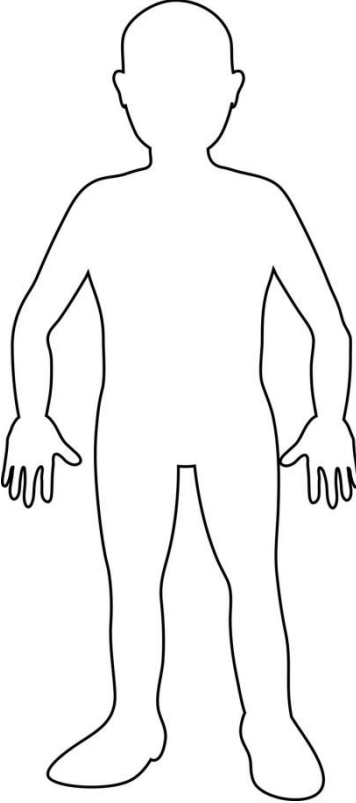
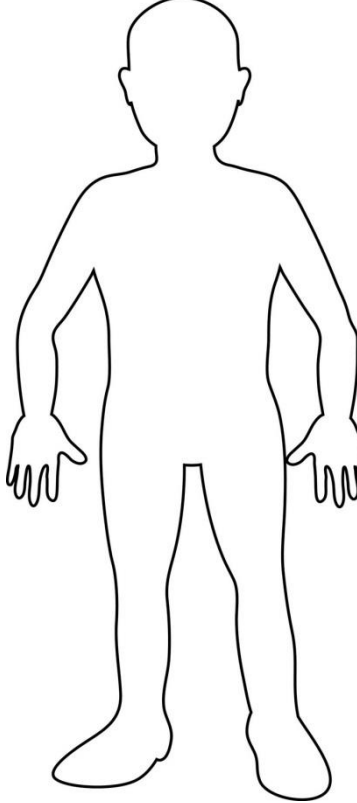
**Appendix 5 Cause for concern reporting form**

**CONFIDENTIAL**

**Queen's College**

**CONFIDENTIAL**

**TO BE STORED IN A SECURE PLACE**

|   |       |
|---|-------|
| Childs Name:  | Age:  |
| Name of member of staff:  | Date: |
| Signature of member of staff:   | Time: |
| <p><u>Physical Evidence:</u></p> <div style="display: flex; justify-content: space-around; align-items: center;"><div style="text-align: center;"><p>Front</p></div><div style="text-align: center;"><p>Back</p></div></div> |       |
| <p><u>Concerns:</u> (factual account of disclosure)</p>   |       |



Additional Comments:

Witness:

Signature:

Designated Safeguarding Lead:

Signature:

Date:

**APPENDIX 6 VISITING SPEAKER AT QUEEN'S COLLEGE, TAUNTON**



|  |              |
|--|--------------|
| <b>Name of Speaker</b>   |              |
| <b>Date of Birth</b>   |              |
| <b>Date of Proposed Visit</b>  |              |
| <b>Contact at Queen's College</b>  |              |
| <b>Reason for Visit</b>  |              |
| <p><b>Please outline below the information you wish to communicate in your talk to Queen's College pupils:</b></p>   |              |
| <p><b>Please sign below to confirm:</b></p> <ul style="list-style-type: none"> <li>• That the information you have provided is true and accurate</li> <li>• That you agree to the 'Guidelines for Visiting Speakers' overleaf</li> <li>• That you will bring valid photo ID (Driving Licence or Passport) with you on the day as proof of your ID</li> </ul> |              |
| <b>Signature:</b>  | <b>Date:</b> |

**Please return this form as soon as possible to your contact at Queen's College, Taunton**

|                                 |              |
|---------------------------------|--------------|
| <b>Signature of Organiser:</b>  | <b>Date:</b> |
| <b>Signature of SLG Member:</b> | <b>Date:</b> |

## Guidelines for Visiting Speakers

Queen's College values visits from speakers that enrich our pupils' experience of school, providing them with information, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility to our students is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School.

The "Prevent" statutory guidance (***The Prevent Duty: Departmental advice for schools and childcare providers***, DfE, June 2015) requires schools to have clear protocols for ensuring that any visiting speakers whether invited by staff or pupils, are suitable and appropriately supervised.

As per the "Prevent" guidance, visiting speakers are required to agree to the following terms and conditions:

- The presentation must not incite hatred, violence, or call for the breaking of the law.
- The visiting speaker is not permitted to encourage, glorify or promote any acts of terrorism, including individuals, groups or organisations that support such acts.
- The visiting speaker must not spread hatred and intolerance of any minority group/s in the community.
- The visiting speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.
- Visiting speakers are not permitted to raise or gather funds for any external organisation of cause without express permission.
- School staff have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement.

## **APPENDIX 7: Child Protection Procedure Checklist for Staff**

**If:**

- **A child or young person discloses abuse, or**
- **You suspect a child may have been abused, or**
- **You witness an abusive situation involving another professional.**

You **RECORD AND REPORT:**

- **Respond** without showing any signs of disquiet, anxiety or shock.
- **Enquire** casually about how an injury was sustained or why a child appears upset.
- **Confidentiality must not be promised** to children, young people, or adults in this situation.
- **Observe** carefully the demeanour of behaviour of the child or young person.
- **Record** in detail what has been seen and heard.
- **Do not interrogate or enter into detailed investigations:** rather, encourage the child or young person to say what he wants until enough information is gained to decide whether or not a referral is appropriate.

Asking questions is fine to help understand what the issue is. Ensure the questions are open and give the child the ability to clarify.

- **It is important NOT to ask leading questions.**
- **It is important to know when to stop asking questions and listen.**
- **It is important not to interrogate.**

Types of Questions you can ask:

- Tell me (tell me what happened)
- Explain (explain what you meant by)
- Where did this happen/where were you
- When did this happen

Remember you are only clarifying with the young person if something concerning did happen or could have happened from the information they give you.

Then **REPORT** to Somerset Direct (it may be helpful to discuss potential referrals with your line manager and/or the designated person without delay). Appendix F is a flow chart that will help staff in their deliberations as to whether to make a referral or not.

Staff **MUST NOT**:

- Investigate suspected/alleged abuse themselves;
- Evaluate the grounds for concern;
- Seek or wait for proof;
- Discuss the matter with anyone other than their line manager, Somerset Direct, designated person and, as appropriate e.g. the Headteacher.

Children's Social Care & the Police are the only agencies that can investigate allegations of abuse.

Escalation Process - Resolution of professional disagreements in work relating to the safety of children.

Occasionally, there may be some professional disagreement as to whether child protection concerns meet thresholds etc. There is an escalation process document that is available on the SSCB web site, see Appendix G.

## **APPENDIX 8: Prompt Sheet for Child Protection Referrals**

When completing the Common Request for Involvement Form. (CRIF) Please refer to the Somerset Threshold document Effective support for Children and Families in Somerset. (SSCB). This prompt sheet will also help you bring together all necessary information.

Designated Safeguarding leads can also use the SSCB Consultation Line to discuss cases they have concern about.

Before making a referral through the locally agreed procedures, the following information should be available:

### **Child's details**

- Name, including any middle names and, if the child is known by more than one name; list all names known.
- Date of birth.
- Address and telephone number.
- Health issues that may be relevant.
- Any known disabilities that may affect communication.

### **Family details**

- Names of parents and/or carers.
- Names and ages of any other children in family.
- Ethnicity and cultural background and where appropriate information about the need for interpreters.
- Any legal or custody documents known to exist.
- Name of the family's GP.

### **Provision history**

- How long has the child attended this provision?
- Attendance record – check if there has been a problem with attendance, look out for any patterns that emerge from attendance records, i.e. some children have been reported to miss every Monday because there have been problems at the weekend.
- Behaviour – how does the child present? Check for any repeated patterns of behaviour, or sudden changes of behaviour. Do these relate to a change in circumstances at home?
- Relationships with parents, provision, other agencies: good, non-existent, volatile?

### **Child protection history**

- Have you had previous concerns and have you made previous referrals? It is important to revisit previous concerns to get a wider picture. Child protection services are reliant on other agencies to help them build up a clearer picture of what

has been happening. The relationship between each event may be more significant than each individual event.

- If you have referred in the past, what was the outcome? Never let the fact that no action was taken last time affect your way of managing new concerns. If you have a concern, always pass it on.

### **Informing the parent**

In most cases it is agreed that it is better to tell the parent that you intend to refer to Children's Social Care or the Police but think it through. If you think telling may put the child or young person at more risk, take advice first. If in doubt, ring Somerset Direct (0845 3459122) and discuss with the Duty Social Worker or the consultation Line.

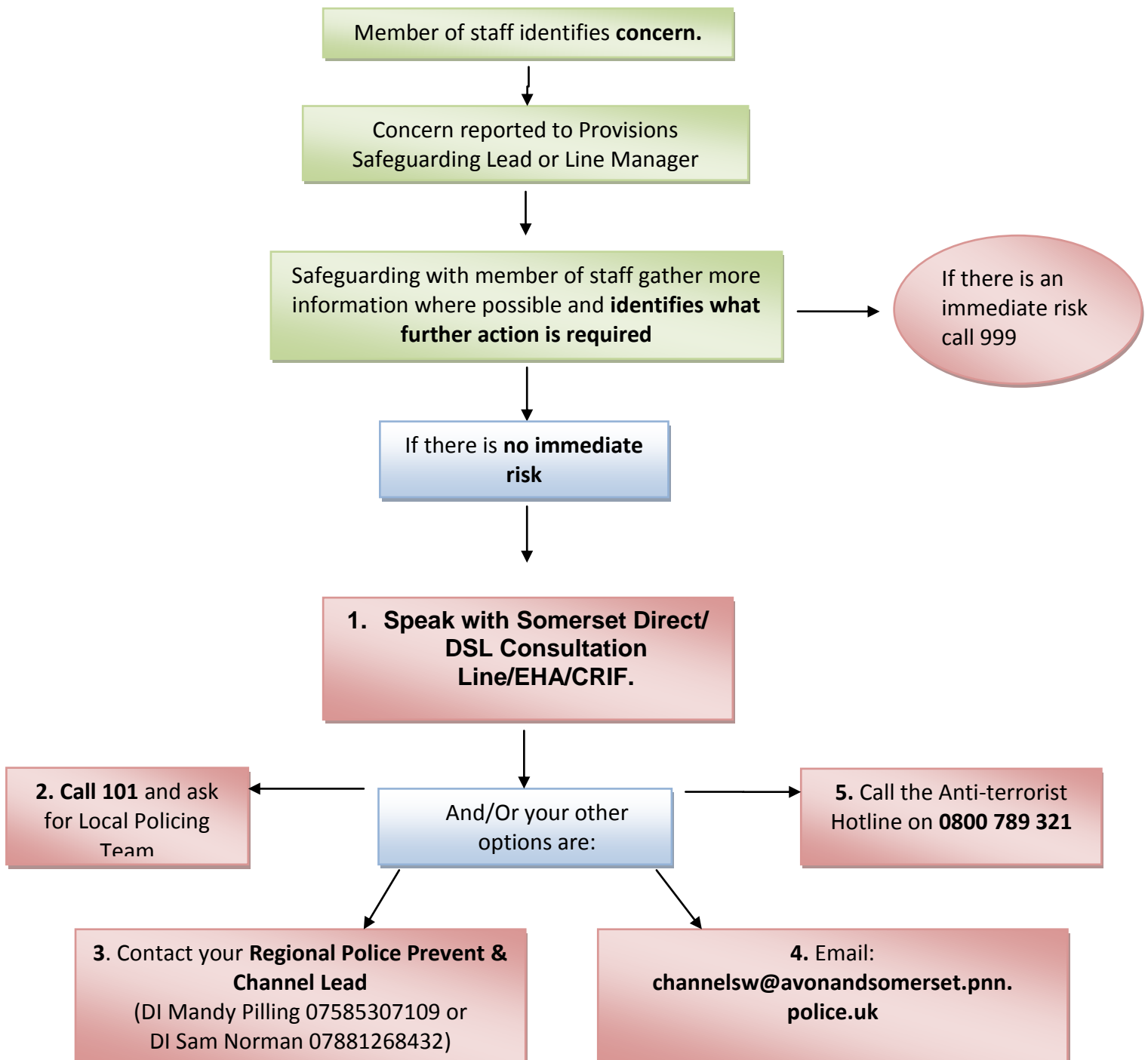
### **Making the referral**

Once there is all the necessary information available a child protection referral can be made with confidence, following the South West Child Protection Procedures ([www.swcpp.org.uk](http://www.swcpp.org.uk)). Record all your actions and responses from other agencies.

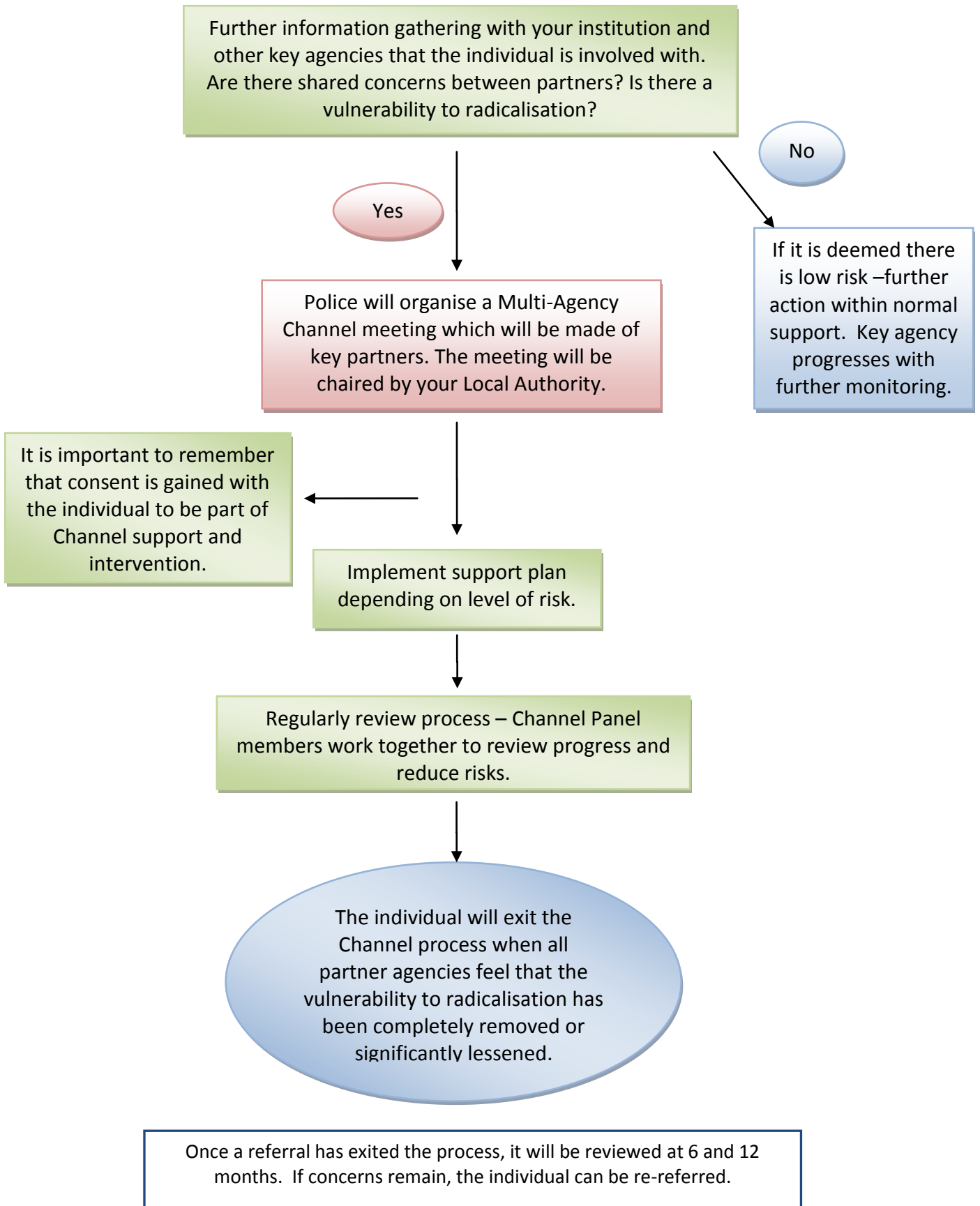
**APPENDIX 9: Process map for the staff reporting a concern of a vulnerable individual**

**Prevent and Channel**

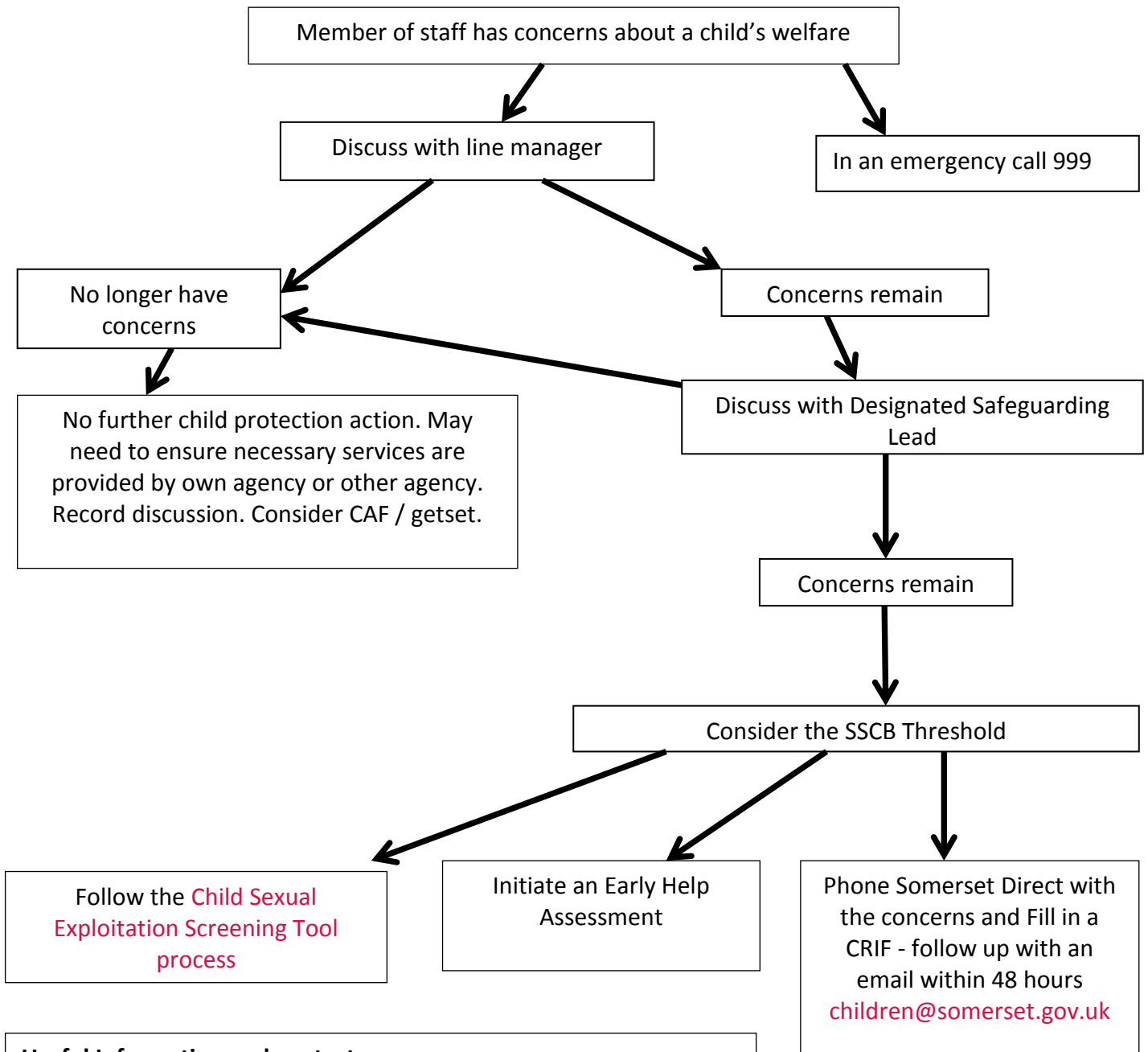
It is important for you as a member of staff to know where to go if you have a concern that someone may be on the route to radicalisation. Below is a flow chart which aims to show the process as to which you can follow:







**APPENDIX 10: What to do if you are worried a child is being abused**



**Useful Information and contacts:**

Somerset Direct: 0300 123 2224 [children@somerset.gov.uk](mailto:children@somerset.gov.uk)

Somerset Safeguarding Children Board -  
<http://sscb.safeguardingsomerset.org.uk/>

'What to do if you are worried a child is being abused' – government document

Support for Services for Education -  
<https://slp.somerset.org.uk/sse/SitePages/Home.aspx>

## **Appendix 11 – EYFS Camera, Mobile Phone and Social Media Policy**

### **Rationale**

Queen's College EYFS recognises the dangers as well as the benefits of using cameras, mobile phones and social media within the day to day running of the provision. This policy outlines the protocols for the use of personal technology and social media (e.g. Facebook, twitter) in the setting in a way that protects the safety and welfare of the children and the reputation of the College and its staff. It supports the whole College ICT and HR policies and procedures and pays due regard to recommended governmental safeguarding guidelines.

### **All Staff must adhere to the following:**

- Personal mobile phones, iphone watches, cameras and video recorders cannot be used in the presence of children or within designated teaching/bathroom areas.
- All mobile phones must be stored securely and away from the children within the setting during contact time with children. (This includes staff, volunteers and students).
- Personal calls may be made during non-contact times and should not interfere with professional practice or teaching periods.
- It is the responsibility of all staff to make families aware of the school telephone numbers.
- Personal mobiles, cameras or video recorders should not be used to record classroom activities. Only College technology equipment that has been registered with the IT department may be used for work purposes. IT technology must be securely stored away at the end of each day.
- Photographs and recordings can only be transferred to and stored on a College computer before printing.
- All telephone contact with Parents/Carers must only be made on the College/Nursery telephone/mobiles.
- During group outings nominated staff will have access to the College/Nursery mobiles which can be used in an emergency or for contact purposes.
- Visitors to the College are expected to keep their mobile phones and cameras in their bags which are kept in the office.
- In the case of College productions, Parents/carers are permitted to take photographs of their own child in accordance with school protocols which strongly advise against the publication of any such photographs on social networking sites.

### **Social Media**

The College has its own social media sites (such as Facebook, Twitter etc.) which are maintained by a designated person within the College's marketing department. It is their responsibility and senior management for overseeing social media postings for the Pre-Prep School, Nursery School or Queen's Highgrove Nursery.

**Therefore ALL staff must adhere to the following guidance for using Social Media:**

- Sharing of all information and photographs relating to the College's provision, children and events must only be posted on the College's media sites and never on any personal media sites or profiles.
- All information and photographs must be overseen by Senior Management prior to passing on to the Marketing department for social media posting.
- Staff are encouraged to share / like official College media and advertising postings ~~ONLY~~.
- The creation of social media groups for Nursery staff to share information must only be implemented and overseen by a senior member of staff and be run on a 'Secret Group' basis where inclusion is by invitation only.
- Any use of a social media 'Secret Group' is run solely for the purpose of sharing positive and helpful information to support staff practice and College events.

All staff should be aware of the power of Social Media sites and the way they portray a reflection of personal behaviour, professionalism as well as personal integrity and the College's reputation.

**The College recommends the following advice when using personal Social Media to protect personal professional and College reputation:**

- Staff are not allowed to access their own personal media whilst they are on duty/working with the children or using the College's IT equipment.
- Social media activities should not interfere with work commitments.
- Staff members are advised to set their online profiles to private so that only friends are able to see their information.
- Staff are expected to always be respectful to
  - The nursery,
  - Other staff members,
  - Parents and relatives,
  - Children,
  - Partners,

- Competitors,

Remembering that any disrespectful comments to the above may be seen as libellous.

- Staff must not post direct or indirect suggestive comments about your work or colleagues on their personal profile.
- Staff must not post information or photographs of colleagues that are work related on their personal profiles.
- In order to maintain professional boundaries staff should not accept personal invitations to be friends from parents of the nursery unless they know them in a personal capacity.
- Staff must not mention any of the companies that Queen's College works with on their online profile
- Staff must not respond to posts that refer the College or share information about the College, staff, families or provision on other sites, blogs or forums (e.g. netmums).
- Personal profiles should not contain any images or videos which may be perceived as inappropriate behaviour for a childcare professional
- Staff are advised to think carefully before 'liking' or 'sharing' the posts of others, being aware of how these actions may reflect upon their own personal integrity.
- Staff who blog must ensure that their blogs do not refer to the College, its staff families or its provision and make it clear that any views made are personal and do not represent the views of the College. Always be clear and write in the first person.
- Staff are responsible for adhering to the terms of service of each site they use.
- Staff are expected to follow the College's Whistleblowing policy and procedure should they discover that social media is being inappropriately used by another member of staff.
- Staff must always remember the importance of Confidentiality and Safeguarding when using social media.
- Any breaches of the College's policies and procedures through social media could result in disciplinary action.  
Staff must always remember that at all times, in or out of working hours they are an ambassador for Queen's College, their online presence reflects on the setting and asked to remember that their actions captured via images, posts or comments can reflect on Queen's College.

### **Image Management Procedures**

- Queen's College provides each EYFS department (Pre-Prep, Nursery School and Highgrove Nursery) appropriate technology (cameras / ipads) that are used solely to support individual child assessment procedures and for College marketing purposes.
- Within each EYFS department designated staff are responsible for ensuring that all images are downloaded appropriately onto Queen's College computers and erased at source on a regular basis.

### **Other Policies and Documents**

#### Queen's College Policies:

Child Protection and Safeguarding Policy  
Health and Safety Policy  
IT Acceptable Use Policy for Staff & Volunteers  
Staff Recruitment Policy  
Staff Disciplinary Policy  
Whistleblowing Policy  
Visitor Policy  
Data Protection Policy

#### EYFS Policies:

Behaviour Policy  
Health Policy  
Safety Policy  
Mobile Phone and Camera Use Policy  
Suitable Person Policy

#### Legislation:

SFEYFS (Statutory framework for the Early Years Foundation Stage 2014, pp 16-19.  
Children's Act 1989 and 2004  
Childcare Act 2006  
Safeguarding Vulnerable Groups Act 2006  
Data Protection Act 1998, 2003.

#### LSCB

Child Protection-Guidance for Day Carers April 2015  
Working together to Safeguard Children, what to do if you are worried

### **Document Control**

The Early Years Team will review this policy every 2 Years

|                     |   |
|---------------------|---|
| Written by          | Head of Pre-Prep, head of Nursey Education, Highgrove Nursery Manager |
| Date                | September 2016  |
| Date of next review | September 2018  |