

Queenswood



# Safeguarding Children (Child Protection) Policy

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*Issued by* Deputy Head Pastoral

*Last review by Governors*

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*This policy will be updated in accordance with the requirements of the regulations and reviewed at least annually*

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# SAFEGUARDING CHILDREN (CHILD PROTECTION) POLICY

## *Policy statement*

Queenswood is committed to promoting and ensuring the safety and well-being of every pupil at the School. All children have the right to feel safe and protected from any form of abuse. This policy ensures compliance with all relevant legislation including: Keeping Children Safe in Education (2016) (KCSIE) and Working Together to Safeguard Children (2015) (WTSC).

The School recognises it is part of a wider safeguarding system for children and communicates readily with the Local Safeguarding Board (LSCB) to ensure appropriate referrals are made and also to promote excellent partnership working practices.

There are four key elements of safeguarding at Queenswood School: prevention, protection, support and recording. These areas are detailed further in the policy.

### Prevention

- Staff Code of Conduct
- Curriculum
- Staff Training
- Safer Recruitment
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### Protection

- Implementing safeguarding and child protection procedures and working in partnership with pupils, parents and external agencies.
- Providing multiple opportunities for pupils to disclose concerns
- Providing an environment where pupils feel safe
- Safer Recruitment including whistleblowing

### Support

- By identifying individual needs where possible through pastoral tracking overseen by the Deputy Head Pastoral
- By developing, implementing and reviewing plans which meet the needs of pupils.

### Records and reporting

- Thorough and accurate record keeping which conform to legislative requirements and demonstrate consistently best practice.

## *Definitions*

Safeguarding and promoting the welfare of children is defined in KCSIE (2016) as;

**“Protecting children from maltreatment; preventing impairment of children’s health or development; ensuring 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.”**

See Appendix 1 for more information on the different types of abuse.

### *Roles and Responsibilities*

All staff have a responsibility for the welfare of the pupils. Therefore this policy applies to all staff, governors and volunteers working within the School.

#### **All Staff**

The Teacher Standards (2012) state that teachers, including Head teachers, should safeguard children's wellbeing as part of their professional duties. KCSIE (2016) makes it clear that all staff have a responsibility to safeguard pupils, regardless of role within the organisation. This includes, when necessary, reporting concerns to external agencies, for example Social Care. All staff must have an 'it could happen here' approach. There are, however, key people within Queenswood who have specific responsibilities for safeguarding children. Any member of staff may make a referral to Children's Services, although normal practice at Queenswood is to refer matters to the Child Protection Officer, Mrs Anne Wakefield, and if staff have concerns they may speak to her. Staff are responsible for those whom they have invited to visit and should follow all the procedures outlined in the Visitor Policy. Staff must comply with the Recruitment, Selection and Disclosure (Safer Recruitment) Policy if they are arranging regular visitors or volunteers, or any visiting coaches, trainers or professionals. Staff should liaise with HR well in advance of the visit so the correct procedures and checks can be undertaken. Failure to comply with these procedures will result in a disciplinary hearing, and might be classed as gross misconduct.

#### **Child Protection Officer**

At Queenswood the Designated Senior Lead is referred to as the child Protection Officer (CPO). The CPO is the Deputy Head Pastoral, Mrs Anne Wakefield. She is responsible for:

- Co-ordinating and monitoring the implementation of safeguarding children policies and procedures within the School, ensuring that all temporary and volunteer members of staff are made aware of the School's policy and procedures for safeguarding children.
- Sharing information and liaising with the Principal where appropriate.
- Liaising with other agencies and representing the School at relevant inter-agency meetings.
- Ensuring that locally established procedures are followed.
- Acting as a consultant for staff to discuss concerns including concerns about pupils who may benefit from early help, reviewing and referring children whose situation has not improved.
- Making referrals as necessary and seeking informal advice from the Hertfordshire Child Protection Schools Liaison Officer when appropriate. Children who have suffered or are at risk of serious harm would be reported to Children's Social Care immediately. Those in need of additional support would be referred for inter-agency assessment, using local processes including the use of the Common Assessment Framework (CAF) and Team around the Child (TAC) approaches.
- Maintaining a confidential recording system with records kept for 35 years in the CPO's office.
- Organising appropriate training for all staff including at induction and regular updates and for the CPO and her deputy every two years. Temporary and voluntary staff will be made aware of the arrangements. More details are under point 6 of this policy.

- Ensuring the delivery of education about safeguarding to the pupils eg through PSHCEE/SRE.
- Ensuring children receive the right help at the right time to address risks and prevent issues escalation by acting on and referring early signs of abuse and neglect.
- Keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information and challenging inaction.
- Ensuring data sharing is in line with legislation and does not prohibit protecting children from harm.
- Ensuring there is monitoring of the internet filtering system, but ensuring there is not 'overblocking' which might lead to unreasonable restrictions as to what children can be taught.
- Raising any concerns in SLT meetings, seeking both practical and emotional support, where needed.
- Providing an annual report to Governors and Hertfordshire Children's Services.

### **Deputy Child Protection Officer**

The Deputy Child Protection Officer (DCPO) is the Deputy Head Academic, Mr Ian Sheldon. His role is to assist the CPO as required.

### **Board of Governors**

The Board of Governors maintains close oversight of all safeguarding matters and undertakes a review at least annually of this policy, including an update and review of procedures and their implementation. Working with the CPO, the Governors will ensure the policies and procedures including allegations against staff are effective and comply with the law at all times.

### **Nominated Governor**

Without prejudice to the Board's responsibility for safeguarding children, there is a nominated governor with responsibility for the monitoring of the effectiveness of the School's Safeguarding Children Policy, including the Prevent Duty and procedures on behalf of the Board of Governors. The current nominated Governor is Dr Oonagh McGuinness.

- The Child Protection Officer submits an annual safeguarding report for the Board's formal consideration. If necessary, this is forwarded to the Hertfordshire Child Protection School Liaison Officer Team. Day-to-day safeguarding children matters are delegated to the Board's Education Committee which addresses both academic and pastoral issues at the School.
- The Governors ensure that the School contributes to inter-agency working in line with Working Together to Safeguard Children 2015 through effective implementation of this policy and procedures and effective co-operation with local agencies.
- The Governors ensure that this policy and procedures will assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE 2016. The implementation of these policy provisions will be checked through discussion between the Governors and the CPO at termly Board Meetings, evidenced in minutes. The Nominated Governor Dr Oonagh McGuinness, is responsible for a termly check of the following: training records, referral information in respect of requests for help and support for individual children, issues and themes which may have emerged within the School and how these have been handled, and the contribution the School is making to local discussions on safeguarding matters. She reports to the Board of Governors. Minutes will be sufficiently detailed to demonstrate the breadth and depth of review. Governors should recognise the

expertise staff have, and ensure opportunities are provided for staff to contribute to shaping safeguarding arrangements.

- The Governors ensure that children are taught about safeguarding, including online through teaching and learning opportunities as part of a broad and balanced curriculum, through PSHCEE and SRE. They should ensure that there is filtering and monitoring of the internet, but that there is no 'over-blocking'. The following advice to Governors is recommended in KCSIE.

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

<https://www.gov.uk/government/publications/children-missing-education>

### **Safer Recruitment**

The School complies with all Safer Recruitment practices. The Principal, Mrs Jo Cameron, and the Head of Human Resources, Mrs Linda Izzard and other senior members of staff, have completed the appropriate external training for the safer recruitment or selection of any new member of staff, so that every recruitment or selection interview is attended by at least one fully trained member of staff.

Disclosure and Barring Service (DBS) checks are undertaken and there is compliance with Independent School Standards Regulations. The Head of Human Resources ensures the required checks are undertaken when using host families. For appointments to management positions, checks will take place to ensure they have not been prohibited by the Secretary of State. The Recruitment, Selection and Disclosure Policy (Safer Recruitment) explains in detail the process and required checks. The Head of HR obtains assurance that appropriate safeguarding children protection checks and procedures apply to any staff employed by another organisation and working with the pupils on another site, for example Gosling Sports Centre and Trent Park Equestrian Centre.

### **Procedures**

#### **1. Member of staff – initial actions.**

Any member of staff who is informed of an incident or suspects that a child has been abused, either within or external to the School, must immediately report this information to the CPO or, in her absence, the DCPO or in his absence the Principal. There should be no prior consultation with any third party. When a child makes a direct disclosure, the following steps should be taken:

- a) Listen carefully to the child
- b) Refrain from questioning except to clarify meaning.
- c) Explain to the child that you will need to pass this information on to the CPO who has the responsibility for ensuring the appropriate protection of children within the School.
- d) Carefully record on a Record of Concern form (see Appendix 3) what the child has told you, what you have observed and what you have said. Draw a diagram of any injuries observed. Do not take photos. Remember, whilst decisions to seek support would normally be taken in consultation with parents and pupils, their consent is not required when there are reasonable grounds to believe the child is at risk of significant harm
- e) Any member of staff who is informed of, or suspects, a case of alleged child abuse is not in a position to give an absolute guarantee of confidentiality to the informant. He/she should. However, affirm that the information will only be passed on to the minimum number of designated people so that the appropriate action can be taken. He/she should also assure the informant that whatever action may be necessary will be taken to protect the informant from any retaliation or unnecessary stress that might be feared after a disclosures of alleged abuse has been made.

- f) Members of staff should not investigate reports of abuse themselves. Alleged victims, alleged perpetrators or those reporting abuse should not be interviewed beyond the point at which it is clear that there is an allegation of abuse. Any investigation will be conducted by appropriate external authorities once the matter has been reported to CSF Client Services.
- g) Every member of staff has a legal responsibility to report anything that might indicate that a child is suffering, has suffered or is likely to suffer some form of abuse. Significant changes in behaviour may be noted at any time. However, any concern whatsoever should be reported to the CPO and the assumption must not be made that someone else will already have done something. The personal and professional immunity of any member of staff making such a report will be protected under the provisions of the Whistleblowing Policy. Staff have responsibility to speak to external agencies if they feel that the School has not dealt with the matter effectively.

## 2. Referral (CPO/DCPO/Principal)

### a) Re Pupils

The CPO, DCPO or Principal must submit a referral form as soon as possible, and within 24 hours. The form is found on the Herts grid for Learning, and should be emailed to

[protectedreferrals.cs@hertfordshire.gov.uk](mailto:protectedreferrals.cs@hertfordshire.gov.uk)

Alternatively, the RED CP form can be filled in online at

<http://www.hertsdirect.org/docs/pdf/c/childprotectionform.pdf>

and submitted directly. If there are concerns that a child is at risk of immediate significant harm, the first action is to call 999. If unsure then the Customer Service Centre can be contacted for advice on 0300 123 4043. You can also contact the Child Abuse Investigation Unit via 101. This is a specialist team within the police with countywide responsibility for undertaking child protection investigations.

When the referral has been made the CPSLO should contact the School within 24 hours. If this does not happen within 3 days the CPO or Principal must make contact. The following should be recorded by the CPO:

- i. The team manager's proposed actions, who will take what actions, the expected timescale of each action. Or
- ii. The justification for NFA (no further action)

Parents should be aware that the School's first priority is the welfare of each girl and thus the matter of how and when to inform parents will be discussed with the CSF social care team first. However, the School will always endeavour to work closely with the parents as this will normally be in the best interests of the girl.

### b) Re: Allegations against a member of staff or volunteer

If an allegation is made that a member of staff/volunteer has behaved in a way that has, or may have harmed a child, or possibly committed a criminal offence against/related to a child, or behaved towards a child in a way which indicates that he/she is unsuitable to work with children, the person receiving the allegation must take it seriously and immediately inform the Principal.

They should also make a written record of the allegation, on the Incident Report Form at Appendix 3, using the informant's words and including the time, date and place of the alleged incident, what was said

and details of anyone else present. This record should be signed and dated and passed immediately to the Principal. The Principal is trained in dealing with allegations against staff.

If an allegation of child abuse is made against the CPO, the member of staff receiving the allegation must inform the Principal immediately. In the Principal's absence, the allegation should be reported instead to the Chair of Governors, obtaining contact details from the Bursar, Mr Ian Williams, Clerk to the Governors. [ian.williams@queenswood.org](mailto:ian.williams@queenswood.org)

If the concerns regard the Principal or a Governor, then the Chair of Governors should be contacted or, in their absence, (or if the concerns regard the Chair of Governors) the Vice Chair of Governors obtaining contact details from the Bursar, Mr Ian Williams, Clerk to the Governors. [ian.williams@queenswood.org](mailto:ian.williams@queenswood.org)

In this instance the Principal should not be informed.

The Principal must inform the Local Authority Designated Officer (LADO) immediately by submitting a referral form and within 24 hours. The form is found on the Herts Grid for Learning, and should be emailed to [LADO.Referral@hertfordshire.gov.uk](mailto:LADO.Referral@hertfordshire.gov.uk). The main contact is Andrea Garcia-Sangil, Local Authority Designated Officer (LADO). The form can be found here:

[http://thegrid.org.uk/info/welfare/child\\_the\\_protection/referral/index.shtml](http://thegrid.org.uk/info/welfare/child_the_protection/referral/index.shtml)

If there are concerns that a child is at risk of immediate significant harm, the first action is to call 999. If unsure, then the Customer Service Centre can be called on 0300 123 4043.

The LADO can also be contacted via Frazer Smith on 01992 556979/07920 283106. Written records of these conversations should be kept, and communication with the individual and the parents agreed. Due weight to the views of LADO should be taken into account when considering suspension. In a case of serious harm, the police should be informed from the outset.

The Principal should, as soon as possible, following briefing from the LADO, inform the subject of the allegation. In the case of an allegation of child abuse against a member of the boarding staff who has been suspended pending an investigation, the School may have to make alternative accommodation arrangements available. The School must not undertake their own investigations without consulting the LADO. In borderline cases discussions with the LADO can be held informally and without naming the School or individual.

In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the School and the individual notified of the reasons. Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references. Confidentiality should be maintained and every effort made to guard against unwanted publicity until the accused is charged or the DFE/NCTL publish information. Pupils that are found to have made malicious allegations are likely to have breached School behaviour policies. The School should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). If there has been a substantiated allegation against a member of staff the School will work with the LADO to establish if improvements can be made to procedures or practice.

### c) Re: Allegations against a child

Incidents of child abuse may also result from the actions of one child against another. This is most likely to include but is not limited to bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should report these concerns as soon as possible and within 24 hours. Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, the CPO will refer the case to the external safeguarding agency, CFS Client Services, who will provide advice on how

and when the parents of both parties may be informed, and the possibility of the non-disciplinary suspension of any of the children involved. All children involved, whether perpetrator or victim, should be treated as being “at risk”. No internal investigation can be conducted once the allegation has been referred to CFS Client Services.

Every effort must be made to continue the educational provision for all parties during the investigation process that may be initiated by external agencies. As a boarding school, Queenswood takes seriously the possibility of abuse by peers and would respond appropriately. The Anti-Bullying Policy is stressed to all pupils, including boarders.

Queenswood is required to report promptly to the Disclosure and Barring Service (DBS), on leaving the School, the name of any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he/she is considered unsuitable to work with children, and the DBS referral criteria are met. This includes: dismissal, non-renewal of a fixed term contract, no longer engaging a supply teacher, terminating a placement of a student teacher or other trainee, no longer using staff employed by contractors, resignation, volunteers or where they withdraw from training, working or volunteering. The report will include as much evidence about the case as possible. ‘Compromise Agreements’ cannot prevent this referral, nor can an individual’s refusal to co-operate with an investigation.

The School has a duty to make a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had they not resigned) and a prohibition order may be appropriate. This might be for ‘unprofessional conduct’, ‘conduct that may bring the profession into disrepute’, or a conviction for a relevant offence. If it has been reported to the DBS it is not necessary to report to the NCTL as well. Advice about whether an allegation is sufficiently serious to refer to the NCTL can be found in ‘Teacher misconduct: the prohibition of teachers’ (July 2014) and further guidance is on the NCTL website.

Any person, including staff, parents and volunteers, who, for whatever reason, does not wish to report an alleged issue of child protection or seek information or advice through the primary channels detailed in the preceding paragraphs, may contact OFSTED direct on 08456 404040.

### **Induction and Training**

Staff are regularly trained about the causes of abuse, and are encouraged to have an attitude of ‘it could happen here’ and a commitment to act in the best interests of the child.

The School adheres to DFE guidance, contained in ‘Safeguarding Children and Safer Recruitment in Education’, that all members of staff should have appropriate training in child protection issues. The Principal, CPO, DCPO and designated Governor undertake a course in initial child protection training and inter-agency working, and then a refresher course at least every two years while other members of staff, including temporary staff and volunteers, receive at least annual training and regular updates. Staff are trained in line with advice from the LSCB, the Local Safeguarding Children’s Board and from KCSIE to provide them with the relevant skills and knowledge to safeguard children effectively. New members of staff receive internal training as part of their induction programme on joining the School, which includes:

- The School’s Child Protection Policy
- The Staff Code of Conduct, including the whistleblowing procedure (Staff are advised in the Staff Code of Conduct to avoid being alone in a room with a pupil. Where for reasons of timetabling, confidentiality or other circumstances this is not practicable, staff should ensure that the door to the room has an unobstructed glass panel or is left open. Advice is provided by the CPO who supports staff who meet individually with pupils. The CPO regularly visits Gosling where the tennis scholars are coached, and advises their staff about our policy and procedures, and gives them a hard copy of the documents listed above. Director of Tennis also oversees the pastoral wellbeing of the pupils who visits regularly)
- The identity of the CPO and DCPO
- A copy of Part 1 of KCSIE and Annexe A

- Anti Bullying Policy
- The Electronic and Social Media Policy
- As an inclusive community, Queenswood recognises its specific responsibilities in relation to Looked After Children. The Child Protection Officer ensures the staff have information they need when required.
- The Child Protection Officer is responsible for ensuring that Prevent training is given to staff in order that they can identify children at risk of being drawn into terrorism, and to challenge extremist ideas. This is part of the Child Protection training. Additionally, online training is available for staff here: [http://course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)
- Staff are guided to look at [www.saferinternet.org.uk](http://www.saferinternet.org.uk) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) for further advice.
- All staff must read at least part 1 of KCSIE and Annex A
- Staff sign to say they have read key policies and there is a 'quiz' to check understanding of KCSIE

## Education

Pupils are taught about safeguarding, including online safety through the curriculum and in PSHCEE. This includes training guides for Open Mornings, and accessing the internet safely. The Electronic and Social Media Policy makes it clear that visiting internet sites that contain obscene, hateful, pornographic or otherwise illegal material including any which encourage radicalisation is unacceptable. The School has a filtering and monitoring system which blocks sites which promote extremist views and encourage radicalisation, as well as other potentially harmful and inappropriate online material.

As part of the PSHCEE curriculum, appropriate guidance on keeping safe from abuse is delivered to all Year Groups annually. The safe use of electronic equipment and access to the internet is covered. In addition, Sixth Form pupils are given a more detailed briefing on the School's Child Protection Policy, organised by the CPO, so that they understand the correct action to be taken should they receive any allegation of abuse from another pupil. Pupils are regularly reminded of the people they can talk to if they have any concerns.

## Transparency and Whistleblowing

A copy of this policy will be kept in the CPO's office along with other policy documents relating to child protection issues. All teaching staff, as well as senior members of the support staff, have a copy of this policy which has been explained to them so that they are fully aware of all procedures. A further copy of the policy has been posted on the School website and it is hoped that parents and guardians will always feel able to make contact with the School to address any matters of concern. Queenswood will never ignore any allegation of child abuse and will always investigate it thoroughly and expeditiously, contacting appropriate agencies as set out in this policy. Any perceived deficiencies or weaknesses in Queenswood's safeguarding children arrangements should be reported immediately to the CPO and must be remedied without delay. If staff are in any doubt they should speak to the CPO. The NSPCC has a whistleblowing helpline for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 8 am - 8 pm Monday - Friday and email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Additional Issues

The following issues have been identified as potential safeguarding issues. They have been risk assessed for Queenswood, and where there are additional policies they have been identified below:

- Bullying including cyberbullying. The procedures for this are in the School's Anti bullying Policy . Staff are aware of the Anti-Bullying Policy which is clear about every member of staff having responsibility for tackling bullying. This includes any racist, homophobic or disability discriminatory language.
- Mental health - there is a non-statutory document, 'Mental Health and behaviour in schools'(March 2015) providing advice. Queenswood recognises that poor mental health is a threat to the welfare of

children, and training and discussion opportunities are regularly provided to staff, parents and pupils. More detail in the School's Mental Health Policy.

- The School recognises that regular absence and long term absence is potentially a safeguarding issue. The School Routines Document, and the Queenswood Procedures Relating to Children Missing in Education cover Absence, the Attendance Register and the Admissions Register.
- Child Sexual Exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Private fostering
- Youth Produced Imagery (Sexting): Pupils are told that anyone who has or passes on indecent images of someone under 18 is actually breaking the law, and that both having and distributing these images is an offence under the Sexual Offences Act 2003. Encouraging or inciting someone to take or send 'sexts' can also be illegal. As well as the legal consequences, there are other issues to 'sexting' including the emotional and reputational damage this can cause.
- Teenage relationship abuse
- Trafficking
- HBV: So called 'Honour Based Violence' (HBV) includes FGM (discussed below), forced marriage and practices such as breast ironing. All forms of HBV are abuse, regardless of the motivation.
- FGM: Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases to the police will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom this mandatory reporting duty applies. The Mandatory reporting duty commenced in October 2015. Unless the teacher has a good reason not to, they should discuss any such case with the Child Protection Officer, Mrs Anne Wakefield, who will involve children's social care as appropriate. The School nurses receive training in FGM.
- Radicalisation: Queenswood takes seriously the Prevent Duty Guidance for England and Wales (July 2015) and aims to mitigate the risk of pupils being drawn into extremist activity or being subject to radicalisation in the following ways: The Principal is responsible for a risk assessment which takes into account our geographical area and intake, weekly meetings between the Principal and Deputy Head Pastoral include discussing any concerns about radicalisation, and pastoral meetings and meetings between the Section Heads and Deputy Head Pastoral also raise any concerns. The Child Protection Officer, who is the Deputy Head Pastoral, Mrs Anne Wakefield, is the single point of contact who oversees and co-ordinates the School's implementation of the Prevent Duty in addition to being the Child Protection Officer. She will make referrals via the Hertfordshire Child Protection Schools' Officer or the Channel Programme as appropriate and will report concerns. However, any member of staff can make a referral, if necessary. It is important to note that normally this would be done in consultation with parents and pupils, but their consent is not required for a referral where there are reasonable grounds to believe a child is at risk of significant harm. This is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support plan for the individuals concerned. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs. Channel is one tactical option employed by Prevent and has recently been placed on a statutory footing. Further advice from: [www.gov.uk/government/publications/channel-guidance](http://www.gov.uk/government/publications/channel-guidance) There is a DFE dedicated telephone helpline for non-emergency advice for staff and governors. 0207

340 7264 counter-extremism@education.gsi.gov.uk In addition to Channel, concerns can be reported to the Anti Terrorist Hotline: 0800 789 321, Crime stoppers: 0800 555 111, or the Police: 10. Any staff who have a concern about radicalisation should raise it with the Child Protection Officer, or in her absence the Principal or Deputy Child Protection Officer. Appendix 2 provides guidance on indicators of a child at risk of radicalisation. Any speaker invited to the School is accompanied by the member of staff who invited them, in order that the School is aware of the content of the talk. Staff are aware of their duty to promote Fundamental British Values (FBV). PSHCEE, Chapels and assemblies teach pupils to manage risk, resist pressure, make safe choices and seek help if needed. Within the curriculum, many subjects cover democracy, diversity, mutual respect and debate contentious issues. The School has an evidence document to support the monitoring of the delivery of FBV and how the risk of radicalisation is mitigated. Absence is monitored and followed up on by House Staff, including where boarders go at weekends. All passports for boarders who live overseas are collected by House staff and stored securely.

### *Other related school policies and procedures*

- Anti-bullying policy
- Electronic and Social Media Policy (IT, Mobile Phones, Email, Social Media and Photographs) This policy explains how the School helps pupils manage their use of electronic and social media and that e-safety is taught to pupils.
- Recruitment, Selection and Disclosure Policy (Safer Recruitment) (HR Policy)
- Staff Code of Conduct (This provides clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil, including access to boarding accommodation, one-to-one tuition, music, performing arts or sports coaching, conveying a pupil by car, appropriate electronic communication with a pupil, etc.)
- Missing Pupil Policy
- Procedure for reporting and searching for missing pupils
- Guidelines for the use of physical restraint
- Whistleblowing Policy located in Employment Handbook
- Policy on pupils who self-harm
- KCSIE (2016) and Annex A
- Visitor Policy
- PSHCEE Policy
- School Routines
- Queenswood Procedures Relating to Children Missing in Education (This covers the procedures relating to absence and the Attendance Register (also covered in the School Routines document) and the Admission Register.

This policy was reviewed by the whole governing body on 26 November 2016. Minutes are filed in the Bursary.

## APPENDIX 1

### TYPES OF ABUSE AND NEGLECT

#### (PLUS POSSIBLE SIGNS FOR STAFF TO RECOGNISE)

Abuse is any 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 institutional community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or another child or children. Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one label. In most cases multiple issues will overlap.

#### **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.

#### Possible signs of Physical Abuse

- Unexplained injuries or burns, particularly if recurrent
- Refusal or unwillingness to discuss injuries
- Improbable explanation of injuries
- Untreated injuries or unattended lingering illness
- Shrinking from physical contact
- Fear of returning home or parents being contacted
- Unexplained pattern of absence
- Fear of undressing
- Fear of medical attention
- Aggressive or bullying attitude
- Over compliant behaviour
- Significant inexplicable changes in behaviour
- Deterioration in quality of work

#### **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.

### **Possible signs of Emotional Abuse**

- Withdrawal and depression
- Low self esteem
- Changes in behaviour
- Social isolation
- Mistrust of adults
- Self-inflicted injuries
- Frequent stomach and other pains
- Sudden speech disorders
- High level of attention-seeking behaviour
- Over compliance

### **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.

### **Possible signs of Sexual Abuse**

- Bruises, scratches or bite marks on the body
- Sexual awareness inappropriate to the child's age
- Attempts to teach other children about sexual activity
- Refusal to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends

### **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.

### **Possible signs of Neglect**

- Excessive hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance
- Low self esteem
- Poor social relationships

- Compulsive stealing or scrounging
- Untreated illness or injury
- Constant tiredness

Further advice is available from the document 'What to do if you're worried a child is being abused: advice for practitioners' March 2015: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

## APPENDIX 2

### INDICATORS OF CHILDREN AT RISK OF RADICALISATION

#### Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

#### Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings.

#### Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside the UK?

- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) and it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

#### Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

#### Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist views or sympathies?

More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

If you have any concerns discuss them with the Child protection Officer. Further advice may be found on the NSPCC website [www.nspcc.org.uk](http://www.nspcc.org.uk) or government guidance on the issues listed via the GOV.UK website

## CHILD PROTECTION RECORD OF CONCERN

> Name of pupil  > Year

> Date and time of concern

> Your account of the concern (what was said, observed, reported and by whom)

> Additional information (your opinion, context of concern/disclosure)

> Your response (what did you do/say following the concern)

> Your name  > Your signature

> Your position in school

> Date and time of this recording

.....  
> Action and response of CPO/Principal

Q 17 > Name  > Date