

Queenswood



SAFEGUARDING CHILDREN (Child Protection) POLICY

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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. The best interests of the child are paramount to enable children to have the best outcome. This policy ensures compliance with all relevant legislation and guidance including: Keeping Children Safe in Education (September 2019) (KCSIE); Working Together to Safeguard Children (2018) (WTSC) and Prevent legislation (2015).

The School recognises it is part of a wider safeguarding system for children and communicates readily with the multi-agency team to ensure appropriate referrals are made and also to promote excellent partnership working practices. The school acknowledges that **safeguarding and promoting the welfare of children is everyone's responsibility**.

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

If the school believes or suspects that a crime has been committed, the police will immediately be contacted.

Prevention

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

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 Pupils
- By developing, implementing and reviewing plans which meet the needs of pupils.

Records and reporting

- Thorough and accurate record keeping which conforms to legislative requirements and demonstrates consistently best practice.

Definitions

Safeguarding and promoting the welfare of children is defined in *Working Together to Safeguard Children 2019* 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
- 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

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or a Deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

The Teacher Standards (2012) state that teachers, including Head teachers, should safeguard children's wellbeing as part of their professional duties. KCSIE (2019) 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. Staff must never assume that somebody else will take action and must therefore share information, following the correct channels, that might be critical in keeping our pupils safe. This is **everyone's responsibility**, regardless of their role within the school. There are, however, key people within Queenswood who have specific responsibilities for safeguarding children. Any member of staff could make a referral to Children's Services, although normal practice at Queenswood is to refer matters to the Designated Safeguarding Lead, Mrs Hillary Mackay.

Staff are responsible for those whom they have invited to visit and must 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.

Designated Safeguarding Lead

At Queenswood the Designated Safeguarding Lead (DSL) is the Deputy Head Pupils, Mrs Hillary Mackay. 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 Consultation Hub 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), Team around the Child (TAC) and Multi Agency-Safeguarding Hub (MASH).
- Maintaining a confidential recording system with records kept for 35 years in the DSL's office.
- Organising appropriate training for all staff including at induction and regular updates and training for the DSL and her DDSLs every two years. Temporary and voluntary staff will be made aware of the arrangements.
- Ensuring the delivery of education about safeguarding to the pupils, e.g. through PSHCEE/RSE and tutorials.
- 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.
- Taking overall responsibility for Online/E-Safety.
- Ensuring there is monitoring of the internet filtering system, but ensuring there is not 'over blocking' 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 updates at all Board meetings.

Deputy Designated Senior Leads

The Deputy Designated Senior Leads (DDSLs) are the Senior Deputy Head, Mr Ian Sheldon, the Assistant Head Boarding, Mrs Violaine Ludwick and the Principal, Mrs Jo Cameron. Their role is to assist the DSL, as required.

Board of Governors and Nominated Governor

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 a review of the effectiveness of the policy implementation. Working with the DSL, the Governors will ensure the implementation of the policies and procedures is effective and comply with the law at all times. This includes allegations against staff.

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 DSL submits an annual safeguarding report for the Board's formal consideration; this is the Hertfordshire Annual Safeguarding Audit, which is a comprehensive overview of safeguarding practices developed by the Child Protection School Liaison Service. If necessary, this is forwarded to the Hertfordshire Child Protection School Liaison Officer Team. The specific oversight of safeguarding children matters is 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 2018 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 and appendix A of KCSIE 2019. The implementation of these policy provisions will be checked through discussion between the Governors and the DSL 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 RSE. 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 (2019).

<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, the Senior Deputy Head, Mr Ian Sheldon, the Deputy Head Pupils, Mrs Hillary Mackay, the Assistant Head Boarding, Mrs Violaine Ludwick 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 England Independent School Standards Regulations 2014 before a person begins working at the school. For appointments to management positions, checks will take place to ensure they have not been prohibited by the Secretary of State; additionally, the school will undertake a Section 128 Prohibition from Management Check for anyone who has been appointed to management position from outside the school or promoted to such a position from inside the school. 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 DSL or, in her absence, a DDSL or, in their absence, the Principal. There should be no prior consultation with any third party. Where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably with the DSL or a DDSL). 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 DSL who has the responsibility for ensuring the appropriate protection of children within the School.
- d) Carefully record what the child has told you, what you have observed and what you have said. As soon as possible, upload this information onto CPOMS, the online pastoral tracking system. Use the body map to illustrate any injuries observed. 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 disclosure 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 referred to Children's 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 must be reported to the DSL 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.
- h) The DSL, DDSL or Principal will always be available to discuss safeguarding concerns whenever a concern arises.

2. Making a Referral (DSL/DDSL/Principal)

a) Pupils

The DSL, DDSL or Principal must submit a referral form as soon as possible to Children's Services, and within 24 hours. For Hertfordshire referrals, advice can be sought from the Hertfordshire Consultation Hub on 01438 737511. A referral must be submitted using the online form found here (an account must be created first):

www.hertfordshire.gov.uk/childprotection

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 Consultation Hub can be contacted for advice on 01438 737511. You can also contact the Child Abuse Investigation Unit via 101. This is a specialist team within the police with countrywide responsibility for undertaking child protection investigations.

When the referral has been made, there should be a response within 24 hours. If this does not happen within 3 days, the DSL or Principal must make contact. The following should be recorded by the DSL:

- 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 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. However, the school does not require parental consent for referral to statutory agencies if there is suspicion or a belief that the child is suffering or is likely to suffer significant harm from notifying the parents first.

b) 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 and the DSL (unless the DSL is the subject of the concern).

They should also make a written record of the allegation 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 DSL, the member of staff receiving the allegation must inform the Principal immediately. In the Principal's absence, the allegation must 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

If the concerns regard the Principal or a Governor, then the Chair of Governors must 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 In this instance the Principal must not be informed.

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 Hertfordshire Safeguarding Children's Partnership can be called on 0300 123 4043.

The LADO can only be contacted via the LADO duty team on 01992 555420 or by email on lado.referral@hertfordshire.org. 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 a 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) Allegations against a child

Incidents of child abuse may also result from the actions of one child against another, known as Peer on Peer Abuse. This is most likely to include, but may not be limited to: bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals (Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which

promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Staff must report these concerns to the DSL or DDSLs as soon as possible and within 24 hours.

Every effort should 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 Teaching Regulation Agency (TRA) 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. -The School will also report to the TRA if it considers that the member of staff has acted in an unprofessional manner at any time during their employment at the school.

Staff Training: Safeguarding Induction and Training

Safeguarding training for all new staff and volunteers forms part of the induction process. This is carried out by the DSL. Staff are then regularly trained with regular updates 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 updates will also include changes to key documentation, policies and processes.

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, DSL, DDSLs, the Heads of Year and SMT, as well as designated Governors undertake a course in initial child protection training and inter-agency working, and then a refresher course, at least every two years. Staff are trained in line with advice from the Hertfordshire Safeguarding Children Partnership and from KCSIE (2019) 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 Safeguarding Children Policy
- The Staff Code of Conduct, including the whistleblowing procedure and IT Policy – non pupils. 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 DSL who supports staff who meet individually with

pupils. The DSL 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. The Director of Tennis also oversees the pastoral wellbeing of the pupils who visits regularly.

- The identity of the DSL and DDSLs
- A copy of Part 1 of KCSIE (2019) and Annexe A
- Anti-Bullying Policy
- Pupil Behaviour Policy
- Children Missing in Education (the safeguarding response)
- The Electronic and Social Media Policy. Including management of access to 3G/4G/5G
- As an inclusive community, Queenswood recognises its specific responsibilities in relation to Looked After Children. The Designated Safeguarding Lead ensures the staff have information they need when required.
- Managing peer on peer sexual violence and sexual harassment, including upskirting
- Online safety (for both staff and pupils)

Prevent Training

The DSL is responsible for ensuring that Prevent training is given to staff and governors in order that they can identify children at risk of being drawn into terrorism, and to challenge extremist ideas. This is part of the Safeguarding training. Additionally, online training is available for staff here: <https://www.elearning.prevent.homeoffice.gov.uk/edu>

Additionally, all staff must read at least part 1 of KCSIE (2019) and Annex A on an annual basis and must return a signed document to say that they have read key policies. They then take a Safeguarding Quiz to assess their knowledge and understanding.

Education and Online Safety

Pupils are taught about safeguarding, including online safety, through the curriculum (including Computer Science) and in PSHCEE. The IT Policy for Pupils 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. The DSL regularly receives updates and checks the input to assess any inappropriate internet activity.

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. This includes ensuring pupils are aware of the Mobile Phone Policy. In addition, Sixth Form pupils are given a more detailed briefing on the School's Safeguarding Policy, organised by the DSL, 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; this is also included in their planners for helpful reference.

Transparency and Whistleblowing

A copy of this policy will be kept in the DSL's office along with other policy documents relating to safeguarding 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. 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 DSL and must be remedied without delay. If staff are in any doubt they should speak to the DSL. The NSPCC has a whistleblowing helpline for staff who do not feel able to raise concerns regarding safeguarding failures internally. Staff can call 0800 028 0285 08:00-20:00 Monday - Friday and email help@nspcc.org.uk

Early Help

All staff should be prepared to identify children who may benefit from early help. 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.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse or whose parent(s) are in prison;
- has returned home to their family from care.

Peer-on-Peer Abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children can abuse their peers and should be clear about the school's policy and procedures regarding peer-on-peer abuse. All peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault or rape
- **sexting** including pressuring another person to send a sexual imagery or video content
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- **upskirting** – taking a picture under a person's clothing without their knowledge
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them

- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children’s social care. The DSL will then work with children’s social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in *Keeping Children Safe in Education (2019)*.

Supporting those involved

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the Hertfordshire Safeguarding Children

Partnership on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. 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 the Hertfordshire Safeguarding Children Partnership, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary.

Serious violence

All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

Child Sexual exploitation

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHCEE and RSE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL or DDSL.

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, sexist, homophobic or disability discriminatory language.
- **Mental Health** - there is a non-statutory document, 'Mental Health and behaviour in schools' (March 2016) 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 details can be found in the School's Mental Health Policy.
- **Children missing from education** - 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)
- Peer-on-peer abuse
- 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

Honour-Based Violence (HBV)

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. Any concerns should be immediately reported to the DSL or DDSL.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England. Any concerns should be immediately reported to the DSL or DDSL.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses.

- 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 DSL, who will involve children’s social care as appropriate. The School nurses receive training in FGM.

- Upskirting, now a criminal offense
- SEND: staff should be aware that children with SEND can be more prone to peer group isolation than other children and extra pastoral support should therefore be considered.
- 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 Pupils include discussing any concerns about radicalisation, and pastoral meetings between the Heads of Year and Deputy Head Pupils also raise any concerns. The DSL is the single point of contact who oversees and co-ordinates the School’s implementation of the Prevent Duty in addition to being the DSL. She will make referrals via the Hertfordshire Designated Safeguarding 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
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: 101. Any staff who have a concern about radicalisation must raise it with the DSL, or, in her absence, the Principal or DDSLs. 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; additionally, background checks are run to ascertain suitability. 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
- IT Policy for 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
- Mobile Phone Policy
- Children Missing from Education
- Procedure for reporting and searching for missing pupils
- Guidelines for the use of physical restraint
- Whistleblowing Policy located in Employment Handbook
- Supervision Policy
- KCSIE (2019) 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.

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.

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the DSL. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex, known as peer-on-peer abuse. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence is sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual “jokes” or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

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

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to: bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

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

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance. Female Genital Mutilation: whilst all staff should speak to the designated safeguarding

lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

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>

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 Mrs Hillary Mackay, the Designated Safeguarding Lead. Further advice may be found on the NSPCC website www.nspcc.org.uk or government guidance on the issues listed via the GOV.UK website

Appendix 3

**COVID-19 school closure arrangements for
Safeguarding and Child Protection**

Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools, and all childcare providers, were asked to continue to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This sub-section of the Queenswood Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the DSL (and deputy) know who our most vulnerable children are and have the flexibility to offer a place to those on the edge of receiving children's social care support.

Queenswood will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be:

Critical workers

Although HM Government is clear that children should be at home wherever possible, schools and other educational settings have been asked to provide care for the child/ren of any critical workers who need this support. This may include days and times on which the school would not normally be open, including the school holidays. If the school cannot remain open, due to staff illness or self-isolation, or if there is only one child who needs that care, we will notify our local authority who will arrange for the child/ren to attend another 'hub' school in the area.

The HM Government guidance for educational settings regarding critical workers can be found here <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers#critical-workers>

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Queenswood and social workers will agree with families whether children in need should be attending school – Queenswood will then follow up on any pupil that they were expecting to attend, who does not. Queenswood will also follow up with any 'critical worker' parent or carer who has arranged care for their child(ren) but the child(ren) subsequently do(es) not attend.

To support the above, Queenswood will, when communicating with parents and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Queenswood will notify their social worker.

If Queenswood has any children in attendance (e.g. because they are vulnerable, the children of critical workers), we will submit the daily attendance sheet to the DfE by 12 noon - <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, we will complete the return once as requested by the DfE.

Designated Safeguarding Lead

Queenswood has a Designated Safeguarding Lead and a number of Deputy Designated Safeguarding Leads – these are named on the front sheet.

We will endeavour to have a trained DSL or deputy available on site at all times when pupils are present. Where this is not the case, a trained DSL or deputy will be available to be contacted via phone or online video - for example, when working from home.

Where a trained DSL or deputy is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to the child protection online management system, CPOMS, liaising with the offsite DSL (or deputy) and, if required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

Whatever the scenario, it is important that all Queenswood staff and volunteers have access to a trained DSL or deputy. On each day, staff on site will be made aware of who that person is and how to contact them.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school safeguarding policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff has a concern about a child but cannot access the recording system, they should telephone the Designated Safeguarding Lead and/or a deputy DSL. This will ensure that the concern is received. Staff must not just leave an answerphone message.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Principal immediately. If there is cause to make a notification to the Principal whilst away from school, this should be done by telephone. Staff must not just leave an answerphone message. If the Principal is not contactable, the member of staff should contact either the DSL or the Deputy DSLs.

Concerns around the Headteacher should be directed to the Board of Governors and the MIST General Secretary.

Safeguarding Training and induction

DSL training is very unlikely to take place during this period.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read at least part 1 of Keeping Children Safe in Education (2019). The Designated Safeguarding Lead should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Queenswood, they will continue to be provided with a safeguarding induction.

The existing school workforce may move between schools on a temporary basis in response to COVID-19. Where Queenswood receive staff from another school, we will judge, on a case-by-case basis, the level of safeguarding induction required. As a minimum, the visiting professional(s) will be provided with a copy of our Safeguarding/child protection policy and the name and contact details of the DSL and deputy DSLs.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Queenswood will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact – see <https://www.gov.uk/government/news/covid-19-changes-to-dbs-id-checking-guidelines>

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where Queenswood are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Queenswood will continue to comply with the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Queenswood will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct: advice for making a referral'.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that any school or college is aware, on any given day, which staff/volunteers will be in the school or college and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Queenswood will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

Queenswood will continue to provide a safe environment, including online. This includes the use of an online monitoring and filtering system.

Where children are using computers in school, appropriate supervision will be in place.

Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding (child protection) policy and, where appropriate, referrals should still be made to children's social care and, as required, the police.

Online teaching should follow the same principles as set out in the school's staff code of conduct.

Queenswood will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some simple things to consider when delivering virtual lessons, especially where webcams are involved:

- Unless specifically agreed with the Principal/Senior Deputy Head, children will be taught only in groups.
- Where one-to-one teaching is necessary, this will only be with the explicit written consent of the Principal/Senior Deputy Head, young person and parent(s).
- The DSL, Head of Department and/or other senior staff must be able to join any virtual lesson at any point.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred or hidden.
- The live class should be recorded so that if any concerns were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms agreed with senior leaders and the IT/network manager to communicate with pupils
- Staff should record the length, time, date and attendance of any sessions held.

Supporting children not in school

Queenswood is committed to ensuring the safety and wellbeing of all its students.

Where the Designated Safeguarding Lead has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this communication plan must be recorded on CPOMS, as should a record of any contact made.

The communication plan may include: email contact, phone contact or door-step visits. Other individualised contact methods should be considered and recorded.

Queenswood and its Designated Safeguarding Lead will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the Designated Safeguarding Lead will consider any referrals as appropriate.

In addition, the school will share safeguarding messages on its website and social media pages.

Queenswood recognises that school is a protective factor for children and young people, and the current circumstances have a significant potential to affect the mental health of pupils and their parents. Teachers and pastoral staff at will be aware of this in setting expectations of pupils' work where they are at home.

Queenswood will ensure that, if we are unable to care for the child/ren of critical workers, and vulnerable children on site, we will liaise with the local authority and the parent/carer to find a suitable alternative; e.g, at a 'hub' school. In that situation, the DSL will ensure that the DSL of the hub school is made aware of any relevant safeguarding information relating to a child.

Supporting children in school

Queenswood is committed to ensuring the safety and wellbeing of all its students.

Queenswood will continue to be a safe space for all children to attend and flourish. The Principal will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, maximising safety.

Queenswood will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of coronavirus.

Queenswood will ensure that where we care for children of critical workers, and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on their pastoral or safeguarding record as appropriate.

Peer on Peer Abuse

Queenswood recognises that, during the closure, a revised process may be required for managing the report of such abuse and supporting victims.

Where a school receives a report of peer-on-peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the school's Safeguarding (child protection) Policy.

The school will listen carefully, and work with the young person, family and any multi-agency partner required to ensure the safety and security of that young person.

All concerns and actions taken must be recorded on CPOMS and appropriate referrals made.

