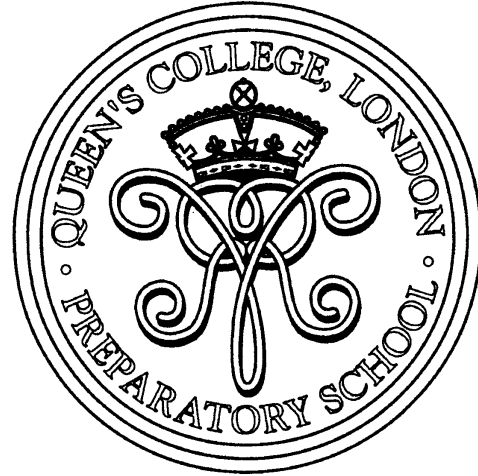


QUEEN'S COLLEGE, LONDON
AND
QUEEN'S COLLEGE PREPARATORY SCHOOL



**Safeguarding and Child Protection
Policy**

Including EYFS

*(The Policy to Safeguard and Promote the Welfare of Children
in line with Section 175/157 of The Education Act 2002)*

POLICY DOCUMENT

Safeguarding and Child Protection Policy

Queen's College and Queen's College Preparatory School Policy on Safeguarding and Child Protection.

This policy is addressed to all members of staff and volunteers and is available to all parents on request and is available on the website. It applies to all staff and volunteers who work with pupils from the College or the Prep School, even where this is away from the school. Safeguarding and promoting the welfare of children is **everyone's** responsibility and all staff have a responsibility to provide a safe environment in which children can learn. Children includes everyone under the age of 18.

This policy should be read in conjunction with the following policies/documents at Queen's College London:

- Safer Recruitment Policy
- Missing Pupil Policy
- Professional Guidelines for Teachers and Staff (including supervision of pupils)
- Safe and Acceptable Use of Technology Policy
- Anti-Bullying Policy
- Behaviour Policy
- Whistleblowing Policy

This policy should be read in conjunction with the following policies/documents at Queen's College Prep School:

- Anti-Bullying Policy
- Lost Children Policy
- Pastoral Care (Behaviour) Policy
- Supervision of Children Policy
- Internet Use Policy
- Physical Contact and Intervention Policy
- Whistleblowing Policy

The Designated Safeguarding Lead in the College is Mr Eric Wilkins who can be contacted on 020 7291 7016. The Designated Safeguarding Lead, including children within the Early Years Foundation Stage, in the Prep School is the Assistant Head, Mrs Louise McCabe-Arnold who can be contacted on 020 7291 0661. Mrs Louise McCabe-Arnold is the dedicated practitioner taking the lead responsibility for safeguarding children within our EYFS setting. She will act in accordance with locally agreed inter-agency procedures and children's agencies. The member of Council responsible for Child Protection is Professor Alison While.

AIMS AND OBJECTIVES

Queen's College and Queen's College Prep School fully recognise their respective responsibilities for Safeguarding and Child Protection. All staff must be aware of the professional obligation laid upon them by the 1989 Children Act and subsequent legislation which is invoked when it is considered that a child is at risk of significant harm. However, this policy also outlines our expectations and responsibilities regarding the wider agenda of *Safeguarding and Promoting the Welfare of Children in the schools* in response to our statutory obligations under the Education Act 2002 (Section 175/157). This policy is updated in line with Working Together to Safeguard Children (2015), The Children Act 2004, The Education Act 2011, London Child Protection Procedures (2013) and the latest guidance on managing allegations, preventing & tackling bullying, use of reasonable force, screening searching & confiscation and managing student behaviour (2011/2012), and Keeping Children Safe in Education (Statutory guidance for schools and colleges May 2016). All staff have been issued with a copy of 'Keeping children safe in education: Part 1' and a copy of this is available in the staff rooms.

Our policy applies to all staff, Council members and volunteers working in the College and in the Prep School. There are five main elements to our policy:

- Ensuring we practise safer recruitment procedures in checking the suitability of staff and volunteers to work with girls, including obtaining assurance that appropriate checks and procedures apply to any staff employed by another organisation, and ensuring all staff have read the policy and understood the chain of command and their responsibility.
- Raising awareness of child protection and safeguarding issues and equipping girls with the skills needed to keep themselves safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting any girl who has been abused in accordance with her agreed child protection plan.
- Establishing a safe environment in which girls can learn and develop.

We recognise that because of the day to day contact with girls, school staff are well placed to observe the outward signs of abuse. The College and the Prep School will therefore:

- Establish and maintain an environment where girls feel secure, are encouraged to talk, and are listened to.
- Ensure girls know that there are adults in the school whom they can approach if they are worried; including, but not exclusively through the system of Form Tutors/teachers, pastoral team and (at Queen's College) the College nurse.
- Include opportunities in the PSHE curriculum, form time and assemblies for girls to develop the skills they need to recognise and stay safe from abuse and harm. This includes opportunities to promote online safety through computing or IT lessons or through PSHE.

- Ensure that all staff in the College and Prep School receive Basic Awareness training in Safeguarding and Child Protection regularly, and at least every year, and that the Designated Safeguarding Leads for safeguarding and child protection attend more advanced child protection training every two years, to include training in Prevent duties. Advanced training for both the Prep School and Queen's College is done by Barabarani Education Services. All staff will receive updates on child protection and safeguarding as appropriate.
- Ensure that all staff at both the College and the Prep School are prepared and able to identify children who may benefit from early help, providing support as soon as a problem emerges in a child's life.
- Ensure that all staff know what to do if they are concerned about a child and recognise that safeguarding is everyone's responsibility.
- Ensure that staff read and understand Part 1 of KCSIE and that they recognise that they have a responsibility to provide a safe environment in which children can learn. The Teachers' Standards 2012 state that teachers, including headteachers, have a duty to safeguard the wellbeing of children and maintain public trust in the teaching profession as part of their professional duties.
- Ensure that all staff are aware of the process for making referrals, as set out in Part 1 of KCSIE and the role that they might be expected for play in such a process.
- Ensure that the Council undertakes an annual and statutory review of this policy and its procedures - and the efficiency with which the related duties have been discharged - and exercises its commitment to rectify any identified shortcomings without delay.

DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Leads are responsible for matters relating to Child Protection and Safeguarding. Staff should speak to the DSL should they have a concern about a child's welfare and parents are welcome to approach the DSLs if they have any concerns, whether they relate to their own child or any other. In accordance with Annex B of KCSIE, the main responsibilities of the DSL are:

Managing referrals

- To take lead responsibility for promptly referring all cases of suspected abuse of any pupil at the College or Prep School to children's social care.
- To take lead responsibility for promptly referring to the Local Authority Designated Officer (LADO) all child protection concerns which involve a member of staff.
- To take lead responsibility for promptly making referrals to the Disclosure and Barring service (DBS) (PO Box 3961, Royal Wootton Bassett, SNF 4HF, Tel: 03000 200 190) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child.

- To take lead responsibility for promptly making referrals to the police where a crime may have been committed which involves a child.
- To liaise with the Principal or the Headmistress in respect of police investigations or investigations under section 47 of the Children Act which involve the College or the Prep School.
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Raising awareness

- To ensure this Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Council regarding this.
- To ensure this policy is available publicly.
- To ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the College's/Prep School's role in this.
- To maintain links with the Westminster Local Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding.
- To ensure that the College's PSHE/Prep School's Computing and PSHE programmes teach pupils about safeguarding, including safe and appropriate use of the internet and social media.
- Where children leave the College or the Prep School, to ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt will be obtained.

The Designated Safeguarding Leads will:

- advise and act upon all suspicion, belief and evidence of abuse reported to them;
- keep the Principal/Headmistress informed of all actions unless the Principal/ Headmistress is the subject of a complaint. In this situation, the Designated Safeguarding Lead should consult with the Chairman of Council or in his absence the Vice Chair, without notifying the Principal/Headmistress first;
- liaise with Children's Services and other agencies on behalf of the College/Prep School.

PROCEDURE

If a member of staff is concerned about a child or suspects that a pupil is the victim of abuse, whether physical, emotional, sexual or as a result of neglect, she/he should inform one of the Designated Safeguarding Leads (DSL). This also includes situations of abuse which may involve staff members. For girls in the College this is the Assistant Head, Mr Eric Wilkins and for girls in the Prep School it is the Assistant Head, Mrs Louise McCabe-Arnold. They are responsible for liaising with Children's Social Care Services and the Local Safeguarding Children Board (LSCB). **If, however, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral and if a referral is not made by the DSL then he or she should be informed as soon as possible that a referral has been made. The following website (Reporting child abuse to your local council) will direct you to your local children's social care number:

www.gov.uk/report-child-abuse-to-local-council

- The Senior Tutor can be contacted on 0207 7291 7007 during College hours.
- The Assistant Head of the Prep School can be contacted on 020 7291 0661 during school hours.
- The Westminster Children's Services Team can be contacted on 0207 641 4000.

The Designated Safeguarding Lead will usually decide, in consultation with the Principal/Headmistress, whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly.

Types of abuse and neglect (*Taken from 'Keeping Children Safe in Education May 2016'*)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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.

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.

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.

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.

Child sexual exploitation (CSE): involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from seemingly 'consensual' relationships where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of the abuse.

Female Genital Mutilation: professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could

signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and Children's Services.

A mandatory reporting duty commenced in October 2015, whereby staff must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve Children's Services as appropriate.

Preventing radicalisation: all schools are subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The Government has defined terrorism in the Prevent strategy as: 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death or members of our armed forces'. Section 26 of the Counter-Terrorism and Security Act which came into force on 1 July, 2015, places a duty on schools to have 'due regard to the need to prevent people from being drawn into terrorism'. This guidance is issued under section 29 of the Act. The 'Prevent Duty Guidance for England and Wales', 2015, states that 'Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent Duty Guidance is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid indoctrination and secure a balanced presentation of political issues.'

The College/Prep School has a risk assessment process for considering and protecting children at risk of radicalisation and extremism.

Child Missing Education

'All children, regardless of their circumstances, are entitled to a full time education' (KCSIE July 2015). A child going missing from education is a potential indicator of abuse or neglect. A girl's local authority must be informed if a girl fails to attend school regularly, or has been absent without the College's/Prep School's permission for a continuous period of 10 school days or more. All schools must also inform

their local authority of any pupil who is going to be removed from the admission register where the pupil:

- Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system, eg home education;
- Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- Has been certified by a medical practitioner as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age and neither parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Has been permanently excluded;
- Is in custody for a period of more than four months due to a final court order and it is understood that the pupil will not be returning to school at the end of that period.

The local authority must be informed when the College or the Prep School is to remove a pupil from its register for any of the five grounds above. This must be done as soon as possible.

Forced marriage: A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement still remains with the prospective spouses. Forced marriages are recognised in the UK as an abuse of human rights and a form of domestic abuse and where it affects children and young people, child abuse.

In addition to the above, there are also specific safeguarding issues which staff should be aware of and any member of staff who has a concern about any of the issues listed below should discuss this with the Designated Safeguarding Lead for Child Protection (Safeguarding) immediately:

- child missing from home or care
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health

- private fostering
- relationship abuse
- sexting
- trafficking

The NSPCC lists *some* of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (eg playing games and showing awareness which is inappropriate for the child's age).
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self-inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there are many further signs and symptoms, which are addressed in Basic Awareness training, and that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers may exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

INITIAL COMPLAINT

If a pupil discloses directly, it is important to remember that this may become the basis of evidence in a criminal or civil court:

Listen carefully to what is said. **Ask only open questions such as:**

- **What was happening at the time?**
- **Anything else you want to tell me?**
- **Would you like to go on?**

Do not ask leading questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse as this can later be interpreted as putting ideas into the child's mind. Allow the child to lead the conversation and remain calm.

NEVER GIVE UNDERTAKINGS OF ABSOLUTE CONFIDENTIALITY TO A PUPIL: breaking a child's confidence would be inappropriate, it is better to say that you might have to tell someone

Make notes of the details of the disclosure using the child's words where possible.

Records should:

- **be written if at all possible within one hour but certainly within 24 hours**
- **be accurate and descriptive, using the child's words/quotations as much as possible**
- **not make assumptions**
- **not include any opinions**
- **indicate sources of information**
- **be clear and concise and include date, time place and who was present where applicable**
- **include what lead up to the disclosure and include what you said to the child (to illustrate that you did not ask leading questions)**

If the disclosure is coming from a secondary sources, for example a friend is telling you something about his/her friend, then if at all possible ask him/her to give you a written account of their concern which you should then pass on to the Designated Safeguarding Lead for Child Protection (Safeguarding) along with your own account of the conversation.

Reassure the girl that she has done the right thing and tell her that she is not to blame. Offer ongoing support.

Talk immediately to the relevant Designated Safeguarding Lead for Child Protection, unless the complaint involves the Designated Safeguarding Lead for Child Protection, in which case the Principal of the College or the Headmistress of the Prep School. Do not discuss the matter with anyone else.

If you observe anything which involved a girl at the College or the Prep School which you feel could be a child protection matter you must talk to the relevant Designated Safeguarding Lead for Child Protection as soon as possible.

INVESTIGATION, REFERRAL AND REPORTING

It is the responsibility of the College and Prep School staff to:

- Protect children from abuse;
- Be aware of the school's child protection procedures;
- Keep a sufficient record of any significant complaint, conversation or event;
- Report any matters of concern to the Designated Safeguarding Lead for Child Protection.
- Undertake appropriate training, including refresher training at three yearly intervals

It is not the responsibility of the College or Prep School staff to investigate suspected abuse. The College/Prep School is not an investigation or intervention agency for child protection but it has an important role to play at the recognition and referral stages. The College/Prep School will take into account the procedures published by the Local Safeguarding Children Board when dealing with allegations of abuse.

Having taken advice from Children's Social Care Services and acting in accordance with locally agreed agency procedures, and when considered appropriate and safe to do so, the Designated Safeguarding Lead for Child Protection will discuss the concerns with the parents/guardians and seek their agreement before making a referral to Children's Social Care Services, recognising that this may strengthen the capacity of parents to respond to the needs of their children before problems develop into abuse. The only exceptions would be in the case of sexual abuse, significant physical abuse or where seeking parental consent might put a child at further risk of abuse/significant harm. If consent to referral is not given by the parent/guardian the Designated Safeguarding Lead for Child Protection may consult Children's Social Care Services who will advise whether any further action should be taken by the School or other agencies.

If there is doubt over whether a referral should be made, the Designated Safeguarding Lead for Child Protection may consult with Children's Social Care Services or other appropriate professionals on a no-name basis without identifying the family. However, as soon as sufficient concern exists, a referral will be made

without delay. If a referral is made by telephone, the Designated Safeguarding Lead for Child Protection will confirm the referral in writing to Children's Social Care Services within 48 hours. If no response is received within three working days, the Designated Safeguarding Lead for Child Protection will contact Children's Social Care Services again.

If a referral is made, the Designated Safeguarding Lead for Child Protection will keep the Principal of the College/Headmistress of the Prep School informed of the case unless the complaint involves the Principal or the Headmistress in which case the Chairman of the Council, Mr Michael Sharman will be consulted or the member of Council responsible for Child Protection, Professor Alison While.

In circumstances where a girl has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the DSL will liaise with Children's Social Care and where appropriate an inter-agency assessment will take place.

MISSING CHILD PROCEDURES

All staff are informed of the separate procedure to be used for searching for and, if necessary, reporting any girl missing from the College or the Prep School. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.

Please see the separate Missing Pupil Policy (QCL) or Lost Children Policy (QCPS) for further details.

If the College or Prep School becomes aware of a child having run away from or having gone missing from home, this will be dealt with as a safeguarding matter and child protection procedures will be followed.

CONFIDENTIALITY AND INFORMATION SHARING

Child protection records will be kept securely locked, separate from the girls' main files, and are exempt from the disclosure provisions of the Data Protection Act 1998 where a child is, has been or may be at risk of child abuse. The best interests of the pupil will always be paramount. For manual records in principle the sharing of details of individual cases will be limited to the minimum number of people whilst ensuring that the staff who will be supporting and monitoring the child are kept appropriately informed.

If there have been any concerns of a child protection nature relating to a child, or the child is the subject of a Child Protection Plan, the Designated Safeguarding Lead for Child Protection and/or the Principal of the College/Headmistress of the Prep School has the responsibility of passing this information on should the child transfer to a new school. If the school is unaware of the destination of a child leaving the

school, we will exercise our duty to refer the child to the local authority in order to ensure that she is tracked appropriately.

Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult Children's Services, the police and/or the Principal/Headmistress before discussing details with parents.

ALLEGATIONS AGAINST STAFF (Ref Guidance on managing allegations against staff: October 2012)

If an allegation is made against a member of staff, the Principal of the College/Headmistress of the Prep School would be informed immediately. Advice will be sought from the Local Authority Designated Officer (LADO) where appropriate. At any stage of consideration or investigation, all unnecessary delays will be eradicated. Queen's College will not undertake its own investigation of an allegation without prior consultation with the LADO.

Where an allegation or complaint is made about the Designated Safeguarding Lead or the Deputy, the member of staff or the complainant should report directly to the Principal of the College or the Headmistress of the Prep School. Where an allegation or complaint is made about the Principal of the College/Headmistress of the Prep School, the Designated Safeguarding Lead for Child Protection, other member of staff or the complainant will report to and consult with the Chairman of the Council, or in his absence the member of Council responsible for Child Protection, Professor Alison While. He or she is encouraged to contact the LADO immediately for advice and support.

Confidentiality will be maintained throughout this stage in order that any subsequent investigation is not prejudiced.

There are three possible routes for further investigation: either by the police, under local child protection procedures or under the school's disciplinary and competence procedure.

Allegations against a teacher who is no longer working at Queen's College or at the Prep School should be referred to the police. Historical allegations of abuse should also be referred to the police.

Whistleblowing: (raising concerns for professional reasons –please see the whistle blowing policy for further guidance)

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Principal/Headmistress or the Chairman of Council.

Any concern raised in this manner will be fully investigated but will be addressed with sensitivity. This sensitivity will always be applied when a child raises a concern, but it is acknowledged that a malicious allegation may be dealt with as a disciplinary matter.

Remember that you have a duty to safeguard the welfare of our girls. If you report an allegation or suspicion of abuse in accordance with this procedure and honestly believe that your report has not been acted on appropriately, you may inform the Principal of the College/Headmistress of the Prep School, Chairman of Council, the member of Council responsible for child protection, or inform Children's Social Care Services under the terms of the Public Interest Disclosure Act 1998.

Never assume that abuse is impossible in the College/Prep School, or that an accusation against someone you know well is bound to be wrong. If you suspect a child is being abused physically, emotionally, sexually or is being neglected then you should raise your concerns with the Designated Safeguarding Lead for Child Protection (Safeguarding) as soon as possible.

APPROPRIATE AND INAPPROPRIATE USE OF ELECTRONIC COMMUNICATION

'The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm.' (KCSIE 2016) Online safety at Queen's College/Prep School both protects and educates the whole College/Prep School community in the use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

Access to the internal network and to the internet, at both the College and the Prep School, provide valuable tools to support teaching and learning. While recognising these benefits, the College is also mindful of potential risks to the wellbeing of young people through excessive and continual exposure to online content, some of which can be harmful.

When using the College and Prep School ICT facilities and wireless network, internet access is comprehensively filtered and monitored to prevent access to harmful or offensive websites. The database of blocked websites is regularly updated to capture any new and emerging online threats.

A comprehensive programme of E-safety study is delivered across all year groups, during timetabled lessons and PSHE sessions. Topics are appropriately differentiated dependent upon age group, with a primary focus of preventative strategies. All girls are aware of a direct course of action that should be followed if they wish to report an incident of online misconduct, either within the College/Prep School or directly to an external agency. Clear guidelines when using the College and/or Prep School computers are set out in the ICT User Policy. These guidelines

make expressly clear that even while using social media, blogs and forums that girls are constantly representing the Queen's College community.

All staff should exercise caution in electronic communication with pupils. Staff should not give their personal mobile phone numbers or e-mail addresses to pupils, nor should they communicate with them by text message or personal e-mail. If they need to speak to a pupil by telephone, they should use one of the school's telephones and e-mail using the school system. The group leader on all trips and visits, including overnight stays, should ideally take a school mobile phone with him/her but may well use his or her own phone following discussions and agreement with the Senior Tutor in the College or a member of SMT in the Prep School. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip.

ACCEPTABLE USE OF MOBILE PHONES CAMERAS AND RECORDING DEVICES

Mobile Phones

All staff should aim to ensure that their mobile phones, personal cameras and recording devices are not in use or in evidence in front of girls. If a member of staff is using a mobile device in front of a girl they should be able to demonstrate that it is on school business. Pre-Prep staff take their mobile phones to the Garden each day in order to ensure contact with the school and for emergencies. Similarly, the PE department may also use their mobile phones when going off-site as a point of contact.

Cameras

Children should only be photographed or filmed on video for the purpose of recording their development or participation in events organised by us. Parents indicate their consent to the above if they do not opt-out of this as designated in the school's Terms & Conditions of entry. Parents have the right of access to records holding visual images of their child.

Only a school camera should be used to take any photo within the setting or on outings. If a school camera is not available, then a personal one may be used subject to advance approval from the Senior Tutor in the College or a member of SMT in the Prep School.

Images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress

Images taken and stored on the camera must be downloaded as soon as practicable. Images should be downloaded to an approved network folder designated by the IT department.

Images may only be uploaded to the school website by authorized staff and should never be uploaded to the internet for any other reason, including onto social networking sites, eg Facebook.

Under no circumstances must cameras of any kind be taken into bathrooms or changing areas.

It is the responsibility of all members of staff to be vigilant and report any concerns to the Designated Safeguarding Lead for Child Protection.

Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary policies.

ALLEGATIONS AGAINST PUPILS

Queen's College and Queen's College Preparatory School acknowledge its responsibility to protect pupils and to prevent them from possibly committing a criminal offence, in line with government guidance on Preventing & Tackling Bullying (under The Education Act 2011). All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting.

A pupil against whom an allegation of abuse has been made may be suspended from school during the investigation and the school's policy on behaviour, discipline and sanctions will apply. Issues of bullying and especially cyber-bullying will be addressed through the **Anti-bullying Policy** and the relevant **Safer Use of Technology Policy**.

MONITORING

The Designated Safeguarding Leads will monitor the operation of this policy and procedures and liaise with the member of Council responsible for Child Protection, Professor Alison While.

Any child protection incidents at the College/Prep School will be followed by a review of the safeguarding procedures within the School by the Designated Safeguarding Leads and a prompt report to the Council. When an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

The Principal/Headmistress and Senior Management teams (including the Designated Safeguarding Lead in the College and the Designated Safeguarding Lead in the Prep School, including the EYFS setting) will monitor and evaluate, with the Council, the effectiveness of the Safeguarding and Child Protection Policy on an annual basis. The policy will be subject to review at least annually (or more

frequently if changes to legislation, regulation or statutory guidance so require). The Safeguarding and Child Protection Policy will also be subject to critical review by the member of Council responsible for Safeguarding and Child Protection, Professor Alison While, who has received safeguarding training, on an annual basis, the outcome of which will be reported to the Council. The Council will review this policy and the implementation of its procedures annually, including good cooperation with local agencies, and approve the amendments to the policy, which will, in turn, be signed off by the Chairman of the Council. This annual review will take account of evidence such as staff training in safeguarding matters, referral data, analysis of any issues and themes which have emerged in the College/Prep School and how these have been handled, initiatives to educate pupils about safeguarding, and details of any contribution the College/Prep School has made to local discussions and multi-agency working on safeguarding matters.

TRAINING

The Designated Safeguarding Leads for Child Protection and Safeguarding attend training courses every two years. The DSL also, as a minimum, has accessed Prevent Awareness training.

At the start of each academic year there is a Child Protection and Safeguarding briefing for all staff. New staff who join the College at other points in the year see the DSL for College training.

Those who chair recruitment panels acknowledge their personal liability for the decisions of those panels (under the Safeguarding Vulnerable Groups Act 2006 – enacted October 2009). To support this role and responsibility, relevant staff undertake Safer Recruitment Training at least every five years.

STAFF INTERACTION WITH PUPILS

The current climate of suspicion with regard to child abuse poses a real dilemma for caring adults. In order to protect girls from abuse, and staff from suspicion of abuse, the natural inclination to comfort and reassure girls through physical contact has to be curbed, and impulse restrained, by a considered assessment of the situation.

This does not mean that physical contact is never permissible, but adults touching girls must operate within understood limits, and contact without those limits must be a considered response which must be justified if necessary.

Rigid rules about what is and is not permissible/acceptable are difficult to implement. See the additional specific guidelines for peripatetic teachers (below).

The simplest advice is to try, as far as is possible, to avoid being alone with a girl. Where one-to-one contact does happen, eg in music lessons, guidance interviews, it should be arranged with others, where possible, within ear shot or vision.

(i) Physical contact

This may be for the purpose of:

- care
- instruction
- restraint

Staff should always be able to justify resorting to any physical contact. Restraint should involve only the minimum force necessary to protect girls at imminent risk of harming themselves or others, or inflicting damage to property. Should physical contact appear necessary colleagues should, if at all possible, be summoned to assist.

This policy should be read in conjunction with the College/Prep School staff handbook, in particular with reference to Professional Guidelines for staff. The Prep School sets out guidelines for staff in the Prep School in the Physical Contact and Intervention Policy.

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the 2013 DfE Guidance regarding reasonable force, called 'Use of Reasonable Force'.

(ii) Remarks

Salacious or demeaning remarks should never be made to or in the presence of the girls. Remarks about a girl's physical characteristics or development, or suggestive or derogatory comments could fall into this category.

(iii) Attachments

You are strongly advised to share your concerns with the Principal/Headmistress or the Designated Safeguarding Lead for Child Protection (Safeguarding) if:

- (i) you suspect a girl is becoming inappropriately attached to you or another member of staff, or
- (ii) your relationship with, or feelings towards, a child or young person are placing you at risk of unprofessional behaviour.

(iv) Residential trips

When on a residential trip with girls you are strongly advised to adhere to all the guidelines above and the following:

- You will need to be more vigilant when you are on residential courses as the girls will be around people that are unknown to them and us.
- You will also need to be more vigilant, acknowledging that the girls may perceive boundaries to be blurred during such activities. You must not allow these to become unprofessional.
- When completing a risk assessment for any residential trip it is worth considering how you could minimise risks from the above. If in doubt discuss with the Senior Tutor or the Assistant Head in the Prep School.

(v) Non-residential trips

As above.

Advice and Guidance for Peripatetic Teachers

Any peripatetic teacher, for example instrumental and visiting sports or languages teachers, should be made fully aware of the child protection policy and procedure by their head of department or the DSL in the Prep School, as well as through whole school training.

By the nature of their duties, instrumental teachers usually establish a personal relationship with girls. Individual tuition could provide an opportunity for girls to give information which teachers feel constrained to pass on. There is also the potential for unfounded accusations about the conduct of music teachers during lessons.

The following may be helpful to visiting music teachers:

- If a girl seems unhappy you should mention this to the Director of Music or the relevant Head of Section or to the Designated Safeguarding Lead for Child Protection and Safeguarding in the College. In the Prep School you should speak to the Head of Music or the Designated Lead for Child Protection.
- If the matter is of a more serious nature, please follow the procedure outlined above
- When teaching individuals, especially in rooms that have no direct view from the corridor, you should continue to create an impression of easy access and openness to other girls and colleagues
- Whilst some physical contact is an essential element of our work, it is worth avoiding unnecessary proximity to girls. When you need to touch a girl, make it obvious what you are going to do and why you are going to do it. **For example: 'I am going to move your arms into the correct position over the keyboard. Is that ok?'**

SECURE SCHOOL PREMISES

The College and the Prep School will take all practical steps to ensure that premises are as secure as circumstances permit.

A visitor's book is kept at reception at both the College and the Prep School and all visitors are required to sign in on arrival and sign out on departure and will be escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the premises.

VISITING SPEAKERS

The College and the Prep School will ensure that visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised. The following outlines the procedure for visiting speakers:

- All visiting speakers will be approved by the Principal/Headmistress, or the Senior Tutor/Deputy Head in their absence.
- Appropriate checks on the suitability of the speaker should be made, which may include internet searches and/or contacting schools where the person has already spoken. Although not always possible, it is useful to invite speakers from an established company, charity or other group whose aims are well-documented.
- There will be an understanding that the speaker will be expected to talk with staff about the content of the presentation before the event; speakers and staff must allow time for this discussion, whether it is on the day or beforehand.
- Visiting speakers must arrive at the Front Office/School Office in good time to sign the College's visitors' book/QCPS visitors' book, and must bring suitable identification to prove who they are, such as a passport or driving licence. Although viewing DBS certificates may be appropriate, most visiting speakers will not be in 'regulated activity' and so will not necessarily have a DBS certificate to present.
- All visitors must be supervised at all times and not left alone with pupils.
- Visiting speakers should understand that their presentation will be brought to an early end, if the content proves unsuitable.
- All information about the visiting speaker and the booking process should be recorded on a Visiting Speakers' Record which will be kept in the Visiting Speakers' Register is kept in the Front Office/School Office.

SAFER RECRUITMENT PRACTICES

The College and Prep School share a Safer Recruitment Policy. All relevant staff undertake Safer Recruitment training with the dual aim of safeguarding the pupils in the school and avoiding any allegation of negligence in the recruitment process.

The Council will, when appointing staff and volunteers, take account of the DfE guidance on *Safer Recruitment* and that issued by the Education Department's Contracts and Personnel Section; observing the following safeguards:

1. That documentation sent out to potential candidates will make it clear that child safeguarding is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed.
2. That a reference as to the suitability of a candidate to work with children will always be obtained from the last employer, and may also be sought from other previous employers.
3. That at interview candidates will be asked to account for any gaps in their career/employment history, and questions asked will include some designed to explore their attitudes towards children.
4. That Criminal Records Bureau checks, checks against the ISA (Independent Safeguarding Authority - until Dec 2012)/DBS (Disclosure & Barring Service - from Dec 2012) *Children's List* (formerly DFE list 99) register will be followed through for any staff or volunteer appointed and regular helpers. Evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary.
5. Staff, volunteers and helpers who have recently moved to the UK will be asked to produce a certificate of good conduct (or national equivalent) from the authorities representing the countries from which they have recently moved. If the individual will be involved in teaching, the College will undertake an additional check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the NCTL Teachers Services' system.
6. That assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site.
7. The Council members acknowledge their responsibility for any child safeguarding issues that may arise when other organisations use the facilities of Queen's College or Queen's College Prep school, except where a Deed of Trust has been negotiated. They exercise their responsibility by ensuring such organisations accept and meet all the requirements of the school's safeguarding policy or that the organisation's own policy is suitably in line with this.
8. Queen's College and Queen's College Prep School will be compliant with the regulations from the Disclosure & Barring Service (from January 2013) and the expectations of the Independent School Standards Regulation.
9. Induction and on-going performance management at Queen's College and Queen's College Prep School will focus in significant part on safeguarding, in order to maintain the profile of the issues, but also to minimise the risk of a member of staff deliberately or inadvertently abusing their relationship with the girls.

10. (EYFS) Queen's College Prep School will notify OFSTED within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises, whether the allegations relate to harm or abuse committed on the premises or elsewhere.

11. Queen's College and Queen's College Prep School will report to the Disclosure & Barring Service within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because s/he is considered unsuitable to work with children. In the event of such a person resigning, the investigation will continue to a conclusion. If that conclusion indicates that the person would have been suspended had s/he not resigned, a similar referral will be made immediately.

Disclosure & Barring Service
PO Box 181
Darlington DL1 9FA
Tel: 0300 123 1111

CONTACT INFORMATION

The Local Authority for Queen's College is Westminster and their contact details are as follows:

Westminster Duty Line - (9) 020 7641 4000
(Email: accesstochildresservices@westminster.gov.uk)
Out of hours - 020 7641 6000

Helen Farrell, Head of Child Protection (Tel: (9) 020 7641 5341, Email: hfarrell@westminster.gov.uk)

Contact details for the Tri-Borough Local Authority Designated Officer (LADO) for referral and management of allegations against staff:

Jane Foster, Safe Organisation Manager and Local Authority Designated Officer (LADO) (Tel: (9) 020 7641 6108, Email: jfoster1@westminster.gov.uk)

Contact details for the Tri-Borough Local Authority Prevent Officer-Counter Extremism:

Simon McTurk, Bi-borough Prevent Officer - Counter Extremism (Tel: (9) 020 8753 6918, Email: Simon.McTurk@lbhf.gov.uk)

The Prevent Team at Westminster can also be contacted on:

Tel: (9) 020 7641 6032 (Email: prevent@westminster.gov.uk)

Girls from Queen's, however, live in a wide range of boroughs and so their home borough should always be checked. Contact numbers for every London borough can be found on a borough's website.

Contact details for the local police are:

Marylebone Police Station
1-9 Seymour St
London
W1H 7BA
Tel: (9) 020 7347 1212

Paddington Green Police Station
2-4 Harrow Rd
London
W2 1XJ
Tel: (9) 020 7437 1212

West End Central Police Station
27 Savile Row
London
W1S 2EX
Tel: (9) 020 7437 1212

Other important numbers are:

Emergency call (9) 999
Non -Emergency (9) 101
Anti-Terrorist Hotline. To report a threat Tel: (9) 0800 789321

The DfE have a dedicated telephone helpline and mailbox for non-emergency advice for staff and Council with concerns about terrorism and extremism:

Tel: (9) 020 7340 7264 (E-mail: counter-extremisim@education.gsi.gov.uk)