



## **Safeguarding children, young people and adults who are vulnerable**

### **Policy Statement of The Queen's Foundation for Ecumenical Theological Education**

**November 2020**

Date agreed by the Governing Body: 5<sup>th</sup> November 2020

Date of next review: November 2021

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This document is an adaptation of the (Model) Policy for Theological Education Institutes' of the Church of England (June 2014) and the Methodist Church Safeguarding policy (2010) in consultation with the Methodist District Safeguarding Officer Sue Holder.

Every person has a value and dignity which comes directly from the creation of male and female in God's own image and likeness. Christians see this potential as fulfilled by God's re-creation of us in Christ. Among other things this implies a duty to value all people as bearing the image of God and therefore to protect them from harm.

## **Principles**

The Queen's Foundation for Ecumenical Theological Education is committed to:

The care and nurture of, and respectful pastoral ministry with, all children, young people and adults

The safeguarding and protection of all children, young people, and adults when they are vulnerable

The establishing of safe, caring communities which provide a loving environment where there is informed vigilance as to the dangers of abuse.

We will carefully select and train all those with any responsibility within the Church, in line with Safer Recruitment principles, including the use of criminal records disclosures and registration with the relevant vetting and barring schemes.

We will respond without delay to every complaint made which suggests that an adult, child or young person may have been harmed, cooperating with the police and local authority in any investigation.

We will seek to work with anyone who has suffered abuse, developing with them an appropriate ministry of informed pastoral care.

We will seek to challenge any abuse of power, especially by anyone in a position of trust.

We will seek to offer pastoral care and support, including supervision and referral to the proper authorities, to any member of our church community known to have offended against a child, young person or vulnerable adult.

In all these principles we will follow legislation, guidance and recognised good practice.<sup>1</sup>

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<sup>1</sup>Methodist Church Safeguarding policy (2020)

## **1. Important contact details**

### **1.1. The name of The Queen's Foundation for Ecumenical Theological Education Designated Officer for Safeguarding (children and adults) is:**

Name: Eunice Attwood (Julie Hudson from 1<sup>st</sup> January 2021)  
Telephone: 0121 4522660

### **1.2. The name of The Queen's Foundation for Ecumenical Theological Education Deputy Officer for Safeguarding (children and adults) is:**

Name: TBC  
Telephone:

### **1.3. The name of The Queen's Foundation for Ecumenical Theological Education Prevent Duty single point of contact is:**

Name: Eunice Attwood (Jane Craske from 1<sup>st</sup> December 2020)  
Tel: 0121 4522660

### **1.4. The contact details for the local Social Services<sup>2</sup> (sometimes known as Social Care):**

Name of Authority: Birmingham

Children's Services: Multi-Agency Safeguarding Hub –MASH@birmingham.gov.uk

Telephone (office hours):0121 303 1888

Telephone (emergencies out of office hours):0121 6754806

Adult Services: Adults and Communities Access Point (ACAP)

Telephone (office hours):0121 303 1234

Telephone (emergencies out of office hours):0121 675 4806

### **1.5. Police:**

Emergencies: 999

Non-emergencies: 101

**1.5 The name(s) of the relevant Sponsoring Church Safeguarding Adviser(s) are:**

Church of England Diocesan Safeguarding Officer: Stephanie Haynes

Birmingham Methodist District Safeguarding Officer: Sue Holder

**2. Definitions**

2.1 A child is anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

2.2 An adult is someone over 18 years old and includes any adult, whether or not they consider themselves vulnerable, who may be vulnerable by reason of age, illness, disability; and any adult who has been made vulnerable by their situation or circumstance, such as by discrimination, or as a victim / survivor of abuse.

2.3 For definitions of abuse, see Appendix 1: Types of Abuse.

**3. Government National Policy Guidance**

This policy statement follows requirements from the following Government Guidance:

3.1 *Working Together to Safeguard Children*<sup>3</sup>A guide to inter-agency working to safeguard and promote the welfare of children HM Government 2015

3.2 *Statement of Government Policy On Adult Safeguarding*<sup>4</sup> Department of Health 2011

3.3 *Keeping Children Safe in Education*<sup>5</sup> Department for Education 2014.

3.4 *The Care Act 2014*(Came into force 1<sup>st</sup>April 2015)

3.5 Prevent Duty obligations under the Counter-Terrorism and Security Act (2015)

**4. Denominational Policy Guidance**

This policy statement follows the relevant denominational policies of the Church of England and Methodist Church alongside other sponsoring churches and national safeguarding policies and procedures:

4.1 *Promoting a Safe Church* (safeguarding policy for adults) 2006

4.2 *Responding to Domestic Abuse* (guidelines for those with pastoral responsibility, 2006)

4.3 *Responding Well to those who have been sexually abused* (2011)

4.4 *Protecting All God's Children* (safeguarding policy for children and young people, 4<sup>th</sup> edition, 2010)

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<sup>3</sup>[Working Together to Safeguard Children 2015](#)

<sup>4</sup>[Statement Of Government Policy On Adult Safeguarding](#)

<sup>5</sup> Keeping Children Safe in Education: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/300309/KCSIE\\_gdnce\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf)

4.5 *Practice Guidance on Carrying Out Disclosure and Barring Scheme (DBS) Checks (Methodist Church Aug 2015) and Practice Guidance: Safer Recruitment 2015 (Church of England 2015)*

## **5. Duties of Faith Organisations - Section 11 of the Children Act 2004<sup>6</sup>**

5.1 Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

5.2 The range of organisations includes "Faith Organisations":

"Every VCSE, faith-based organisation and private sector organisation or agency should have policies in place to safeguard and protect children from harm. These should be followed, and systems should be in place to ensure compliance in this. Individual practitioners, whether paid or volunteer, should be aware of their responsibilities for safeguarding and protecting children from harm, how they should respond to child protection concerns and how to make a referral to local authority children's social care or the police if necessary" Working Together 2018 Page 71

## **6. Statutory Safeguarding requirements for all vulnerable people (children and adults)**

Ultimate legal responsibility for safeguarding in The Queen's Foundation for Ecumenical Theological Education rests with the Governing Body which ensures that the Queen's Foundation has put in place safeguarding arrangements that reflect the importance of safeguarding and promoting the welfare of children and adults in accordance with statutory requirements and locally agreed interagency procedures:

- a) as set out in *Working Together to Safeguard Children* (chapter 2 paragraph 4), in relation to children
- b) following equivalent guidance in relation to adults who are vulnerable.

Such statutory requirements are as follows:

- 6.1 a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children and adults
- 6.2 a member of the Governing Body to take leadership responsibility for the organisation's safeguarding arrangements
- 6.3 a culture of listening to children and adults, taking account of their wishes and feelings, both in individual decisions and the development of services
- 6.4 arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB)<sup>7</sup> or Local Safeguarding Adults Board (LSAB)<sup>8</sup>

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<sup>6</sup>[Working Together to Safeguard Children](#) see page 47 onwards

<sup>7</sup>Local Safeguarding Children Boards (LSCBs) were established by the Children Act 2004 which gives a statutory responsibility to each locality to have this mechanism in place. LSCBs are now the key system in every locality

6.5 A member of staff appointed as Designated Officer for Safeguarding (someone with the knowledge, time and skill to fulfil the role). Their role is to support other staff in recognising the needs of children and adults, including rescue from possible abuse or neglect. [See appendix 2]. Designated Officers for Safeguarding roles should always be explicitly defined in job descriptions. Designated Officers for Safeguarding should be given sufficient time, funding, supervision, and support to fulfil their child welfare and safeguarding responsibilities effectively

6.6 Safer recruitment procedures ensuring that all appropriate checks, including criminal record checks, are carried out on staff, students and volunteers who work with children and adults who are vulnerable.

- All new staff will be required to sign a confidential self-declaration.
- All contracted teaching staff will be required to sign a confidential self-declaration and complete a full DBS check.
- All associate teaching staff will be asked to sign a confidential self-declaration, alongside presenting a DBS certificate (obtained within the last five years) or a new DBS check will be requested.
- The College Business manager, Facilities, Hospitality and cleaning staff will be required to have a standard DBS check.
- All new Trustees/Governors will be required to sign and submit a confidential safeguarding self-declaration alongside references (s) being requested.
- All new Methodist Oversight accompanists will be required to sign and submit a confidential safeguarding self-declaration including information on any safeguarding training they have undertaken in the past five years. A reference will be requested for all accompanists.
- An audit trail of safeguarding training for all Queen's Foundation staff including Trustees/Governors will be maintained by the Safeguarding Officer.

6.7 appropriate supervision and support for staff, including undertaking safeguarding training:

- Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and adults and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- All new staff should be given a mandatory induction course (a single 2 hour session offering an overview of safeguarding policies and procedures) which includes

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of the country for organisations to come together to agree on how they will cooperate with one another to safeguard and promote the welfare of children. The purpose of this partnership working is to hold each other to account and to ensure safeguarding children remains high on the agenda across their region.

<sup>8</sup> The Local Safeguarding Adults Board (LSAB) is a multi - agency partnership which provides strategic leadership for the development of adults safeguarding policy and practice, consistent with national policy and best practice.

familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's or adult's safety or welfare; and

- All staff should have regular reviews of their own practice (at least annually within supervision) to ensure they improve over time.
- All ordained academic staff should attend the safeguarding training required by their denomination at least once every three years. Lay academic staff should attend the Advanced module safeguarding training offered by the Queen's Foundation Safeguarding Officer (or the equivalent within their denomination) at least once every three years. Once a year all staff will be appraised of any updates on guidance or changes in safeguarding requirements.
- Safeguarding training for non-academic staff will take the form of a one-hour update as appropriate to their role once every three years.
- All Trustees/Governors should attend a training session(s) focused on the safeguarding responsibilities of trustees as outlined by the Charity Commission and how these can be implemented within the organisation.

6.8 Clear policies in line with those from the LSCB/LSAB for dealing with allegations against people who work with children or adults who are vulnerable. An allegation may relate to a person who works with children or adults who has:

- behaved in a way that has harmed a child or adult, or may have harmed a child or adult;
- possibly committed a criminal offence against or related to a child or adult; or
- behaved towards a child or children or adult(s) in a way that indicates they may pose a risk of harm to children or adults.

6.9 in addition:

- county level and unitary Local Authorities should have a Local Authority Designated Officer (LADO)<sup>9</sup> to be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process;
- any allegation should be reported immediately to a senior manager within the organisation. The LADO should also be informed within one working day

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<sup>9</sup>The LADO works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has: behaved in a way that has harmed, or may have harmed, a child possibly committed a criminal offence against children, or related to a child behaved towards a child or children in a way that indicates s/he is unsuitable to work with children. The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures. The LADO helps co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible. If you need to contact your Local Authority Designated Officer (LADO), please consult your Local Safeguarding Children Board (LSCB) or Local Children's Services Authority.

of all allegations that come to an employer's attention or that are made directly to the police; and

- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

## **7. The Queen's Foundation for Ecumenical Theological Education implementation of statutory safeguarding requirement as set out in section 8**

The Queen's Foundation for Ecumenical Theological Education follows the detailed guidance and procedures of the Diocese of Birmingham and of the Methodist Connexion. The Diocesan Safeguarding Adviser and the Birmingham Methodist District Safeguarding Officer can be contacted for advice on putting arrangements in place and information about policy and practice. TEI staff seconded from other dioceses should follow the training requirements of the Queen's Foundation.

For each of the sections below, the person or body named as responsible in each section is required to list actions specific to the The Queen's Foundation for Ecumenical Theological Education which demonstrate how the arrangement is being implemented, and to note the date for review.

### **7.1 Procedures for activities (ref 7.1)**

*Responsibility:* Designated Officer for Safeguarding (staff) and Safeguarding Representative (Governing Body)

1. Procedures are in place for activities for children, adults and mixed age within The Queen's Foundation for Ecumenical Theological Education community (including risk assessment of activities and premises; ratios of leaders to children/vulnerable adults; record keeping). See appendix for further details.
2. Ensure procedures are in place to confirm with relevant placement supervisors that they have Safeguarding procedures for students running activities for children, adults and mixed age when out on placement in line with the placement church and the sponsoring denominations procedures.
3. Relevant safeguarding policies, procedures and guidance for all the sponsoring churches are held by the Designated Officer for Safeguarding and Safeguarding Representative, and details of The Queen's Foundation for Ecumenical Theological Education procedures reflect the requirements.
4. Designated Officer for Safeguarding (staff) is in contact with the Diocesan Safeguarding Adviser, Methodist District Safeguarding officer and other officers of sponsoring churches where appropriate.

## **7.2 Designated Officers for Safeguarding (ref 7.2, 7.5)**

*Responsibility:* Governing Body

1. Senior members of The Queen's Foundation for Ecumenical Theological Education leadership team are appointed as Designated Officer and Deputy Designated Officer for Safeguarding, and Governing Body Safeguarding Representative appointed by that Body, to ensure procedures are in place for dealing with safeguarding issues.
2. Safeguarding roles are defined in the job descriptions of Designated and Deputy Designated Officers.
3. Supervision, support and training, including Local Authority and Diocesan safeguarding training, is in place for Designated Officer and Deputy Designated Officer for Safeguarding, and Governing Body Safeguarding Representative.

## **7.3 Culture of listening to children and adults (ref 7.3)**

*Responsibility:* All Staff

- 1 All safeguarding information about abuse, whether past or present, and including internet abuse, is taken seriously and referred to the Designated Officer for Safeguarding (staff).

*Responsibility:* Designated Officer for Safeguarding (staff)

Ensure independent listeners are made available either through The Queen's Foundation for Ecumenical Theological Education or the sponsoring church to adults reporting abuse.

*Responsibility:* Governing Body

1. Taking into account the views of children and adults affected, the Governing Body:
  - a) reviews all allegations and concerns brought to its attention, and remedies without delay any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to their attention;
  - b) Reviews The Queen's Foundation for Ecumenical Theological Education safeguarding policies and procedures annually.

## **7.4 Information sharing (ref 7.4, 7.9)** See also Whistle Blowing policy in the Admin and Support Staff handbook

*Responsibility:* All staff

All allegations or concerns are reported to the Designated Officer for Safeguarding (staff).

*Responsibility:* Designated Officer for Safeguarding (staff)

1. The Designated Officer for Safeguarding (staff) shares information about any allegation or concern with the statutory agencies in which the alleged victim resides: police if criminal behavior; and with the LADO of Children's Services, or equivalent senior manager in Adult Services, within one working day; and follows statutory advice.
2. The Designated Officer for Safeguarding (staff) reports all safeguarding information about abuse, and the response made, to the Governing Body Safeguarding Representative.
3. In responding to serious situations, the Designated Officer for Safeguarding (staff) shares information with any relevant sponsoring church Safeguarding Adviser. For a member of staff this includes their sponsoring church, for a student, this includes their sponsoring church. For an independent student, the responsibility remains with The Queen's Foundation for Ecumenical Theological Education.

*Responsibility:* Governing Body

1. Name of member of the governing body nominated to be responsible for liaising with the local authority and/or partner agencies, as appropriate in the event of allegations of abuse being made against The Queen's Foundation for Ecumenical Theological Education Principal.

## **7.5 Safer recruitment (ref 7.6)**

*Responsibility:* Designated Officer for Safeguarding (staff)/Human Resources

1. *For staff:* The Queen's Foundation for Ecumenical Theological Education follows good practice in recruitment of staff, including references, interviews and criminal checks with the DBS. (see appendix)

*Responsibility:* Human Resources of Sponsoring Church/The Queen's Foundation

2. *For sponsored students:*
  - The Queen's Foundation for Ecumenical Theological Education works with the sponsoring churches to ensure that all students have been selected safely, including a DBS check as they commence studying at the Queen's Foundation.
  - All sponsored research students will be assessed on an individual basis as to the need for a criminal records check depending on the nature and context of their research.
  - DBS checks for sponsored students participating in continuing studies (probationers/curates) will be the responsibility of the sponsoring church.

### 2.1 Non-sponsored students

- All non-sponsored students who are participating in placement activity as part of their course will have a DBS check.
- Students will only begin work in an external context arranged as part of a module when the result of the DBS check confirms the student is cleared for placement activity.
- All non-sponsored research students will be assessed on an individual basis as to the need for a criminal records check depending on the nature and context of their research.

## 7.6 Competence for role/raising concerns/support (ref 7.7)

*Responsibility:* Designated Officer for Safeguarding (staff)

1. The Queen's Foundation for Ecumenical Theological Education policies and procedures are available and accessible to all staff and students, as is required by their role [see appendix 3 for an example of accessible format].

*Responsibility:* Designated Officer for Safeguarding (staff)/all staff and students/users

1. All staff, students and users of services know who to contact if they have a safeguarding concern.

*Responsibility:* Designated Officer for Safeguarding (staff) /temporary staff and volunteers

1. Temporary staff and volunteers who work with children or adults who are vulnerable are made aware of The Queen's Foundation for Ecumenical Theological Education arrangements for safeguarding and their responsibilities.

## 7.7 Training, supervision, induction, review (ref 7.7)

*For staff:*

*Responsibility:* Designated Officer for Safeguarding (staff)/Human Resources/Staff training

1. The Queen's Foundation for Ecumenical Theological Education Principal, and all staff (teaching and support staff if they work directly with children or adults who are vulnerable), undertake training within their first 9 months of employment to equip them to carry out their responsibilities for safeguarding effectively, that is kept up to date by refresher training at five yearly intervals.
2. Introduction to safeguarding policies and procedures is included in staff induction programmes.

3. Review of improvement in safeguarding practice forms part of staff ongoing appraisal.

*For students:*

*Responsibility:* Designated Officer for Safeguarding (staff)/Curriculum planners

4. Safeguarding training forms a core part of the The Queen's Foundation for Ecumenical Theological Education curriculum for students.
5. Review of improvement in safeguarding practice forms part of student ongoing learning.

### **7.8 Responding to serious situations (ref 7.8, 7.9 and cross reference 7.4)**

*Responsibility:* Designated Officer for Safeguarding (staff)

1. Procedures for responding to serious situations, including allegations of abuse against members of staff, students and volunteers, are in place and followed, in line with LSCB/LSAB procedures and The Queen's Foundation for Ecumenical Theological Education policies and practice guidance.
2. Referral is made to the Disclosure and Barring Service if a member of staff is removed or resigns from post, or a student withdraws from training due to a safeguarding issue.

## **Section 8**

### **Prevent Duty Implications and Responsibilities**

Under the terms of the Prevent Duty, and related to the Foundation's overall Safeguarding strategy and responsibility, there must be protection from exploitation intended to draw people into extremism, including violence and terrorism in the cause of particular worldviews. The Foundation's risk assessment and action plan are reviewed regularly in this regard, and should be read in conjunction with handbooks and policy statements including those concerning academic freedom, and communications/publicity.

The Foundation's Prevent Duty single point of contact is Jane Craske, and all concerns related to these issues should be communicated to her or to the Principal.

Staff training (for both academic and administrative staff) as outlined in this policy shall also include training in Prevent-related matters, as described in the policy:

- A mandatory component at induction (within nine months of starting work) included in the Safeguarding element.
- Regular ongoing review on an annual basis as part of continuing professional development;

- Prevent training for key staff every three years.
- Incorporation of Prevent-related matters in the yearly updating of Safeguarding practices and procedures.

The kinds of exploitation covered by the Prevent Duty fall mostly under the category outlined in Appendix One as 'emotional/psychological abuse' and 'spiritual abuse'. It may lead to other types of abusive behaviour. In addition, the following indicators of vulnerability might be helpful in determining whether individuals are at risk of, or are falling into, such behaviour (though the presence of these factors by no means indicates that individuals must be at risk of extremism) :

- A dislocation in identity in which a student is experiencing distance from their background or is ill at ease about their place in society.
- A range of personal crises, including those involving tensions, family difficulties, low self-esteem, increasing isolation or urgent questions about faith and belonging.
- Issues connected to migration, concerns about one's home country, or experience of racism or racial or other discrimination.
- A sense of severe disappointment, failure or injustice in their lives, sometimes leading them to disengage from societal interaction or civic life.
- Prior experiences of criminal acts, imprisonment, or faulty resettlement.
- Learning support needs, including finding social interaction difficult, or problems empathising with others, or insufficient levels of self-awareness and insight around the ways their actions affect others, or how they might be perceived, or what might be the underlying motivations of others' actions.

## Section 9

## Appendix 1

Types of abuse for more details see<sup>10</sup>

Abuse is mistreatment by any other person or persons that violates a person's human and civil rights. The abuse can vary, from treating someone with disrespect in a way that significantly affects the person's quality of life, to causing actual physical or mental suffering.

1. 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 or adult. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
2. Sexual Abuse. Involves forcing or enticing a child or adult to take part in sexual activities, whether the child or adult 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 or vulnerable adults 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.
3. Neglect and acts of omission. The persistent failure to meet an individual's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. Including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.
4. Emotional/psychological Abuse (including Web-based bullying and witnessing Domestic Violence/Abuse). The persistent emotional maltreatment of a child or adult such as to cause severe and persistent adverse effects on the individual's emotional development. It may involve conveying to them that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person.
5. Institutional Abuse. Institutional Abuse occurs where the routines and regimes within care settings (day, residential, hospital or other institutions including TEIs) deny people rights, choices and opportunities. Abuse can be caused by weak or oppressive management, inadequate staffing (numbers, competence), inadequate supervision or support, "closed" communication, lack of knowledge of Whistleblowing policies and lack of training.
6. Discriminatory Abuse. Including racist, sexist, that based on a person's disability, sexual orientation, and other forms of harassment, slurs or similar treatment.
7. Financial / material abuse. Including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits;
8. Domestic Violence/Abuse. Domestic violence is physical, sexual, psychological or financial violence that takes place within an intimate or family-type relationship and

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<sup>10</sup> For children see [Working Together to Safeguard Children](#) and for vulnerable adults, The Care Act 2014

that forms a pattern of coercive and controlling behaviour. This can include forced marriage and so-called 'honour crimes'. Domestic violence may include a range of abusive behaviours, not all of which are in themselves inherently physically violent

9. Spiritual Abuse. The inappropriate use of religious belief or practice. This can include the misuse of the authority of leadership or penitential discipline, oppressive teaching, or intrusive healing and deliverance ministries.
10. Modern Slavery. Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.
11. Self-Neglect. This covers a wide range of behaviour neglecting to care for one's personal hygiene, health and surroundings and includes behaviour such as extreme hoarding

## Appendix 2

### The Designated Officer for Safeguarding

The Designated Officer for Safeguarding need not be a teacher/lecturer but must have safeguarding knowledge, status and authority within The Queen's Foundation for Ecumenical Theological Education management structure to carry out the duties of the post including committing resources to safeguarding matters, and where appropriate directing other staff.

In many TEIs a single designated person will be sufficient, but a deputy should be available to act in the designated person's absence. In large establishments, or those with many safeguarding concerns, it may be necessary to have a number of deputies to deal with the workload;

In addition to basic safeguarding training the Designated Officer undertakes training in inter-agency working that is provided by, or to standards agreed by, the Local Safeguarding Children and Adult boards and refresher training at two yearly intervals to keep his or her knowledge and skills up to date;

The Designated Officer should contact the Local Authority Designated Officer (LADO) for children and his or her equivalent for adults. Their names can be obtained from the local social services department.

The broad areas of responsibility proposed for the Designated Officer for Safeguarding include:

- Making referrals to the statutory authorities, the Disclosure and Barring Service and supporting people involved in the process
- Induction of new staff and facilitating or organising on-going updates and training.
- Raising awareness of Safeguarding with The Queen's Foundation for Ecumenical Theological Education
- Keep a record of all staff DBS checks and safeguarding training.
- Initiate the revision of the Queen's Foundation policy annually and present this review to the leadership team and the Governing body.
- Organise training as appropriate for students and staff.

These are detailed in *Keeping Children Safe in Education* Department for Education 2014<sup>11</sup> Annex B which provides a useful guide to TEIs in safeguarding arrangements.

Note: The Queen's Foundation Designated Officer for Safeguarding is authorised on behalf of Queen's Foundation to be a verifier for the purposes of carrying out online Disclosure and Barring Scheme (DBS) checks via Due Diligence Checking Ltd (DDC). The DDC online system is employed for all enhanced DBS applications of lay staff and non-sponsored students.

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<sup>11</sup> Keeping Children Safe in Education: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/300309/KCSIE\\_gdnce\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf) Annex B

### **Appendix 3**

#### **Our theological approach**

Every human being has a value and dignity which comes directly from the creation of male and female in God's own image and likeness. Christians see this potential as fulfilled by God's re-creation of us in Christ. Among other things this implies a duty to value all people as bearing the image of God and therefore to protect them from harm. Christ saw children as demonstrating a full relationship with God. He gave them status, time and respect.

Every person is equally precious to God. Each one needs the assurance that respect for this brings. Individuals who suffer abuse often experience a loss to their identity and worth; there is often shame and a false guilt. The Church is intended to be a place where men and women, children and young people, those who are hurt and damaged, may find healing and wholeness. It is our calling to be agents of healing and recovery in such a way that enables all who have suffered from abuse to lead lives with dignity in a context that is as safe as possible. It is about speaking words of peace. It is communication of shalom; that is, of justice, healing and peace for the whole of the individual, as well as for the community.

God is present and at work in the world in many ways. A Church empowered by the Holy Spirit is a place where the wonderful character of God is manifested. The Church is called to witness to that truth. As individual Christians and as part of the Church, our vocation is to reflect the character of God. We are called to welcome and care for the oppressed, the marginalised, and the victims' of injustice. Safeguarding good practice concerns the development of safer expressions of care to all and underpins the love and welcome of God for all people.

Justice is part of the outworking of love. The Church must hold in tension concerns for both justice and compassion. Those who have suffered child abuse have sometimes found an unsympathetic hearing. They may be disbelieved, discouraged and damaged further. Other people tend to side with the alleged perpetrator. This occurs in all parts of society, but it is particularly hurtful when it occurs within the Church. Such actions compound the sense of injustice that many feel. In answer to the question "What does God require of us?" the need to act justly is set alongside the need to love mercy and to walk humbly with God (Micah 6:8).

Many who have endured child abuse consider that mercy towards those who have sinned is set above the need for the victims to be enabled to find justice. Both are essential. In creating humankind God made us to be together, to live in community. When one suffers we all suffer. We are all made poorer by every incidence of child or adult abuse, as by all sin. In finding the grace to act righteously towards those who suffer, we also experience transformation through grace. We become better people and our churches become safer places for all.

In similar ways offenders may also be assured that they are precious to God and find healing and wholeness.

Because redemption and the possibility of forgiveness are so central to the Gospel, the Church is not only well equipped to assist in the rehabilitation of offenders but is also challenged by the issues their presence raises for us. The Church is also part of a society where collusion with violence in families, emotional abuse or certain taboos on sexual abuse often holds sway. Church people have sometimes required those who have suffered abuse to forgive but it is our calling to hold on to both justice and grace and to build safer church communities, often in challenging circumstances. We need also to understand forgiving and receiving forgiveness as lifelong processes.

Our congregations can be a refuge for those who have perpetrated abuse but are seeking help in maintaining a non-abusive way of life. We have also to be aware that some who abuse may see church membership as an opportunity to be close to children or vulnerable parents to continue their abusive patterns of behaviour. Experience shows that whether penitent or not, those who abuse always need support in taking responsibility for their own actions and in stopping their abusive behaviour, and, of course, the vulnerable need protecting from them. The genuine penitent will accept the need for careful arrangements, including some restrictions, for their return to church fellowship. This is in line with the Church's realistic understanding of sin and its effects and the Church's responsibility to love all God's people.

The gospel accounts remind us of Jesus' humanity and vulnerability throughout his life. He gave up all but the power of love. He gave up wealth, security and status. He listened to, and ministered to, those who were powerless and vulnerable; he appointed fallible and weak disciples who needed to discover their limitations and find strength by living in God's grace with each other. Those who are humble and vulnerable themselves are often gifted with a ministry with those who are most in need, including with children and with adults who have suffered.

There is therefore a challenge for the Church to encourage ministry, service and leadership in ways that promote discernment of one's boundaries and limitations, reliance on God and our brothers and sisters in Christ, thus developing compassionate, collaborative and enabling ministries which value careful listening to all.

Child abuse is a scourge on individuals, on our Church(es) and in our society and we must name it as such, doing everything we can prevent it. We are to nurture children as fully as we can in Christ's name. A Christian approach to safeguarding children will therefore expect both individuals and communities to:

- create a safe environment for children and their carers
- act promptly on any complaints made
- care for those who have been abused in the past
- minister appropriately to those who have abused
- provide opportunities for healing and flourishing.

God's mission is a message of goodnews, of love and welcome for the poor and marginalised. The Church must take seriously both human propensities to evil but also the God-given resources of goodness, peace, healing and justice; in short, his love, his life.

### **1.2 Societal context**

The abuse of children is often dominated by a press and media coverage which is sensational and misleading. Safeguarding is about the welfare and the protection of children and young people. The whole Church is engaged in this through developing and supporting good practice and responding appropriately when harm occurs. The government, local authorities, schools and the wider statutory sector have in recent years sought to engage in safeguarding, as concerned for the Whole child since Every Child Matters and the Children Act 2004. Working Together to Safeguard Children, which addresses interagency and multi-agency working on the welfare and protection of children, has been revised twice since 2003.

The Bichard Inquiry report and work on the Safeguarding Vulnerable Groups Act 2006 has applied safer recruitment principles across both the voluntary and statutory sectors. Guidance on 'Safer Recruitment' in schools (2007) and the Children's Workforce development Council 'Recruiting Safely' (2009) for the voluntary sector have both followed. In Scotland this has been followed by the Protection of Vulnerable Groups Act. In addition, Local Safeguarding Children's Boards (in England and Wales) and Local Authority Designated Officers (in England) have been appointed who have duties to ensure faith groups are both trained in safeguarding and are represented. Children's Commissioners have also been appointed across the UK. Recent years have therefore been full of changes, with a roll-out of statutory requirements and a tightening of procedures across the children's workforce in all sectors.

There can be an unhelpful emphasis on sexual abuse in society, when physical abuse, emotional abuse and neglect, sometimes alongside domestic violence, are more common. All abuse is also more likely to occur in families or from extra-familial relations and friends. This presents a challenge to the Church and to society to engage with safeguarding children and young people.

### **1.3 Ecumenical Context**

In the churches there is a continuing growth in ecumenical agreement and cooperation on Safeguarding, especially between the Methodist Church and the Church of England, as part of the outworking of the Covenant. Our continued participation in Churches' Agency for Safeguarding and the Christian Forum for Safeguarding is of great benefit in building and maintaining relations with all churches, especially the Baptist Union of GB and the United Reformed Church, the Society of Friends, the Catholic Church of England and Wales (CSAS2), the Salvation Army, the Church of Scotland, the Assemblies of God and the Churches' Child Protection Advisory Service. Furthermore, these bodies enable and enhance our participation in discussions with government departments and agencies. We have learned from each other and especially from those who have had thorough scrutiny of practice

and procedures. The following key approaches are regarded as important underpinning for our safeguarding practice:

- the child's welfare is paramount
- prevention is vital
- prevention is vital
- accountability
- partnership with statutory authorities
- use of independent specialist advice
- the active management of risk
- a 'One Church' approach
- a culture of informed vigilance

In a Local Ecumenical Partnership, the governing body of each constituent church should decide which safeguarding policy is to be followed by the joint LEP. -Given the unique situation of The Queen's Foundation for Ecumenical Theological Education this policy draws freely from the specific denominational processes which are applied to this specific context.

#### **1.4 Description and definitions**

A child is defined as anyone who has not yet reached their 18th birthday. 'Children' therefore means 'children and young people' throughout this document.

Working Together to Safeguard Children 2018 states:

The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital, in prison or in a Young Offenders' Institution, does not change his or her status or entitlement to services or protection under the Children Act 1989.

**Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as per Working Together 2018:**

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

**Child protection** is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are at risk of suffering, significant harm as a result of abuse or neglect.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim proactively to safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

### **Children in need**

Children who are defined as being 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (section 17(10) of the Children Act 1989), plus those who are disabled. The critical factors to be taken into account in deciding whether a child is in need under the Children Act 1989 are:

- what will happen to a child's health or development without services being provided
- the likely effect the services will have on the child's standard of health and development

### **Harm and significant harm**

**Harm** means ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill treatment of another.

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should act to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm. It is the threshold used by the courts in deciding whether compulsory intervention into family life might be in the best interests of the child.

Significant harm has no precise definition. It can be caused by a single traumatic event or a cluster of smaller incidents over time. Any concern about significant harm requires careful investigation and assessment.

There are a range of orders that a local authority may apply for and some of these grant them a share in the parental responsibility for the child. The most far reaching of these is a Care Order, which commits the child to the care of the local authority. The court may also make private law orders if there are disputes between parents about the care of a child, or where the child needs to live with extended family or friends under the protection of the family court, but does not require the additional protection of a care order.

Each Local Authority has a responsibility to deliver services for children. The local terminology varies. This document uses the term 'Children's Services' to refer to this department of the local authority.

### **Vulnerable Adult:**

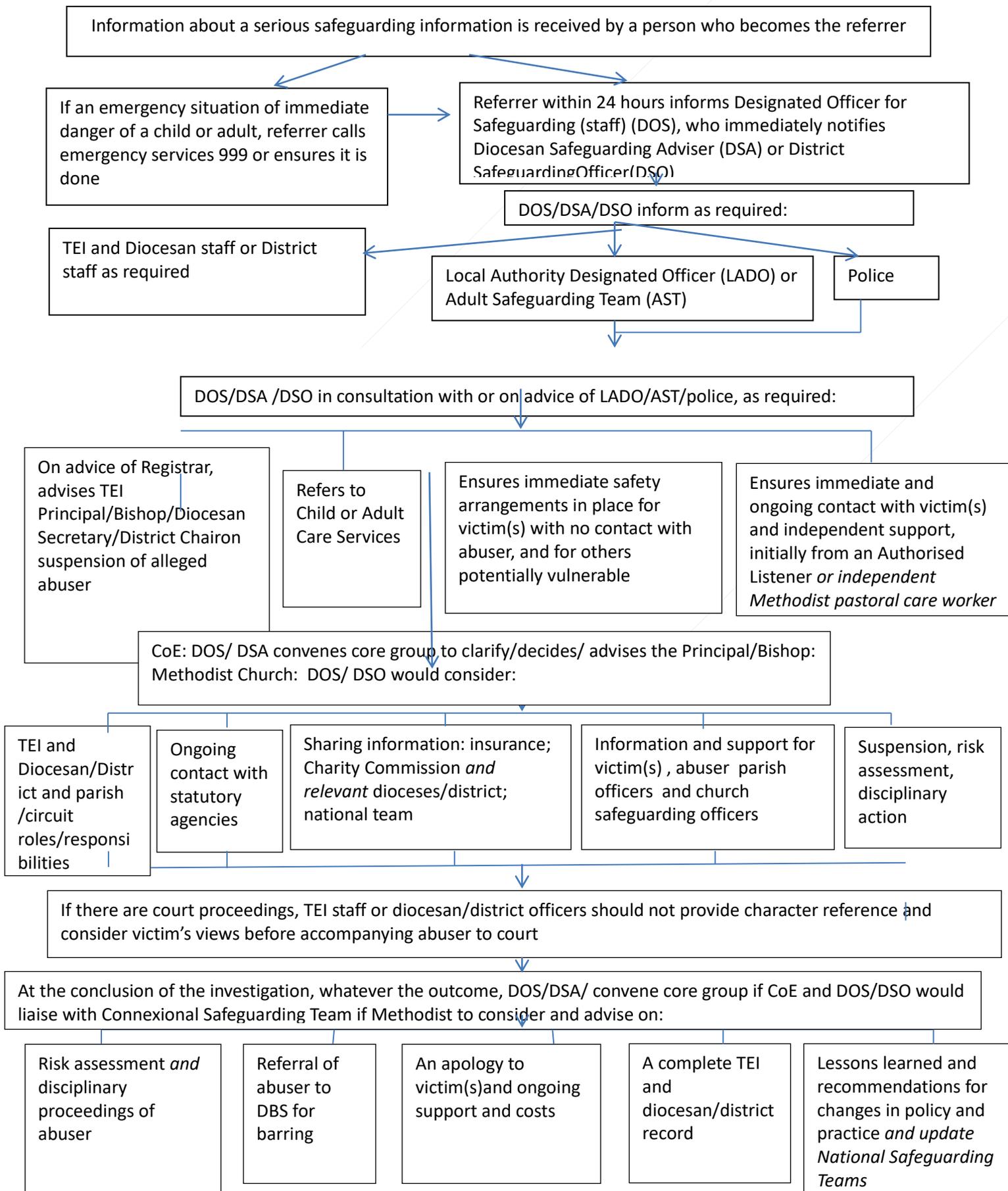
An adult who is vulnerable is "An 'adult' is someone over 18 and includes any adult who may be vulnerable due to age, illness, disability; and any adult who has been made vulnerable by their situation or circumstance, such as discrimination, or a victim of abuse".

7.

**Appendix 4**

**Responding to Serious Situations**

**Flow chart extracted and adapted from Church of England Safeguarding Practice Guidance:  
Responding to Serious Situations**



**Appendix 5**

Queen's Foundation for Ecumenical Theological Education

Logo

Safeguarding

**A5 Leaflet for all staff**

(This is a model and is indicative)

Contact Details

The TEI designated officer for safeguarding is:

Name: Julie Hudson

Telephone: 0121 454 2660

The TEI deputy designated officer for safeguarding is:

Name: TBC

Telephone:

The contact details for the local social services (sometimes known as Social Care) are:

Name of authority: Birmingham Multi Agency Safeguarding Hub (children)

Telephone (office hours) 0121 303 1888

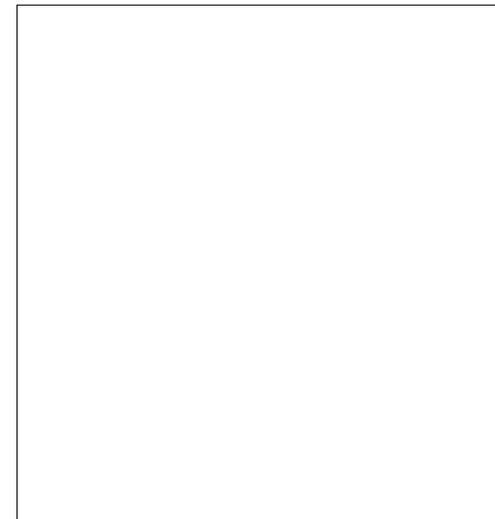
Telephone (emergency out of office hours) 0121 675 4806

Adult Social Services Birmingham :

Telephone (office hours) 0121 303 1234

Telephone ( out of hours) 0121 675 4806

Police: Non emergency 101, emergency 999



(Artwork – illustrative)

What to do if...

... you have concerns about possible abuse (including allegations):

1. In an emergency, respond immediately.
2. Inform the Designated Officer for Safeguarding (staff) in the TEI.
3. Decide together whether to seek advice or to make an immediate referral to police or care services (see back page)
4. Keep a record of what happened, your concerns and your actions.
5. In consultation with the Designated Officer for Safeguarding (staff), tell the person to whom you are responsible and the TEI principal.
6. Only tell others who need to know.

.. a child, young person or adult wishes to disclose they have been abused:

1. Listen. Keep listening. Do not question or investigate.
2. Do not promise confidentiality; tell them we need to share this.
3. Assure them they are not to blame.
4. Tell them what you are going to do and that they will be told what happens.
5. Make careful notes of what is said, record dates, times, events and when you are told.
6. Report it to the person to whom you are responsible and your Designated Officer for Safeguarding (staff) or principal.
7. Only tell those who need to know.

Things to remember

1. Treat everyone with respect, setting a positive example for others.
2. Respect personal space and privacy.
3. Ensure any actions cannot be misrepresented by someone else.
4. Challenge unacceptable behaviour.
5. Do not put anyone, including yourself, in a vulnerable or compromising situation.
6. Do not have inappropriate physical or verbal contact with others.
7. You must not keep allegations or suspected abuse secret.