

Safeguarding Policy



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1. Introduction

The Queen's Foundation recognises that every person has a value and dignity which comes directly from the creation of human beings 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.

- 1.1. The policy has been approved by the Governors of the Foundation. It will be overseen by Professor Clive Marsh, Principal, and managed by Deacon Julie Hudson, Designated Officer for Safeguarding (DOS).

2. Scope

- 2.1. This policy sets out the responsibilities of all who have a responsibility for safeguarding on behalf of the Foundation whether Governors, staff (including contractors and volunteers) or students.
- 2.2. Any use of the term 'staff' in this policy shall also be taken to include volunteers and contractors, as relevant.
- 2.3. The Queen's Foundation for Ecumenical Theological Education shall be referred to as "The Queen's Foundation" or "The Queen's Community" in this document depending on the context.

3. Definitions

To assist working through and understanding this policy a number of key definitions need to be explained:

- 3.1. 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 their status or entitlements to services or protection under the Children Act 1989.¹
- 3.2. 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 or 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.
- 3.3. **Abuse** is a violation of an individual's human and civil rights by another person or persons.
- 3.4. **Capacity** refers to the ability to make a decision at a particular time, for example when under considerable stress. The starting assumption must always be that a person has the capacity to make a decision unless it can be established that they lack capacity.²

¹ Working Together to Safeguard Children 2015

² Mental Capacity Act 2005

- 3.5. the term ‘**group leader**’ is used to refer to the person with overall responsibility for a group or activity.

(For definitions of abuse, see Appendix 3: Types of Abuse.)

4. Principles for Safeguarding

The Queen’s Foundation is committed to:

- The care and nurture of, and respectful pastoral ministry with, all children and adults
- The safeguarding and protection of all children and adults when they are vulnerable
- The establishing of a safe, caring community which provides an 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 Queen’s Community, in line with Safer Recruitment principles, including but not limited to the use of criminal records disclosures.
- We will respond without delay to every complaint made which suggests that an adult or child 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 the Queen’s community known to have offended against a child or vulnerable adult.

In all these principles we will follow legislation, guidance and recognised good practice.³

5. Guidance & Legislation

5.1. Government National Policy Guidance

- *Working Together to Safeguard Children*⁴A guide to inter-agency working to safeguard and promote the welfare of children HM Government 2015
- *Statement of Government Policy On Adult Safeguarding*⁵ Department of Health 2011
- *Keeping Children Safe in Education*⁶ Department for Education 2014.
- *The Care Act 2014*(Came into force 1stApril 2015)
- Prevent Duty obligations under the Counter-Terrorism and Security Act (2015)

5.2. Denominational Policy Guidance

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

³Based on Methodist Church Safeguarding policy (2010)

⁴[Working Together to Safeguard Children 2015](#)

⁵[Statement Of Government Policy On Adult Safeguarding](#)

⁶ Keeping Children Safe in Education: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf

- *Responding to Domestic Abuse* (guidelines for those with pastoral responsibility, 2006)
- *Responding Well to those who have been sexually abused* (2011)
- *Protecting All God's Children* (safeguarding policy for children and young people, 4th edition, 2010)
- *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)
- *Safeguarding Records: Joint Practice Guidance for the Church of England and The Methodist Church* (2015)

6. Safeguarding Children on site

6.1 Kids@Queens Group

All volunteers will have a clear role description (see section 9) and, if they are not a student, will be asked to complete a 'Confidential Declaration' including details of two referees and provide proof of a current DBS check or submit to one.

Someone should always be designated as the group leader – even in a team. Role descriptions for the Group Leader and Volunteers can be found in section 9.

6.1.1 Drugs and Alcohol

Drugs and alcohol are strictly forbidden while participating in activities for young people. This applies to staff, volunteers, visitors, children and young people. If drug or alcohol use is suspected, the group leader must be informed and a discussion should take place about informing parents/carers. Consideration should be given to the need to inform the police and for a referral to appropriate support services.

6.1.2 Special needs

Welcome children and young people with special needs to the group. Try to make the premises, toilets and access suitable for people with disabilities. Ask the parent/carer and the child or young person about how best to meet their needs, and do not see this as the responsibility only of the child's parent/carer. Monitor how the child /young person is managing and review this if necessary with the parent/carer and child/young person. If premises are being designed or refurbished, take the opportunity to anticipate the possible special needs of future children and adults; advice is available. Disability and equality legislation requires organisations to take reasonable steps to meet the needs of disabled people and this includes children.

6.1.3 Records

As part of initial registration for an activity, the following details should be obtained and updated annually:

- name and address
- date of birth
- emergency contact details
- medical information
- any special needs including activities in which the child is unable to take part
- consent for emergency medical treatment
- separate consent should be obtained for one-off events and activities (e.g. swimming) and also for outings, weekends away, etc.
- all personal details and consent forms must be stored securely and not shared with other children or adults unless it is legally permissible to do so.
- consent for photography, video or film should be confirmed by completing the relevant form.

For details of how we will store these records and for how long, please see section 11.

6.1.4 Register

For all children and young people's activities, a register must be taken of those attending on each occasion. This should include:

- the date of the activity
- the type of activity
- a list of adults present
- a list of children/young people present.

For details of how we will store these records and for how long, please see section 11.

6.1.5 Required staffing levels

It is the responsibility of the group leader to consider individual circumstances and arrange sufficient supervision to ensure the safety and effective management of all activities. The needs of the group, age, location, nature of activity and experience of staff should all be considered.

Required Adult to Child Ratios (as recommended by the NSPCC)		
0 – 2 years	1 adult to 3 children	1:3
2 – 3 years	1 adult to 4 children	1:4
4 – 8 years	1 adult to 6 children	1:6
9 – 12 years	1 adult to 8 children	1:8
13 – 18 years	1 adult to 10 children	1:10

- Each group must have at least two adults and it is recommended that there should be at least one male and one female.
- If small groups are in the same room or adjoining rooms with open access between them then it is possible to have only one adult per group, dependent on the nature of the activity.
- Young people who are being encouraged to develop their leadership skills through helping, should always be overseen by an appointed worker who will be responsible for ensuring that good practice and safeguarding procedures are followed and the work they are doing is appropriate to both their age and understanding. They should not be included in staff numbers for ratios unless they are over 18.

- Adults who assist on one or two occasions must be responsible to an appointed worker. Thereafter they should become part of the team and be properly appointed through the safer recruitment process.

6.1.6 Safe environment

The Queen's Foundation has responsibility for maintaining the site and all risk assessments for activities should be completed by the Group Leader in collaboration with the DOS and the Business Manager, Jonathan Bennett. Any concerns about maintenance should be sent to maintenance@queens.ac.uk and any concerns about site safety should be emailed to businessmanager@queens.ac.uk as soon as practical.

6.1.7 E-safety

- Ensure that all electronic communications are appropriate and professional.
- If using e-technology as a group activity, ensure that an adult worker knows and understands what is happening within the group.
- Maintain a log of all electronic contact with individuals or groups including messaging and texting.
- Ensure that parents or carers are aware of what their children or young people are doing and have given their written permission in advance.
- When demonstrations are being given, plan beforehand to ensure that all websites visited have material that is appropriate for the age group taking part.
- Where children and young people are given access to undertake their own searches on the internet, there are a number of sites that can be used:
 - Kiddle: a safe visual search engine for children www.kiddle.co
 - See Search Engine Watch for a list of other child-friendly search engines. searchenginewatch.com/2017/11/13/4-safe-search-engines-for-kids/
 - Your local authority may operate a local search engine facility appropriate for children and young people.
- Children and young people should be regularly informed and reminded of safe Internet use and accessing social media. If they have any concerns or fears, they must be encouraged to access websites such as NSPCC or ChildLine or talk to an adult.

6.1.7 Transporting children

It is not anticipated that there should be a need to transport the children anywhere off site. If an activity is planned that does necessitate this it must be discussed with the DOS before any arrangements are made.

6.2 Consent (including for photographs and videos)

Photography and video recording are important ways of recording our activity and providing a record – illustrating and validating important moments in the life of our community. It is, however, a powerful and personal process, and we must respect the rights of everyone to choose whether or not to be photographed.

6.2.1 Who gives consent?

Age of Child or Young Person	Consent Required
0-11 years	parent or carer
12-17 years	parent or carer & young person
16-17 years, living independently or estranged from parents	young person & social worker, youth worker or appropriate adult

It is recognised that many 16-17 years olds have significant responsibility for key decisions in their lives. However, in most circumstances, parents have a legal responsibility for their children up to the age of 18, which is also the upper boundary for child protection purposes. If it is felt that it may not be appropriate for consent to be requested of parents for a particular activity or due to the young person's circumstances and they are not living independently, this should be discussed with a safeguarding officer. There may also be circumstances known to the legal parent or guardian relating to the use of images of which the young person is unaware. Therefore, if a decision is taken that a consent form is not required, parents must still be informed of the consent given by the young person in relation to photographs and images. This approach is in line with current NSPCC guidance.

Consent forms must be used for applicable parties to obtain consent prior to taking, use or storage any images of children or young people, including video. Information must be provided to parents, carers and young people to allow them to understand the use of images and give informed consent.

6.2.2 Guidance:

- Photography or recording should focus on the activity and small groups, not on a particular young person.
- Do not photograph any child who has asked not to be photographed or who is known to be under a court order.
- Do not use children's names in photograph captions. If a child is named, avoid using the photograph.
- Only use images of children in suitable clothing to reduce the risk of inappropriate use. Some activities, for example swimming and drama, present a much greater risk of potential misuse.
- Address how images of children on an organisation's website can be misused. Images accompanied by personal information, such as the name of a child and their hobby, could be used to learn more about a child before grooming them for abuse.
- Professional photographers or the press invited to an event should register with the event organiser and you should state in writing what you expect from them in relation to child protection.
- All concerns regarding inappropriate behaviour or intrusive photography should be reported to the event organiser.
- Do not allow photographers unsupervised access to children.
- Do not approve photography sessions outside the event or at a child's home

6.3 Children and young people who self-harm or who have mental health needs

Some children and young people self-harm to help them express their emotions. Others may express thoughts of self-harm or suicidal intent. If any child or young person expresses thoughts of suicide, advice should be sought immediately. The group leader should be informed and discussions should take place about the need to inform parents/carers and involve other services. If the situation is not urgent, consideration should still be given to contacting parents/carers and referring to appropriate agencies who can offer support.

6.4 Vulnerable Children and Young People

Some children and young people are more vulnerable than others to being victims of child sexual exploitation, human trafficking and modern day slavery. If it is suspected that a child or young person is affected by any of these issues, the group leader should be informed and further advice sought from the DOS and statutory authorities.

7 Safer Recruitment Policy

The Queen's Foundation will carefully select, train and support all our staff and volunteers, in line with Safer Recruitment principles.

This means that we will:

- Ensure that our recruitment and selection processes are inclusive, fair, consistent and transparent.
- Take all reasonable steps to prevent those who might harm children or adults who may be vulnerable from taking up positions of respect, responsibility or authority where they are trusted by others.
- Adhere to safer recruitment legislation, guidance and standards, responding positively to changing understandings of good safer recruitment practice.
- Always seek advice from human resources personnel to achieve best possible practice.
- Ensure training on safer recruitment practice guidance.
- Introduce systems for monitoring adherence to our safer recruitment practice guidance and review them regularly.⁷
- Ensure that all roles, whether paid or voluntary, have clear job descriptions with details of supervision structures.

7.1 For staff

- 7.1.1 All new professional services staff will be required to sign a confidential self-declaration and, if their role requires it, complete a Standard DBS check.
- 7.1.2 All contracted teaching staff will be required to sign a confidential self-declaration and complete an Enhanced DBS check.
- 7.1.3 All associate teaching staff will be asked to sign a confidential self-declaration, giving the details of two referees, alongside presenting a DBS certificate (obtained within the last five years) or a new DBS check will be requested.

7.2 For Sponsored students

- 7.2.1 The sponsoring churches are responsible for obtaining DBS checks as part of their selection processes. All students will be asked for proof of this at induction and the details recorded on their student file.
- 7.2.2 All sponsored research students who are intending to use individuals as part of their research need to have a valid a DBS check (Standard if the research is with adults who are not considered vulnerable; Enhanced if the research is with children or vulnerable adults). DBS checks for sponsored students participating in continuing studies (probationers/curates) will be the responsibility of the sponsoring church but proof of this will need to be seen by the DOS. This will form part of the process of applying for ethical approval.

7.3 Independent students

⁷ Adapted from joint statement of Church of England and The Methodist church policy "Practice Guidance on Carrying Out Disclosure and Barring (DBS) Checks as part of Safer Recruitment" [safer-recruitment-guidance-january-2018.pdf \(methodist.org.uk\)](https://www.methodist.org.uk/safer-recruitment-guidance-january-2018.pdf)

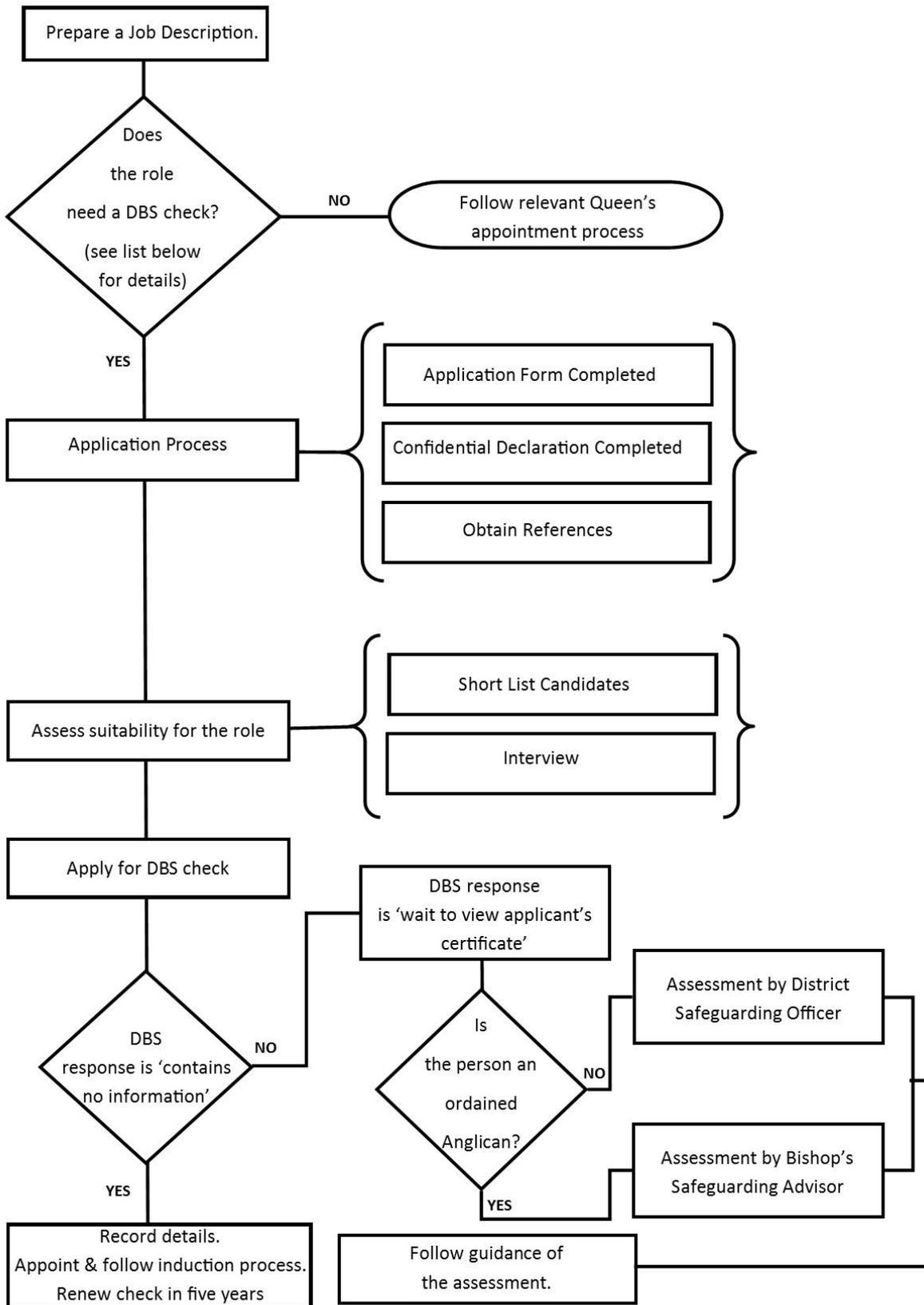
- 7.3.1 All independent students will be required to complete a Confidential Declaration as part of the admissions process.
- 7.3.2 All independent students who are participating in placement activity as part of their course will need a valid Enhanced DBS check. Students will only begin work in an external context arranged as part of a module when the result of the DBS check confirms the student is cleared for placement activity.
- 7.3.3 All independent research students who are intending to use human participants as part of their research will require a DBS check (Standard if the research is with adults who are not considered vulnerable; Enhanced if the research is with children or vulnerable adults). This will form part of the process of applying for ethical approval.
- 7.3.4 Having met with the research student to confirm the DBS check is in order, the DOS will inform either the relevant member of staff in the Centre for Research (for doctoral students) or the convenor of the Independent Research and Dissertations group (for MA students). BA students are not permitted to complete research involving human participants as part of their independent research or dissertation work.

7.4 Governors/Trustees & Other Volunteer Roles

- 7.4.1 All new Trustees/Governors will be required to sign and submit a confidential safeguarding self-declaration, including details of any safeguarding training undertaken and giving details of two referees who will be approached by the DOS to obtain written references.
- 7.4.2 All new Methodist Oversight accompanists will be required to sign and submit a confidential safeguarding self-declaration including information on any safeguarding training undertaken and giving details of one referee who will be approached by the DOS to obtain a written reference.
- 7.4.3 Volunteers with children's activities on site who are not students will be required to sign and submit a confidential safeguarding self-declaration, including details of any safeguarding training undertaken and giving details of two referees who will be approached by the DOS to obtain written references. In addition, they will need to provide proof of a valid DBS certificate or consent to a check. If no safeguarding training has been completed they will be invited to join the next course run by the Queen's Foundation.

For further information about how this information will be stored and for how long please see section 11.

Safer Recruitment Procedure



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 Queen's 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.

9 Roles & Responsibilities

Safeguarding is the responsibility of everyone who is part of the Queen's Community, but specific roles and responsibilities are as follows:

9.1 Designated Officer for Safeguarding (DOS)

The Designated Officer for Safeguarding need not be a teacher/lecturer but must have safeguarding knowledge, status and authority within The Queen's Foundation 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.

Ensures:

- 9.1.1 Procedures are in place for activities for children, adults and mixed age within The Queen's Community (including risk assessment of activities and premises; ratios of leaders to children/vulnerable adults; record keeping).
- 9.1.2 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.
- 9.1.3 Relevant safeguarding policies, procedures and guidance for all the sponsoring churches are held on file, and details of The Queen's Foundation procedures reflect the requirements.
- 9.1.4 That in the case of a serious safeguarding situation arising they liaise with the Designated Governor for Safeguarding, the relevant church Safeguarding representative, local authority organisations and police as and when necessary.
- 9.1.5 That a written report is submitted to every Governors' meeting and annually to the Audit Committee detailing how many incidents have occurred during the period and any action taken.
- 9.1.6 That The Queen's Foundation Safeguarding policy and procedures are available and accessible to all staff and students, as is required by their role and that all staff, students and users of services know who to contact if they have a safeguarding concern.
- 9.1.7 That DBS checks and Confidential Declarations are completed as and when necessary, keeping a record of them.
- 9.1.8 That all staff (academic and professional services) are kept up to date with their safeguarding training and that details are recorded.
- 9.1.9 That an introduction to safeguarding policies and procedures is included in staff induction programmes.

- 9.1.10 That safeguarding training forms a core part of The Queen's Foundation curriculum for students.
- 9.1.11 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 policies and practice guidance.
- 9.1.12 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.
- 9.1.13 That they keep their own training up to date.

9.2 Line Managers

- 9.2.1 Ensure that a review of improvement in safeguarding practice forms part of staff supervision/management.

9.3 Designated Governor for Safeguarding

- 9.3.1 Along with the DOS ensures procedures are in place for activities for children, adults and mixed ages within The Queen's Foundation.
- 9.3.2 Keeps up to date with relevant policies, procedures and guidance and, in collaboration with the DOS, ensures that our policies and procedures reflect their requirements.
- 9.3.3 Along with the DOS, to be responsible for liaising with the District Safeguarding Officer, local authority and/or partner agencies, as appropriate in the event of allegations of abuse being made against The Queen's Foundation Principal.

9.4 Governing Body

- 9.4.1 Designates the Safeguarding Officer and Deputy Safeguarding Officer in consultation with the Leadership Team. Appoints the Governing Body Safeguarding Representative to ensure procedures are in place for dealing with safeguarding issues.
- 9.4.2 Ensures that 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.
- 9.4.3 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 regarding safeguarding arrangements that are brought to their attention;

- b) Reviews The Queen's Foundation safeguarding policies and procedures annually.

9.5 Prevent Officer

Ensures:

- 9.5.1 That induction time includes an introduction to the Prevent strategy.
- 9.5.2 A provision of Prevent training for key staff every three years.
- 9.5.3 Incorporation of Prevent-related matters in the yearly updating of Safeguarding practices and procedures.
- 9.5.4 Submits a written report to the Governing body at every meeting.
- 9.5.5 That annual reports are sent to the Office for Students with data and narrative about the Queen's Foundation's actions under the Prevent Duty during the year.

9.6 All Staff

- 9.6.1 All safeguarding information about abuse, whether past or present, and including internet abuse, is taken seriously and referred to the DOS.
- 9.6.2 All staff, students and users of services know who to contact if they have a safeguarding concern and procedures for recording details of concerns.
- 9.6.3 Are responsible for keeping their safeguarding training up to date.

9.7 Kids@Queens Group Leader

As well as following the guidance for a volunteer, the Group Leader should also:

- ensure that health and safety requirements are adhered to and that the room being used is in a suitable condition.
- along with the DOS, undertake risk assessments, take appropriate action in response to any identified risks or situations and keep records of any circumstances of concern.
- keep the register and consent forms up to date.
- be aware, at all times, of what is taking place and who is present.
- create space for children to talk – either formally or informally.
- liaise with the safeguarding officer over good practice for safeguarding.
- always inform the safeguarding officer of any specific safeguarding concerns that arise (the safeguarding officer will liaise with the DSO).
- advise children, young people and their parent/carers/guardians in advance if any activity requires physical contact and provide an opportunity to opt out or agree alternative activities.
- obtain consent for any photographs/videos to be taken, shown or displayed via any medium. This should be from the parent, carer or guardian and the young person if 12-17 years old. Images should not be taken or stored on personal devices.

9.8 Kids@Queens Volunteer

Should:

- be aware of and understand the safeguarding policy
- treat all children and young people fairly and without prejudice, discrimination or favouritism
- respect differences in gender, sexual orientation, culture, race, ethnicity, disability and faith and challenge behaviour that demonstrates discrimination or prejudice
- ensure that their own language, tone of voice and body language is respectful
- always aim to work with or within sight and hearing of another adult
- ensure that another adult is informed if a child needs to be taken to the toilet (toilet breaks should be organised for young children)
- ensure that children and young people know who they can talk to or contact if they need to speak to someone about a personal concern and encourage them to speak out if they feel uncomfortable or concerned. They should be made aware of organisations that can provide support.
- respond warmly to a child who needs comforting but this should not involve physical comfort e.g. cuddles.
- dress appropriately when working with children and not wear anything revealing or that is not practical for carrying out the tasks as part of your role.
- always share concerns about a child or the behaviour of another worker with your group leader and/or the DOS.
- Speak out if you think any adult is or has behaved inappropriately towards a child. Speak to the group leader in the first instance if appropriate or alternatively the DOS.
- record any incidents that concern you or make you feel uncomfortable and give the information to the group leader in the first instance. Although you must also contact the DOS immediately if you believe you have acted in a way which others may have interpreted as inappropriate or if a child has acted inappropriately towards you. Records must be signed and dated.

There may be occasions when children give you gifts. It is polite to accept a gift but your group leader should be informed. If you receive any gift of significant value e.g. more than £15.00, you should talk with your group leader about whether it is appropriate to accept it. As a general rule, expensive gifts should not be accepted.

Should not:

- initiate physical contact and if this is initiated by the child, do not pull away abruptly but do so gently, so physical contact is for the minimum amount of time.
- invade a child's privacy whilst they are washing or toileting
- play rough physical or sexually provocative games
- use any form of physical punishment
- be sexually suggestive in the presence of or to a child, even as a joke
- touch a child inappropriately or forcefully
- scapegoat, ridicule, reject or ignore a child, group or adult
- allow abusive peer activities (e.g. initiation ceremonies, ridiculing or bullying)
- show favouritism to any one child or group
- allow a child or young person to involve you in excessive attention seeking that is clearly physical or sexual in nature

- give lifts to children or young people.
- smoke any substance, vape or consume alcohol in the presence of children or when responsible for them
- provide personal contact details to a child or young person such as mobile number, email or make any relationship with a child (other than family members) through a social networking site.
- share sleeping accommodation with children
- arrange social occasions with children or invite them to your home outside of organised group occasions (other than with the consent of parent, carers or guardians and where at least one other adult is present)
- allow unknown adults access to children (visitors should always be accompanied by a known person)
- allow strangers and those who are not authorised to give children lifts.

10 What to do if you have a concern

All disclosures, allegations and concerns must be acted upon and referred to the DOS within 24hrs. Even if you're not sure if it's abuse or not, always talk to the DOS for advice.

If there is an immediate risk to a child or adult ring 999 (or make sure it is done by someone else).

Otherwise

- 10.1 If there is not an immediate risk you do not need to contact statutory agencies but do need to make a record of what the person has told you and pass that onto the DOS. A report form can be found in Appendix 2 of this report, in the Safeguarding Section of 'Store' and on the Safeguarding Moodle page.
- 10.2 Ensure your notes are legible, preferably type them (and password protect the file) and that you have signed and dated them. As far as possible use the exact words the child/vulnerable adult used.
- 10.3 Notes should clearly differentiate between facts, opinion, judgments and hypothesis. The record must not be disrespectful to the subjects. Always bear in mind they may well be read by the subject(s) who have a right of access to their files.
- 10.4 The DOS will ensure that Independent listeners are made available either through The Queen's Foundation or the sponsoring church to adults reporting abuse.

11 Record Keeping

Safeguarding records are needed in order to:

- Ensure that what happened and when it happened is recorded.
- Provide a history of events so that patterns can be identified.
- Record and justify the action(s) of advisers, students and staff.
- Promote the exercise of accountability.
- Provide a basis of evidence for future safeguarding activity.
- Allow for continuity when there is a change of personnel.

11.1 Good record keeping is an important part of the safeguarding task. Records should use clear, straightforward language, be concise, and accurate so that they can be understood by anyone not familiar with the case.

11.2 The DOS will keep records of safeguarding disclosures, allegations and concerns for 75 years.⁸ If she is on holiday or sick leave she will ensure her deputy or the Principal have the key to her filing cabinet so records can be accessed if necessary. Only the Principal, DOS and DDOS will have access to the files.

11.3 The registers for organised children's activities (e.g. Kids@Queens) will be retained securely for 20 years. (Old registers will be stored by the DOS.)

11.4 Computerised records of Safeguarding information should always be password protected and never kept on removeable storage (e.g. USB sticks or CDs).

11.5 Sensitive personal information relating to safeguarding should not be sent openly in an email but attached in a password protected PDF document and the password divulged through a separate email, phone call or text.

11.6 Copies of Confidential Declaration forms and any references received will be stored for 75 years in case of being needed at a later date.

11.7 Details of DBS checks (the certificate number, the date of issue and details of the relevant workforce) will be recorded by the DOS.

⁸ In line with Methodist Church policy

12 Policy Review

- 12.1 This policy shall be reviewed annually, to ensure that it continues to meet the requirements of current Safeguarding legislation, denominational practice and Data Protection regulations and practice.

Any enquiries regarding this policy should be addressed to:

Deacon Julie Hudson

Designated Officer for Safeguarding

Email: HUDSONJ@QUEENS.AC.UK

The Queen's Foundation for Ecumenical Theological Education

Somerset Road, Edgbaston, Birmingham B15 2QH

Tel: 0121 452 1527

Other Related Policies and Procedures:

- **Queen's Anti-Bullying, Harassment & Sexual Misconduct Policy**
- **Methodist Safeguarding Policy Procedures [safeguarding_policy_procedures_and-guidance_for_the_methodist_church_sept_2020.pdf](#)**
- **Methodist Conference Report on the Theology of Safeguarding [Conference 2021 Agenda Volume 2 \(methodist.org.uk\)](#)**
- **Methodist Church Domestic Abuse [safe-update-6-1110-domestic-abuse-guidelines.pdf \(methodist.org.uk\)](#)**
- **Responding Well to Domestic Abuse (Church of England) [responding-well-to-domestic-abuse-2017.pdf \(cofeportal.org\)](#)**
- **The Gospel, Sexual Abuse & the Church (Church of England)**

Appendix 1: Important Contact Details

1.1. Designated Officer for Safeguarding (children and adults) is:

Name: Deacon Julie Hudson
Telephone: 0121 452 2660
07847 755856
Email: hudsonj@queens.ac.uk

1.2. Deputy Officer for Safeguarding (children and adults) is:

Name: VACANT
Telephone:
Email:

1.3. Designated Governor for Safeguarding (children and adults) is:

Name: VACANT
Telephone:
Email:

1.4. Prevent Duty single point of contact is:

Name: Revd Jane Craske
Telephone: 0121 452 2617
Email: craskej@queens.ac.uk

1.5. The contact details for the local Social Services⁹ (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
Email: CSAdultSocialCare@birmingham.gov.uk

1.6. 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

Appendix 2: Safeguarding Report Form

Date of Disclosure:

Time:

Method: Face to Face/Zoom/Academic Work*

Name of Discloser:

Child or Adult:

Status at Queens: Staff/Student/Partner/Staff family/Student family*

Details of Disclosure:

WHO was involved? Name the key people.

WHAT happened? Facts, not your opinions (use their words where possible)

WHEN did it happen? Date and time.

WHO have you referred the issue to?

Signed:

Date:

Save this as a password protected pdf document and email it to the Safeguarding Officer at HUDSONJ@QUEENS.AC.UK (or if it relates to her send it to PRINCIPAL@QUEENS.AC.UK) ASAP.

* Delete as appropriate

Appendix 3: Types of Abuse

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 This includes threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks. 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. Abuse which centres on a difference or perceived difference particularly with respect to race, gender, disability or sexuality or any of the protected characteristics of the Equality Act.
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 Abuse. Including psychological, physical, secular, financial and emotional abuse that takes place within an intimate or family-type relationship and that forms a pattern of coercive and controlling behaviour. This can include forced marriage and so-called 'honour crimes'. Domestic abuse 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

Not included in the Care Act 2014 but also relevant:

12. Cyber Bullying – this occurs when someone repeatedly makes fun of another person online or repeatedly picks on another person through emails or text messages, or uses online forums with the intention of harming, damaging, humiliating or isolating another person. It can be used to carry out many different types of bullying (such as racist, homophobic, or bullying related to special educational needs and disabilities) but instead of the perpetrator carrying out the bullying face-to-face, they use technology as a means to do it.

13. Forced Marriage – is a term used to describe a marriage in which one or both of the parties are married without their consent or against their will. A forced marriage differs from an arranged marriage, in which both parties consent to the assistance of a third party in identifying a spouse. The Anti-social Behaviour, Crime and Policing Act 2014 make it a criminal offence to force someone to marry.

14. Mate Crime – as defined by the Safety Net Project this is 'when vulnerable people are befriended by members of the community who go on to exploit and take advantage of them. It may not be an illegal act but still has a negative effect on the individual.' Mate Crime is carried out by someone the adult knows and often happens in private. In recent years there have been a number of Serious Case Reviews relating to people with a learning disability who were murdered or seriously harmed by people who purported to be their friend.

15. Radicalisation – the aim of this is to attract people to their reasoning, inspire new recruits and embed their extreme views and persuade vulnerable individuals of the legitimacy of their cause. This may be direct through a relationship, or through social media.