



SAFEGUARDING & CHILD PROTECTION POLICY

Policy Custodian: *Second Master*

Approving Governors Committee: *Full Governing Body*

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This policy applies to Merchant Taylors' School and to Merchant Taylors' Prep School, including the Early Years (hereafter referred to as the 'School', with MTS and MTP used if a distinction between the two is needed).

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1.1 Introduction

Safeguarding and promoting the welfare of children is defined for statutory purposes as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The School will safeguard and promote the welfare of children who are pupils at the school. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004, the procedures laid down by the Hertfordshire Local Safeguarding Children Board (LSCB) Procedures (www.thegrid.org.uk), and in line with the following DfE guidance:

KCSIE: *Keeping Children Safe in Education*, September 2018 (including the additional statutory guidance *Disqualification under the Childcare Act 2006*, June 2016, and the non-statutory advice for practitioners, *What to do if you're worried a child is being abused*, March 2015)

WT: *Working Together to Safeguard Children*, July 2018
(N.B. Local Authorities have been given twelve months to transition to the new arrangements in this document, which will see LCSBs replaced by Safeguarding Partners. As such, this policy does not yet reflect any of those anticipated changes, but continues to refer to the status quo as of November 2018)

Prevent: *Prevent Duty Guidance: for England and Wales*, July 2015 (including the supplements *The Prevent duty: Departmental advice for schools and childminders*, June 2015, and *The use of social media for on-line radicalisation*, July 2015)

For ease of reference, the above publications will be referred to throughout this policy as *KCSIE*, *WT* and *Prevent* respectively.

This policy will be updated regularly in line with changes to legislation and statutory guidance as well as in the light of practical experience. The policy is reviewed annually by the full governing body at their summer meeting. At this meeting, the governors discuss the School's Annual Report on Safeguarding.

This policy forms part of a set of documents and policies, which relate to the safeguarding responsibilities of the school. In particular there are links with the following: Anti-bullying and Anti-Cyberbullying Policies, the Safer Recruitment Policy, the Restraint Policy, the Early Years and Staff Conduct Policy (MT Prep staff employment manual), the staff code of conduct within this policy, the PSHE Policy, the Sex Education and Relationships Policy, all pastoral care policies, the Promoting Good Behaviour Policy, all equal opportunities policies and procedures, all health and safety policies, the E-safety Policy, and the Whistleblowing Policy.

In this policy the 'Head Master' refers to the Head Master of Merchant Taylors' School. The 'Head' refers to the Head of Merchant Taylors' Prep School and 'DSL' refers to the Designated Safeguarding Lead.

1.2 Principles

This Safeguarding policy applies to all staff, governors and volunteers working at both the Moor Farm and Sandy Lodge sites. The school recognises that it has both a moral and a statutory responsibility to promote the welfare of children and always considers the best interests of the child. There are six principles which underpin the policy:

- Establishing a safe environment in which children can learn and develop.

- Ensuring that all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have an equal right to protection so that they feel safe, secure, valued and respected; they also feel confident and know how to approach adults if they are in difficulties.
- Ensuring that the School practises safe recruitment in checking the suitability of staff, governors and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with an agreed child protection plan.

The School is committed to promoting a culture of listening to children and making sure that they receive the right help at the right time to address risks and prevent issues from escalating. Through regular training staff are informed of and reminded about the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. The tutor system and the excellent relationships between staff and pupils give opportunities for pupils to be listened to.

1.2.1 Glossary

All abbreviations in this document are explained at the first point of mention, and follow the standard format as laid out in *KCSIE*. However, for ease of reference the most common are:

CSE:	Child Sexual Exploitation
DDSL:	Deputy Designated Safeguarding Lead
DSL:	Designated Safeguarding Lead
EY:	Early Years
FBV:	Fundamental British Values
FGM:	Female Genital Mutilation
HBV:	Honour-Based Violence
LSCB ¹ :	Local Safeguarding Children’s Board
MASH	Multi-Agency Safeguarding Hub
PSHE:	Personal, Social, Health and Economic Education

¹ WT replaces references to LSCB with “local multi-agency safeguarding arrangements” and “safeguarding partners”. However, because Local Authorities have been given a year to transition to these new arrangements Herts LSCB is still the term in operation by that board, and we retain LSCB in this policy.

1.3 Context

Merchant Taylors' School is a day school in the North London area for boys between the ages of eleven and eighteen. Merchant Taylors' Prep School, which occupies a site adjoining the senior school, caters for pupils between the ages of three and thirteen. It is the School's aim to offer comprehensive support to its pupils through whatever difficulties they might encounter. In the senior school, we are mindful that young men may be prone to self-harm in stressful situations and may be vulnerable to suicidal ideation. Other areas of difficulty which may require particular support have, in the past, included difficulties with emotional health, eating disorders and with body image.

The School recognises the potential danger to pupils of unsuitable material on the internet and especially the possibility of the use of the internet and social media for grooming of young people. The School's internet connection is subject to rigorous filtering and the IT team periodically scan the internet and files on the school system for unsuitable material (more detail in the School's E-safety Policy). There is also a potential for the radicalisation of pupils and this is dealt with in Appendix 3 - Policy on preventing extremism and radicalisation. Female genital mutilation (FGM – see page 18 for more detail) and forced marriage may affect members of the school indirectly; some pupils will have female relations who have the potential to be subject to these practices and joint activities e.g. CCF with a local girls school brings MTS pupils into contact with female pupils (anyone learning of an incident of FGM must report this to the Police). The School makes it clear to staff, pupils and parents that they must not hesitate to report any concern regarding pupils in this and other schools, in order that appropriate help can be provided swiftly.

The School places great importance on listening to pupils. There are notices in every classroom about the Safe@Taylors initiative, which makes clear the many different avenues available for pupils who wish to talk to someone about any issue. There is a confidential "dropbox" on the Mezzanine in the library in which pupils can leave confidential communications and which is checked regularly. There is also an email address, safe@mtsn.org.uk, to which pupils can send messages. The School's pastoral system is designed to allow careful monitoring of all pupils but also to encourage pupils to feel respected and supported.

In the Early Years at Merchant Taylors' Prep, we aim to provide particularly strong care and nurture, recognising the needs and vulnerability of our youngest charges. As a result, we set out to offer appropriate physical contact when this is judged necessary by our professional and experienced staff. The Merchant Taylors' Prep Physical Contact Policy (EY) and the Staff Employment Manual detail the Code of Conduct for staff. This guidance has been written to help ensure that behaviour and actions do not place pupils or staff at risk of harm or of allegations of harm.

The school has a culture of respect and mutual tolerance and parents/guardians have an important role in supporting this culture. Copies of this policy, together with our other policies relating to issues of child protection are available through the School's website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy.

1.4 Key Personnel

Name	Role	Contact
Mr Christopher Hare	Chairman of Governors	See MTS School Website
Mrs Sarah Morgan	Designated Safeguarding Governor	c/o the Bursar
Mr Simon Everson	Head Master	01923 845518
Dr Karen McNerney	Head, MT Prep	01923 825648
Mr Michael Husbands	Second Master, Designated Safeguarding Lead (DSL) at the Sandy Lodge site	01923 845515
Mr Andrew Crook	Deputy Head MTP, Designated Safeguarding Lead (DSL) at the Moor Farm site	01923 825648
Mrs Sally Funnell	Head of Pre-Prep at MTP, Deputy DSL at the Moor Farm site and DSL for Early Years and wrap around care	01923 825648
Mr Tristan Greenaway	Assistant Head, Staff & Pupil Welfare, Deputy DSL at Sandy Lodge	01923 845553
Mr Tom Jenkin	Head of Lower School, Safeguarding Team at Sandy Lodge	01923 845553
Mrs Lauren Pruden-Lawson	Head of Middle School, Safeguarding Team at Sandy Lodge	01923 845553
Mr Rob Garvey	Head of Upper School, Safeguarding Team at Sandy Lodge	01923 845553
Mrs Sheilagh Marsh	School Nurse, Safeguarding Team at Sandy Lodge	01923 845544 or 07730 064633
Mrs Julie Rose	School Nurse, Safeguarding Team at Sandy Lodge	01923 845544 or 07730 064633

1.5 Roles and responsibilities

1.5.1 All Staff

Schools, colleges, and their staff are an important part of the wider safeguarding system for children (as described in *WT*). Safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Because no single professional can have a full picture of a child's needs and circumstances, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action so that children and families can receive the right help at the right time.

Safeguarding and promoting the welfare of children is defined in *KCSIE* as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes possible for their abilities and capacities.

Children includes everyone under the age of 18.

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. Therefore all staff, which includes the Head Master, the Head of MT Prep, all Governors, teaching and support staff, including temporary staff and all volunteers who do not fall under visitor procedures (hereafter 'staff'), should:

- Provide a safe environment in which children can learn;
- Be prepared to identify children who may benefit from early help;
- Be aware of and, if they have a concern about a child's welfare, follow the referral processes set out in this policy for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm);
- Support social workers and other agencies following any referral if required;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (as per the Teachers' Standards 2012);
- Be provided with, have read and have understood at least Part One and, if working directly with children, Annex A of *KCSIE*, the School Safeguarding & Child Protection Policy, and the MTS Safeguarding Code of Conduct;
- Attend a Safeguarding Induction with a DSL or DDSL as soon as is practicable when starting work at school;
- Be aware of systems within the school which support safeguarding, including the Safeguarding & Child Protection Policy, the Safeguarding Code of Conduct, the school Behaviour Policy, the safeguarding response to children who go missing in education, and the role and identity of the DSL and DDSLs;
- Receive annual Safeguarding and Child Protection training, either in the form of an online course by the School's approved provider, an organised school Inset on Safeguarding, or an approved external Safeguarding Inset;
- Receive regular safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required to provide them with relevant skills and knowledge to safeguard children effectively;
- Be aware of the early help process and understand their role in it, as well as being particularly alert to those children who may be more likely to require it;
- Be trained to manage a report of child on child sexual violence and harassment;

- Be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection;
- Maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child;
- Know what to do if a child tells them he/she is being abused or neglected;
- Know what to do if they have concerns about another staff member;
- Know what to do if they have concerns about the safeguarding practices within MTS or MTP.

1.5.2 Designated Safeguarding Lead

The areas of responsibility for the DSL are as follows (and are taken from Annex B of *KCSIE*):

Manage referrals

The Designated Safeguarding Lead is expected to:

- refer cases of suspected abuse to the local authority children’s social care as required;
- support staff who make referrals to local authority children’s social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the police as required.

Work with others

The Designated Safeguarding Lead is expected to:

- liaise with the Head Master or Head to inform him or her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” and the Designated Officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for staff.

Undertake training

The Designated Safeguarding Lead (and any deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;

- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school and college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The Designated Safeguarding Lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave the school or college the DSL should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the Designated Safeguarding Lead or a deputy should always be available (during school hours) for staff in the school to discuss (in person or over the phone) any safeguarding concerns.

In addition to the above, the DSLs at MTS and MTP have responsibility for the following:

- Ensuring annually that all staff, including volunteers:
 - Attend an in-house Safeguarding refresher session;
 - Receive, read and understand the School Safeguarding Policy, the Staff Code of Conduct, information on the Prevent Duty and the mandatory reporting of FGM, and Part One of *KCSIE*.
- In addition to the above, ensuring annually that all staff (or volunteers) who work directly with children:
 - Complete an online Level 1 Safeguarding Course;
 - Receive, read and understand Annex A of *KCSIE*.
- Ensuring that all staff who join the school immediately receive a Safeguarding Induction that includes all of the above as appropriate.
- Ensuring that an accurate record of staff attendance of induction refresher training is maintained.
- Notifying the appropriate LSCB if a child with a child protection plan is absent for more than two days without explanation.
- Considering how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, for

example through Information and Communications Technology (ICT), Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education (SRE).

- Ensuring appropriate safeguarding responses are in place and are implemented to deal with pupils who go missing from the School, in particular any pupils who go missing on repeat occasions. The School has a separate Missing Pupil Policy.
- Understanding safer recruitment procedures and processes and be able to apply them as a member of an appointment panel.
- Pupils over whom a child protection concern has been raised, but after referral to or advice from the appropriate LSCB are judged not to be at risk of child abuse, will be entered on the Vulnerable Pupil List; such pupils may need additional support from one or more agencies and an inter-agency assessment will be sought where appropriate.
- Ensuring that bullying incidents will be treated as child protection concerns when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, from significant harm' (for a definition of significant harm see below). In such circumstances a report will be made to the LSCB.
- Facilitating and supporting the development of a whole school policy on Child Protection.
- Attending case conferences or nominating an appropriate member of staff to attend.
- Maintaining records of case conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a 'need to know basis'.
- Passing on records and inform the key worker when a child who is on the Child Protection register leaves the school. The custodian of the register must also be informed.
- Ensuring that checks are made that external organisations working with MTS and MTP pupils away from the school site have appropriate Child Protection procedures.

1.5.3 Deputy DSLs

In the absence of the DSL, the functions of the DSL will be carried out by the deputy DSL. In this policy, reference to the DSL includes the deputy DSL where the DSL is unavailable.

1.5.4 The Head Master and Head of MT Prep

The Head Master and Head of MT Prep will:

- Ensure that the safeguarding and child protection policy and procedures adopted by the Governors are implemented and followed by all staff;
- Allocate sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- Ensure that, through the School's Whistleblowing Policy, all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and, as far as possible, confidentiality is respected.
- Ensure that children's safety and welfare is addressed through the curriculum.
- Receives the required child protection training and training in order to understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel and to deal with allegations made against members of staff and volunteers.

1.5.5 The Governing Body

It is the Governors overall responsibility to ensure compliance with statutory safeguarding requirements. The Annual Safeguarding Report to Governors enables them to ensure compliance with current legislation and to identify areas for improvement. The Governors recognise that close liaison with the local authorities is important in order that appropriate support and training can be given.

The Governing Body will ensure that:

- There is an effective and statutorily compliant child protection policy and procedures in place, together with a staff Code of Conduct and that these are provided to all staff (including temporary staff and volunteers) on induction;
- DSLs are appointed and that they have the appropriate authority and the time, funding, training, resources and support to fulfil the role and responsibilities as outlined above;
- The School contributes to inter-agency working in line with statutory guidance *WT* through effective implementation of the child protection policy and procedures and good cooperation with local agencies;
- The School's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCBs;
- They are equipped with the knowledge to fulfil their functions and that a member of the Governing Body is nominated by the full Governing Body to have oversight of child protection matters;
- The School has statutorily compliant procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head Master or Head of the Prep School (see Part Four of *KCSIE*);
- The School also has procedures in place to handle allegations against other children;
- The School operates safer recruitment policies and procedures that include the requirement for at least one member of a recruitment panel to have undertaken safer recruitment training and for appropriate checks to be made in line with national guidance (see Part Three of *KCSIE* and the School's Safer Recruitment Policy and handbook).
- The School operates an effective training strategy that ensures all staff receive child protection training.
- The DSL and deputy receive refresher training at two-yearly intervals as a minimum.
- An annual review of safeguarding is instigated, carried out and approved and that the minutes of Governing Body meetings record in detail the relevant discussion and actions taken in carrying out and approving their annual review of safeguarding.
- Where necessary, an appropriately trained and informed teacher is appointed to promote the educational achievement of any child who is 'looked after'
- Appropriate safeguarding responses are in place to deal with pupils who go missing from the School (see Missing Pupil Policy), in particular any pupils who go missing on repeat occasions.
- The school considers how children may be taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, for example through Information and Communications Technology (ICT), Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education (SRE).

1.6 Annual Review of Safeguarding

- The Designated Safeguarding Lead will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary.
- The Designated Safeguarding Lead will update the Senior Leadership Team regularly on the operation of the School's safeguarding arrangements.
- Any child protection incidents at the School will be followed by a review of these procedures by the Designated Safeguarding Lead and a report made to the Nominated Safeguarding Governor. Where an incident involves a member of staff, the Designated Officer will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

- The full Governing Body will undertake an annual review of this Policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The Designated Safeguarding Lead will work with the Nominated Safeguarding Governor, preparing a written report commissioned by the full Governing Body. The written report should address how the School ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled.
- At the Summer Governors' Meeting, the full Governing Body will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised Policy its final approval. Detailed minutes recording the review by the Governing Body will be made.

1.7 Significant harm

The Children's Act 1989 introduced the concept of 'Significant Harm' as the threshold that justifies compulsory intervention in the best interests of children and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or is likely to suffer significant harm. There are no absolute criteria to rely on when judging what constitutes Significant Harm. The statutory definition in the Children's Act 1989 states that 'harm' means ill-treatment or impairment of health and development. Ill-treatment includes sexual abuse and forms of ill-treatment which are not physical, thus including emotional abuse. Physical abuse itself is not explicitly included, but this is taken as read. 'Health' includes both physical and mental health, and 'development' includes physical, intellectual, emotional, social and behavioural development.

To assess whether health or development are being significantly impaired the Act requires that a comparison is made between the health and development of the child in question 'with that which could reasonably be expected of a similar child'. The definition of significant harm also includes 'impairment suffered from seeing or hearing the ill-treatment of another'.

1.8 Safer Recruitment

The School has within its recruitment policy a commitment to establishing and following safer recruitment procedures. The policy is in line with the guidance contained within the document *KCSIE*, which included the additional statutory guidance *Disqualification under the Childcare Act 2006*.

The School's procedures include the training in Safer Recruitment for key personnel involved in advertising, interviewing and recruitment. All staff and volunteers are required to submit to a DBS check, a barred list check and all other required checks. A copy of the Safeguarding policy and associated procedures are part of the recruitment pack sent to prospective applicants and all new members of staff (teaching and support) are given training in Child Protection awareness as part of the induction process as are newly appointed volunteers. All staff who have contact with Early Years children and pupils up to the age of eight in before and after school care are required to declare if they are disqualified by association with another who falls into the barred category.

2. CHILD PROTECTION PROCEDURES

2.1 Introduction

This document is intended to outline the actions that any member of staff should follow if he/she believes that a pupil at the School has been the victim of abuse. It is essential that all staff are aware of the policy and that each individual recognises that, if this policy is to be effective, that they raise any concerns (however slight) with the relevant person.

Throughout this document and the procedures it lays down have close regard to the guidance in *KCSIE* and *Prevent*, but of particular relevance is *WT* which promotes a multi-agency approach to the care of children and sets out the good practice of separate agencies co-operating and working together for the benefit of the child.

This document offers specific guidelines for staff within Schools and states that they should:

- be alert to potential indicators of abuse or neglect
- be alert to the risks that individual abusers, or potential abusers, may pose to children
- share and help to analyse information so that an assessment can be made of the child's needs and circumstances
- contribute to whatever actions are needed to safeguard and promote the child's welfare
- take part in regularly reviewing the outcomes for the child against specific plans
- work co-operatively with parents, unless this is inconsistent with ensuring the child's safety.

2.2 School Procedures

If staff have any concerns about a child's welfare, they should act on them immediately.

Any member of staff with an issue or concern relating to Child Protection should immediately report it to the Designated Safeguarding Lead (DSL) or to his/her deputy (use the MTS Record of Concern Form on the S: Drive or from the Bursar's Office or the MTP Record of Concern Form) except where the concern relates to a member of staff or volunteer, in which case the report should be made to the Head Master for MTS staff or the Head for MTP staff (see the section entitled 'Allegations against school staff'). If the concern relates to the Head Master or Head, the Chairman of Governors should be contacted directly without informing the Head Master or Head. Currently the Second Master (MCH) is the School's DSL and the School Nurses (Mrs Sheilagh Marsh and Mrs Julie Rose) and Heads of School (TCHG, TWJ and RCG) are Deputy DSLs. At the Prep School, the Deputy Head is the DSL and the Head of Junior School and Early Years is the Deputy DSL and DSL for Early Years and wrap around care. **Allegations of abuse must always be given the highest priority and referred immediately.**

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.** If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration.

All suspected cases of abuse from any quarter should be reported, whether it occurs out of School or within, and whether it is alleged to have happened a long time ago, recently, or is said to be about to occur.

The DSL will then decide on an appropriate course of action (based on guidelines published by the appropriate LSCB).

The abuse of a pupil by one or more other pupils will be treated as a child protection issue if there is reasonable cause to suspect that the victim is suffering, or is likely to suffer significant harm. In this

case, referral will be made to Hertfordshire SCB and, if necessary, the police informed. In any event, the school will do everything possible to support the victim through its pastoral structures and procedures, both at an individual level but also through consideration of a whole-school response to any wider issues (e.g. establishing an atmosphere of intolerance towards certain anti-social behaviours, encouraging peer-support and so on).

All staff should speak to the DSL (or deputy) with regard to any concerns about Female Genital Mutilation (FGM), but there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must report this to the Hertfordshire police on 101 (if within Hertfordshire) or 01707 354000.

In cases where a child protection concern has been raised and after a referral or advice from the LSCB it has been concluded that the pupil in question is not likely to suffer significant harm the pupil will be placed on the school's Vulnerable Pupil List (pupils with significant pastoral concerns). This is to aid monitoring of their welfare. Where appropriate, an inter-agency assessment will be initiated which is likely to involve the use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' or LSCB equivalent approaches.

Where pupils of the School are to be supervised by the staff of another organization away from the school site, the School will seek assurance that these staff have been checked for suitability to ensure the safety of Merchant Taylors' pupils.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL.

2.3 Practical advice when dealing with disclosures of abuse

If a child chooses to tell a member of staff about possible abuse there are a number of things that the member of staff should do to support the child:

- Stay calm and be available to listen
- The pupil concerned will probably be worried about confidentiality - this often runs counter to the need to tell someone. Never promise to keep a disclosure to yourself - reassure the pupil that you will agree a course of action with him when you have heard what he has to say, and that it will all be handled very sensitively. Win his confidence, but **never promise confidentiality**.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- **Under no circumstances ask investigative or leading questions** – such as how many times this has happened, whether it happens to siblings too, or what does the boy's mother think about all this.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid any censure of the pupil for not disclosing earlier. Comments like 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may lead the pupil to feel that they have done something wrong.
- At an appropriate time, tell the child that in order to help them you must pass the information on.
- Tell the child what will happen next. The child may agree to go with you to see the DSL.
- Make a note of exactly what is said, when it is said, where, and to whom.
- Make a record of any visible injuries, signs of neglect, and how they are said to have occurred.
- Immediately inform the DSL or, when absent, one of his/her Deputies
- Do not contact the pupil's parents.

- Write up your conversation as soon as possible on the record of concern form and hand it to the DSL
- Seek support from the DSL/DDSL if you feel distressed.
- If the allegation of abuse has been made against a member of the school staff the procedure in the following section should be followed

Should other pupils or adults inform you of their suspicions of abuse, or should you yourself suspect it from what you see or hear, then these must be reported immediately to the DSL.

2.4 Responses of the Designated Safeguarding Lead

Except where a concern relates to a member of staff the DSL, on receiving a report of an allegation by a pupil of abuse shall, in consultation with the Head Master/Head of MT Prep (unless he/she is the subject of an allegation of abuse):

- Take any steps needed to protect any pupil involved from risk of immediate harm. (This may involve allocating an appropriate member of staff, as far as possible, a person chosen by the pupil him/herself to stay with him or her.)
- Not interview or investigate the allegation further, but refer the matter to the appropriate LSCB/Child Protection Team; referral will be made to the LSCB area in which the child resides. Once it has been agreed that a formal referral is necessary, this should be confirmed in writing as soon as possible.
- Consult the LSCB and follow their advice about contacting parents, other, police, doctor, alleged perpetrator or witnesses direct.
- Agree with the LSCB any necessary next steps in relation to:
 - informing a pupil's parents (there are circumstances where it would be inappropriate to inform parents immediately an allegation has been made)
 - medical examination or treatment for the pupil (again, there are circumstances where medical evidence will be needed)
 - immediate protection that may be needed for a pupil who has been the victim of abuse, a pupil who has given information about abuse, or a pupil against whom an allegation has been made (each of these may now be at risk)
 - informing other people at the school (including any other members of staff) of the allegation and its investigation.

The local child protection team will arrange, within pre-set time limits, the involvement of the relevant specialist police personnel and if necessary a meeting of other agencies who may need to be involved, together with the school.

- Inform the pupil or adult who made the initial allegation of what the next steps are to be, having agreed these with the LSCB/Child Protection Team
Take any necessary steps for the longer term protection and support of each pupil who has made allegations of abuse, or is alleged to have suffered from abuse, taking his or her wishes fully into account. (This may involve the pupil receiving continuing support and protection from a staff member chosen by himself.)
- Take any necessary steps to protect and support a pupil who is alleged to have abused another. (The allegation may not later be substantiated, but even if it is, the school continues to have a statutory welfare responsibility towards this pupil while he is at school.)
- Ensure that any pupil being interviewed by the police has available a parent or supportive member of staff of his own choice to accompany him/her if this becomes necessary.
- Ensure co-operation by the school in any subsequent investigation.

2.5 Allegations against school staff

The following procedure applies when a member of staff has:

- (a) behaved in a way that has harmed a child, or may have harmed a child;
- (b) possibly committed a criminal offence against or related to a child; or
- (c) behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.

Members of staff who hear an allegation of abuse against another member of staff (or volunteer) or witness abuse should report the matter immediately to the Head Master for staff at MTS or the Head for staff at MTP so that appropriate action can be taken; this includes allegations against the DSL. If the allegation is against the Head Master or Head, it should be taken directly to the Chairman of Governors or in his absence, the Designated Safeguarding Governor, **without informing the Head Master or Head**. An allegations against a teacher who is no longer teaching at the school or historical allegations will be referred by the Head Master to the police.

Any allegation made against a teacher, other member of staff or volunteer will be dealt with quickly and in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. In the first instance, before any investigation is undertaken, the Head Master or Chairman of Governors will immediately or certainly within one working day contact the Hertfordshire Safeguarding Children Board Designated Officer using the LADO Referral Form (or Tel: 01992 555420) to discuss the allegation and agree a course of action including any involvement of the police; if a crime has been committed the police must be informed. The discussion should be recorded in writing, and communication with both the individual and the parents of the pupil(s) agreed. Consideration must be given as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The Designated Officer will provide and advice and will preside over the investigation of the allegation; due weight will be given to the views of the Designated Officer when making a decision about suspension. The school will make every effort to maintain confidentiality while an allegation is being investigated or considered. Any investigation will follow the procedures suggested in Part Four of *KCSIE*.

If the School dispenses with a person's (employed, contracted, a volunteer or a student) services, or would have dispensed with their services had they not resigned, because they have caused harm or posed a risk of harm to a child then this will be reported within one month to the Disclosure and Barring Service (DBS). If a teacher is dismissed (or would have been dismissed had they not resigned) because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence a referral will be made to the Teaching Regulation Agency (TRA).

Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

2.6 Concerns about safeguarding practices within the School

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime and that such concerns will be taken seriously by the Senior Leadership Team. To support this staff should be aware of the School's Whistleblowing Policy.

Where a staff member feels unable to raise an issue with the School or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- The Government's general guidance can be found on whistleblowing at www.gov.uk/whistleblowing;
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the School. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM Monday to Friday and email: help@nspcc.org.uk

2.7 Staff Code of Conduct (behaviour policy) in relationships with pupils: ways in which members of staff can protect themselves from allegations of abuse or professional misconduct (see also the Merchant Taylors' School Employment Manual: Code of Conduct for Staff and the School's Whistleblowing policy)

All staff must protect themselves especially when meeting on a one to one basis with pupils and staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued. Friendly, caring relationships between staff and pupils are encouraged but professional boundaries must be maintained.

- Physical contact with pupils - be wary about providing physical comfort or any demonstration of affection in the light of complaints that might be made.
- Refer to the Early Years Physical Contact policy for times when physical contact may be necessary for young children, for example, in providing intimate care.
- Sporting activities - where exercises or procedures need to be demonstrated, extreme caution should be used if this involves physical contact with the pupils. Whenever possible, such contact should be avoided.
- Individual music tuition – physical contact may be necessary to show correct technique e.g. bowing when playing the violin but such contact should be appropriate and kept to a minimum.
- Staff Dress Code – be aware of what is and is not appropriate and maintain professional standards and boundaries.
- Accepting and giving gifts – consider the appropriateness of accepting or giving a gift to a pupil and discuss any such decisions with a senior member of staff.
- Confidential information – be aware of the school procedures for the sharing of information regarding a pupil.
- Force used to avert an immediate danger - if action needs to be taken to protect a child (e.g. in the case of fighting) and physical intervention proves necessary, it should be the minimum force required to prevent injury (see Restraint Policy, Appendix 2). Unless the situation is so urgent as to require immediate intervention, non-physical de-escalation techniques should be used initially. If physical force is used to restrain a child who is at danger to himself or is endangering others, it should be reported to senior staff as soon as possible after the incident) and a written report of what occurred should be sent to the Head Master within 24 hours. Any form of physical aggression towards pupils must be avoided.
- In line with E-safety advice from the local authority and police, staff, including those in the Prep School Early Years, may take photographs and make videos of pupils in the course of their daily work, providing they have previously informed senior management of their intention and their proposals have been accepted. In the case of EYFS, photographs and videos should only be made using school cameras and then must be downloaded to school computers. Images of children should not be taken when they are in a state of undress. Having made and used these records, in accordance with the professional discharge of their duties and responsibilities, they must delete them from any personal records, retaining them for the minimum time necessary. Should it be appropriate to make a permanent record, for example, of a dramatic performance, these should be retained centrally on the school's own database. Information and guidance on the use of mobile phones and cameras is contained in the Prep School Staff Handbook, the Merchant Taylors' School Employment Manual and the MTS Acceptable Use Policy.

Where adults operate in a one-to-one situation they must always act in the appropriate professional manner and be mindful of the potential for false accusations of misconduct.

- Always be respectful in dealings with pupils taking care to avoid the use of bad language or humiliation of a pupil.
- It is advisable to use a room with a window in the door or leave the door ajar when meeting with a child.
- Adults must take care if there is a need to enter toilets or changing rooms
- Avoid giving lifts to pupils other than in school vehicles. If special circumstances make it necessary to use a privately owned car, notify a senior member of staff.
- Staff should not normally socialise with pupils other than at events arranged by the school and should be particularly careful in locations where alcohol is available.
- Staff must not have a sexual relationship with a pupil - it is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual
- Staff should not communicate with pupils on social networking sites. Care must be taken with all forms of communication with pupils including electronic communication, which should be sent only from a school email address. Staff should report any concerns about inappropriate contact from pupils to the Second Master immediately.
- Details of home address, personal email address, and telephone numbers should not normally be given to pupils or their parents. Do not divulge personal contact details of a colleague without consent.
- Exercise extreme care with images of children. Avoid putting photographs or video images on your own computer.
- Endeavour to prevent gossip spreading about pupils, parents, colleagues or other members of the school community.
- Staff giving intimate care must follow the School's intimate care guidelines
- Take care to protect your own reputation and that of the school.

If a member of staff feels threatened or compromised by the actions of a pupil or other member of the school community, a member of Senior Leadership Team should be approached for support. It is recognised that these guidelines do not cover every situation. Members of staff must always use their professional judgement and discretion.

All staff will be given a copy of Keeping Children Safe in Education (Part One) at the start of each academic year and will be asked to acknowledge that they have received and read this document when they sign the Staff Code of Conduct for Safeguarding.

2.8 Contacts for Local Authorities:

Local Authority	Contact number	Other	
Barnet MASH	020 88 359 4066	Out of hours 020 8359 2000	mash@barnet.gov.uk
Brent Family Front Door	0208 8937 4300	Out of hours 0208 8863 5250	
Buckinghamshire MASH	0845 460 0001	01296 383962	secure-cypfirstresponse@buckscc.gcsx.gov.uk
Camden MASH	020 7 974 3317	Out of hours 0207 278 4444	LBCMASHadmin@camden.gov.uk
Ealing MASH	020 8 25 8000		ecirs@ealing.gov.uk

Harrow MASH	0208 8901 2690	Out of hours 0208 424 0999	mashduty&assess@harrow.gov.uk
Hertfordshire MASH	03030 123 4043		protectedreferrals.cs@hertfordshire.gov.uk
Hillingdon MASH	01895 55664433	Out of hours 01895 250111	lbhmash@hillingdon.gov.uk

Where risks of vulnerability to being drawn into terrorism are suspected or confirmed, staff should make a referral to the PREVENT team at prevent@herts.pnn.police.uk, using the referral form online at the LSCB. The non-emergency DfE advice line can be reached via counter-extremism@education.gsi.gov.uk or 0207 340 7264.

FGM should be reported to the Hertfordshire Police on 101 (from within Hertfordshire) or 01707 354000.

2.9 Definitions of types of abuse

All School staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

2.10 Signs and symptoms of abuse

Lists of signs and symptoms are not fail-safe mechanisms, but they are often helpful indicators in certain combinations of the likelihood or reality of abuse. Children may behave strangely or appear unhappy for many reasons, as they move through the inevitable stages of growing up, and their families experience changes.

These are lists of some of the signs and types of behaviour, which may indicate that a child is being abused. In themselves, they are not evidence of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges. Remember that there can be other explanations for a child showing such signs or behaviour in such ways. There is a good deal of overlap between the signs and symptoms of the different types of abuse, particularly between emotional and other types of abuse.

Signs of Sexual Abuse

- Sudden changes in behaviour or school performance
- Inappropriate sexualised behaviour
- Tendency to cling, need reassurance
- Tendency to cry easily
- Regression to young behaviour
- Apparent secrecy
- Anorexia or bulimia
- Unexplained pregnancy
- Phobias, panic attacks
- Distrust of a familiar adult

Signs of Emotional Abuse

- Physical, mental and emotional development lags
- Over-reaction to mistakes
- Compulsive stealing, scavenging
- Running away
- Sudden speech disorders
- Drug solvent abuse
- Self-mutilation
- Extremes of passivity or aggression
- Admission of punishment which appears excessive
- Fear of parents being contacted

Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging

Signs of Physical Abuse

- Unexplained injuries or burns, particularly recurrent
- Improbable excuses
- Refusal to discuss injuries
- Untreated injuries
- Withdrawal from physical contact
- Arms/legs covered in hot weather
- Aggression towards others
- Fear of medical help
- Fear of returning home
- Running away
- Bald patches
- Self-destructive tendencies

A full definition of these different types of abuse and the signs and symptoms that are associated with them are to be found in the Hertfordshire Safeguarding Children Board Child Protection procedures (<http://hertsscb.proceduresonline.com/index.htm>).

2.11 Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. Staff should be familiar with the School's Anti-Bullying and Anti-Cyberbullying Policies, other behavioural policies, and their procedures with regards to peer on peer abuse. These policies detail the procedures designed to minimise the risk of peer on peer abuse and how allegations of such are recorded, investigated and dealt with. They also detail how all involved in such incidents will be supported. The school makes it clear that abuse is abuse, and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

All staff should recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

All staff should be aware that abuse can take place wholly online or that technology can be used to facilitate offline abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying (peer abuse)
- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)

The definition of child sexual exploitation was defined in the DfE document *Child sexual exploitation* (February 2017) as a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-

lasting harmful consequences. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police; **contact Hertfordshire Police on 101 (from within Hertfordshire) or 01707 354000**

- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

2.12 Missing pupils

Pupils who go missing from education

A pupil going missing from education is a potential indicator of abuse or neglect and to help ensure that pupils do not go missing from education in the long term the following steps will be taken. Where a pupil's name is going to be deleted from the admission register the School will inform the local authority in which the pupil resides. This will be done when a pupil has been taken out of school to be home educated, when the family has apparently moved away, when the pupil has been certified as medically unfit to attend school, when the pupil is in custody for more than four months or when he has been permanently excluded. In cases where a pupil has had ten days of unauthorised absence (other than for reasons of sickness or leave of absence), failed to attend regularly (at MTS this will be reported by the Deputy Head (Information Services)) or his name is to be deleted from the school register where the next school is not known, a report will also be made to local authority in which child resides. The Head Master's PA or the Head's PA will make such reports.

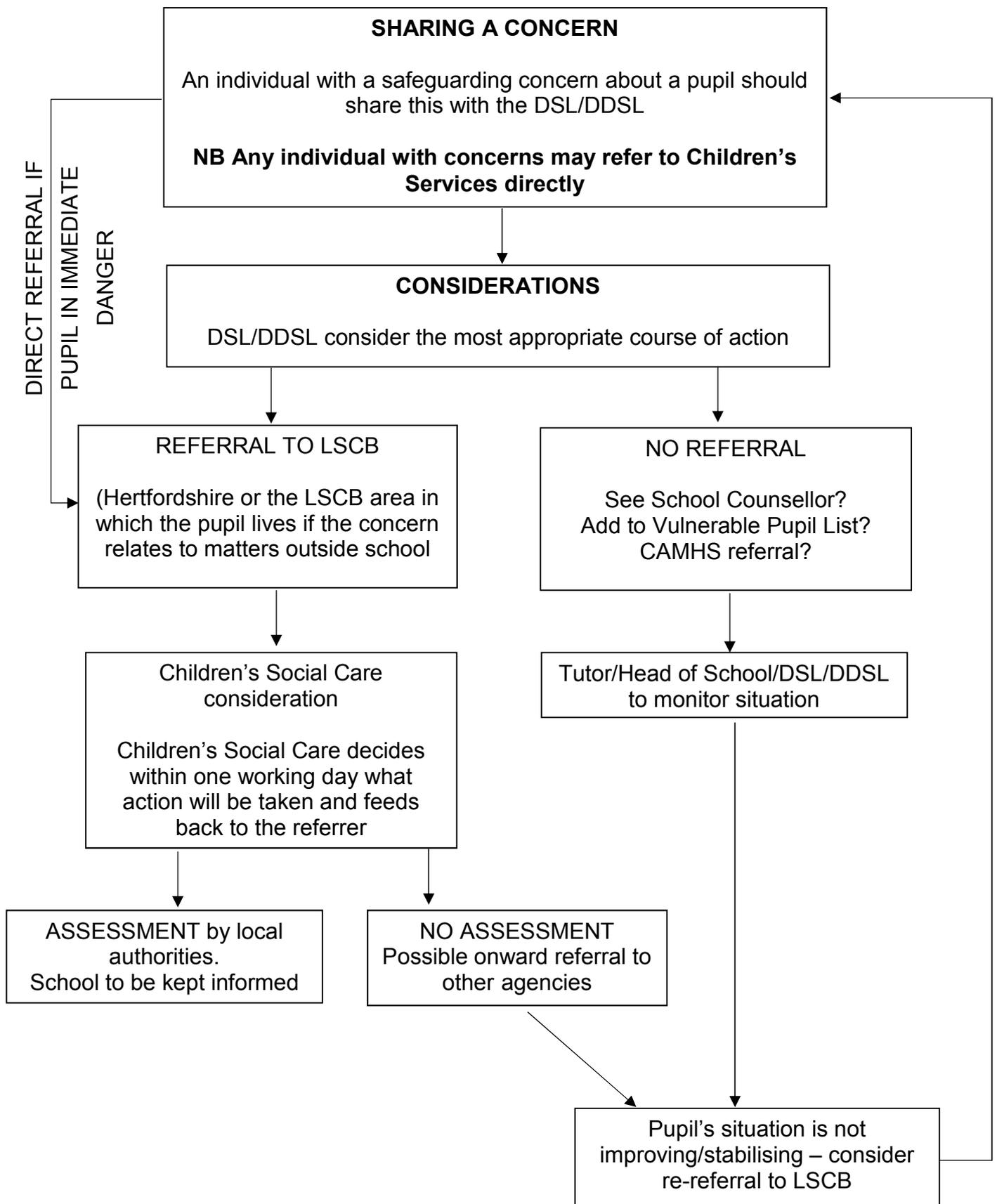
Pupils who go missing during the school day

In cases where pupils run away or go missing during the school day the school policy 'Procedure for when a boy goes missing during the school day' should be followed. After the pupil has been found the follow up should include a consideration of the reasons for the pupil going missing, and if there is a safeguarding concern the DSL should be informed.

Second Master
November 2018
Review Date November 2019

Appendix 1

Safeguarding Concern Flowchart



Appendix 2 – Record of Concern Form

MTS/MTP - RECORD OF CONCERN

Pupil's Name:	
Tutor:	Form:
Date and time of concern:	
Account of the Concern (what was said, observed, reported and by whom)	
Your response (what did you do/say following the concern)	
Name of person reporting the concern:	
Signature of person reporting the concern:	
Position in School:	
Date and time of this recording:	
Response of DSL	
DSL Signature	

Appendix 3

Policy on preventing extremism and radicalisation

Principles

Merchant Taylors' School is committed to providing a secure environment for pupils where they are kept safe and feel safe. All staff and volunteers working at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. The School recognizes its duty to counter terrorism in all its forms; under the Counter Terrorism and Security Act 2015 the school has a statutory duty to have due regard to the need to prevent people from being drawn into terrorism. The school also undertakes a regular risk assessment concerning those pupils who may be at risk of radicalisation. This policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties and should be read in conjunction with the school's Safeguarding Policy.

This Policy draws upon the guidance contained in the following publications:

- KCSIE: Keeping Children Safe In Education*, September 2018 (including the additional statutory guidance *Disqualification under the Childcare Act 2006*, June 2016, and the non-statutory advice for practitioners, *What to do if you're worried a child is being abused*, March 2015)
- Prevent: Prevent Duty Guidance: for England and Wales*, July 2015 (including the supplements *The Prevent duty: Departmental advice for schools and childminders*, June 2015, and *The use of social media for on-line radicalisation*, July 2015)

Other publications used include:

- How social media is used to encourage travel to Syria and Iraq briefing note for schools*, July 2015
- Promoting fundamental British values as part of SMSC in schools*, November 2014.

School ethos and practice

The school uses the following accepted Governmental definition of extremism, which is: 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind at Merchant Taylors' School. Our aim is that pupils see our school as a safe place where they can explore controversial issues safely. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

The school provides a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, they understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. Furthermore, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a

variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Code of Conduct for staff.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

The school will employ suitable levels of filtering in its IT systems to protect pupils as far as is possible from terrorist and extremist material when accessing the internet via the school network.

Teaching Approaches

Merchant Taylors' School promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. Pupils are expected to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. The school promotes these values through assemblies, PSHE and across the whole curriculum with a focus on SMSC. We will ensure that our teaching approaches help our pupils build resilience to extremism and radicalisation, and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. The school will also regularly audit SMSC across the curriculum and report to the Education Committee (at MTS) or the Academic Committee (at MTP).

Use of External Agencies and Speakers

Merchant Taylors' School encourages the use of external agencies or speakers to enrich the experiences of our pupils; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils to ensure their suitability. External speakers and anyone contributing to workshops and training in general will be treated as escorted visitors and will be badged appropriately and be supervised during their time in the school. Staff and pupils (via the sponsoring member of staff) arranging such visits should consult the school policy 'Visiting Speakers – Policy and Protocol' and follow the instructions provided.

Referring Concerns

Where there are concerns of extremism or radicalization (see Annex A for possible indicators) parents, pupils and staff should use our internal systems to raise any issue in confidence with senior management. Our lead personnel for Prevent are the Designated Safeguarding Leads (DSLs) - currently Michael Husbands at MTS and Andrew Crook and Sally Funnell at MTP - who would normally be the first point of contact should there be concerns. The DSL, after appropriate consultation, will pass the matter to Children's Services or to the local Channel Police Practitioner for advice and/or referral, keeping a record of that conversation and the action taken.

Child Protection

Please refer to our Safeguarding Policy for the full procedural framework on our Child Protection duties. Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example, this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore all adults working at Merchant Taylors' School (including visiting staff, volunteers', contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or to one of his deputies who will make a referral to children's social care or to the local Channel Police Practitioner when appropriate.

Training

All staff, including temporary staff and volunteers will receive an induction to our Safeguarding policy and procedures. This will include information and guidance about our duty to prevent people from being drawn into terrorism.

Whole school in-service training in regard to safeguarding and child protection will be organised for staff, governors and volunteers at least every two years and will comply with the prevailing arrangements approved by Hertfordshire Safeguarding Children Board and will, in part, include awareness raising on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend appropriate and relevant training courses in regard to safeguarding children, including the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years. This will include accessing training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will ensure that all adults working in the school receive appropriate levels of training, guidance and support in regard to safeguarding children from extremism and radicalisation.

Recruitment and staff conduct

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by

ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Second Master
November 2018

End Note A

Possible Indicators of radicalisation

Vulnerability

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

Access to extremism / extremist influences

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

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity

- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?
- Social Factors
- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist views or sympathies?

More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour
- If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer

If you have any concerns discuss them with the DSL/Deputy DSL/Head of MTS or MTP

Appendix 4 – Whistleblowing Policy

- 1 **Wrongdoing at work:** This procedure is designed to deal with disclosure of information by an employee, which relates to some danger, bribery, corruption, fraud or other unlawful or unethical conduct in the workplace. Employment legislation governs the making of disclosures concerning workplace activities and is intended to protect employees who blow the whistle on bad practice from being subjected to any detriment or from being unfairly dismissed as a result. This procedure is available to all employees who discover something they feel that they should pass on in the interests of the public. All types of wrongdoing are included whether they are acts committed by fellow employees, faults in School procedures or oversights which should be rectified. The procedure should be used even in the event that the act or omission causing you concern has finished or has not yet started.
- 2 **Safeguarding: Nothing within this policy is intended to prevent staff from complying with their statutory obligations in accordance with *Keeping Children Safe in Education* (DfE, September 2016). In particular:**
 - 2.1 **Safeguarding/ Child Protection Policy:** You should raise any initial safeguarding concerns with the Designated Safeguarding Lead in accordance with the School's Child Protection and Safeguarding Policy and Procedures.
 - 2.2 **Whistleblowing Policy:** You should follow this procedure to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or staff to properly safeguard the welfare of pupils if you are concerned that the School's Child Protection and Safeguarding Policy and Procedures are not being followed correctly.
 - 2.3 **Children's Social Care:** In exceptional circumstances, or if at any point there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care immediately.
- 3 **Grievances:** This procedure should not however be used where you have a complaint relating to your personal circumstances in the workplace. The Grievance Procedure contained in the Employment Manual should be used in such cases.
- 4 **Detriment:** Provided that this procedure is used appropriately and correctly, you will not suffer any detriment as a result of reporting the wrongdoing. A failure to follow this procedure may however make the disclosure unreasonable and the protection given to you by this procedure may be lost.

Stage one

- 5 **Procedure:** You should disclose the suspected wrongdoing first to a member of the Senior Leadership Team. In the event that the member of the Senior Leadership Team is involved in the suspected wrongdoing, you shall be entitled to proceed directly to Stage Two of this procedure.
- 6 **Response:** You can expect a response detailing to whom the disclosure has been notified or any action taken within seven days of the member of the Senior Leadership Team becoming aware of the disclosure.

Stage two

- 7 **Procedure:** If no response is forthcoming after seven days or if the member of the Senior Leadership Team is involved in the suspected wrongdoing you shall be entitled to notify the Head Master, Head of MTP or Bursar, as appropriate.

- 8 **Response:** You can expect a response detailing any action taken within seven days of the Head Master, Head of MTP or Bursar becoming aware of the disclosure.

Stage three

- 9 **Procedure:** If no such response is forthcoming or if the Head Master or Head of MTP is involved in the suspected wrongdoing you should inform the Chair of Governors of the disclosure.

Stage four

- 10 **Outside body:** If you do not receive a response within seven days you shall be entitled to notify a relevant and appropriate body outside the School which may include:
- 10.1 the Local Authority Designated Officer;
 - 10.2 Children's Social Care;
 - 10.3 the Health and Safety Executive;
 - 10.4 the Environment Agency;
 - 10.5 the Information Commissioner;
 - 10.6 the Department for Education (DfE);
 - 10.7 the Department for Business, Enterprise and Regulatory Reform;
 - 10.8 the Police;
 - 10.9 the Charity Commission;
 - 10.10 the Independent Schools Inspectorate (ISI);
 - 10.11 the Office for Standards in Education, Children's Services and Skills (Ofsted)
 - 10.12 the Channel Police Practitioner;
- 11 **Bypassing the procedure:** In extreme circumstances you will have the right to raise your concern directly with a relevant and appropriate outside body without first having followed the stages above. This may however cause damage to the School and its reputation as well as constitute a breach of your own duty of confidentiality towards the School and this action should only be taken in extreme circumstances and after careful thought.
- 12 **Extreme circumstances:** The School will consider extreme circumstances exist where you have a reasonable belief that: the School will subject you to detriment if you inform your Head of Department in accordance with Stage one above or if you inform the Head or Bursar in accordance with Stage two or you inform the Chair of Governors in accordance with Stage three; a cover-up is being mounted by the School; or a disclosure made previously to your Head of Department or the Head, Bursar or the Chair of Governors in accordance with the stages above has not prompted a satisfactory response.
- 13 **The media:** Even where extreme circumstances are thought to exist, you should under no circumstances approach a commercial body or the media with details of the suspected wrongdoing. If you approach any such body and / or where your concern is disclosed for personal gain, the School may consider this to be gross misconduct and immediate disciplinary action may be taken against you.
- 14 **Queries:** If you have any queries about this procedure, you should contact the Bursar.

Head Master
June 2017

Appendix 5

POLICY ON THE USE OF FORCE TO RESTRAIN OR CONTROL PUPILS

Introduction

The school's policy on the use of force is based on the guidance contained in the non-statutory DfE publications *Behaviour and discipline in schools – Advice for headteachers and school staff* (January 2016), §§ 38-41 s.v. *Power to use reasonable force* and *Use of reasonable force – Advice for headteachers, staff and governing bodies* (July 2013).

The school policy is that the use of force should be avoided at all costs and should be used only when all other options have been explored. Staff will be made aware if it is known that a particular pupil is likely to be confrontational and aggressive; they will have been advised on strategies to deal with incidents that may occur. Where, with any given pupil, there is likely to be a need for physical intervention, parents should be informed at an early stage what the School's policy is and be asked to agree to any action that might be deemed necessary. Staff should also be aware of the Medical Conditions list, which indicates those pupils with specific medical needs that render the use of force entirely inappropriate. The inappropriate use of force by staff could leave them open to disciplinary proceedings.

Non-teaching staff should always avoid physical intervention (unless there is immediate physical danger to a pupil). In almost every circumstance, they should summon assistance from a teacher.

Any teacher or member of the non-teaching staff has a right to defend themselves against attack providing an unreasonable level of force is not used.

Merchant Taylors' School does not use corporal punishment.

This policy is made available to parents and staff on the school's website as a separate policy.

Types of Incident

The School's policy is that the use of reasonable force is permissible to prevent pupils

- committing a criminal offence,
- injuring themselves or others,
- damaging property.

In addition, members of staff have the power to use reasonable force to maintain good order and discipline in the classroom.

Reasonable Force

Reasonable force has no legal definition but it can only be used where the situation warrants it and must be in proportion to the seriousness of the incident.

In any incident the teacher should first tell the pupil to stop (unless there is an immediate danger) and what will happen if he does not. If restraint becomes necessary, as the incident progresses the teacher should continue to communicate to the pupil and indicate that restraint will stop as soon as it ceases to be necessary. A calm and measured approach is essential and teachers should never give the impression that they have lost their temper. Teachers should not intervene when to do so would put

themselves at risk (when facing a bigger pupil, a pupil carrying a weapon or where there are a number of pupils involved). In this situation other pupils should be removed and help should be summoned.

Actions that may be taken are:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing or pulling;
- leading a pupil by the arm or hand;
- shepherding a pupil away by placing a hand in the centre of the back.

Only in extreme cases may more restrictive holds be used and then should avoid:

- anything that might restrict a pupil's ability to breathe;
- a blow of any kind;
- tripping;
- pulling by hair or ear;
- holding a pupil face down on the ground;
- anything that might be considered indecent.

Recording of incidents

On any occasion when force has been used by a teacher to restrain a pupil the incident should be fully recorded and a copy lodged with the Head Master or his Deputy. In the event of an injury occurring this should also be detailed in the report. The teacher involved should always retain a copy. The parents should be informed of the incident by a senior member of staff as soon after the incident as possible. They should be made aware that it may be necessary for the incident to be followed up by other disciplinary action or appropriate pastoral support.

Other forms of contact

Though it is generally the rule that all forms of physical contact between teacher and pupil should be avoided there will be occasions when it is both appropriate and necessary. This can involve demonstration of techniques in sports, P.E. or other lessons, the administration of First Aid or when a pupil is in distress and needs comforting. Teachers need to use their own professional judgement to decide when this is appropriate. Staff should also remember that the most innocent and well-intentioned contact can sometimes be misconstrued, particularly by pupils who are in their adolescent years.

REMINDER TO STAFF OF DO'S AND DON'TS

DO...

- Know the procedures within the School's guidelines for the use of physical restraint.
- Discuss these with a senior member of staff if you are unsure of any point.
- Be aware of pupils who have been physically restrained before and what happened.
- Send for adult help early if things begin to get out of hand and restraint seems likely.
- Assess the situation before acting.
- Stay calm – do not over-react.
- Use minimum restraint for minimum time.
- Report the incident to the Head Master or senior member of staff as soon as possible and write a report about what happened.
- Remember your professional obligations to all pupils in your care.

DO NOT...

- Place yourself at risk: do not attempt to restrain a pupil who obviously carries a 'weapon'.
- Attempt to restrain a pupil when you have lost your temper.
- Allow the situation to get out of control.
- Use excessive force.
- Place yourself at risk of false allegation: avoid being alone with any pupil

Second Master
November 2018
Review date November 2019