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## **SAFEGUARDING & CHILD PROTECTION POLICY**

**Policy Custodian:** *Second Master*

**Approving Governors Committee:**

## Physical Contact Policy (EY): MTP

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 and approved annually by the full governing body at their autumn meeting, but is also approved by the Safeguarding Governor.

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
MASH:	Multi-Agency Safeguarding Hub
PSHE:	Personal, Social, Health and Economic Education
RSE:	Relationships and Sex Education

## **SAFEGUARDING**

### **Definition of Safeguarding**

As stated in KCSIE (Sept 2021), safeguarding and promoting welfare of children is defined as:

## **Oversight and Governance**

Designated Safeguarding Governor is **Mrs Sarah Morgan**. She meets regularly with Mr Husbands and Mr Crook to review child protection policies, to audit the Single Central Register termly, and to check that staff training is up to date and that correct procedure has been followed in the case of any incidents. Checks are also made to ensure that the school is working with local agencies, communicating effectively and cooperating when needed. Safeguarding is an agenda item at all Governors meetings. Additionally, at the end of the academic year there is an Annual Safeguarding Report to Governors. The Safeguarding Policy is also checked for compliance and clarity and then approved annually by the full governing body at their autumn meeting, but is also discussed in full whenever there are any amendments. The Governors ensure that the DSL and the deputy DSL have a job description, and that they have sufficient time and funding to carry out their roles.

## **Ensuring Safe Practice**

A number of basic steps have been taken to ensure we safeguard pupils at MTS and MTP:

The School operates safe recruitment procedures including DBS checks, keeping a robust Single Central Register (SCR) and compliance with Independent School Standards Regulations (ISSRs). *KCSIE* is adhered to in the Safer Recruitment Policy. The School also ensures that appropriate checks have been made on the employees of any organisation that have responsibility for the S MTS and MTP also carry out checks for internal promotions to management in line with section 128.

The School rejects corporal punishment.

The DSLs create an open environment where staff feel supported in their safeguarding role. All concerns can be raised in staff briefings or during individual meetings. All staff understand the importance of taking victims seriously, of reassuring them that they will be supported and kept safe, of not ever being made to feel ashamed for making a report.

In cases where pupils run away or go missing during the school day the school policy

Children with special educational needs and/or disabilities and `looked after c particularly vulnerable and 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



## **STAFF TRAINING**

### **Induction of Staff and Governors**

The School is committed to supporting and training all staff in matters of child protection as soon as they start at the school, if not before. They are informed of what to do if they have concerns about a child and if a child makes a disclosure to them or they suspect signs of abuse. Staff are also given

children and the courts (including 12-17 year old witnesses in criminal courts)  
children missing from education, home or care  
children with family members in prison  
child abduction and community safety incidents  
child exploitation, including criminal exploitation (e.g. County Lines), Child Sexual Exploitation (CSE) and trafficking  
cyber-crime  
drugs  
so- onour Based Violence female genital mutilation (FGM) and Forced Marriage (FM)  
health and wellbeing, including fabricated or induced illness, children with medical conditions and mental health  
homelessness  
modern slavery and the National Referral Mechanism  
online, including sexting and sharing (consensual or non-consensual) of youth-produced sexual imagery  
private fostering  
radicalisation, including Prevent duty  
violence, including gangs and youth violence  
sexual violence and harassment between children and violence against women and girls

Our Local Education Authority is Hertfordshire, and all our training is in line with HSCP (Hertfordshire Safeguarding Children Partnership) procedures, with staff attending both internal and external training courses. Therefore, the school operates in line with locally agreed inter-agency procedures. The staff have training and updates/meetings with outside agencies where relevant, to make them aware of how to differentiate between safeguarding children who have suffered or are likely to suffer significant harm, and those who are in need of additional support from one or more agencies.

The Safeguarding Governor receives specialist Safeguarding training through an external agency at least once every two years. In addition, all Governors are encouraged to complete some form of Safeguarding training, whether through the online platform Educare or by giving confirmation that they have had appropriate safeguarding training elsewhere.

### **INTERNET SAFETY & ONLINE TEACHING**

All pupils are taught about internet safety in their PSHE lessons and whenever discussion or concerns arise. Pupils are taught how to adjust their behaviour in order to reduce risks and build resilience, including to radicalisation. Particular attention is paid to the safe use of electronic equipment and the internet. Internet safety is an integral part of the school ICT curriculum. All staff should have regard



ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. MTP parents are required to give consent to 1-2-1 interaction between staff and pupils.

### **Code of Conduct for delivering virtual lessons**

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

- Staff should only use school-registered accounts, never personal ones;
- Staff should only use systems that SLT have approved (check if unsure, but approved include Firefly, Microsoft Office, ISAMS, SOCS, CPOMS);
- Staff should ensure that, when livestreaming, they and their pupils have a safe and appropriate place with no bedrooms/inappropriate objects/information visible;
- Staff should take care not to livestream by mistake;
- Staff should ensure that at least one other colleague is a co-owner of any Team and/or can join in on any livestream at any point (this will typically be the Head of House for tutors, or the Head of Department for academic classes);
- Staff should only livestream during the equivalent lesson time in the timetable, or through a ;
- Staff must avoid livestreaming 1-2-1 unless the above guidelines are followed. Check with SLT if unsure;
- All Acceptable Use Policy agreements are still in force for all staff and all pupils, this includes the illicit recording of staff.

### **Code of Conduct for one-to-one Skype correspondence for pupils in Nursery to Year 4**

- Skype conversations must be approved by a member of SLT first;
- The date/time of the Skype conversation will then be agreed with the parent;
- All Skype conversations will take place on a school registered account with a parent registered account (not one belonging to the pupil themselves);
- All conversations should remain school-focussed;
- Skype conversation for both teacher and pupil must take place in an appropriate room (i.e. not a bedroom) with no inappropriate objects or unsuitable information visible teacher can use the blur background function on Skype if required;
- Both teacher and pupil should be in appropriate dress business clothes or school uniform but something that might be worn on a mufti day;
- A parent must be in the background of the conversation between teacher and pupil (although it is not a Parent-Teacher meeting) for this reason the pupil should not use the blur background function of Skype so that the parent can be seen;
- Teachers will keep a log of their conversations (who, when, with whom and brief notes) on iSAMS;
- Teachers, parents and pupils should not make a video or audio recording of the Skype conversation;
- Parents will email to say that they agree to this Code of Conduct at the start of term this must take place before any Skype conversation is arranged.

### **WHISTLE BLOWING**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential



make a referral to the PREVENT team at [prevent@herts.pnn.police.uk](mailto:prevent@herts.pnn.police.uk), using the referral form online at the HCSP. The non-emergency DfE advice line can be reached via [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)



allegation is being investigated or considered. Any investigation will follow the procedures suggested in Part Four of *KCSIE*.

If the School

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.

### **“Low Level Concerns”**

Concerns that do not meet the harms threshold laid out above should still be treated seriously and appropriately. According to *KCSIE*, a low-level concern is any concern – no matter how small, and even if no more than causing – that an adult working in or on behalf of the school or college may have acted in a way that:

is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and  
does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

being over friendly with children;  
having favourites;  
taking photographs of children on their mobile phone;  
engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,  
using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Should someone have any concern about a staff member, supply teacher or volunteer which does not meet the harms threshold that would require informing the Head or Head Master, then they should still raise these concerns with either the DSL or the Head or Head Master. The Head, Head Master or DSL will speak with both the staff member raising the concern and the staff member who is the subject of the concern. A determination will be made about the next appropriate steps and a





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 LSP 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 a reasonable cause to suspect that a child is suffering, or is likely to suffer, from significant

made to the LSP.

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

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 if a concern has been raised



**Appendix 2**



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

Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, sexual orientation or identity, 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**

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**

**Training**

As detailed in the main Safeguarding Policy, 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

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

Is there evidence that a significant adult or other in 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: Signs and Symptoms of Abuse**





## **Appendix 5: Safeguarding Code of Conduct**

### **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. 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).

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



## Appendix 7: Safeguarding Concern Flowchart

### SHARING A CONCERN

An individual with a safeguarding concern about a pupil should share this with the DSL/DDSL

**NB Any individual with concerns may refer to Children's Services directly**

### CONSIDERATIONS

DSL/DDSL consider the most appropriate course of action

#### REFERRAL TO LSP

(Hertfordshire or the LSP area in which the pupil lives if the concern relates to matters outside school)

#### NO REFERRAL

See School Counsellor?  
Add to Vulnerable Pupil List?  
CAMHS referral?

Children's Social Care consideration

Children's Social Care decides within one working day what action will be taken and feeds back to the referrer

Tutor/Head of School/DSL/DDSL to monitor situation

ASSESSMENT by local authorities.  
School to be kept informed

NO ASSESSMENT  
Possible onward referral to other agencies

Pupil's situation is not

**Appendix 8: HSCB ‘Continuum of Need’ Document**

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