

Definitions and Abbreviations

Safeguarding is defined as providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether that is within or outside the home, 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 (Keeping Children Safe in Education, 2024).

Child protection is defined as the processes and structures which protect children who have been identified as suffering, or being at risk of suffering, abuse, neglect, exploitation or violence (Save the Children, December 2007).

Staff refers to all of those working for or on behalf of the School, full time or part time, temporary or permanent, in either a paid or voluntary capacity. All visitors to the School will be expected to adhere to the procedures within this policy, under the responsibility of the member of staff hosting the visitor and the DSL.

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
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
HSCP: Hertfordshire Safeguarding Children Partnership

Key Personnel

Name	Role	Contact
Cdre Andy Cree, CBE	Chairman of Governors	c/o Clerk to the Governors, Mr Edward Valletta (part-time) 07876 577329
Mrs Sarah Morgan	Designated Safeguarding Governor Deputy Designated Safeguarding Governor	
Mr Simon Everson	Head Master	01923 845518
Dr Clare Harrison	Deputy Head (Pastoral), Designated Safeguarding Lead (DSL)	01923 845515
Mr Michael Husbands	Second Master, Deputy DSL	01923 845515

Mr Tristan Greenaway	Deputy Head (Co-Curricular), Safeguarding Team at MTS	01923 845515
Dr Rollo Hesketh	Head of Lower School, Safeguarding Team at MTS	01923 845553
Mr James Manley	Head of Middle School, Safeguarding Team at MTS	01923 845553
Mr Michael Herring	Head of Upper School, Safeguarding Team at MTS	01923 845553
Mrs Suki Smith	School Nurse, Safeguarding Team at MTS	01923 845544 or 07730 064633

HSCP Child Protection Schools/Colleges Liaison Officer for MTS is Louise McCourts - 07814 077877 (louise.mccourts@hertfordshire.gov.uk)

Child Protection Procedures

Early Help

Early help is support given to a child or family, as soon as a problem emerges, to prevent escalating risk. All staff should be prepared to identify children who may benefit from early help and this should be immediately reported to the DSL and safeguarding team as a CPOMS incident. The School will act on identified concerns and direct families towards school-based or external services, following [Continuum of Need](#) guidance.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so- -based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

Recognising and reporting signs of abuse

All members of staff have a responsibility to identify the signs and symptoms of abuse, neglect and exploitation, to report concerns immediately, to share information in a timely manner and to act in the best interests of the child. All staff should be aware that children can be at risk of harm inside and

outside of the School, inside and outside of home, and online. Staff are expected to maintain an
ncerned.

Staff should report any and all worries or concerns of potential abuse via CPOMS (or in person to the DSL or a member of the Safeguarding Team, if for any reason they cannot access CPOMS). Members of staff should not investigate reports or suspicions: it is not their responsibility to decide whether or not a child has been abused. If at any point, there is risk of immediate serious harm to a child, a referral will be made to the local authority where the child is resident immediately. Alternately the School may contact the local authority for advice before any investigation takes place. The School

doing so would put the child at further risk) but there is not a requirement for parental consent for referrals to statutory agencies and this should be taken into consideration when parents may be involved in the abuse.

For convenience, the most common Local Authority contacts are listed here:

Local Authority	Contact number	Other
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radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Below are some safeguarding issues all staff should be aware of:

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional (as defined in the [Domestic Abuse Act, 2021](#)). Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse) all of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Anti-Radicalisation/Anti-Extremism: The Prevent Duty

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 HCSP. The non-emergency DfE advice line can be reached via counter-extremism@education.gsi.gov.uk, <https://report-extremism.education.gov.uk/> or 0207 340 3.

Honour-Based Violence, including Female Genital Mutilation

Staff should be aware that there is a mandatory referral for all concerns regarding Female Genital Mutilation, which includes concerns raised through direct evidence from a family member (e.g. brother). 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**

Mental Health

Staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.

status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

County lines is a term used to describe gangs and organised criminal networks involved in exporting locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children are increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Indicators that may be present when a child is being exploited through involvement in county lines include children who go missing (from school or home) and are subsequently found in areas away from their home; have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime); are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs; a concealed internally to avoid detection; are found in accommodation that they have no connection ;
; have their bank accounts used to facilitate drug dealing.

Child-on-Child abuse

All staff should be aware that children can abuse other children and that it can happen both inside and outside of school and online. All staff should understand that even if there are no reports in the School, it does not mean it is not happening; it may be the case that abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse they should report these to the DSL via CPOMS.

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff should be able to reassure children reporting child on child abuse that they are being taken seriously and that they will be supported and kept safe, All children involved in such incidences will , without judgement, and procedures put in place to minimise the risk to all parties. We also recognise the gendered nature of child-on-child abuse

Services)) or his name is to be deleted from the school register where the next school is not known, a such reports.

Staff are aware that absence from education repeatedly and/or for prolonged periods can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation. Where children leave the School, we ensure their Child Protection information is copied for any new school but transferred separately from the main pupil file. Where reasonably possible we have more than one emergency contact number for each pupil.

In cases where pupils run away or go missing during the school day the S Procedure for when a boy goes missing during the s 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. If a child fails to turn up for school and the reason is unknown, then the Absence Secretary will phone the parents immediately to ascertain the reason.

Responding to safeguarding and child protection concerns (see Appendix 6)

All staff are trained on how to handle a disclosure or report from a child. It is essential that children are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the School should not be downplayed and should be treated equally seriously. A child should never be given the impression that they are creating a problem by reporting abuse. Nor should a victim ever be made to feel ashamed for making a report.

Staff understand that they should language, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was. See Appendix 5 for further guidance.

The School uses CPOMS to record all child protection and safeguarding issues. Incidents are logged by anyone dealing with a child when there are concerns about the welfare of that child, e.g. poor attendance, appearance and dress, changed behaviour or unusual behaviour, health and emotional well-being of the child, deterioration in educational progress, any discussion with parents about the concern, the response of parents to staff and the child and home conditions.

All records and subsequent reports are factual, non-judgmental, clear, accurate and relevant. Where CPOMS is not available, staff may speak to the DSL (or a member of the safeguarding team) or, in the unlikely event CPOMS and the safeguarding team are not available, staff can complete a written Record of Concern Form (Appendix 2) Staff should always be aware of the need for confidentiality and the requirement to follow-up to ensure that the written information has been received and then transferred to CPOMS.

The DSL and safeguarding team create an open environment where staff can approach any member of the team with questions or concerns: professional curiosity is encouraged and staff are regularly The School will do everything in its power to ensure that those affected by safeguarding and child protection issues are supported. In the case of child-on-child abuse this includes victims, the perpetrators and other children investigated.

through Early Help from Team Around the Child (TAC) or Common Assessment Framework (CAF) or, in Hertfordshire, Families First.

Internal support systems are in place that include counselling sessions with the School Counsellor and, if felt appropriate, referral to outside specifically trained counsellors.

The School places great importance on listening to each and every pupil and responding to their concerns. The S enables every pupil to report concerns either anonymously or by giving their name (if they want specific support): posters are placed in classrooms and toilet cubicles, reminding pupils of how to access the app. The School regularly uses the app to survey School site and outside of school, to identify times and spaces where pupils feel more or less safe. The School responds to these reports individually or by changing school processes.

Children are taught about safeguarding and online safety throughout their time at MTS, through the Pastoral Curriculum. Pupils undertake Relationship and Sex Education at appropriate times in accordance with the separate SRE Policy, which is regularly updated in the light of changing government guidance and/or legislation. Serious incidences of poor behaviour, e-safety concerns, racist and bullying incidents, sexual violence or harassment are all logged by staff on CPOMS. The DSL, SLT and the Pastoral Committee regularly review these incidents and use them to update the Pastoral Curriculum to address specific safeguarding or pastoral needs.

SEND

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:

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STAFF RECRUITMENT AND TRAINING

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 away from the School site. The School also carries out checks for internal promotions to management in line with section 128. Any unescorted volunteers that will be spending time with children will have

All staff have an awareness of safeguarding issues through their regular training. However, in addition, expert and professional organisations will be used to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information can be found on the TES and the NSPCC websites. Staff can access government guidance on the issues listed below via GOV.UK and other government websites and they are encouraged to do so if they seek further guidance. Some such issues are;

- Abuse, including domestic abuse, relationship abuse and faith-based abuse
- bullying including cyberbullying, including child-on-child abuse
- 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-called Honour Based Violence
- Forced Marriage (FM)
- health and wellbeing, including fabricated or induced illness, children with medical conditions and mental health
- greater safeguarding vulnerability of certain groups of children, including girls, children with SEND, and LGBT children
- 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.

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 Partnership

- 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 Master, then they should still raise these concerns with either the DSL, Deputy DSL, or the Head Master. The Head Master, DSL or Deputy DSL

Appendix 2: Safeguarding Referral Form

RECORD OF CONCERN FORM

In the event that concerns cannot be recorded on CPOMS or by speaking to the DSL or DDSL in person,

Pupil's Name:	
Tutor:	Form:
Date and time of concern:	
Account of the Concern (what was said, observed, reported and by whom)	

Your response

Appendix 3: Prevent Duty

Policy on preventing extremism and radicalisation

Principles

kept safe and feel safe. All staff and volunteers working at the School recognise that safeguarding is 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 S

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

KCSIE: Keeping Children Safe In Education, September 2024 (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, March 2024

School ethos and practice

The School uses the following accepted Governmental definition of extremism, which is:

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

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.

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 and volunteers at least every year 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

- 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
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Appendix 4: Safeguarding Code of Conduct

(See also the Merchant Taylors' School Employment Manual: Code of Conduct for Staff and the School's Whistleblowing policy)

The safeguarding culture of a school is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by staff that demonstrates integrity, maturity and good judgement. Relationships between staff and pupils should be friendly and mutually respectful.

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.

Physical contact with pupils

- Be wary about providing physical comfort or any demonstration of affection in the light of complaints that might be made. Not all children feel comfortable about certain types of physical contact; this should be recognised and wherever possible, adults should seek the uncomfortable or embarrassed.
- 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.
- 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). 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.
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Staff-Pupil/Former Pupil Relationships

- 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. Where staff are parents of pupils, or friends with parents of pupils outside of school, they should use their professional judgement to act within the spirit of this guidance.
- Staff must not have a sexual relationship with a pupil or former 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 and should not communicate/connect online with young people who have been pupils at the School within the last two years. 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

Appendix 5: 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
- 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 sibil _____ 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 _____ 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 complete a CPOMS incident and/or inform the DSL or, when absent, one of his/her Deputies. If you speak to the DSL in person, they will ask you to write up the incident on CPOMS as soon as possible.
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- 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 **Safeguarding Concerns & Allegations Regarding School Staff, Supply Staff and Volunteers** 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.

Deputy Head (Pastoral)
September 2024
Review Date: September 2025

Appendix 6: Safeguarding Concern Flowchart



