



# Marylebone Boys' School

STUDIO ET INDUSTRIA

## Child Protection & Safeguarding Policy

| Policy Name                           | Child Protection & Safeguarding Policy                          |
|---------------------------------------|---|
| Author                                | Paul Green, Deputy Headteacher and Designated Safeguarding Lead |
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### Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

**Child protection** is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

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## 1. Scope

All staff.

“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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.” (KCSIE 2022)

## 2. Purpose

- 2.1 An effective whole-school child protection and safeguarding policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection and safeguarding issues. An effective policy also makes explicit the school’s commitment to the development of good practice and sound procedures to ensure that children are fully safeguarded, ie that they can live free from abuse, harm and neglect. The policy aims to ensure that child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways which support the needs of the child, and that the child’s wider development is promoted.
- 2.2 To ensure that the welfare of the child is always of paramount consideration.
- 2.3 To recognise that all stakeholders understand that we have a ‘duty of care’ for young people. The definition of children includes everyone under 18.
- 2.4 To exceed our statutory responsibilities (laid out in Keeping Children Safe in Education 2022) and uphold our moral purpose in protecting the welfare of children in our care.
- 2.5 To implement local guidance from and work with three strategic partners (local authority, clinical commissioning group and the police)

## 3. Responsibilities

- 3.1 The school’s safeguarding team is:
  - Mr Paul Green (PGR) – Deputy Headteacher and Designated Safeguarding Lead (DSL)
  - Mr David Loveless (DLO) – SEN and Safeguarding Consultant Deputy Designated Safeguarding Lead (DDSL)
  - Mr Richard Ardron (RAR) - Headteacher - Deputy Designated Safeguarding Lead (DDSL)
  - Mr Paul Hunt (PHU) – Assistant Headteacher – Deputy Designated Safeguarding Lead (DDSL)
- 3.2 The governor with responsibility for child protection is:

- Dr Margaret Mountford – Chair of Governors

### 3.3 The Westminster borough contact information.

- Ms Elaine Campbell - Bi-borough Safeguarding and Child Protection Lead, Schools and Education
- Ms Aqualma Daniel – Safer Organisation Manager and Local Authority Designated Officer (LADO) email: [aqualma.daniel@rbkc.gov.uk](mailto:aqualma.daniel@rbkc.gov.uk)

## 4. Aims

- 4.1 Children and young people have a fundamental right to be protected from harm. A child who has been subjected to harassment, violence and or abuse may have had their rights, as set out in the Human Rights Act, breached (KCSIE 2022). Our aim is to do all we can to protect and safeguard the well-being of our students. Our students have the right to expect us to provide them with a safe and secure environment, and we acknowledge that teachers and other staff in our school are in a unique position to identify and help abused and vulnerable children and must take appropriate action in these cases.
- 4.2 Safeguarding incidents can happen anywhere and staff need to be alert to this fact. We also recognise that the protection of our students is a shared community responsibility. As Looked-After Children (LAC) have additional vulnerabilities, extra care and vigilance will be placed around their welfare. Mr David Loveless is Designated Officer for Looked After Children.

## 5. Principles

- 5.1 Our policy applies to all in our school community, namely students, staff, governors and volunteers. There are five main elements to our policy:
- Ensure we practise safer recruitment practices in checking the suitability of staff and volunteers who work with children.
  - Raise awareness of child protection issues and equip children with the skills needed to keep them safe.
  - Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse and ensure that all staff and governors receive appropriate training to help implement these procedures. This should be part of induction and then at regular intervals.
  - Support students who have been abused in accordance with their agreed child protection plan.
  - Establish a safe environment in which children can learn, develop, achieve and feel safe and take their wishes into account where appropriate when determining how to protect them from harm.

- 5.2 We recognise that, for our students, having high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse. School staff are well placed to observe the outward signs of abuse. We will therefore:
- Establish and maintain an environment where our students feel safe and secure, and where they are encouraged to talk and are listened to seriously.
  - Have in place a system through which all students can select two Trusted Adults, in addition to the Safeguarding Team, in the school whom they can approach if they are worried or in difficulty or concerned about one of their peers.
  - Include in the curriculum, principally via PSHCE and RSE, activities and opportunities which equip students with the skills that they need to stay safe from abuse.
- 5.3 Safeguarding staff will challenge other colleagues and adults in school, and will 'think the unthinkable'. The school recognises the need to train staff to be aware of signs, symptoms, nature and categories of abuse and in the way to deal with the disclosure of abuse.
- 5.4 We recognise that it is the responsibility of each member of staff to ensure that all elements of this policy are actively and consistently reflected in our practice.
- 5.5 The school will contribute to interagency working in line with DfE (2018) 'Working Together to Safeguard Children' and will take into account the procedures and practice of Westminster City Council and other local authorities where students may reside, as well as the local clinical commissioning group and the police.

## **6. Practice and Roles & Responsibilities**

- 6.1 The Governing Body is responsible for ensuring that:
- The school complies with legislation related to child protection.
  - The school has a Child Protection & Safeguarding Policy and that procedures are in place that safeguard and promote the well-being of students in our school.
  - This policy is reviewed annually and available on the school website.
  - The school is using safe recruitment procedures, and that appropriate checks are carried out on new staff, contractors and volunteers.
- 6.2 The named governor for safeguarding is responsible for maintaining:
- Regular contact with the members of the school staff designated for child protection and safeguarding.
  - Awareness of current responsibilities and requirements in relation to child protection and safeguarding by attending appropriate professional development activities.
- 6.3 The Designated Safeguarding Lead is a senior member of staff responsible for:
- The provision of leadership and vision in respect of child protection and safeguarding.

- The practical implementation of the Child Protection and Safeguarding Policy in ensuring that child protection and safeguarding procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies.
- The provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a student is being abused, and how they can protect themselves from an allegation.
- Ensuring that the Designated Safeguarding Lead and the safeguarding team have received the appropriate training.
- The co-ordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings, supporting students at risk, liaison with other professionals, and the monitoring and evaluation of our child protection procedures.
- Liaison between the safeguarding team and the leadership team and governors.
- These responsibilities will be stated in job descriptions. Deputy DSLs will be trained to the same standard as the DSL. Ultimate responsibility remains with the DSL.

#### 6.4 The Headteacher is responsible for:

- Supporting the designated senior colleagues for child protection and safeguarding in all aspects of the role.
- Ensuring that the designated senior colleagues for child protection and the safeguarding have received the appropriate training.
- Ensuring that all members of the school community are aware of and comply with our Child Protection & Safeguarding Policy.
- Ensuring the safe recruitment of all staff (including supply staff and volunteers).
- Making parents aware of the school's Child Protection & Safeguarding Policy.
- Dealing with any allegations against members of staff or volunteers.
- Creating a safe environment for students at the school.
- In accordance with the school's ICT Policy, ensuring that appropriate filters and monitoring systems are in place to prevent pupils accessing potentially harmful and inappropriate online material including extremist material.

#### 6.5 All staff, including supply staff and volunteers, are expected to:

- Know the names of the designated senior colleagues for safeguarding and members of the safeguarding team
- Understand and comply with the school's Child Protection & Safeguarding Policy including knowing what to do if a child tells them they are being abused or neglected.
- Deal with any bullying incidents that may occur, following proper procedures.
- Are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting place children in danger.
- Refer e-safety concerns.

- Refer radicalisation concerns.
- Have read 'part one' of 'Keeping Children Safe in Education' and are provided with an electronic copy of part 1 of this document on induction and asked to confirm that they have received it and read it.
- Are encouraged to contribute to and shape safeguarding arrangements and policies.

## 7. What is Child Abuse?

7.1 Child abuse happens when an adult inflicts harm on a child or young person – even, in some cases, if the adult's actions are not deliberate. An abused child is a boy or girl under the age of 18.

7.2 There are four broad categories of child abuse:

- Physical Abuse
- Emotional Abuse
- Neglect
- Sexual Abuse

### 7.2.1 Physical Abuse

This happens when a child is deliberately hurt, causing injuries such as cuts, bruises and broken bones. It can involve hitting, shaking, throwing, poisoning, burning, slapping or suffocating. It is also physical abuse when a parent/carer fabricates, or induces, the symptoms of an illness in a child.

### 7.2.2 Emotional Abuse

This is persistent and, over time, it severely damages a child's emotional development. Active emotional abuse happens when a parent/carer denies the child the love and care they need in order to be healthy and happy. Such adults might be emotionally unavailable; fail to offer their child praise and encouragement; interact with them in an age-inappropriate way; be over-protective, limiting their opportunities to explore, learn and make friends; or expect the child to meet parent/carer's own emotional needs.

### 7.2.3 Neglect

This is persistently failing to meet a child's basic physical and/or psychological needs, resulting in serious damage to their health and development. Neglect is difficult to define as it is hard to describe the absence of something such as love or attention. In practical terms, neglect may involve a parent/carer's failure to:

- Provide adequate food, clothing or and shelter
- Protect the child from physical and emotional harm or danger
- Supervise the child properly
- Make sure the child receives appropriate medical care or treatment



#### 7.2.4 Sexual Abuse

This involves actual or likely sexual exploitation of a child or adolescent. It also involves forcing or enticing a child or young person to take part in sexual activities. It does not necessarily involve violence, and the child may or may not be aware of what is happening. Sexual abuse includes: grooming a child with the intention of sexually abusing them; all forms of penetrative and non-penetrative sex; sexually exploiting a child in return for gifts, money or affection; and making, looking at and distributing indecent images of a child. Sometimes children are sexually abused by other children.

- 7.3 Children can be victims of or witnesses to domestic abuse. Domestic abuse can encompass a wide range of behaviours and can be a single incident or a pattern of incidents. The abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. As well as suffering domestic abuse at home, children can also suffer domestic abuse in their own intimate relationships (teenage relationship abuse)

## 8. Procedures at Marylebone Boys' School

### 8.1 Reporting Concerns about a Student

- 8.1.1 If a member of staff has a concern regarding the safety of a child, they have a duty to report his or her concerns immediately to the Designated Safeguarding Lead or his deputies.

Mr Paul Green (PGR) – Deputy Headteacher and Designated Safeguarding Lead. The DSL, when in school, will always be available in school hours to discuss safeguarding concerns.

- 8.1.2 In his absence, the report must be made to:

Mr David Loveless (DLO) – SEN and Safeguarding Consultant – Designated Deputy Safeguarding Lead

Mr Richard Ardron (RAR) - Headteacher – Designated Deputy Safeguarding Lead

Mr Paul Hunt (PHU) – Assistant Headteacher – Designated Deputy Safeguarding Lead

- 8.1.3 In the absence of these colleagues, the referral should be to:

Ms Harriet Watkins (HWA) – Deputy Headteacher

Ms C Fine – Assistant Headteacher

Ms Emily Sargent – Assistant Headteacher, Director of Post-16

Ms Sophie Walsh – Assistant Headteacher

Mr Giles Finnemore (GFI) – School Business Manager

- 8.1.4 Referrals can be made through school to:

Designated Safeguarding Governor: Dr Margaret Mountford

- 8.1.5 For looked after children, please contact:

Designated Officer for Looked After Children – David Loveless (DLO)  
Local Authority Designated Officer (LADO) Ms Aqualma Daniel  
Email: aqualma.daniel@rbkc.gov.uk

8.1.6 All school contacts can be reached through the school's telephone system on: 020 3143 7100

8.1.7 All staff may raise concerns directly with Children Social Services via Early Help Westminster (telephone: 020 7641 4000, out of hours 020 7641 2388) and should do so when unable to contact the DSL and there is a risk of harm. If staff have a serious concern and cannot contact the Safeguarding team or Westminster, they should contact the Police.

## 8.2 Receiving a Disclosure

Anyone who receives a disclosure of abuse or an allegation of abuse, or who suspects that abuse may have occurred, must report it immediately to one of the safeguarding team; in their absence, the matter should be brought to the attention of the Headteacher or the most senior member of staff in school.

8.2.1 This should be done when staff:

- Have a suspicion that a student is marked or bruised in a way that is not readily attributed to 'normal' knocks or scrapes.
- Note behaviours or actions in a student which give rise to suspicions that a student may have suffered abuse.
- Receive hints or a disclosure of any type of abuse from a student or from one of his/her friends.

Staff should be aware that they may decide there is an immediate danger or risk of harm, in which case staff must act immediately. If staff decide that there is a 'concern', this does not need immediate reporting but should be reported as soon as practicable.

## 8.3 Oral Report

In the first instance, reports should be made orally. However, as in all cases where referral to outside agencies is a possibility, accurate written records are vital. The oral report should immediately be followed up with a written report on My Concern safeguarding software with details of what has been disclosed. It is important that members of staff do not investigate or follow up any suspicions themselves, for instance by speaking with and/or questioning students or parents/carers.

8.3.1 Whilst staff must be circumspect about using 'hearsay' evidence, it must not be discounted without thought. Gossip is often, but not always, untrue. Such evidence may, together with other indicators, give us warning of an abusive situation. It is an essential requirement for all members of staff to record any conversation or contact that might be useful as evidence.

#### 8.4 Written Record

All safeguarding concerns should be reported on My Concern before the end of the working day in which the incident occurred, using as far as possible the student's own words. It is important to remember that any member of staff can refer their concerns to Westminster Children's Services directly. Staff must take further action if they feel the school has not acted appropriately or robustly to safeguard. This may involve reporting to the Chair of Governors or direct to LADO, Social Care or Police.

- 8.5 The Designated Safeguarding Lead (or one of the safeguarding team) will immediately refer cases of suspected abuse or an allegation of abuse to the appropriate Local Authority Children's Services, according to the home address of the student concerned. Any referral will be confirmed in writing within 24 hours, or before if requested by the LA. If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible. Where possible the inter-agency referral form should be used. Where the allegation is against a member of staff, the Headteacher must first be informed. Where the allegation is against the Headteacher, the Chair of Governors must be informed.
- 8.6 Students are considered children up to the age of 18, however there may be times when a student is deemed to be vulnerable even though they have reached or exceeded 18. This policy will therefore also apply to vulnerable adults within our Sixth Form.
- 8.7 Staff should be aware that it is possible that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. This could be due to their vulnerability, disability, language barriers and/or sexual orientation. It could also be that they feel embarrassed, humiliated, or are being threatened. This should not prevent staff from enquiring about concerns and use trusted relationships to help foster communication.

### 9. Responding to Child Protection Disclosure using Non-Leading Techniques

#### 9.1 Receive

- Staff should receive what has been said. Accept what you are told - you do not need to decide whether it is true.
- Listen without displaying shock or belief.

#### 9.2 Reassure

- Acknowledge that you are listening to them.
- Do not promise confidentiality. You must not keep information to yourself or act on your own initiative.
- Reassure them but do not promise what you may not be able to deliver, i.e. "everything will be all right now" (it may not be).

### 9.3 Respond

- Respond to what the student has said but do not interrogate.
- Avoid leading questions like: "Was it your father?" Questions like this can be used by defence counsel in a subsequent court case to suggest that you 'contaminated' the evidence.
- Ask open-ended questions: "Do you want to tell me anything else?"; "And?"; "Yes?"
- Where necessary, clarify what has been said.

### 9.4 Record

- Make brief notes as soon as possible. Keep original notes then write up a subsequent record including date, time and place on the My Concern Safeguarding software.
- Record the actual words that the child uses.
- On every occasion that a member of staff has reason to suspect that a child has suffered neglect or is at risk of abuse or neglect, the Designated Safeguarding Lead must be informed immediately.
- On receipt of the information, the Designated Safeguarding Lead must make a decision as to whether there are grounds for suspecting abuse, neglect or the potential risk of abuse and to, therefore, make a referral to Social Services or the police as a priority.
- School staff may contact a student's parents/carers to alert them to the fact that Social Services and/or the police have been contacted by the school. However, the safety and wellbeing of the student is of paramount importance. If it is considered that it would be unwise/unsafe to contact parents/carers until Social Services staff have contacted them, then school staff will not inform parents/carers of referrals to Social Services.

## 10. Allegations against Staff

10.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults. All staff should also be aware of the school's Behaviour and Attitudes to Learning and Anti-bullying Policy.

10.2 We understand that a student may make an allegation against a member of staff. Separate policies are in place and should be referred to which cover the process for dealing with allegations that meet the harms threshold (4.6 Allegations of abuse against staff policy) and for concerns which do not meet the harms threshold (4.11 Reporting low level safeguarding concerns policy) .

10.3 The school should ensure that learning lessons is applied to all cases, not just those which are concluded and found to be substantiated.

## **11. Training & Support**

- 11.1 Paul Green will himself as Designated Safeguarding Lead undertake the necessary child protection and safeguarding training, including PREVENT and Channel awareness training, and this will be updated at least every two years.
- 11.2 The Designated Safeguarding Lead (or another member of the safeguarding team) will offer child protection awareness training as part of the induction package for all staff and teaching trainees. This training will be updated regularly and in accordance with advice from the three strategic partners (local authority, clinical commissioning group and the police). This training should raise awareness of child protection issues, clarify the actions to be taken if abuse is disclosed, alleged or suspected, and also encourage staff to keep themselves as safe as possible from an allegation being made against them. They will also raise awareness of child protection issues as necessary at staff briefings, staff meetings or in the staff bulletin.
- 11.3 Such training is regularly updated by email where necessary.
- 11.4 The school will ensure that the Designated Safeguarding Lead and Deputies undertake training relevant to their role and attend refresher training at two-yearly intervals to keep knowledge and skills up-to-date. The safeguarding governor will also attend training.
- 11.5 Every member of staff will have refresher training at the start of the new school year.
- 11.6 All staff are made aware of their role in the early help process, meaning providing support as soon as a problem emerges in a child's life. They must discuss early help requirements with the DSL and support other agencies and professional staff in an early help assessment, and if necessary act as the lead professional in these assessments.
- 11.7 Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities.
- 11.8 The Headteacher and, where relevant, governors and/or senior leaders, will undertake appropriate Safer Recruitment Training.
- 11.9 The school should ensure that appropriate staff are trained in methods of restraint that are appropriate to challenging behaviour.

## **12. Confidentiality**

- 12.1 All staff need to understand that the only purpose of confidentiality is to benefit the student. Fears concerning information sharing cannot be allowed to prevent the need to promote the welfare and protect the safety of children. No one should guarantee confidentiality to a student, nor should they agree with a student to keep a secret, as any child protection

concern must be reported to one of the designated child protection officers and may require further investigation by the appropriate authorities.

12.2 Staff will be informed of relevant information in respect of individual cases on a “need-to-know basis” only. Any information shared in this way must be kept confidential.

### **13. Records and Monitoring**

13.1 Accurate records are essential to good child protection practice.

13.2 Anyone receiving a disclosure of abuse or noticing signs of abuse must make an accurate record before the end of the working day in which the incident occurred or was noticed, noting what was seen or said, putting the child into context, and giving the date, time and location. This record must be reported using My Concern safeguarding software or by email to the DSL should My Concern not be available.

13.3 File notes are kept for any student on a Child Protection Plan (CPP) or for any student monitored for child protection reasons. These records will be kept in a locked cupboard and electronically on a secure area of the school’s management information system.

13.4 If a student transfers from the school, any child protection notes will be forwarded to the student’s new school marked “confidential”, with a request for receipt, and for the attention of the Designated Safeguarding Lead.

13.5 The school should ensure there are at least two emergency contacts for all children on roll.

13.6 Where individual students present particularly challenging behaviour and are at risk of needing restraint, the school will create individual risk assessment plans. This is to reduce the risk of the need for physical restraint and encourage situations to be de-escalated.

### **14. Safer Recruitment and Selection**

14.1 We ensure that all appropriate measures to prevent people who pose a risk of harm from working with children are applied in relation to everyone who works in the school, including volunteers and contracted staff. Our safer recruitment practice includes: a member of the panel having safer recruitment training including the content of “Keeping Children Safe in Education”; scrutinising applications and stating in advertisements that the school is committed to safeguarding; verifying identification, qualifications and references; and checking previous employment history. All offers of employment, including salaried initial teacher training, are conditional on full satisfaction of these checks.

14.2 We define regulated activity as regular teaching, training, instructing or caring for children, and any kind of personal, intimate or overnight care or supervision, whether regular or not. If the school knows or has reason to believe that an individual is barred from working in

regulated activity they will not be permitted to work or volunteer or to continue to work in the school. The School will clearly state, on the application form or in the information provided to applicants, that it is an offence to apply for a role if the applicant is barred from engaging in regulated activity relevant to children.

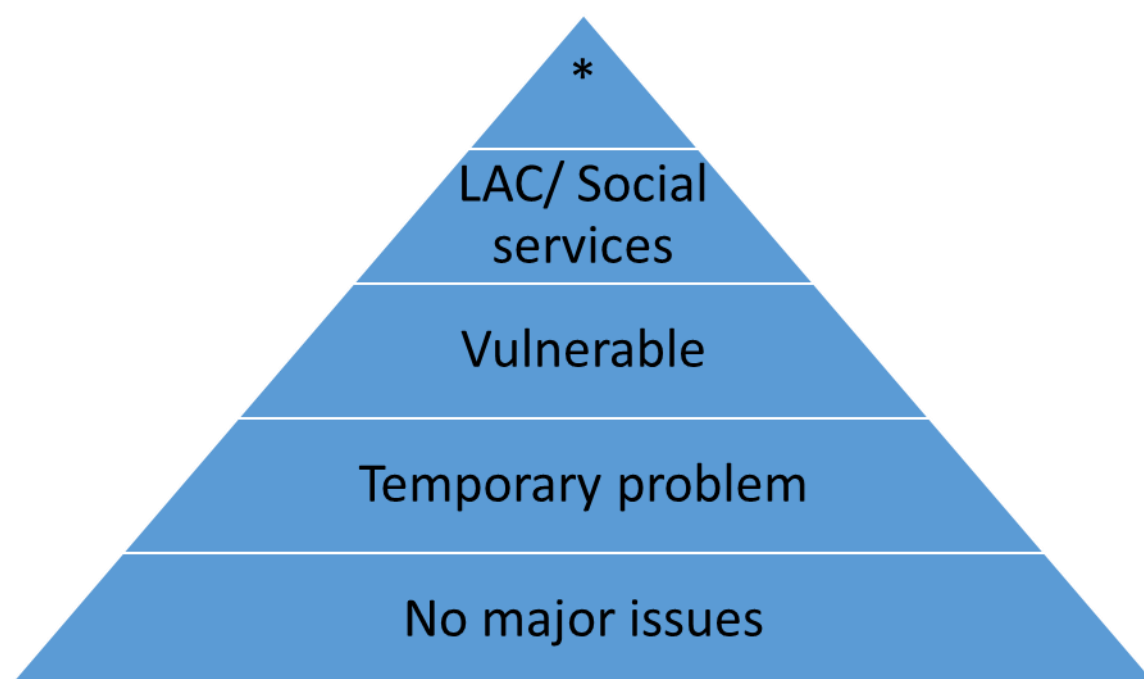
- 14.3 An enhanced DBS disclosure is obtained for all new appointments, involving regulated activity or a move from non-regulated activity into regulated activity, including a check on List 99 – Children’s barred list (teachers prohibited from the profession).
- 14.4 As part of the shortlisting process, the school will make use of online searches where appropriate.
- 14.5 The school is committed to keep an up-to-date single central record including a check to establish the person’s right to work in the UK and a check for EEA teacher sanctions and restrictions.
- 14.6 Two references will be sought for each appointee and checked to be satisfactory.
- 14.7 Qualifications will be checked and verified.
- 14.8 We require those in senior leadership roles, to undertake checks to ensure that they are not prohibited under section 128 provisions and no such prohibited person would be allowed to work at the school. This includes governors, trustees, headteachers and members of the SLT.
- 14.9 Individuals who have lived or worked outside the UK will undergo the same checks as other staff, along with further checks such as EEA teacher restrictions and sanctions.
- 14.10 Agencies and initial teacher training providers are required to provide written notification that the appropriate safeguarding checks have been carried out.
- 14.11 Where the school has a safeguarding concern about an existing staff member, the school will carry out relevant checks as if they were a new staff member.
- 14.12 The school will report to the DBS anyone who harms or poses a risk of harm to a child or vulnerable adult if that person receives a caution or conviction for a relevant offence, or there is reason to believe he or she has done so, or has been removed from regulated activity or would have been removed had they not left.
- 14.13 Volunteers: Unchecked volunteers are always supervised and not allowed to work in regulated activity. If they are in contact with children on a regular basis, but not engaged in regulated activity, we will carry out a risk assessment on whether to seek an enhanced DBS check. If they engage in regulated activity, there is supervision and the enhanced DBS certificate with barred list information will normally be carried out.
- 14.14 Contractors, including self-employed contractors: if engaging in regulated activity they are required to have an enhanced DBS certificate including barred list information and without if

will not be allowed to work unsupervised or engage in regulated activity. Their identity will be checked on arrival.

14.15 Visitors. The school uses professional judgement to determine whether visitors such as parents and relatives need to be escorted or supervised.

## 15. Supporting Students – The Pyramid of Vulnerability

15.1 Please note that \* indicates those students on a child protection plan and those students for whom we have major child protection concerns.



15.2 In the area of Child Protection, there is a pyramid of need for the support of vulnerable students (see the diagram above).

15.2.1 At the top are those students (\*) on a child protection plan and those students for whom we have major child protection concerns.

15.2.2 Next are children 'Looked After' by the local authority, adopted children and those who are cared for by people other than a parent/carer.

15.2.3 Next are students who may be more vulnerable than others. Examples include students who have a Special Educational Need or students who take the role as a significant carer for a family member. The Designated Safeguarding Lead is responsible for ensuring that we have an up-to-date list of these groups of students.



15.2.4 Next is a larger group of students who are vulnerable in some other way. This may be because of family circumstances, health issues or social reasons.

15.2.5 Lastly there are the majority of students, who do not need ongoing extra support but may need some support for a short period of time. This may be, for example, in the case of family illness, crisis or bereavement.

15.3 We are committed to providing support for all these groups of students appropriate to their needs. This may be provided by the safeguarding Team, a member of the Leadership Team, a member of the Pastoral Team, a tutor or an adult in school specifically approached to do so.

## **16. Students on the Child Protection Register or For Whom We Have Child Protection Concerns**

16.1 The number of students on a Child Protection Plan (CPP) varies. There are also other students about whom we have child protection concerns who are not on a CPP. We support students in various ways by:

- following the guidance set out in any Child Protection Plan;
- ensuring that they know and are comfortable about whom they can approach for help or if they have specific concerns;
- monitoring their welfare carefully, including talking to them regularly about their well-being;
- attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it;
- monitoring their attendance carefully and reporting any unexplained absence to social care;
- monitoring their academic grades carefully to try to ensure they are making good progress in school;
- enlisting the support of and liaising with other agencies as appropriate;
- checking that they have access to all elements of school life, including visits and other activities;
- informing their Pastoral Leader that they are on a CPP without breaching confidentiality so that he/she knows to register immediately any concerns - however minor - with the Designated Safeguarding Lead (or a deputy).

## **17. Attendance at Child Protection Conferences and Core Group Meetings**

17.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented and/or a report is submitted to any child protection conference called for children on the school roll or previously known to them. Whoever attends will be fully briefed

on any issues or concerns that the school has and be prepared to contribute to the discussions at the conference.

17.2 If a child is made subject to a Child Protection Plan, it is the Designated Safeguarding Lead's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation. If the school is part of the core group then the DSL should ensure that the school is represented at these meetings and that there is a record of attendance and issues discussed. All concerns about the child protection plan and/or the child's welfare should be discussed and recorded at the core group meetings unless the child is further at risk of significant harm. In this case, the DSL must inform the child's key worker immediately and then record that they have done so and the actions agreed.

## **18. Looked-After Children (LAC)**

18.1 We have a Designated Lead responsible for students as Looked-After Children, who has received appropriate training. This member of staff is David Loveless. We keep a list of students who are looked after by the local authority or neighbouring authorities. Research shows that these students fare less well at schools than their peers; to narrow this gap, we monitor their progress and wellbeing carefully by:

- being involved in and following the guidance set out in the student's Personal Education Plan (PEP);
- arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the student's welfare and to talk to them regularly;
- targeting student pupil premium funding to specifically support children in care;
- attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers and the virtual school head;
- monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare Service;
- monitoring their academic grades carefully to try to ensure they are making good progress in school;
- informing staff that they are on the looked after register without breaching confidentiality so staff know to register any concerns speedily to the designated lead;
- being careful not to accept any under achievement just because the child is 'looked after';
- looking out for difficulties with homework or resources that may be a result of their being in care, and giving them help to organise and manage their work and by providing the resources needed;
- enlisting the support of and liaising with other agencies as appropriate;

- checking that they have access to all elements of school life, including visits and other activities, and by giving these students the opportunities to take part in those self-esteem projects/residential trips organised by the school as and when appropriate.
- Ensuring that all staff are equipped with the skills, knowledge and understanding necessary to keep LAC safe.

18.2 In addition, we also keep a record of those students who are: looked after by someone other than a parent/carer, adopted, or on a Special Guardianship plan, and of the virtual school head in their local authority. The school will ensure that if children are staying with parents from overseas as part of an exchange, parents will use the DBS service to carry out an Enhanced DBS.

## **19. Young Carers**

19.1 It is the responsibility of the Designated Safeguarding Lead (or a deputy) to keep a record of those students who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer support to these students appropriate to their individual situation. This package would contain elements of the support offered to students looked after by the local authority.

## **20. Disabled and SEN Students**

20.1 Disabled and SEN children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their care giver may mean they have no-one to tell. Professionals may focus on meeting the needs of the child's impairment; however, at Marylebone Boys' School, we will always try to ensure that the voice of the child is heard/sought.

20.2 Students who are disabled or have SEN may be at more safeguarding risks as:

- Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability.
- Higher risk of peer group isolation.
- Disproportionate impact of bullying.
- Difficulties with communication.

20.3 The school will consider providing extra pastoral support for children with SEN and disabilities.

## 21. Alternative provision

21.1 The school is responsible for the safeguarding of their pupils when they are placed in alternative provision. When placing a pupil with an alternative provider, the school obtains written confirmation that the provider has conducted all relevant safeguarding checks on staff.

## 22. Work experience

22.1 When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

## 23. Child-on-child abuse

23.1 For the purposes of this policy, **“child-on-child abuse”** is defined as abuse between children.

23.2 The school has a zero-tolerance approach to abuse, including child-on-child abuse.

23.3 All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

23.4 All staff understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

23.5 Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.

- Initiation- and hazing-type violence and rituals, which can 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.

23.6 All staff are clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

23.7 All staff are made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

23.8 All staff are made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

23.9 Pupils are encouraged to speak up about concerns they may have for their peers and are made aware of how to raise concerns or make a report. This is done by speaking to a trusted adult in school, head of year or a member of the senior leadership team or by posting a note in one of the 'bully boxes'. Pupils are also be reassured that they will be taken seriously, be supported, and kept safe.

23.10 The school's procedures for managing allegations of child-on-child abuse are outlined in the Behaviour and Attitudes to Learning and Anti-bullying policy. Staff follow these procedures, as well as report any such incidents on the school's My Concern safeguarding portal.

23.11 Where child-on-child abuse occurs by social media, students involved may be asked to show evidence of the abuse on their personal devices to whichever member of staff and/or the police is investigating the allegation and may be asked to send a screen shot from their school email address to the school email address of the DSL or DDSL as evidence for investigation and appropriate action.

## **24. Serious violence**

24.1 Through training, all staff are made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime such as knife or gun crime or other gang related violence. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.

- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

24.2 Staff are made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

24.3 Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime immediately report their concerns to the DSL

24.4 When investigating allegations of child-on-child sexual violence or sexual harassment it is important that the child is made aware that the law is in place to protect them, not to criminalise them.

## **25. Child Missing from Education**

25.1 A child going missing from education is a potential indicator of abuse or neglect. The school will carry out a daily absence check and on the third day of absence, where we have concerns about the welfare of the child, will report the matter to Westminster Attendance team. The school will take all reasonable steps to ascertain the whereabouts of the child. If a member of staff has concerns about a particular student, they should talk to the Designated Safeguarding Lead and follow up in writing. If a child has disclosed that they are being abused to a member of staff, they should go straight to the Designated Safeguarding Lead or in their absence, the Deputy DSLs.

25.2 The school will inform the Westminster Attendance team of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

## **26. Child Sexual Exploitation (CSE)**

26.1 CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As a school staff, we should be aware that sexual exploitation can take many forms and that students may not exhibit external signs of abuse. Therefore, staff must be vigilant for the less obvious signs: e.g. lots of new electronic equipment, when before there was none; seeming to have extra money to spend or moving away from established friendship groups, etc.

## **27. Female Genital Mutilation (FGM)**

27.1 Whilst only boys attend the school from age 11-16, girls are welcome in the Sixth Form. There are occasions when girls attend the school during Key Stages 3 and 4. Staff, therefore, should be fully aware of this aspect of child protection. In cases where there appears to be a risk of FGM, safeguarding procedures should be followed as set out in the Home Office's FGM Fact Sheet.

27.2 FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed Female Genital Mutilation. The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.

27.3 The Female Genital Mutilation Act 2003 makes it a criminal offence not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident, but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal. Staff must personally report to police if they believe an act of FGM has been carried out, for example if a girl makes a disclosure that it has taken place or if they see physical signs – though they should not actively examine for them. They need to be aware that they will face disciplinary action if they fail to report in these cases.

27.4 In cases where staff suspect from changes in behaviour, such as signs of pain or discomfort, constant toilet visits, vaginal blood loss, refusal of PE participation or use of school showers, they should consider FGM, alongside other possible explanations. If the girl has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, they should consider FGM. If they believe this may have occurred, or that there is a risk that the girl may be taken abroad for FGM, they should raise the case with the DSL and involve children's services as appropriate. More information is available in the Multi Agency Statutory Guidance on FGM.

## **28. Forced Marriage**

- 28.1 The subject of forced marriage is also highlighted in documentation on Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone that they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.
- 28.2 Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A student who fears that they are likely to be forced into a marriage may disclose this to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations. These young men and women may also become victims of what is termed 'honour-based violence', either by participating or experiencing in it.
- 28.3 This type of violence is described in 'The Right to Choose' guidance as: "A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community". Students who are forced by others to enter into a marriage agreement against their will, will be referred to Social Services. This is part of normal child protection procedures.

## **29. Radicalisation/PREVENT**

- 29.1 The PREVENT strategy will specifically:
- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
  - prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
  - work with sectors and institutions where there are risks of radicalisation which we need to address.
- 29.2 Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of PREVENT and the risks that it is intended to address are both vital.
- 29.3 Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.



29.4 Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond PREVENT but they connect to the PREVENT agenda.

29.5 PREVENT referrals should be reported in line with other safeguarding procedures. If a member of staff has concerns regarding any extreme behaviour, they must report this to the Designated Safeguarding Lead. If required, the school will contact Westminster Local Authority's PREVENT Officer to seek advice and guidance. The LA will then discuss the incident at a Channel Panel Meeting in line with the Counter Terrorism and Security Act (2015). Panels will assess the extent to which the identified individuals are vulnerable to being drawn into further issues.

### **30. E-Safety (Internet Usage)**

30.1 We have policy guidance in place to ensure our ability to protect and educate our students and staff in their use of technology. By using school IT facilities, students and staff are required to agree to the acceptable ICT use policy.

30.2 Under the school IT policy, students are allowed to carry mobile phones onsite but these devices but not be 'seen or heard'. However, the school notes there is a potential the students access the Internet via mobile data networks. All staff should be vigilant in reporting students who are accessing their mobile phone while on site.

30.3 Students using school IT infrastructure are bound by the IT 'Acceptable Use' policy and can only use hardware/software provided and monitored by the school's designated IT provider.

### **31. Links to the curriculum**

31.1 The following issues are covered in the academic curriculum, extended curriculum and PSHCE provision.

- Staying safe from harm
- Staying safe online
- Sex, relationships education (SRE)
- Sexual abuse and sexual harassment
- Child-on-child abuse
- Staying safe from bullying
- Who can I turn to in school?
- Drugs and Alcohol misuse
- Calculated risks

- Child sexual exploitation
- Domestic Violence
- FGM – Female Genital Mutilation
- Forced Marriage
- Gang activity
- Radicalisation and extremism
- Morality – making the right decisions

## **32. Use of the School Premises by Other Organisations**

32.1 Where services or activities are provided separately by another body using the school premises, the Governing Body, through the letting process, will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

## **33. Whistleblowing**

33.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Any member of staff who is concerned about the conduct of another member of staff or adult on the school premises (or employed by the school) should contact either the Headteacher or Designated Safeguarding Lead, in line with our Whistleblowing Policy. Should the concern relate to the Headteacher or the staff member otherwise feels unable to raise it with school staff, the member of staff should contact the Chair of Governors (Dr Margaret Mountford).

## **34. Implementation of the Policy**

34.1 This policy will be implemented with the approval of the governing body. All staff will be given relevant training as previously described. Staff joining the school will be part of a rolling programme of training. All staff including temporary staff are reminded of the key personnel responsible for child protection and child safeguarding issues. The policy will be monitored annually and details of this monitoring and evaluation process will be available to governors and the SLT.

34.2 Parents/carers will have access to this policy through the school website.

34.3 Student safety and well-being is part of the ethos of the school. It is made explicit in curriculum areas, assemblies and pastoral work.

34.4 Staff will be kept informed about child protection responsibilities and procedures through induction, briefings, staff meetings, the staff bulletin, and other awareness training. All new

staff will attend a training session on child protection awareness as part of their induction programme, as well as receiving our Staff Handbook and Part One of 'Keeping Children Safe in Education'. Where other adults are working in the school alone with students, the Headteacher will ensure that they are aware of the contents of these policies.

### **35. Review**

35.1 This policy will be reviewed every year with the relevant staff and agencies. The Chair of Governors will be apprised of incidents where appropriate.

### **36. Further Information**

36.1 This policy, and all action relating to it, is in line with Keeping Children safe in Education' (2022).

36.2 This policy needs to be read in conjunction with other Marylebone Boys' School policies, in particular the Behaviour and Attitudes to Learning and anti-bullying policy, Allegations of Abuse Against Staff policy, Reporting Low-level Safeguarding Concerns policy, Staff Handbook, Attendance and ICT Policy.

# Appendix A

## Safeguarding report

An annual report will be submitted to the Governors which will outline the Child Protection and Safeguarding work undertaken by the School during the academic year. Names of children will not be shared. Included in the report will be details of:

- (i) staff with designated child protection and safeguarding responsibilities
- (ii) the training that has been undertaken by the designated staff
- (iii) the training that has been undertaken by all other staff and volunteers
- (iv) safer recruitment: confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- (v) school policies and other documents relating to safeguarding
- (vi) child protection record-keeping procedures and confirmation that records are stored securely and where appropriate have been transferred to another school
- (vii) numbers of child protection referrals made to Children's Services
- (viii) numbers of child protection conferences or core group meetings attended
- (ix) numbers of children who are, or have been, subject to a Child Protection Plan
- (x) numbers of children with a Child in Need Plan
- (xi) numbers of children with other needs / incidents bringing them to the attention of the CPDO team, including incidents of physical restraint, allegations against staff and equalities-related incidents
- (xii) curriculum provision relating to safeguarding and child protection issues
- (xiii) school systems which support and monitor pupils' welfare
- (xiv) school site safety relating to safeguarding.