



MAGDALEN COLLEGE SCHOOL

SAFEGUARDING POLICY

2020-21

1. Introduction, Key People and Terminology

Introduction

- 1.1 “The values of the School encompass a love of learning, a sense of responsibility towards each other and the wider community, and respect for the individuality of each pupil.” Safeguarding and promoting the welfare of children in the widest sense is of paramount importance and encompasses all we do as a school since children who are safe and feel safe are better equipped to learn. Safeguarding is the responsibility of all staff. This policy is one of a series in Magdalen College School’s (“**MCS**”, or the “**School**”) integrated safeguarding portfolio. The School’s safeguarding arrangements are inspected by the Independent Schools Inspectorate (“**ISI**”) under the judgements for welfare, health & safety and leadership and management. This policy should be read in conjunction with the Missing Pupil Policy, the Whistleblowing Policy and the Staff Code of Conduct which can be found on the School’s intranet/website. The School’s governing body ensures that the School’s safeguarding arrangements take into account the procedures and practice of the Oxfordshire Safeguarding Children Board (“**OSCB**”). The School’s safeguarding policies and procedures are reviewed and are approved annually by the full board of governors.
- 1.2 This policy has regard to the statutory guidance documents Keeping Children Safe in Education (September 2020) (“**KCSIE**”) and Working Together to Safeguard Children (July 2018, as revised); Prevent (2015); the ISI Regulatory Handbook (as amended) and regular updates and advice from the ISI; local advice and information from safeguarding colleagues, including at the Oxfordshire Safeguarding Children Board, which reports to Oxfordshire’s Three Safeguarding Partners (**Oxfordshire Multi-Agency safeguarding arrangements for children**, May 2019). The partners are the Chief Executive of Oxfordshire County Council; The Accountable Officer, Oxfordshire Clinical Commissioning Group; and the Chief Constable, Thames Valley Police. The school works with all relevant agencies. The policy applies whenever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit.
- 1.3 The school is aware of the potential safeguarding issues raised by covid, including the risk of renewed lockdown. Remote learning policies are in place, with a separate remote learning safeguarding protocol, approved by governors and written in consultation with OSCB & ESAT, is in place to instruct staff on safeguarding conduct in lockdown. Appropriate time is available to the DSL team for the management of safeguarding matters arising from lockdown.

Key People and Contact Details

- 1.4 Details of all key contacts for reporting safeguarding and welfare issues are clearly set out at Appendix 1 to this policy.
- 1.5 The School’s Governing Body has appointed a member of staff of the School’s senior leadership team with the necessary status and authority as the School’s designated safeguarding lead (“**DSL**”), to be responsible for matters relating to child protection and welfare. Contact details are given in Appendix 1.
- 1.6 The DSL is given the time, funding, training, resources and support to enable him/her to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.

- 1.7 Parents and staff are invited to approach the DSL if they have any concerns about the welfare or safeguarding of any child in the School, whether these concerns relate to their own child or any other. Questions or concerns about safeguarding should normally be directed, in the first instance, to the School's DSL whose role and responsibilities are set out at Appendix 5 to this policy or, in his absence, to a deputy DSL as detailed in Appendix 1 who will inform the DSL and/or the Master and/or external agencies, as appropriate, in accordance with procedures set out in this policy. If preferred, parents and staff may discuss concerns with the pupil's tutor, Head of Year, Head of Section, or the Master, or other key contacts including one or more of the external agencies listed in Appendix 1.

Terminology

- 1.8 In this policy the following terms have the meanings attributed to them below:

“child protection” refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm including, but not limited to sexual abuse, female genital mutilation and radicalisation.

“children” or **“child”** includes everyone under the age of 18 and, at MCS, all pupils.

“DSL” means the person listed as such in Appendix 1 and includes a Deputy DSL where the DSL is unavailable.

“Deputy DSL” means the person(s) listed as such in Appendix 1.

In accordance with KCSIE 2020, the DSL team will confer to ensure that there is always at least one of the team on site and accessible throughout the day every school day.

“Parent” or **“parent”** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

“Staff” or **“staff”**, unless the context requires otherwise, refers to all those working for or on behalf of the School, full time or part time, temporary or permanent, in either a paid or voluntary capacity and shall include governors of the School.

2. Definition of safeguarding

- 2.1 We define safeguarding and promoting the welfare of children as

- protecting children from maltreatment (both mental and physical) radicalisation and extremism;
- preventing impairment of children's health (the school recognising that health is both mental and physical, and health is relevant to the safeguarding and welfare of children) or development (which includes physical, mental, emotional and social development);
- ensuring that children grow up in circumstances consistent with safe and effective care; and
- taking action to enable all children to have the best possible outcomes.

- 2.2 Examples of actions which constitute harm to the child including examples of abuse and neglect and assistance on how to recognise the signs of abuse and neglect are set out at Appendix 3.

3. The Prevent Programme

- 3.1 As of July 2015, all schools have a legal requirement to play their part in preventing extremism, and radicalisation in order to prevent children being drawn into terrorism. It should be noted that some of the possible indicators of extremism and radicalisation in this section might also be signs of increased risk of child sexual exploitation (“CSE”), arranged marriage or FGM.
- 3.2 Extremism and radicalisation is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Calls for the death of members of our armed forces, whether in this country or overseas are also included in the definition.
- 3.3 Possible indicators of extremism and radicalisation are:
- Withdrawal from usual activities
 - Feelings of anger, grievance or injustice
 - Truanting/going missing from School or care
 - Expressing ‘them and us’ thinking
 - Use of inappropriate language
 - Advocating violent actions and means
 - Possession of violent extremist literature
 - The expression of extremist views
 - Association with known extremists
 - Seeking to recruit others to an extremist ideology.

MCS fulfils its duty to the Prevent Agenda through safeguarding, PSHCE programme, and curriculum support for the fundamental British values of democracy, the rule of law, individual liberty and mutual tolerance and respect of those with different faiths and beliefs.

- 3.4 The School will ensure that visiting speakers are checked as suitable by the completion of a “Visiting Speaker form”, submitted to the Usher, for all visiting speakers whether invited by staff or pupils. The Usher and the relevant member of staff will liaise to deal with any concerns, otherwise the speaker will not be invited, or will have their invitation withdrawn, if deemed unsuitable.

4. Duties of Staff, the Governing Body and Volunteers of the School

- 4.1 The Master and all School staff have a responsibility to provide a safe environment in which MCS pupils can learn. They all have a responsibility to identify children:
- 4.1.1 who may be in need of extra help because (a) their health and development is, or is likely to be, significantly impaired or further impaired or (b) they are unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development or (c) they are disabled; and

- 4.1.2 who have suffered, or there are reasonable grounds to believe that they are suffering, or likely to suffer, significant harm or who are at risk of being drawn into terrorism through extremism and radicalisation.
- 4.2 All staff have equal responsibility to act promptly on any suspicion or disclosure that may suggest a child is in need or at risk of harm at home, in the community or in School (including where a pupil is at risk from one or more other pupils) in order to prevent issues escalating. Staff must act if there is a concern regarding a child or if a child is in immediate danger. Pupils and staff involved in child protection issues will receive appropriate support and in the event of pupil on pupil abuse or harm, all pupils involved, whether perpetrators or victim, should be treated as being at risk.
- 4.3 Staff should also be aware that upon a referral to an external agency, they may be asked to support social workers in taking decision about an individual child.
- 4.4 Every member of staff, and governor of the School as well as every volunteer who assists the School is under a general legal duty:
- to assist children in need and to protect children from abuse and neglect and extremism and radicalisation
 - to be aware of the terms and procedures in this policy and to follow them
 - to know how to access and implement the procedures, independently if necessary
 - to keep a sufficient record of any significant complaint, conversation or event in accordance with this policy;
 - to report any matters of concern to the DSL or, where appropriate in accordance with this policy, to report concerns to another key contact listed in Appendix 1; and
 - to report to the police any cases where they discover that female genital mutilation (“**FGM**”) appears to have been carried out and to discuss and consider each such case with the DSL and involve the relevant agency for children’s social care unless there is a good reason not to do so.
- 4.5 Staff members must maintain an attitude of ‘It could happen here’ where safeguarding is concerned, and to ‘think the unthinkable’. When concerned about the welfare of a child, staff members should always act in the interests of the child.

5. Policy Statement and Aims

- 5.1 Welfare of the child is paramount. All children, regardless of age, gender, ability, culture, race, language, religion, sexual identity or caste, have equal rights to protection. The School endeavours to provide a safe and welcoming environment where children are respected, valued and protected from any form of abuse including, but not limited to, the types of abuse set out in Appendix 3 as well as from bullying. See the School’s Anti-Bullying policy for further guidance.

5.2 The procedures contained in this policy apply to all staff including volunteers and governors and are consistent with those of OSCB & Oxfordshire Safeguarding Partners in order:

- 5.2.1 to provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities;
- 5.2.2 to ensure consistent good practice;
- 5.2.3 to demonstrate MCS' commitment with regard to safeguarding and child protection to pupils, parents and other partners;
- 5.2.4 to contribute to the School's safeguarding portfolio.

5.3 The School is committed to and recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils and expects all staff and volunteers to share this commitment. The School will take all reasonable measures to:

- ensure safe recruitment methods by checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in Keeping Children Safe in Education, the Education (Independent School Standards) (England) Regulations 2014 (as amended) and having regard to the Disqualification under the Childcare Act (2006) if applicable. The staff appointment procedures are contained in a separate policy.
- ensure that where staff from another organisation are working with MCS pupils on another site, the School has received satisfactory assurances that appropriate child protection checks and procedures apply to those staff.
- follow the local inter-agency procedures of Oxfordshire multi-agency safeguarding arrangements, including as re-organised in May 2019.
- protect each pupil from any form of abuse, whether from an adult or another pupil with specific regard to one-on-one situations for example involving sport, music tuition or other extra-curricular activities.
- Protect pupils from online abuse, including peer-on-peer abuse. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- The school takes precautions, including the use of filters and monitoring of usage as well as education, to uphold internet safety
- The school mobile phone guidelines support the school's response to e-safety, including the management of the use of 3G and 4G technology.
- Be alert to and very aware of different forms of peer on peer abuse, and be clear that abuse is abuse and should never be passed off as 'banter' or 'part of growing up'.
- Peer on peer abuse can include (but is not limited to) bullying (including cyber-bullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals; and sexual violence & sexual harassment (see 8.11-12); upskirting

- be alert to signs of children in need of help or signs of abuse, neglect, extremism and radicalisation both in the School and from outside and follow School procedures to ensure that children receive effective support, protection and justice.
- be alert to behaviours linked to children being in danger, including drug taking, alcohol abuse, truanting and sexting
- be aware of the vulnerability of SEND pupils in safeguarding terms
- deal appropriately with every suspicion or complaint of abuse, extremism and radicalisation.
- Be alert to signs of children who may be acting as Young Carers and put in place appropriate support, recognising that young caring is a major factor in increasing the vulnerability of young people.
- design and operate procedures which promote this policy.
- design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
- support pupils who are in need or who have been abused in accordance with his/her agreed child protection plan.
- be alert to the medical needs of pupils with medical conditions.
- operate robust and sensible health and safety procedures.
- teach pupils about safeguarding, for example through use of online resources, through the curriculum and PSHCE.
- take all practicable steps to ensure that School premises are as secure as circumstances permit.
- operate clear and supportive policies on drugs, alcohol and substance misuse.
- consider and develop procedures to deal with any other safeguarding issues which may be specific to individual pupils in the School or in the local area. This includes dealing with the issues of forced marriages, FGM, Domestic Violence, so-called ‘Honour Based Abuse (HBA), child sexual exploitation and preventing radicalisation and extremism.
- have regard to guidance issued by the Secretary of State for Education (“**DfE**”) in accordance with section 157 of the Education Act 2002 and associated regulations.

6. Training

- 6.1 All staff, including the Master, the Governors, temporary staff and volunteers undertake appropriate child protection training, which includes induction training as soon as they arrive and which is updated according to OSCB requirements at least every three years. Such training includes: familiarisation with (a) this policy; (b) the Staff Code of Conduct; (c) the identity and contact details of the DSL and Deputy DSLs; (d) child protection training in accordance with OSCB procedures including familiarisation with the risks of radicalisation and extremism and

how staff may recognise and identify children at risk, (e) the School's whistleblowing policy and procedures; (f) how to manage peer-on-peer abuse including peer-on-peer sexual violence and sexual harassment; (g) training in and provision of the school's behaviour policy; (h) online safety policy and procedures; (i) the safeguarding response to & policy regarding children missing in education and (j) Part 1 of KCSIE. All staff confirm that they have received a copy, read and the school takes steps to ensure that they have understood (a) Part 1 of KCSIE and Annex A of KCSIE (Annex A is included in publication of KCSIE Part 1) and (b) the School safeguarding policy when those documents are updated. In addition all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Induction includes policies and training with respect to acceptable use of IT, staff/pupil relationships and communications including use of social media; CSE; Prevent and radicalisation; peer-on-peer abuse; and other safeguarding matters including those described in 5.3

- 6.2 The DSL and Deputy DSLs undertake child protection training and training in inter-agency working, and attend refresher training at two-yearly intervals. For further details about the role and responsibilities of the DSL and Deputy DSLs see Appendix 5.
- 6.3 All training is carried out in accordance with OSCB procedures.
- 6.4 Senior pupils who hold positions of responsibility over other pupils ("**Prefects**") are briefed on appropriate action to take should they identify or receive any allegations of abuse.

7. Concerns about a Child and a Child in immediate danger

- 7.1 Any concerns about the welfare of a pupil of the School should be raised, without delay, generally with the DSL in the first instance or alternatively with one or more of the people or agencies listed at Appendix 1 to this policy, as appropriate. This might be on the basis that the child may be in need of help or at risk of harm.
- 7.2 Concerns may be raised by pupils about themselves or their friends and peers, parents, family, staff and anyone else inside or outside of the School community. Safeguarding is everyone's concern.
- 7.3 The DSL will usually be the person who decides whether to make a referral of concerns to external agencies listed at Appendix 1. It is important, however, to note that any staff member, governor, pupil or parent or other may refer their concerns directly to the relevant agency or agencies and if, at any point, there is risk of immediate serious harm to a pupil, a referral **MUST** be made **immediately** or the police be called on 999. A referral to a statutory agency does not require parental consent.
- 7.4 Concerns about children who have suffered, or who are likely to suffer, significant harm should be reported to the relevant children's social care agency of which details are given at Appendix 1. Children who may be in need of additional support from one or more agencies may need to be the subject of the Early Help Assessment and Team around the Family (TAF) approaches in accordance with Oxfordshire interagency procedure. It is important to note that referrals to external agencies do not necessarily require parental consent.

- 7.5 If a crime against a child or FGM has been committed, the matter should be reported to the police without delay.
- 7.6 If the pupil's situation does not seem to be improving following referral, the referrer should press for reconsideration; concern should always lead to help for the child and inaction should be challenged.
- 7.7 Allegations against School staff and volunteers should be reported without delay to the DSL or Deputy DSL (who will report such concerns to the Master) or directly to the Master - each of whose contact details are listed at Appendix 1.
- 7.8 Allegations against the DSL should be made without delay to the Master.
- 7.9 Allegations about the Master or a governor should be made without delay to the governor listed at Appendix 1 and/or to the chair of the board of governors and/or to any other member of the board of governors, without informing the Master.
- 7.10 Any allegations against School staff (including the Master and the DSL) must not be investigated by staff or the School without first consulting with the LADO (details at Appendix 1) within one working day, or, in the most serious cases, with the police. In borderline cases, these consultations may be held informally and without naming the School or the relevant individual. Parental consent is not required in order to be able to report a concern to the LADO.
- 7.11 Any allegation against School staff and its nature, content and context must be discussed with the LADO and a course of action agreed including any requirement to involve the police or to suspend the relevant member of staff. Discussions should be recorded in writing and any communication with both the individual concerned and the parents of the child/children agreed. Children's social care services or the police cannot require the suspension of a member of staff, although they should give appropriate weight to their advice. At the conclusion of any case, MCS is committed to learning lessons to determine any improvements to be made to the school's or college's procedures or practice.
- 7.12 The School recognises, and staff have been trained in, the needs of children in relation to the requirements of early intervention and support in all areas of their welfare at any time, and regarding any concern. Such concerns might include, for example and certainly not exhaustively, mental health issues, self-harm and substance abuse.
- 7.13 Allegations of abuse by one or more pupils against another pupil must be referred to the relevant agencies where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In the event of a disclosure of pupil on pupil abuse, all children involved are considered by the School to be at risk.

8. Procedures in the event of a disclosure

- 8.1 A member of staff suspecting or hearing a disclosure or complaint of abuse must:
- listen carefully to the pupil and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place

- not ask leading questions, that is, a question which suggests its own answer. Tell me, Explain to me, Describe to me what happened (TED) questions are recommended.
 - reassure the pupil but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the DSL or, if appropriate to another person or external agency who will ensure that the correct action is taken; and
 - keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be made on a MCS Safeguarding Reporting Form (see Appendix 2) but may be by email if appropriate.
- 8.2 The record must be kept securely and handed to the DSL as soon as possible either by email or hard copy.
- 8.3 All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved and passed to the DSL.
- 8.4 All suspicions or complaints of abuse should be reported to the DSL or Deputy DSL, or to the Master or to the governor(s), as appropriate, in accordance with clause 7 of this policy. If a child is in immediate danger, a referral **MUST** be made to children's social care immediately or the police called on 999
- 8.5 Any member of staff can make a referral to social services; parental consent is not required for referrals. The DSL should be informed once any such referral has been made.
- 8.6 Members of staff must, as soon as reasonably practicable after making a report, email the DSL and/or complete the Reporting Form which can be found at Appendix 2.
- 8.7 On being notified of a complaint or suspicion of abuse, the action to be taken by the DSL or Master or governor(s), as applicable, will take into account:
- the local inter-agency procedures of Oxfordshire Safeguarding Partners;
 - the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to the relevant children's social care agency and, if appropriate, the police;
 - the child's wishes or feelings; and
 - duties of confidentiality, so far as applicable.
- 8.8 If there is room for doubt as to whether a referral should be made, the DSL, Master or governor(s), as applicable, will consult with the relevant children's social care agency on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to the relevant children's social care agency will be made without delay (and in any event within 24 hours). If the initial referral is made by telephone, the DSL, Master or governor(s), as applicable, will confirm the referral in writing to the relevant children's social care agency within 24 hours. If no response or acknowledgment is received within three working days, the DSL, Master or governor(s), as applicable, will contact the relevant children's social care agency again.

- 8.9 In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the DSL, Master or governor(s), as applicable, will liaise with the relevant children's social care agency and where appropriate an interagency assessment will take place, including use of the EHA and TAF as necessary.
- 8.10 Whether or not the School decides to refer a particular complaint to social care or the police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to social care or the police and will be provided with contact names, addresses and telephone numbers, as appropriate.
- 8.11 A designated teacher will, as appropriate, be appointed by the School governors to promote the educational achievement of children who are looked after. The governors will ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular they will ensure that the information they need in relation to the child's looked after status, his/her care arrangements and the levels of authority delegated to the carer by the authority looking after him/her is made available to them.
- 8.12 MCS will follow guidance laid out in Part 5 KCSIE (2020) in responding to reports of sexual violence and sexual harassment, including as part of peer on peer abuse. In all cases, the initial report of sexual violence and sexual harassment will be carefully recorded and evaluated, reflecting considerations including the wishes of the alleged victim, the nature of the allegations and the protection of all children in the school, in order to inform immediate actions and response. KCSIE 2020 explains the gendered nature of peer-on-peer abuse, and MCS recognises that all such abuse is unacceptable.
- 8.13 Support will be provided for alleged victims and alleged perpetrators.
- 8.14 Further advice on what to do in the event of a disclosure is set out at Appendix 4.

9. Dealing with allegations against staff, Governors and volunteers

Allegations against all staff are dealt with in line with OSCB allegations management procedure and in every case noted with the LADO at the OSCB (contact details in Appendix 1). Our procedures for dealing with allegations are found in the appendices to this policy, in addition to guidance in KCSIE 2020 (Part 4), including Transferable Risk. The School also takes sensible precautions to prevent the possibility of allegations being made against staff by requiring them to abide by a Staff Code of Conduct.

- 9.1 The LADO will be informed immediately and in any event within one working day of all allegations against staff, Governors and volunteers that come to the School's attention. The school will work closely with LADO in determining next steps.
- 9.2 Detailed guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Staff Code of Conduct and includes additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils. The School's policy on physical restraint is included in the Staff Code of Conduct.

- 9.3 The separate Whistleblowing Policy sets out the procedure for reporting wrongdoing by staff in the workplace. This includes wrongdoing affecting the safeguarding and welfare of children. Staff should also be aware of the NSPCC Whistleblowing Helpline 0800 028 0285

10. Confidentiality and information sharing

- 10.1 The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working together to Safeguard Children (July, 2018). This can be found on the following [link](#).
- 10.2 All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.
- 10.3 Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required.
- 10.4 It is reasonable for staff to discuss day-to-day concerns about pupils with colleagues in order to ensure that children's general needs are met in School. However, unless staff feel that it is necessary to refer a child at risk directly to an external agency, staff should only refer child protection concerns to the DSL or Master or, in the case of concerns about the Master, to the chair of governors. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.
- 10.5 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 10.6 All staff must be aware that they cannot promise a child/parent to keep secrets.
- 10.7 Child protection information will be stored and handled in line with Data Protection Act 2018 principles. Information is:
- processed for limited purposes
 - adequate, relevant and not excessive
 - accurate
 - kept no longer than necessary
 - processed in accordance with the data subject's rights
 - secure.

Every effort will be made to prevent unauthorised access to sensitive information.

11. Pupil Support Structures

11.1 Pupils can find the following information in their houserooms:

WHO DO I ASK FOR SUPPORT?

All pupils should feel happy and safe at MCS. We all need support, and to know where to find it, in life. If you can't find the person you need, don't forget that all staff, Prefects and pupils will help you track them down.

Your tutor is your first port of call in all matters. They are there to help. You can also talk to you Head of Year or Head of Section. Staff can be found at morning break in the SCR, and also are typically found in the following locations. Reception, Prefects and any member of staff will help you find these people.		
Lower School Mr Hemingway (top floor CS) Mr Penton (by the Archives Room in the Library)	Middle School (office on top floor CS) Mr Cooper (by the Archives Room in the Library) Mr Otley (Art) Mr Cole (Classics)	Sixth From (all in 6th Form Centre) Dr Pearson (Science Block) Dr Panton (Top Floor CS) Miss Shortland (Quin/Music) Miss Pick (Top Floor CS) Miss Rooney (Science Block)
The staff with the ultimate responsibility for your wellbeing are the Master, the Designated Safeguarding Lead and Deputies. These people are:		
Mr Skipwith Head of Junior School Deputy DSL In School House in the JS	Mr Beaumont The Usher Designated Safeguarding Lead Top floor CS or speak to/email Miss Hreska	Dr Pearson Head of 6 th Form Deputy DSL Sixth Form Centre, Science Block
Mr Tim Cooper Head of Middle School, Deputy DSL by the Archives Room, Library, or in Maths	Mr Rob Hemingway Head of Lower School, Deputy DSL Top Floor CS Building	
You can also talk to the Chaplain, the Matrons and the School Counsellors		
Matrons The Medical Centre, 1928 building and School House	The Chaplain Revd. Mr Wealands Bell Chapel from 8.20 (not Weds) MP 1	The School Counsellors Ms Barnes & Dr Osborne Through your tutor, any of the staff above, who will liaise with the Medical Centre, or the Matrons

You can also drop in to see the Master, Miss Pike, in her office in the Richard Record Centre between 8.20 and 8.30am every morning.

11.2 Pupils are taught about how to keep themselves safe, including e-safety, through the PSHCE curriculum, assemblies and other curriculum opportunities. This includes the guidance contained in **Teaching Online Safety in Schools** (June, 2019).

12. In addition, pupils are made aware that if they have a concern about any issue, the normal first point of call will be their tutor. However, all staff and, in particular, Heads of Section, Housemasters and House Tutors have a responsibility for nurturing a climate of mutual respect and tolerance and there is a whole support structure at School to help pupils, so that they do not feel restricted and are able to share problems with someone they trust.

12.1 **Secure School Premises:** The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

12.2 All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer.

13. Other Safeguarding Policies

13.1 The School has an additional safeguarding policy with specific reference to Magdalen College Choir. This can be accessed on the School website and the School intranet

13.2 The School has a Complaints Procedure through which pupils, parents and staff can exercise their right to complain about issues which are worrying them in School. The School also has a disciplinary procedure for staff in the Staff Code of Conduct and in the Whistleblowing policy.

14. Management of Safeguarding

14.1 Day to day management of safeguarding is under the management of the safeguarding team listed in the School's red diary under the leadership of Mr Toby Beaumont, the Usher. He is able to call on the ESAT, LCSS & OSCB for support and also, Dr Rachel Phillips, Governor.

14.2 All governors are responsible for safeguarding. At least one governor on the governing body at any time is designated as taking a lead in relation to safeguarding, and usually this is a shared responsibility across governors.

14.3 Termly meetings are also held between the DSL and Senior Matron.

14.4 The Senior Matron may seek the advice of Dr Rachel Phillips, Governor.

14.5 The School ensures, through the Director of IT, that it has adequate filtering systems of the internet in order to keep children safe. These systems are regularly reviewed.

14.6 Documents of a child protection nature are kept in a separate file from the child's School file and are transferred with the child as appropriate. Pupil files which contain safeguarding issues of a less serious nature (than child protection) are marked with a blue dot on their pupil file in order to alert them to tutors. The School's care list is reviewed each term by the DSL and Heads of Sections, highlighting to teaching staff any child with home circumstances which should be taken into account. Termly safeguarding meetings are held between the DSL and Heads of Section to review all safeguarding files and to assess progress of individuals.

14.7 The School seeks to promote positive, working relationships with other agencies involved in protecting children from harm and responding to abuse. The School also follows procedures set out by the OSCB.

15. Review of Policies and Procedures

- 15.1 The Safeguarding Governor meets termly with the DSL, and reviews the annual policy and safeguarding report ahead of full governing body meetings.
- 15.2 The Usher prepares a report on safeguarding activity for the Michaelmas term full governing body meeting.
- 15.3 Governors also use this opportunity to check that the Usher and his team are working effectively with external safeguarding agencies, and that arrangements with Magdalen College in respect of safeguarding of the School choristers are fully compliant.
- 15.4 The formal review and approval of the updated Safeguarding Policy takes place at the Michaelmas term meeting of the full governing body with the Usher and designated governors present to answer questions.
- 15.5 If matters arise or legal requirements change mid-year, interim changes are made without delay and the full governing body is kept informed pending formal ratification. A new draft policy may be prepared and considered for recommendation to the full governing body.

This policy must be read in conjunction with the Safeguarding Guidance published and updated regularly by the DSL, and with the accompanying annexes.

Reviewed & Re-drafted by the Usher: September 2020

Reviewed by Safeguarding Governor: September 2020

Authorised by Resolution of the Governing Body:

Signed..... Chair of Governors

Date: 23rd September 2020

Next Review: September 2021

Appendix 1

KEY CONTACTS

- The **DSL** for the School is:
 - ☞ The Usher, Mr T Beaumont. tbeaumont@mcsoxford.org on extension 250
- The **Deputy DSLs** are:
 - ☞ Mr T Skipwith (Head of Junior School): tskipwith@mcsoxford.org on extension 206 (Junior School).
 - ☞ Dr C Pearson (Head of Sixth Form): cpearson@mcsoxford.org on extension 671
 - ☞ Mr T Cooper (Head of Middle School) tcooper@mcsoxford.org on extension 289
 - ☞ Mr Rob Hemingway (Head of Lower School) rhemingway@mcsoxford.org on extension 402
- Alternatively, concerns can be reported to the **Master**, Miss Pike – hpike@mcsoxford.org on extension 202 or any trusted member of staff, all of whom are aware of safeguarding procedures.
- The **Governor** with a designated interest in safeguarding matters is
 - ☞ Dr Rachel Phillips, who can be contacted through the School office/Bursary.
 - ☞ The Chairman of Governors, Mr Paul Withers, can also be contacted through the School office/Bursary.
- **Concerns or allegations regarding a member of School staff** may be reported direct to the Local Authority designated officer or team of officers (“**LADO**”): Alison Beasley and deputies Donna Crozier, Sandra Barratt, Charlotte Allen, and Hannah Holland. Tel: 01865 810603.
- **A referral regarding a child at risk of serious harm** may be made directly to **Oxford Multi-Agency Safeguarding Hub** (“**MASH**”) Tel: 0345 050 7666.
- **Early concerns regarding children in need** or a **no-names referral** may be made to the locality community support service, **LCSS Central on 0345 2412705**
- **NSPCC Helplines:** concern over a child 0808 800 5000; Whistleblowing Helpline 0800 028 0285
- **Non-emergency advice for staff and governors about extremism** is available using the Department of Education dedicated telephone helpline and mailbox which are, respectively, 020 7340 7264 and counter-extremism@education.gsi.gov.uk
- **Concerns regarding extremism and radicalisation** should be reported to the Police Prevent Officer: preventreferrals@thamesvalley.pnn.police.uk, and any general concerns about Prevent to prevent@thamesvalley.pnn.police.uk or calls should be made to 101 or 999.

- **Concerns relating to FGM** should be made to 101 or 999 or NSPCC or to the FGM Helpline 0800 028 3550.
- An independent counsellor is available to pupils, and can be contacted by emailing the medical centre.

Appendix 2

CHILD PROTECTION INCIDENT REPORTING FORM

1 Introduction

- 1.1 This form comprises part of the School's child protection suite of documents and should be read in conjunction with the Safeguarding policy which is available on the School's website. This form may be used but a written record must be made following this guidance if the form is not used.
- 1.2 This form is designed to be completed by any member of staff who receives information raising child protection concerns either through observation or direct disclosure, from a pupil or from another source. The purpose of this form is to ensure that an adequate amount of information is recorded at the outset. This form must be completed as soon as possible after the information is received even where this happens away from the School, for example on an educational visit.
- 1.3 Completion of the form must not delay notification of the concerns to the School's DSL (or other relevant person in accordance with the Safeguarding policy) but the completed form should thereafter be passed to the DSL, the Master or Chairman of the Governing Body as appropriate, as a matter of urgency.

2 Data protection information notes

- 2.1 The School holds personal information about pupils in order to safeguard and promote their welfare, promote the objects and interests of the School, facilitate the efficient operation of the School and ensure compliance with all relevant legal obligations.
- 2.2 The content of this form, when completed, will contain personal information which is subject to the provisions of the Data Protection Act 1998. Pupils, and in certain circumstances their parents, have the right to request access to personal information about them held by the School, including the content of this form, although exemptions may apply depending on the circumstances. Legal advice should be sought before any information of this nature is disclosed to pupils or parents.
- 2.3 The School will keep this record confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. For example, where, in the professional opinion of the Master or the DSL, it is deemed necessary we may share this information with the social services or the police for the purpose of child protection investigations.

Please record what action you have taken and when in the following form:

Date:
Time:
Place:
Member(s) of staff present and position:
Full name of person making the allegation:
Full name of any witness present:
Have you reassured the person making the allegation that you are there to help them but you cannot guarantee absolute confidentiality?
Have you explained that you may be able to keep disclosure a secret, but that you may need to pass information on to the DSL, and/or the Usher and/or the Master who will ensure the correct action is taken?
Brief details of allegation – <ul style="list-style-type: none">• what was said or done, by whom, to whom and in whose presence• when the incident took place and where?
Does the person making the allegation wish their parents and/or guardian to be informed?
Additional comments or evidence? For example, any concerns you may have about signs of abuse, emotional ill-treatment or neglect from outside of School.

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Any other evidence, for example, written notes, items of clothing or mobile phone messages relating to the matter?

Signature of Staff Member: Full name: Dated:	Signature of person making the allegation Full name: Dated:
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Signature of Witness to Conversation (if any): Full Name: Dated:	Signature of Witness to Conversation (if any): Full Name: Dated:
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Appendix 3

TYPES OF ABUSE AND NEGLECT

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children Part one of KCSIE defines the following types of abuse:

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

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

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

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

KCSIE also acknowledges the following as specific safeguarding issues:

Child sexual exploitation: involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation

is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female genital mutilation: professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multiagency Practice Guidelines

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Signs of abuse

Possible signs of abuse include, but are not limited to:

- a pupil saying he/she has been abused or asks a question which gives rise to that inference
- there being no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries
- the pupil's behaviour standing out from the group as either being extreme model behaviour or extremely challenging behaviour; or a sudden change in the pupil's behaviour
- the onset of self-harming behaviour
- the pupil asking to drop subjects with a particular teacher and seems reluctant to discuss the reasons
- the pupil's development being delayed
- the pupil losing or gaining weight
- the pupil appearing neglected, e.g. dirty, hungry, inadequately clothed; and
- the pupil being reluctant to go home, or has been openly rejected by his/her parents or carers

The OSCB can provide advice on the signs of abuse and the NSPCC website <http://www.nspcc.org.uk/> is also a good source of information and advice.

Further information can be found in Annex A, read by all staff within Part 1 of KCSIE 2020, on the above and other matters including:

- Children Missing from Education: cases are reported to the Oxfordshire Pupil tracking Officer

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

- Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

- Child Sexual exploitation

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

children who appear with unexplained gifts or new possessions; • children who associate with other young people involved in exploitation; • children who have older boyfriends or girlfriends; • children who suffer from sexually transmitted infections or become pregnant; • children who suffer from changes in emotional well-being; • children who misuse drugs and alcohol; • children who go missing for periods of time or regularly come home late; and • children who regularly miss school or education or do not take part in education.

- Child Criminal and Drug Exploitation (CDE) including County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁵ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

- Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: • psychological; • physical; • sexual; • financial; and • emotional. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: • NSPCC- UK domestic-abuse Signs Symptoms Effects • Refuge what is domestic violence/effects of domestic violence on children • Safelives: young people and domestic abuse

- Gangs, including CDE and Child Criminal Exploitation (above)
- So-called ‘honour based’ abuse

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

- Radicalisation

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes

calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

- Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

- Sexual Violence and Harassment between children in schools

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of: • making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; • not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and • challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts, . Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment? Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003/22 as described below: Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents. Sexual Assault: A person

(A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. What is consent?²³ Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.²⁴

Sexual harassment When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include: • sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; • sexual “jokes” or taunting; • physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and • online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.²⁵ It may include: • non-consensual sharing of sexual images and videos; • sexualised online bullying; • unwanted sexual comments and messages, including, on social media; • sexual exploitation; coercion and threats; and • upskirting.

Appendix 4

SUMMARY OF ADVICE ON DEALING WITH DISCLOSURES AND ALLEGATIONS

The following procedure is based upon the OSCB procedures.

- Always stop and listen straight away to anyone who wants to tell you about incidents or suspicions of abuse, however minor you may deem them. Keep an open mind
- Explain that you would like to make notes of what they are telling you and write a short account of what is being said.
- Reassure the pupil that you are there to help them but you cannot guarantee absolute confidentiality.
- Talk through the issue of confidentiality with the child. You can guarantee that you will only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken such as the Master or the DSL; that you will never tell anyone who does not have a clear 'need to know'; and that you will personally take whatever steps you can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made.
- Avoid asking leading questions like, 'What did s/he do to you?' Instead ask open questions – that is a question that does not suggest its own answer such as - 'What do you want to tell me?' or 'Is there anything else you want to say?'
- Do not take a decision as to whether or not the alleged abuse or neglect has taken place.
- Any member of staff who is told of any incident or has strong suspicion of physical or sexual child abuse occurring to a pupil in School, at home or outside the School, must report the information immediately (within 24 hours) to the DSL or Deputy DSL or the Master in their absence or the chair of the board of governors as appropriate.
- School staff should not investigate reports of physical or sexual abuse themselves. Alleged victims, perpetrators, those reporting abuse and others involved must not be interviewed by School staff beyond the point at which it is clear that there is an allegation of abuse as this could prejudice the investigations of outside agencies. At this point the DSL/Master/chair of governors will make the necessary referrals.
- Ensure the child is handed on to a sympathetic, appropriate environment when s/he leaves you. Do not leave him/her on his/her own.
- After reporting the allegation to the appropriate senior member of staff, the staff member should also make a written record as soon as possible of what they have been told and hand a copy to the DSL using the form in Appendix 2. When recording sensitive information, the following needs to be included: date, time and place of disclosure, any witness, date, time and place of the incident being disclosed, again, any witness. The form

needs to be signed (and printed) and dated. Any original contemporaneous notes must be kept, even if they are typed up later.

- Teachers are by law 'in loco parentis' whilst a child is in their care. Responsibilities include protecting a child and promoting their welfare.

Upon receiving an allegation of abuse, the designated member of staff, the DSL or the Deputy DSL/Master/chair of governors will:

- Ensure all further meetings are recorded appropriately, including recording who else has been informed and why, as well as, recording, where appropriate, who else has not been informed and why. All safeguarding documents will be stored separate to the child's School file.
- Limit questioning to the minimum necessary to seek clarification, avoiding 'leading' the pupil or adult by making suggestions or asking questions that introduce their ideas about what may have happened.
- Stop asking any more questions as soon as the pupil or adult has disclosed that he believes that something abusive has happened to him or to someone else.
- Tell the informing pupil/adults that he will now make sure the appropriate people are brought in. In the first instance this will be the Usher/Master/chair of governors as applicable. Parents will be informed as long as this does not put the child at further risk of harm.
- Ask the informing pupil/adult what steps they would like taken to protect them now that they have made an allegation and assure them that the School will try to follow their wishes. Take any steps needed to protect any pupil involved from risk of immediate harm as well as considering any child who may have specific needs (educational or physical). Refer the matter immediately (within 24 hours) to the MASH or LADO to be followed up with written confirmation of a telephoned referral. Applications for advice concerning anyone working in the School (staff or volunteer) must be made to the LADO.
- Follow any requests given by the local social services department with regard to: 1. informing a pupil's parents 2. medical examination or treatment for the pupil 3. immediate protection needed for a pupil who has been the victim of abuse, a pupil who has given information about abuse and a pupil against whom an allegation has been made. 4. informing people at School (including any other members of staff) of the allegation 5. attending case conferences
- Inform the pupil/adult who made the initial allegation of what the next steps are to be, having agreed these with the relevant social services manager.
- The Usher/Master/chair of governors will consider suspending from duty, pending investigation, any staff member or volunteer alleged to have abused a pupil or pupils, making use of the staff disciplinary policy procedures as appropriate. Where the allegation is against the Master or the Usher, the chair of Governors will be involved accordingly. The LADO will be informed by the Master or, as appropriate, the chair of Governors.

After contact with the LADO and Social Services, the Usher /Master/ chair of Governors will

- take appropriate steps to investigate alleged abuse to have been carried out by a pupil or pupils in accordance with appropriate policies, especially that on safeguarding.
- Take any necessary steps for the longer-term protection and support of each pupil who has made allegations of abuse, or is alleged to have suffered from abuse, taking his/her wishes fully into account.
- Ensure that any pupil being interviewed by the police has a supportive member of staff of his/her own choice to accompany him/her.
- Notify the appropriate authorities of any allegation that is being investigated by the social services and/or police.*
- Ensure co-operation by the School in any subsequent investigation by the social services or the police.
- Make arrangements where feasible for any pupil who has been the subject of abuse to receive any necessary continuing counselling and support by agreement with their parents where appropriate. This will also be available to staff should they require support relating to the stress and upset of dealing with a disclosure.
- Inform, (as an instance of 'serious harm to a pupil') 1. The Local Authority 2. The Police

Where the School has 'low level' concerns that do not amount to allegations or suspicions of specific abuse but which may indicate the possibility of abuse occurring, the designated member of staff will, nevertheless, in all cases discuss these with the LADO for safeguarding and record them appropriately.

Where a member of staff has a concern about another member of staff, the Usher and the Master will deal with the allegation, in line with the Staff Disciplinary Procedures and the Allegations Management Policy set out by the OSCB & Oxfordshire Safeguarding Partners. The Governors will make decisions should the allegations be against the Master. All such decisions and actions will take place after informing the LADO. The School will consider taking disciplinary action against any member of staff, or agent of the School, where it believes pupils are at risk of abuse from that member of staff, even in cases where there is to be no criminal prosecution. The LADO and DBS will be consulted and informed appropriately.

If an allegation is determined to be false, the Master will consider whether any further action is required. In the case of malicious allegations, he may refer the matter to external agencies.

The LADO and Disclosure and Barring Service (the “**DBS**”) will be informed appropriately, by the Master, within one month of leaving the School of any pupil or member of staff (whether employed, contracted, volunteer or otherwise) who has harmed a child or who poses a risk of harm to a child or whose services are no longer used because he or she is considered unsuitable to work with children, or any person leaving of their own accord before they are required to do so on account of unsuitability.

The contact details of the DBS are : PO BOX 181, DARLINGTON DL1 9FA TEL: 01325 953 795

The DBS will liaise with the Master and the Usher.

The School will also make a referral to other appropriate bodies including the National College for Teaching and Leadership where a teacher has been dismissed for misconduct or would have been dismissed had he/she not resigned first, and make referrals to the Teacher Referral Agency, which can be contacted at:

Teacher Misconduct; Ground Floor, South; Cheylesmore House; 5 Quinton Road; Coventry; CV21 2WT

Misconduct.teacher@education.gov.uk

020 7593 5393

Oxfordshire Safeguarding Children Board Procedures (only available online)
<http://www.oscb.org.uk>

Appendix 5

DSL ROLE AND RESPONSIBILITIES

The DSL's role is to be responsible to the Master and the governing body of the School for implementing the School's Safeguarding Policy and Procedures, reviewing it annually and making updates as necessary throughout the year.

Both the DSL and the Deputy DSLs will:

- develop a working and up-to-date knowledge of safeguarding legislation, practices and procedures and will update all relevant policies, practices, procedures and staff accordingly.
- Fulfil the broad areas of responsibility for the DSL as set out in Annex B in KCSIE including managing referrals, training and raising awareness, as well as being up to date with OSCB's approach to Prevent duties.
- Ensure that each member of staff, (in particular new and part-time staff) has access to, and understands the School's safeguarding policy and procedures and has access to training opportunities.
- recognise how to identify signs of abuse and identify a child who may require support and seek advice from the LADO in all cases of suspected abuse or allegations which should be referred to the relevant investigating agencies.
- act as a source of support, advice and expertise within the School when deciding whether to make a referral, when liaising with relevant agencies such as the social services, the police and the NSPCC, and when liaising with the Master and the designated governor responsible for safeguarding
- keep detailed, accurate and secure written records of referrals and concerns relating to safeguarding children and, where a pupil leaves MCS, the DSL will ensure their child protection file is copied for their new school as soon as possible, but is transferred securely and separately from the main pupil file.

The DSL and the Deputy DSLs will:

- ensure relevant cross-references are made to other School policies relating to safeguarding children, e.g. bullying, health and safety, accessibility.
- Ensure that a member of the safeguarding team is available for a face to face meeting during school hours, and appropriate contact is available during out of hours and school holidays.
- oversee the production of a care list by Heads of Section each term in consultation with all relevant parties.
- ensure parents and prospective parents are able to see copies of the School's Safeguarding Policy, which alerts them to the fact that referrals may be made to outside agencies without necessarily requiring their consent.

- liaise with the Magdalen College safeguarding officer by meeting each term, ensuring the welfare of the School choristers.
- liaise with heads of extra-curricular activities particular where such activities require one-on-one contact with pupils.
- liaise with Head of Modern Foreign Languages regarding legislation in relation to foreign exchanges and liaise with the Bursar's secretary in setting up hosts for foreign students. The School Bursary arranges vetting and barring checks.
- ensure any work placements or other external agencies, e.g. community service organisations, and work experience meet regulations in terms of DBS checks and awareness of the School safeguarding policy.
- Take responsibility for online safety, with the support of the school's IT Department.
- liaise with the Bursar and his/her secretary regarding DBS latest legislation and its impact on School processes.
- provide advice to staff organising an activity which uses outside agencies off site.
- maintain the child protection files separately from pupils' academic files.

Inter-Agency Responsibilities

The DSL and the Deputy DSLs have a working knowledge of how the OSCB operates; implementing procedures where necessary, including the “common assessment framework” and the “early help assessment” approaches. Members of the safeguarding team will establish and maintain good working relationships with outside bodies, such as the OSCB and the police. The DSL and Deputy DSLs will remain up to date with changes in safeguarding structural arrangements as set out in Working Together (2018).

Confirmation of Reading Policy

I confirm that I have fully read and understood the MCS Safeguarding Policy.

Name (block capitals):

Job title:

Signed:

Date:

Please return this slip to Miss Izabela Hreska, Usher to the PA, as soon as possible.

Related Policies, all available on the School's Intranet: Accessibility, Anti bullying, Appointments Process, Bereavement, Complaints, Confidentiality, Data Protection, Disability, Disciplinary

(Teachers), Discipline and Exclusion, Drugs, Drugs Testing, Equal Opportunities, Grievance, Health and Safety, Hosting Foreign Students Guidance, Pastoral, PSHCE, Recruitment and Risk Assessment.