

# SAFEGUARDING AND CHILD PROTECTION POLICY

## Introduction

Child protection is the process of protecting individual children identified as either suffering, or at risk of suffering, significant harm as a result of abuse or neglect.

Safeguarding may be defined as all agencies working with children, young people and their families, or vulnerable adults taking all reasonable measures to ensure that the risks of harm to children's welfare are minimised and where there are concerns about children or vulnerable adults' welfare, all agencies taking appropriate actions to address those concerns. Working together to Safeguard Children (2018) defines safeguarding as: Promoting the welfare of children by:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

All safeguarding issues are to be reported immediately to the Designated Safeguarding Lead (DSL), [Mr Darren Boylan](#) (Senior Teacher), or in his absence one of his deputies: Mr Shane Cloete, Mr Thomas Yardley, Mr Alexander Ferguson and Ms Charlotte Robinson. The Designated Safeguarding Lead (and his deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. For more details of the role of the DSL, please see the [DSL Job Description](#). If there is an immediate risk to a child and the matter is urgent and you are unable to locate the DSL, please call his mobile on 07990 043987.

Safeguarding is a priority at John Lyon and therefore a number of additional staff have been Level 3 Safeguarding Trained: Jonathan Pepperman (March 2019), Andy Sims, Tim Lewis, Jonathan Rowe, Laura Herman, Huw Jones, James McNaughton, Fiona Easton, Philip Berry and Shira Patel (all June 2019).

Dr Sarbani Jollyman, the School Governor for Safeguarding, also completed her Level 3 Safeguarding Training in June 2019.

The aim of this document is to give details of the Safeguarding and Child Protection Policy and Procedures at The John Lyon School. It is written in line with the child protection procedures of the Children and Family Services of the London Borough of Harrow and the Harrow Safeguarding Children Board [www.harrowscb.co.uk/guidance-for-practitioners/education/](http://www.harrowscb.co.uk/guidance-for-practitioners/education/) The School will also comply with the procedures of the following local authorities as required: Brent, Ealing, Hillingdon, Three Rivers, Barnet, South Bucks, Hounslow, Buckinghamshire, Watford, Hertsmere, Westminster, Chiltern, Hammersmith and Fulham, Islington, Richmond upon Thames and any other local authorities as deemed necessary.

This policy applies to staff, volunteers and contractors working with pupils on School premises or away from school on an activity, visit or other educational pursuit.

The Children Act 1989 (Section 87), amended by the Care Standards Act 2000, states that, “Where a school or college provides accommodation for any child, it shall be the duty of the relevant person to safeguard and protect the child’s welfare.” The School fully recognises its responsibilities for child protection. All staff must be aware of the professional obligation laid upon them by the 1989 Children Act and subsequent legislation and guidance, including: the Independent Schools Standards Regulations (2014); Working Together to Safeguard Children (July 2018); [Keeping Children Safe in Education \(September 2019\)](#); Prevent (July 2015); Sexual Violence and Sexual Harassment between children in Schools and Colleges (2017); and the Education Act 2002 Section 157. Any deficiencies or weaknesses in child protection arrangements are to be remedied without delay. Relating to the safeguarding of children, the School has regard to the documents as outlined by the Department for Education, which can be found in [Appendix 4](#).

We need to share an objective to help keep children safe by contributing to:

- providing a safe environment for children to learn and develop in our school, and
- identifying children who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and school.

### **School Commitment**

The John Lyon School is committed to safeguarding and promoting the welfare of all of its pupils. Safeguarding is the responsibility of every member of staff and each pupil’s welfare is of paramount importance. If staff have any concerns about a child’s welfare, they are instructed to act on them immediately.

The John Lyon School is concerned about the welfare and safety of all its pupils and works to create an ethos in which pupils feel secure and listened to. We aim to have a safeguarding culture within the School. Safeguarding and promoting the welfare of children includes protecting children from maltreatment and ensuring children are able to grow up in circumstances consistent with the provision of safe and effective care. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse or neglect may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils and that we act in their best interests.

If our Safeguarding and Child Protection Policy is successful, Safeguarding and Child Protection concerns that arise will be dealt with as sensitively and effectively as possible. Records will be accurate and securely stored and passage of information will always occur in accordance with locally agreed inter-agency procedures. Confidential files are held in the Head’s Office and regular files are stored in a secure office adjacent to the Director of Studies’ office. A sticker on the regular file notes the existence of a confidential file. From June 2019 we have started to record all safeguarding concerns on CPOMS, and all future safeguarding concerns will be recorded there as of September 2019.

We are committed to thinking about the following aspects of school life that impact upon the Safeguarding and Child Protection of our pupils:

- Child Protection
- Staff Conduct
- Curriculum
- Managing allegations against staff
- Building design
- Safer recruitment and selection
- Whistleblowing
- Health and Safety
- Behaviour management
- Attendance
- Online Safety
- Anti-Bullying Policy
- Anti-Radicalisation and Extremism
- Detection of Child sexual exploitation and trafficking

The School believes that all pupils have the right to feel safe in their everyday environment and with the people with whom they interact.

There are five main elements to our policy:

1. Establishing a safe environment in which pupils can learn and develop;
2. Ensuring the governance of safeguarding and promotion of welfare is fully embedded within the School;
3. Raising awareness of child protection issues and ensuring all staff, volunteers and contractors working at the School are fully aware of [presenting issues](#) and how to act in the event of concerns being raised;
4. Ensuring staff recruitment practice is safe and fully accords with the requirements of Keeping Children Safe in Education (September 2019)
5. Supporting pupils who are in need of protection or require additional help to achieve good outcomes.

All staff, including Governors, at The John Lyon School will:

- a. Support the development of pupils in ways that will foster security, confidence and independence.
- b. Uphold the rights of pupils as laid down in the Children Acts 1989 and 2004.
- c. Safeguard the welfare of all pupils by protecting them from physical, sexual or emotional harm and from neglect or bullying.

## **Providing a Safe and Supportive Environment**

### **I. Safer Recruitment, Selection and Safeguarding Training for Staff**

We ensure that all appropriate Safer Recruitment checks are undertaken in relation to everyone who works in the School, and who is likely to be perceived by children as a safe and trustworthy adult, including contractors, self-employed workers and volunteers. The School will operate Safer Recruitment procedures for all teaching and non-teaching staff, in accordance with the Recruitment, Selection and Appointment Policy, including DBS and prohibition from teaching checks in compliance with Independent School Standards Regulations. These will be carried out by the Human Resources Department and recorded in the Single Central Register.

Every new member of staff, including temporary, visiting and contract staff working in the School, will receive induction training on this policy and effective safeguarding. Child protection and safeguarding training will be provided and monitored for all staff and volunteers who work with children on a regular basis and in accordance with the requirements of the Harrow Safeguarding Children Board training in terms of content and frequency. Staff will also receive regular safeguarding updates as required but at least annually. Designated staff will receive appropriate level 3 inter-agency training which is updated at least every two years. All staff receive and are required to sign to confirm that they have read the School's Safeguarding and Child Protection policy; the Behaviour, Rewards and Sanctions Policy; the safeguarding response to children who go missing from education in the Children missing Education Policy; the staff Code of Conduct; the identity of the DSL and Deputy DSLs; and a copy of Part I of Keeping Children Safe in Education September 2019, including Annex A. Staff also sign to confirm that they have read the School's Whistleblowing Policy. New Governors and volunteers will be included in the induction process outlined above.

All interview panels include at least one person who has undertaken certified training in Safer Recruitment practices, and the School keeps an up-to-date record of Staff and Governors who have undertaken Safer Recruitment training. The following staff have received Safer Recruitment Training in May 2019 provided by Harrow Council: Katherine Haynes (Head), Michael Gibson (Bursar), Andy Sims (Deputy Head), Tim Lewis (Director of Studies), Darren Boylan (Safeguarding Lead), Nicola Littlewood (HR Manager), Shane Cloete (Director of Sport), Huw Jones (Director of Music) and Jonathan Peel (Senior Teacher – Staff). Jonathan Pepperman (Deputy Head), also completed a refresher course in October 2018. Refresher training will be given to these key staff should the need arise due to changes in legislation or practice.

Under Section 75 of the Childcare Act 2006, individuals are disqualified from childcare provision if they have committed certain specified offences, as identified by an Enhanced DBS check. From November 2018, it has been the School's policy that all new staff joining the School will be subject to a Section 128 check, regardless of position, to cover any potential future scenario of promotion to a management role.

## 2. Safe Practice

Staff at The John Lyon School will:

- support the development of pupils in ways that will foster security, confidence and independence;
- uphold the rights of pupils as laid down in the Children Acts 1989 and 2004;
- read and understand Part I of Keeping Children Safe in Education (September 2019), including Annex A;
- safeguard the welfare of all pupils by protecting them from physical, sexual or emotional harm and from neglect or bullying.

We try to ensure that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and avoid any conduct that would lead any reasonable person to question their motivation and intentions; particular care should be taken when working with pupils in one-to-one situations. For example, visiting music teachers and sports coaches should ensure that they are always visible in the room and that they behave to the highest professional standards. Physical contact between teachers and

pupils is only appropriate in very limited circumstances. Where equal effect can be gained through pupils watching a demonstration, this should be preferred. Consent must be sought from the pupil before engaging in physical contact. The pupil may withhold their consent. Note that, where physical contact is part of the usual practice in a department for teaching purposes, those departments make a specific reference to this in their departmental handbook with guidance on circumstances when it is appropriate.

- work in an open and transparent way;
- work together with colleagues, where possible, in situations that could be open to misinterpretation;
- discuss and/or take advice from school management over any incident that may give rise to concern;
- record any incidents or decisions made that may have safeguarding implications and make the DSL aware of these;
- be aware of the importance of working confidentially;
- are aware that breaches of the law and other professional guidelines, including the Staff Code of Conduct, could result in criminal or disciplinary action being taken against them;
- work to ensure that pupils receive the right help at the right time to prevent issues escalating, differentiating between those who are at risk of significant harm and those who require additional support from other agencies. The School will follow the guidance of Harrow Safeguarding Children Board (HSCB), which can be found through the link below. The DSL will take appropriate steps with Children's Services, in consultation with the relevant designated officer, to ensure that this happens. An Early Help Assessment (EHA) will be completed for children who are at risk of significant harm, generally the DSL takes the lead on early help cases;
- have an understanding of the safeguarding issues relating to Looked after Children. Relevant staff need to know the looked after child's legal status and contact arrangements;
- understand that they can access details of Harrow Safeguarding Children Board procedures at this link [www.harrowscb.co.uk/guidance-for-practitioners/education/](http://www.harrowscb.co.uk/guidance-for-practitioners/education/) whilst noting that many of our pupils live in other boroughs (see [Appendix 1](#) of Safeguarding and Child Protection Policy for contact details). Further useful phone numbers can be found on the Senior Common Room notice board;
- understand the signs of radicalisation and extremist grooming, as set out in the Prevent Policy, WRAP training and Channel online general awareness training module. They should report any concerns to the DSL using the Radicalisation and Extremism Incident Form available at: <R:\Pastoral\Child Protection\Radicalisation and safeguarding incident form.docx>;
- are vigilant for signs of child sexual exploitation, online bullying and mental health issues and report these to the DSL or Children's Services. They must also report any indications that pupils are aware of instances of honour based violence such as female genital mutilation or forced marriage;
- are aware that they may report safeguarding concerns directly to Children's Services and then inform the DSL;
- are able to contribute to the shaping of safeguarding arrangements and child protection policy;
- carry out all reasonable checks to ensure that accommodation offered on residential trips meets our safeguarding standards;
- are aware of their power to use reasonable force as identified in the Behaviour, Rewards and Sanctions Policy. If staff are required to use reasonable force, this should be logged in

the Use of Physical Restraint Log via the CAT and Jonathan Pepperman and Darren Boylan should also be notified.

### **3. Safeguarding information for Pupils**

All pupils in our School are aware of a number of staff they can talk to. We inform them of this; and their right to be listened to and heard, and what steps can be taken to protect them from harm. PSCHE materials are also used to help pupils learn how to keep safe.

We routinely display posters and information to help pupils know that there are other sources of help e.g. Childline, NSPCC etc.

The School consults with and listens to its pupils via the Student Council and there is provision made for peer support. These opportunities are regularly relayed to boys by Form Tutors and in assembly.

Internet safety is taught within the School's ICT and PSCHE curricula. The latest resources promoted by the DfE can be found at:

Government guidance: [The use of social media for online radicalisation](#)

The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))

CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

### **4. Partnership with Parents**

The School shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We try to ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

We will share with parents any concerns we may have about their son unless to do so may place a child at risk of harm. However, there may be exceptional circumstances when we need to talk to Social Services and/or the Police without parental knowledge where there are reasonable grounds to believe that a child is at risk of significant harm. Sometimes referrals may have to be made with the parents' knowledge but without their consent.

We encourage parents to discuss any concerns they may have with their son's Form Tutor. This policy is posted on the School's website.

### **5. Partnerships with others**

We recognise that it is essential to establish positive and effective working relationships with other agencies such as local authorities, Social Services, the Police and local healthcare providers. We have a responsibility to share information with such agencies if it enhances the safety of our pupils. We contribute to inter-agency plans and provide additional support to children subject to Child Protection Plans and allow access for children's social care to carry out appropriate assessments.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

The Government publication *Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

## 6. Related School Policies

Safeguarding encompasses more than the contribution made to child protection in relation to individual children. It also includes issues such as [bullying](#), [online safety](#), [children missing education](#), [health and safety](#), [medical needs](#), [first aid provision](#), [drugs and substance misuse](#) and [behaviour management](#). The School has policies on all of these matters.

In regard to children missing education, the School complies with legislation and the London Borough of Harrow's directions on dealing with 'Children Missing Education 2016' and the provisions of the 2002 Education Act in respect of investigating any unexplained absences.

## 7. Pupil Information

The School will endeavour to keep up-to-date and accurate information in order to keep its pupils safe but it requires parents to provide them with the following up-to-date details:

- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Where reasonably possible the School will hold more than one emergency contact for each pupil;
- Details of any persons authorised to collect the child from school (if different from above);
- Any relevant court orders in place that affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- If a child is or has been on the Child Protection Register or subject to a care plan;
- Name and contact details of G.P.;
- Any other factors that may impact on the safety and welfare of the child.

## 8. Roles and Responsibilities

The Governing Body is accountable for ensuring that the School complies with its legal duties under relevant legislation. They are also responsible for ensuring that the policies are fully implemented in practice and are reviewed for their effectiveness at least annually and that any deficiencies or weaknesses in child protection arrangements are remedied without delay. The nominated member of the Governing Body who will liaise with the local authority on issues of child protection or in the event of an allegation being made against the Head or member of the Governing Body is Dr Sarbani Jollyman, who is trained in safeguarding and promotion of welfare.

### All Staff will ensure that:

- They fully comply with the School's policies and procedures;
- They attend appropriate training;
- They inform the Designated Safeguarding Lead of any concerns;

- Any concerns or allegations about a member of staff or volunteer are taken directly to the Head;
- They have read all of the School's safeguarding policies as directed by the DSL, including Part I of Keeping Children Safe in Education (September 2019), including Annex A, and sign to indicate that, having done so, they understand its contents. ([Appendix 3](#))

**Key tasks of the Governing Body include ensuring:**

- A review in the Autumn Term meeting of the Governing Body of the School's safeguarding and child protection policies and procedures to ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare;
- The School contributes to inter-agency working in line with Working Together to Safeguard Children (2018) through the effective implementation of the policy and procedures in practice and good cooperation with local agencies;
- The School has a Safeguarding and Child Protection Policy that is made available to parents;
- The School operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and others who work with children;
- The School has procedures for dealing with allegations of abuse made against staff;
- A Designated Safeguarding Lead is in place;
- Staff undertake appropriate child protection training;
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- The Chairman of Governors would deal with allegations of abuse made against the Head;
- Where services or activities are provided on the School premises by another body, the body concerned has appropriate policies and procedures in place in regards to safeguarding children and child protection and liaises with the School on these matters where appropriate.

Contact details for the Chairman of Governors, who is contacted through the Clerk to the Governors:

The Clerk to the Governors of The John Lyon School  
 C/o Cripps Pemberton Greenish LLP  
 45 Cadogan Gardens  
 London SW3 2AQ  
 email: [andrew.millett@crippspg.co.uk](mailto:andrew.millett@crippspg.co.uk)

**The Head will ensure that:**

- The policies and procedures adopted by the Governors are fully implemented and followed by all staff;
- The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection and that this is explicit in their job description. That they have the appropriate status and authority within the School to carry out the duties of the post. That they are given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children;
- All staff feel able to raise their concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner.

## **JOB DESCRIPTION: Designated Safeguarding Lead**

### **The Designated Safeguarding Lead (DSL) will:**

#### **Manage referrals**

- Be the first point of contact for staff suspecting child abuse.
- Refer cases of suspected abuse to the local authority children's social care as required and act as Liaison Officer between the School and other concerned parties:
  - The Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member);
  - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child);
  - The Police in cases where a crime may have been committed;
  - Medical services.
- Share information when it is relevant to the safety of a child. Fears about data protection should not be a barrier to this.
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel Programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel Programme;
- Monitor the attendance and development of children on the Child Protection Register and Looked after Children as well as previously Looked after Children.

#### **Work with others**

- Liaise with the Head to inform her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and Police investigations;
- As required, liaise with the "case manager" (likely to be the Head) and the designated staff at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff;and
- Oversee the School provision for online safety and ensure appropriate training and provision is in place.

#### **Undertake training**

- The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- The Designated Safeguarding Lead should undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
  - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help Assessments;

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and will be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the School's Safeguarding and Child Protection Policy and procedures, especially new and part-time staff, and that they receive full Level 2 refresher training every three years and are informed of changes in legislation as appropriate:
  - The Safeguarding and Child Protection Policy including the identity of the DSL
  - The Behaviour, Rewards and Sanctions Policy
  - The Children Missing Education Policy
  - The staff Code of Conduct
  - A copy of Part 1 of KCSiE (September 2019) and Annex A given to all
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses.

### **Raise Awareness**

- The Designated Safeguarding Lead should ensure the School's child protection policies are known, understood and used appropriately;
- Ensure the School's Safeguarding and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly in line with the latest legislation and advice, and work with the Governing Body regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this;
- Link with HSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Understand and support the School with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

### **Child protection file**

Where children leave the School the DSL will ensure their child protection file is transferred to the new school or college as soon as possible. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

### **Availability**

During term time the Designated Safeguarding Lead (or a deputy) will always be available (during school hours) for staff in the School to discuss any safeguarding concerns.

The Designated Safeguarding Lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

If the DSL is unavailable for unforeseen reasons such as illness, the Deputy DSLs, Ms Charlotte Robinson, Mr Shane Cloete, Mr Thomas Yardley and Mr Alexander Ferguson are the first point of contact. Should a Deputy be unavailable, a Deputy Head should be contacted.

**\*The Deputy DSLs will carry out safeguarding duties and responsibilities as directed by the DSL.**

***There are two additional sections to this policy document which are written to aid staff:***

[Identifying children and young people who may be suffering significant harm](#)

[Taking action to ensure that children are safe at school and at home.](#)

**Mr Darren Boylan is John Lyon's Designated Safeguarding Lead.**

**Ms Charlotte Robinson, Mr Shane Cloete, Mr Thomas Yardley and Mr Alexander Ferguson are John Lyon's Deputy Designated Safeguarding Leads.**

**The Governor responsible for Safeguarding is Dr Sarbani Jollyman.**

## IDENTIFYING CHILDREN WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs that indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

### Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

*'Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm, or indirectly, by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them; or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.'*<sup>1</sup>

The harm must be significant and includes; neglect, ill-treatment, physical, sexual or emotional abuse, impairment of physical or mental health or impairment of physical, intellectual, emotional or social development. Abuse is a complex issue; abuse, neglect and safeguarding issues are rarely standalone events. In most cases multiple issues will overlap with one another. Through their day to day contact with pupils, school staff are well placed to observe any signs that a child may be suffering or is likely to suffer significant harm or is in need of additional support to promote their welfare. The School will therefore:

- Establish and maintain an environment where pupils feel secure, are encouraged to talk, and are listened to.
- Ensure pupils know that there are adults in the School whom they can approach if they are worried, through the system of Heads of Year, Form Tutors, School Nurse and School Counsellor and through peer mentors or prefects.
- Include opportunities in the PSCHE curriculum for pupils to develop the skills they need to keep themselves safe from harm.

All members of staff should familiarise themselves with the typical signs and symptoms as set out below.

**Must** means when the person in question is legally required to do something;

**Should** means when the advice set out should be followed unless there is good reason not to;

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

**Development** means physical, intellectual, emotional, social or behavioural development;

**Health** includes physical and mental health;

**Ill-treatment** includes sexual abuse and other forms of ill-treatment that are not physical.

**Abuse and neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. Bullying, cyber

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<sup>1</sup> NSPCC Inform: Child Protection Fact Sheet: [https://psnc.org.uk/cumbria-lpc/wp-content/uploads/sites/48/2014/03/definitions\\_and\\_signs\\_of\\_child\\_abuse\\_pdf\\_wdf65412.pdf](https://psnc.org.uk/cumbria-lpc/wp-content/uploads/sites/48/2014/03/definitions_and_signs_of_child_abuse_pdf_wdf65412.pdf)

bullying, gender based violence/sexual assaults and sexting may all be forms of abuse. Banter should always be considered to be unacceptable.

Child Abuse can be best categorised in five types:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- peer on peer abuse

It should always be borne in mind that a child may be suffering from any combination of these. Abuse can take place wholly online or technically may be used to facilitate offline abuse.

### **General indicators of child neglect and abuse**

There are a number of indicators that have been put forward by professionals in the field of child protection in order to raise awareness in those who are working on a daily basis with children and their families. The following lists have indicators which apply to children and their parents.

Parents who may neglect or abuse their children may exhibit the following:

- Rejection of the child;
- Rough handling of the child;
- Failure to keep appointments with child care staff;
- Frequent visits to the medical services with trivial complaints about the child or themselves.

Children who may be suffering from neglect or abuse may exhibit the following:

- Unexplained failure to thrive;
- Injuries that are inconsistent with an accident as described by the parents;
- Frequent bruising, cuts, burns, etc.;
- Frozen awareness, when the child carefully watches adults' expressions and movements;
- Reluctance to be alone with their carer/s;
- Sudden unexplained changes in their reactions towards their carer/s.

Not all children who have been neglected or abused will show all of these indicators, and one indicator alone may not denote that a child is being abused. A number of children may exhibit "failure to thrive" and doctors may not be able to find any reasonable explanation for this but this does not necessarily indicate that they have been a victim of abuse. A child with a combination of indicators who has a parent who is also exhibiting one of more of the adult indicators could lead a carer to suspect that they may be dealing with a case of abuse or neglect.

In the area of child sexual abuse there is a different set of indicators; most of these are related to the behaviour of the child:

- Sudden changes in personality, such as wanting constant attention and reassurance;
- Lack of trust of a familiar adult;
- Aggressive or compliant behaviour;
- Withdrawal, listlessness, sadness;
- Fear of being alone;
- Showing affection in a sexual way inappropriate to their age;

- Eating problems, loss of appetite, problems swallowing, excessive eating.

## DEFINITIONS AND SPECIFIC INDICATORS OF VARIOUS FORMS OF CHILD NEGLECT AND ABUSE

**Neglect** is persistently failing to meet a child's basic physical and/or psychological needs usually resulting in serious damage to their health and development. Neglect may involve a parent's or carer's failure to:

- provide adequate food, clothing or shelter
- supervise a child (including leaving them with unsuitable carers) or keep them safe from harm or danger
- make sure the child receives appropriate health and/or dental care
- make sure the child receives a suitable education
- meet the child's basic emotional needs – parents may ignore their children when they are distressed or even when they are happy or excited. This is known as emotional neglect.

Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.

**Physical abuse** happens when a child is deliberately hurt, causing injuries such as cuts, bruises, burns and broken bones. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating. It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness (FII).

**Sexual abuse** is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse. Child sexual abuse can involve contact abuse and/or non-contact abuse. Contact abuse happens when the abuser makes physical contact with the child. It includes:

- sexual touching of any part of the body whether the child is wearing clothes or not
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off, touch someone else's genitals or masturbate. Non-contact abuse involves non-touching activities. It can happen online or in person and includes:
  - encouraging a child to watch or hear sexual acts
  - not taking proper measures to prevent a child being exposed to sexual activities by others
  - showing pornography to a child
  - making, viewing or distributing child abuse images
  - allowing someone else to make, view or distribute child abuse images.
- Online sexual abuse includes:
  - persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
  - persuading or forcing a child to take part in sexual activities via a webcam or smartphone
  - having sexual conversations with a child by text or online
  - meeting a child following online sexual grooming with the intent of abusing them.

Abusers may threaten to send sexually explicit images, video or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has stopped. Abusers will often try to build an emotional connection with a child to gain their trust for the purposes of sexual abuse. This is known as grooming.

**Emotional abuse** is persistent, and, over time, it severely damages a child's emotional health and development. It involves:

- humiliating, putting down or constantly criticising a child
- shouting at or threatening a child or calling them names
- mocking a child or making them perform degrading acts
- constantly blaming or scapegoating a child for things which are not their fault
- trying to control a child's life and not recognising their individuality
- not allowing them to have friends or develop socially
- pushing a child too hard or not recognising their limitations
- manipulating a child
- exposing a child to distressing events or interactions such as drug taking, heavy drinking or domestic abuse
- persistently ignoring them
- being cold and emotionally unavailable during interactions with a child
- never saying anything kind, positive or encouraging to a child and failing to praise their achievements and successes.

**Peer-on-peer abuse** is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations. Peer-on-peer abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence. Online peer-on-peer abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment. The School will take appropriate measures to minimise the risk of peer-on-peer abuse and be particularly vigilant with regards to SEND pupils.

## Indicators of Abuse

a) Neglect:

### *Physical Indicators*

- Poor hygiene
- Inadequately clothed, dirty, torn or inappropriate clothing
- Untreated medical problems
- Poor nourishment/failure to thrive
- Emaciation

### *Behavioural Indicators*

- Tired or listless
- Low self-esteem
- Always hungry
- States that there is no one at home to look after them or indicates that they spend a lot of time at home alone

b) Physical Abuse:

### *Physical Indicators*

### *Behavioural Indicators*

- Unexplained bruising in places where an injury cannot easily be sustained or explained
- Facial bruising
- Hand or finger marks or pressure bruising
- Bite marks
- Burns (particularly cigarette burns), scalds
- Unexplained fractures
- Lacerations or abrasions

- Shying away from physical contact
- Withdrawn or aggressive behaviour
- Sudden changes in behaviour, e.g. from extrovert to introvert

c) Sexual Abuse:

*Physical Indicators*

- Bruises or scratches inconsistent with accidental injury
- Difficulty in walking or sitting
- Pain or itching in the genital area
- Torn, stained or bloody underclothes
- Loss of appetite

*Behavioural Indicators*

- Sexually precocious, uses seductive behaviour towards adults
- Uses sexually explicit language
- Excessive preoccupation with sexual matters
- Informed knowledge of adult sexual behaviour
- Poor self-esteem
- Withdrawn or isolated from other children

d) Emotional Abuse:

*Physical Indicators*

- Inability to have fun
- Low self-esteem
- Indiscriminately affectionate

*Behavioural Indicators*

- Attention seeking
- Telling lies
- Withdrawn
- Tantrums past the age when they are part of normal development
- Speech disorders e.g. stammering
- Inability to play

e) Peer on Peer Abuse

*Physical Indicators*

- Signs of physical harm such as bruises or injury
- Ripped clothing
- Inability to have fun
- Loss of appetite

*Behavioural Indicators*

- Attention seeking
- Telling lies
- Withdrawn
- Tantrums past the age when they are part of normal development
- Inability to play
- Low self-esteem

**A child going missing from education** is a potential indicator of abuse or neglect, including child sexual exploitation, domestic violence, radicalisation, gang culture and forced marriage. Staff should follow the School's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. (See [Children Missing Education Policy](#).)

**Child sexual exploitation (CSE)** is a form of child abuse. It occurs when 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 exploited even if the activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. It 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 online bullying 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.

**Upskirting** typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. If the School becomes aware of incidents of upskirting they will contact the police.

**Female Genital Mutilation (FGM)** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Whilst all staff should speak to the Designated Safeguarding Lead (or deputies) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a **teacher**, in the course of their work in the profession, recognising that even in a boys' school they may make discoveries about family members, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the Police.

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 and there is a mandatory duty to report this (October 2015). Although this is not likely to directly affect anyone in the School we should be aware of discussion about this happening to a family member. In a wider context, this is considered to be an instance of so-called 'Honour based' violence. Honour based violence (HBV) encompasses crimes that have been committed to protect or defend the honour of the family and/or the community and reporting is mandatory.

**Child at risk of Radicalisation.** There is no catch-all description, or foolproof signs that we can look out for. However, there are factors that mean a young person may be more vulnerable to

those seeking to radicalise them, including a conviction that their religion or culture is under threat and treated unjustly, a tendency to look for conspiracy theories and distrust of mainstream media, the need for identity and belonging, the need for more excitement and adventure or being susceptible to influence by their peers/friends. Please see Appendix 3 of the [Preventing Extremism and Radicalisation Policy](#) for detailed description.

### **Specific Safeguarding issues**

The School will seek expert and professional advice on specific safeguarding issues relating to such matters as child sexual exploitation, bullying, or matters linked to cultural customs or practice. Staff must also be aware of issues associated with child on child abuse, consequential harm and the need to ensure that such matters are appropriately handled in the best interests of both the victim(s) and alleged abuser(s).

Staff must also be alert to the impact of bullying, online bullying and behaviours which may place individual children at risk of serious harm, including children who go missing from school. (See [Children Missing Education Policy](#).)

Children who have suffered or who are at risk of suffering serious harm should be referred by the School without delay to children's social care. There will be other safeguarding issues where a child will be in need of additional support from one or more agencies. These cases should be reported to social care local to the home address of the child using their inter-agency assessment process.

The School will also be mindful to look out for complex and organised abuse. This can be defined as abuse involving one or more abusers and a number of related or un-related abused children and may take place in any setting. The adults concerned may be acting in concert to abuse children, sometimes acting in isolation or may be using an institutional framework or position of authority such as a teacher, coach, faith group leader or be in a celebrity position to access and recruit children for abuse. If a member of staff has any reason to believe any member of the School community has been affected by complex and organised abuse they should inform the DSL as a matter of urgency. The DSL will take action as necessary as a result of this.

The School will also be aware of the indicators of serious violence, which may signal that pupils are at risk from, or are involved with serious violent crime. These indicators may include: increased absence from School; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm or a significant change in wellbeing. Unexplained gifts or new possessions could also suggest children are involved with criminal networks or gangs. Staff should speak to the DSL at the earliest opportunity if they become concerned about pupils potentially being at risk of serious violence. The DSL will follow the advice supplied by the Home Office in this area.

## TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

It is **not** the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of children must be recorded and discussed with the Designated Safeguarding Lead (or a Deputy Designated Safeguarding Lead) prior to any discussion with parents. Staff may refer matters directly to Children's Services if they wish. They should inform the DSL of this.

### 1. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way that is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given that appears inconsistent or suspicious;
- any behaviours that give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding persons who may pose a risk to children;
- any concerns that a child is being groomed for any purpose; including grooming for sexual purposes, radicalisation or acceptance of extremist views;
- any concerns that a child may intend to run away from home or is being coerced to do so by someone else;
- concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. (Please see [Whistleblowing Policy](#).)

### 2. Responding to disclosure

Disclosure or information may be received from pupils, parents or other members of the public. The School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff must handle disclosures with sensitivity.

Such information cannot remain confidential and staff must immediately communicate what they have been told to the Designated Safeguarding Lead and make a handwritten contemporaneous record.

Staff must not investigate but should, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that he can make an informed decision of what to do next.

Staff may make a referral directly to the appropriate agency if they wish, especially if a child is in immediate danger or at risk of harm but should inform the Designated Safeguarding Lead or his deputies that they have done so. If a member of staff feels unable to raise an issue with the School or feels that their genuine concerns are not being addressed there are whistleblowing channels open to them. (Please see [Whistleblowing Policy](#).) Further guidance may be found from the NSPCC:

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Staff should:

- listen and take seriously any disclosure or information that a child may be at risk of harm, making clear that the member of staff cannot promise confidentiality;
- try to ensure that the person disclosing does not have to speak to another member of school staff;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the Designated Safeguarding Lead;
- reassure and support the person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the person will be involved as appropriate.

### **3. Action by the Designated Safeguarding Lead**

Following any information raising concern, the Designated Safeguarding Lead informs the Head and then will consider:

- any urgent medical needs of the child;
- making an enquiry to find out if the child is subject to a Child Protection Plan by ringing the appropriate local authority;
- discussing the matter with other agencies involved with the family;
- the child's wishes.

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any Police investigation and/or place the member of staff or others at risk;
- whether to make a Child Protection referral to social care because a child is at risk and is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately  
OR
- not to make a referral at this stage;
- if further monitoring is necessary;
- if it would be appropriate to undertake an assessment.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a referral form. The member of staff reporting the concern will be informed of any actions taken.

### **4. Action following a Child Protection referral**

The Designated Safeguarding Lead will:

- make regular contact with the Social Worker involved to stay informed;
- wherever possible, contribute to the strategy discussion;

- provide a report for, attend and contribute to any subsequent child protection conference;
- if the child is placed on the Child Protection Register, contribute to the Child Protection Plan;
- where possible, share all reports with parents prior to meetings;
- where a child on the register moves from the School or goes missing, immediately inform the key worker in social care;
- when a child is placed on the Child in Need register the DSL will attend and contribute to regular meetings. A Child in Need is defined in law as children who are aged under 18 and: need local authority services to achieve or maintain a reasonable standard of health or development; need local authority services to prevent significant or further harm to health or development or are disabled.

## **5. Recording and monitoring**

Accurate records must be made as soon as practicable which clearly distinguish between observation, fact, opinion and hypothesis. All records are signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All child protection documents and documents regarding safeguarding concerns are retained in a Child Protection file, separate from the child's main file. This is locked away and only accessible by the Head and Designated Safeguarding Lead. Any records would be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person – Child Protection.' If a child goes missing or is removed from roll to be educated at home then a Child Protection file would be copied and the copy sent to Social Care. Files are kept in line with the School's retention schedule.

## **6. Supporting the Child and Partnership with Parents**

The School recognises that a child's welfare is paramount, but good child protection practice relies on a positive, open and honest working partnership with parents.

- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child;
- We will provide a secure, caring, supportive and protective relationship for a child;
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;
- We will endeavour to protect the privacy, dignity and right to confidentiality of a child and parents. The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the child.

## **Staff Code of Conduct (please also refer to the full Staff Code of Conduct)**

- All staff must respect the rights, dignity, privacy and worth of each pupil equally within the context of the School;
- Staff must place the wellbeing and safety of each pupil above all other considerations, including the development of educational performance;
- Staff must adhere to all guidelines laid down by the School in relation to the care and welfare of pupils;

- All staff and the Head receive child protection training initially through an online training programme. Staff also receive training as appropriate and at least annually from the DSL and the Deputy DSLs;
- Staff are required to have read and understood The John Lyon School [Safeguarding and Child Protection Policy](#) and Keeping Children Safe in Education (September 2019) Part 1: information for all school and college staff. They sign a statement to this effect stored on their personnel files and this is logged on a central training register;
- Staff must develop an appropriate working relationship with each pupil based on mutual trust and respect;
- Staff must encourage and guide pupils to accept responsibility for their own behaviour and performance;
- Staff must ensure that the activities they direct or advocate are appropriate for the age, maturity, experience and ability of pupils;
- Staff must co-operate fully with others in the best interests of the pupil;
- Staff must themselves consistently adhere to high standards of behaviour and appearance;
- If a member of staff does not adhere to the standards set out in the [Staff Code of Conduct](#) this may be recorded as a matter of concern.

## 7. Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside the School. All staff, but especially the DSL or one of his deputies should be considering the context within which such incidents and/or behaviours occur. This is known as Contextual Safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. For more guidance on Contextual Safeguarding, please speak to the DSL.

## Staff Protection

It is possible to reduce situations in which abuse can occur and help protect staff by promoting good practice. Always be public and open when working with pupils.

All staff should also be aware that they should not:

- Spend excessive amounts of time alone with individual pupils. For example in one-to-one tuition or sports coaching, or as visiting music teachers. They should ensure that they are always visible in the room and that they behave to the highest professional standards. Physical contact between teachers and pupils is only appropriate in very limited circumstances. Where equal effect can be gained through pupils watching a demonstration, this should be preferred. Consent must be sought from the pupil before engaging in physical contact for teaching purposes. Departments where this practice is common have guidance for staff in their departmental handbooks. Note that the pupil may withhold their consent;
- Take pupils alone on car journeys without the knowledge of the parents;
- Take pupils to their home.

Staff should never:

- Allow or engage in rough, physical or sexually provocative games, including horseplay;

- Share a bedroom with a pupil on any residential trip or other occasion;
- Allow or engage in any form of touching apart from official activities that require this and for which there are guidelines. (*Common sense should be exercised in dealing with injured pupils, or very young pupils in distress*);
- Allow pupils to use inappropriate language unchallenged;
- Make sexually suggestive or inappropriate comments to a pupil, even in jest;
- Allow allegations made by a pupil to go unchallenged, unrecorded or not acted upon;
- Invite or allow pupils to stay with them at their home without the knowledge and permission of the Head and parents/guardians;
- Humiliate pupils, including sustained shouting or unacceptable use of sarcasm;
- Engage in inappropriate electronic communication with a pupil. Staff who need to be in contact with pupils outside school hours are provided with a school mobile phone.

## Procedures

### a) Guiding Principles

All matters concerning safeguarding, possible or alleged child abuse should be referred to the Designated Safeguarding Lead (Mr Darren Boylan) or a Deputy Designated Safeguarding Lead; Mr Shane Cloete, Mr Thomas Yardley, Mr Alexander Ferguson or Ms Charlotte Robinson. If staff are unsure, they should speak to the DSL. If there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care immediately. Anybody can make this referral. Staff should refer children directly to Children's Social Care if it is an emergency, or they feel that appropriate action is not being taken. Under no circumstances will any information or speculation be intimated to anyone else, within or outside the School. The Designated Safeguarding Lead will make all decisions on further action, in consultation with the Head and professional bodies (Social Care, Police) as necessary. Decisions over borderline cases will be made after discussion with the Local Authority Designated Officer from the borough in which the child resides. It is important that early signs of abuse and neglect are acted upon and that clear records are kept.

### b) Initial concern

All staff should be prepared to identify pupils who may benefit from early help as soon as a problem emerges.

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;

- is at risk of being radicalised or exploited;
- is a privately fostered child.

Where a child has been identified as vulnerable, an Early Help Assessment would be triggered by the DSL, who would contact the MASH (Multi Agency Safeguarding Hub). In other cases, where staff see in children signs that cause them concern they should seek information from the child with tact and sympathy. It is not their role to carry out an investigation. The member of staff should make a written note of the concern, using the [Safeguarding Incident Report form](#), recording the date, concern and action taken and pass it to the DSL for their attention. All safeguarding and child protection records will be filed securely and separately from the main pupil files.

Note that there are half termly meetings between the Deputy Head, DSL, School Counsellor and School Nurse to review pupils of concern. These meetings happen in the first full week of every half term to monitor pupil concerns and to check on any matters raised, often via the Head of Year.

#### **c) Disclosure/allegation from a child/young person**

If a child volunteers information about abuse to a member of staff, it may sometimes be done obliquely rather than directly. An abused child is likely to be under severe emotional stress and the staff member may be the only adult whom the child is prepared to trust. When information is offered in confidence, the member of staff will need to explain with sensitivity, whilst retaining the child's trust that action may be required, that other adults will need to be informed and that complete confidentiality cannot be honoured. Staff need to be aware that the most important aspect of their response to a child is willingness to listen and to take seriously what the child is saying, without asking questions or making any assumptions (e.g. about who has abused the child) which could later be interpreted as leading the child if criminal proceedings were to follow. The child should tell the full story of what has happened only once. The member of staff should as soon as possible (certainly within 24 hours) make a written note of the discussion, using the Safeguarding Incident Report form ([Appendix 2](#)), recording date, place and names of anyone else present, and using the words of the child where they are remembered. In any legal proceedings these notes would be potentially disclosable to both the prosecution and defence lawyers.

#### **d) Medical Examinations**

In cases of suspected physical abuse or physical neglect, parental and pupil permission for the School Doctor or Nurse to undress the child in the presence of two professional adults should be sought. Where the School is unable to contact the parents, it reserves the right, acting in loco parentis, to request that the child undress. Should either parent or pupil refuse, the School would then be left with no option but to contact Social Care for further advice.

#### **e) Information about or allegation of abuse by a Staff member, Volunteer worker of another Pupil**

Where it is alleged that a teacher or member of staff or volunteer has behaved in a way that has harmed a child, may pose a threat to children or possibly committed a criminal offence against a child the matter must be reported immediately to the Head. This includes any allegations against the Designated Safeguarding Lead. A written statement should be taken. The Head must then, without delay, contact the Local Authority Designated Officer to discuss the concerns. The designated officer in conjunction with Children's Social Care and/or the Police will then confirm the arrangements for investigating the issues raised. The School will fully comply with these arrangements including maintaining appropriate levels of confidentiality. Where a child has suffered serious harm the Police

must be contacted from the outset. As a quick resolution of such allegations is to the benefit of all concerned all unnecessary delays should be avoided.

Immediate contact should be made with the designated officer to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children agreed. The School would consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The School will take into account the views of the designated officer and the Staff Code of Conduct when making a decision about suspension.

If the allegations concern the Head the initial report must be made to the Chairman of Governors who will then be responsible for notifying the designated officer. In these circumstances, the Head should not be informed before the notification is made. (Harrow Children's Access Team Golden Number 020 8901 2690).

If it is decided that the allegation meets the threshold for safeguarding, the matter will be dealt with in accordance with Harrow Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the School for consideration via the School's internal procedures.

The Head should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

Teachers are particularly vulnerable to accusations of abuse but even though such allegations may be false, malicious or misplaced, reporting must be instantaneous and the informant assured of that. Such information will be extremely sensitive for abuse in circumstances concerning a teacher is particularly serious but unfounded allegations can be traumatic for the teacher concerned and can inflict long term damage on a person's health and career. A quick resolution of the allegation should be a priority. The member of staff should only be suspended if there is no reasonable alternative. Allegations that are found to be malicious should be removed from personnel records. Pupils who are found to have made malicious allegations will receive an appropriate sanction.

The School maintains a [Code of Conduct](#) for staff behaviour which provides guidance to staff and volunteers about their behaviour and actions so as to not place pupils and staff at risk of harm or of allegations of harm to a pupil. This is to be found in the Staff Handbook. Reference is made to this in the induction programme for all staff.

Where a member of staff, volunteer, student or contractor is deemed to be unsuitable to work with children a report will be made to the Disclosure and Barring Service (DBS).

Where a teacher is dismissed (or would have been dismissed if they had not resigned), a referral will be made to the [Teaching Regulation Agency](#) (TRA).

If there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, from one or more other pupils, this abuse will be referred to agencies local to the home residence of the pupil at risk.

Please refer to the School's [Disciplinary Procedure](#) for further guidance regarding the process on dealing with allegations against staff.

**f) Summary of Procedure**

- Any member of staff concerned about a child must inform the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead immediately.
- The member of staff must record information regarding the concerns on the same day.
- The DSL or their Deputy will consult the Head. A decision will be taken whether the concerns should be referred to Children's Social Care Department. If it is decided to make a referral to Children's Social Care, this will be done, if necessary, without prior discussion with the parents.
- If a referral is made to Children's Social Care, the DSL will ensure that a written report is sent to the Social Worker dealing with the case within 48 hours.
- Particular attention will be paid to the attendance and development of any child who has been identified as at risk, or who has been placed on the Child Protection Register.
- If a pupil who is on the Child Protection Register changes school, the Designated Safeguarding Lead will inform the Social Worker responsible for the case and transfer the appropriate records to the receiving school.

**g) Duty of School as Employer**

- The School will operate safer recruitment procedures, including DBS checks and compliance with Independent School Standards Regulations.
- Appropriate child protection checks and procedures will apply to any staff employed by another organisation and working with the School's pupils on another site.
- The John Lyon School will report to the Disclosure and Barring Service (DBS) within one month of leaving any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children because of safeguarding concerns. This is a legal duty and failure to refer when criteria are met is a criminal offence.

**Mr Darren Boylan is John Lyon's Designated Safeguarding Lead.  
Ms Charlotte Robinson, Mr Shane Cloete, Mr Thomas Yardley and Mr  
Alexander Ferguson are John Lyon's Deputy Designated Safeguarding Leads.**

**The Governor responsible for Safeguarding is Dr Sarbani Jollyman.**

DPB  
October 2019

Updates reviewed by Governors October 2019

## **APPENDIX I: Contact Details for Local Authorities**

### **London Borough of Harrow**

Children's Services  
Duty and Assessment Team  
429-433 Pinner Road  
Harrow  
HA1 4HN  
Telephone: 020 8863 5544  
Fax: 020 8242 8045

There is an Emergency Duty Service during weekends, bank holidays and between 5pm and 9am weekdays.

Telephone: 020 8424 0999

### **London Borough of Brent**

Telephone: 020 8937 4300 during normal office hours (9am - 5pm)  
Brent's Emergency Duty Team after hours: 020 8863 5250

### **London Borough of Ealing**

Telephone: 020 8825 8000

### **London Borough of Hillingdon**

Telephone: 01895 250111

### **Three Rivers District Council**

(Hertfordshire County Council)

Telephone: 0300 123 4043

The Child Abuse Investigation Unit: 01707 354000. This is a specialist team with countywide responsibility for undertaking child protection investigations.

### **London Borough of Barnet**

Supporting Families Division  
Barnet House  
1255 High Road  
Whetstone  
N20 0EJ  
Telephone: 020 8359 4066  
Text Number (SMS): 07781 473279

### **South Bucks District Council**

High Wycombe, Chilterns and South Bucks Area:  
Buckinghamshire County Council  
Council Offices  
Easton Street  
High Wycombe  
HP11 1NH

Telephone: 01494 475000

Emergency Duty Team: 01494 675802

For serious emergencies in the evening, weekends or public holidays, you can call the Emergency Duty Team for advice on 01494 675802 or fax 01494 672783

### **London Borough of Hounslow**

Child Protection Line

Telephone: 020 8583 3456 (24hrs answerphone)

Email: [childrensocialcare@hounslow.gov.uk](mailto:childrensocialcare@hounslow.gov.uk)

### **Watford Borough Council**

(Hertfordshire County Council)

Telephone: 0300 123 4043

The Child Abuse Investigation Unit: 01707 354000. This is a specialist team with countywide responsibility for undertaking child protection investigations.

### **Hertsmere Borough Council**

(Hertfordshire County Council)

Telephone: 0300 123 4043

The Child Abuse Investigation Unit: 01707 354000. This is a specialist team with countywide responsibility for undertaking child protection investigations.

### **London Borough of Westminster**

Adult & Children's Services

8th Floor

City Hall

64 Victoria Street

London, SW1E 6QP

Telephone: 020 7641 1999 (Mon-Fri 9am – 5pm)

Textphone: 020 7641 8222

Email: [ChildrenandCommunityServicesComplaints@westminster.gov.uk](mailto:ChildrenandCommunityServicesComplaints@westminster.gov.uk)

### **Chiltern District Council**

Chiltern and South Bucks

Buckinghamshire County Council

Council Offices

King George V Road

Amersham

HP6 5BN

Telephone: 0845 3708090

[www.buckscc.gov.uk](http://www.buckscc.gov.uk)

### **London Borough of Hammersmith and Fulham**

Telephone: 0208 753 5534

### **London Borough of Kensington and Chelsea**

Telephone: 020 7361 3013

**London Borough of Camden**

Telephone: 020 7974 3317 (out of hours 020 7974 4444)

**London Borough of Richmond upon Thames**

Social Services Initial Response Team: 020 8891 7969

Outside of office hours you can phone the Emergency Out-of-Hours team on 020 8744 2442

**Buckinghamshire County Council**

First Response Team

Telephone: 012 9638 3962 (Monday to Friday 9am to 5pm)

Outside of office hours call the emergency duty team on 0800 999 7677

**London Borough of Islington**

Telephone: 020 7527 7400 (24 hours a day)

## APPENDIX 2: Safeguarding Incident Report Form

### Safeguarding Incident Report Form TO BE COMPLETED AS A HANDWRITTEN DOCUMENT AS SOON AS POSSIBLE AFTER ANY DISCLOSURE

Name of person making the report:	
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#### Are you reporting (please tick)?

Your own concerns:	
A disclosure made by the child/young person concerned:	
Concerns raised by someone else:	

#### Pupil Details

Surname		Forename	
Date of Birth:		Form Group:	

#### Name and contact details of parent/carer

Name:	
Phone:	

The incident/concerns being reported are:			
Date of disclosure:		Time of disclosure:	
Date of incident:		Time of incident(s):	

<p>What exactly did you observe/were you told?</p> <ul style="list-style-type: none"> <li>• Please use the words of the person reporting the abuse as far as possible.</li> <li>• Report facts not opinions.</li> </ul>	<p>Continue on a separate sheet as necessary.</p>
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Action taken so far:	
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Signed:		Date:	
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**Return this form to Designated Safeguarding Lead as soon as possible**

### **APPENDIX 3: Keeping Children Safe in Education (September 2019)**

All Staff are required to read Part I and Annex A of KCSiE (Sept 2019). All staff are provided with a hard copy as part of their induction training. A copy of the required reading can be found through the following link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/836144/Keeping\\_children\\_safe\\_in\\_education\\_part\\_1\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/836144/Keeping_children_safe_in_education_part_1_2019.pdf)

A full copy of Keeping Children Safe in Education (Sept 2019) can be found through this link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/835733/Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf)

## APPENDIX 4: Department for Education guidance on Safeguarding documentation

[Keeping Children Safe in Education](#) (September 2019) (KCSiE)

incorporating the additional statutory guidance, [Disqualification under the Childcare Act 2006](#) (September 2018) and the non-statutory advice for practitioners: [What to do if you're worried a child is being abused](#) (March 2015)

[Working Together to Safeguard Children](#) (July 2018) (WT)

incorporating to the non-statutory advice: [Information sharing](#) (2018)

[Prevent Duty Guidance: for England and Wales](#) (July 2015) (Prevent).

supplemented by non-statutory advice and a briefing note:

[The Prevent duty: Departmental advice for schools and childminders](#) (June 2015)

[The use of social media for online radicalisation](#) (July 2015)