



SAFEGUARDING AND CHILD PROTECTION POLICY

Scope

This policy applies to the John Lyon Senior School and the John Lyon Prep School (which is Quinton Hall School and includes the EYFS). All references to 'the School' refer to both the Senior and Prep schools except where otherwise specified.

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 in the Senior School are to be reported immediately to the Designated Safeguarding Lead (DSL), Mr Jonathan Rowe, Assistant Head (Pastoral), or one of the Senior School Deputy Designated Safeguarding Leads (DDSLs): Mr Shane Cloete, Mr Thomas Yardley, Mr Alexander Ferguson, Mr Eddie Golding or Miss Shira Patel.

All safeguarding issues in the Prep School (including EYFS) are to be reported to either the Prep School Lead for Safeguarding (DDSL), Mr Mike Still, or the EYFS Lead for Safeguarding (DDSL), Miss Emily Sherr, or one of the other Prep Deputy Designated Safeguarding Leads: Mrs Angela Shaw, Mrs Ayesha Rasool, Mrs Shaheera Alimohamed, or Mrs Christina Evans.

Any significant safeguarding issues in the Prep School (including EYFS) are to be reported to the DSL, Jonathan Rowe, who has overall responsibility for safeguarding across the whole School.

The DSL and DDSLs are all Level 3 Safeguarding trained. The DSL and DDSLs are most likely to have a complete safeguarding picture and be the most appropriate persons 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 in the Senior School and the matter is urgent and you are unable to locate the DSL, please call their mobile on 07587 103887. If you are unable to reach the DSL, please contact a DDSL at the Senior School. If there is an immediate risk to a child in the Prep School and the matter is urgent and you are unable to locate the Prep School Lead for Safeguarding, please call their mobile on 07457 852872. If you are unable to reach the Prep School Lead for Safeguarding, please contact another DDSL at the Prep



School, or the DSL. Additionally, contact details for the DSL and DDSLs can be found on the back of staff ID lanyards, alongside the contact details for Harrow Children's Services, who staff can contact directly if faced with a safeguarding emergency or if they feel that appropriate action is not being taken. All Safeguarding matters should be dealt with confidentially.

Safeguarding is a priority at John Lyon and therefore a number of additional staff have been Level 3 Safeguarding Trained: Rob Rice (Head of Year 7), Sarah Aboagye (Head of Year 8), Andrew Furniss (Head of Year 9), Leon Felgate (Head of Year 10), Josh Gilbey (Head of Year 11), Philip Berry (Head of Lower Sixth), Stephen Mephram (Head of Sixth Form).

Professor John Greenwood, the School Governor responsible for safeguarding, has also completed his Level 3 Safeguarding Training.

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/. The School will also comply with the procedures of Harrow local authority and all other local authorities as deemed necessary. The safeguarding partner arrangements for Harrow can be found here <http://www.harrowscb.co.uk/wp-content/uploads/2019/06/Harrow-Safeguarding-Children-Arrangements-May-2019.pdf>

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 Children Act 1989 and subsequent legislation and guidance, including: the Independent Schools Standards Regulations (2014); Working Together to Safeguard Children (July 2018); [Keeping Children Safe in Education \(September 2022\)](#); Prevent (April 2021); Sexual Violence and Sexual Harassment between children in Schools and Colleges (2021); 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 3](#).

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 at the Senior School and in the Headmaster's Office at the Prep School. All safeguarding concerns across the School are recorded electronically on CPOMS, except allegations made against staff (both low-level concerns and allegations that meet the harms threshold), which are recorded and logged separately.

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
- Detection of Honour Based Abuse
- Child on Child Abuse

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 KCSiE (September 2022);
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, the Human Rights Act 1998 and the Equality Act 2010;
- 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. As part of its shortlisting process the School will also conduct online searches as part of its due diligence on shortlisted candidates, in accordance with the Recruitment, Selection and Appointment Policy.

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, and receive copies of the following policies:

- Safeguarding and Child Protection Policy, including the role and identity of the DSL and DDSLs
- KCSiE Part One
- Behaviour, Rewards and Sanctions Policy
- Children Missing Education Policy
- Staff Code of Conduct

Child protection and safeguarding training, including training on online safety, 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. 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 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 DDSLs; a copy of Part 1 of Keeping Children Safe in Education September 2022. 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, with Governors receiving regular appropriate and safeguarding and child protection training to equip them with the knowledge and understanding to provide strategic challenge and support the delivery of a robust whole school approach to safeguarding.

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 received Safer Recruitment Training in May 2019: Katherine Haynes (Head), Andy Sims (Deputy Head), Tim Lewis (Assistant Head Academic), Shane Cloete (Director of Sport), and Huw Jones (Director of Music). Jonathan Rowe (Assistant Head Pastoral & DSL) received Safer Recruitment Training in April 2021, and Gareth Mawdsley (COO), Harjit Jandu (HR Administrator) and



Magdalena Powell (HR Officer) in July 2022. 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. The School will also have regards to the Teachers' Standards, which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils, including those with mental health needs.

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 1 of Keeping Children Safe in Education (September 2022);
- safeguard the welfare of all pupils by [helping](#) to protect 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. In the Senior School, 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. Contact between staff and children may be more common when working with younger children, as appropriate to the age, but must be undertaken in a professional manner and for good reason, including helping a child with an activity, holding their hand or providing comfort. In EYFS, intimate care is required and therefore physical contact between teachers and children will be more common and take place as 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 or DDSs 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, or nominated DDSL, 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 take 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/ whilst noting that many of our pupils live in other boroughs (see [Appendix I](#) of Safeguarding and Child Protection Policy for contact details).;
- understand the signs of radicalisation and extremist grooming, as set out in the Prevent Policy. They should report any concerns to the DSL either in-person or by using CPOMS;
- are vigilant for signs of child sexual exploitation, online bullying and mental health issues and report these to the DSL, DDSL or Children's Services. They must also report any indications that pupils are aware of instances of 'honour'-based abuse 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 or a member of the safeguarding team;
- 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 School Office, and the DSL should be notified.
- are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as in day to day life. In many cases abuse will take place concurrently via online channels and in daily life.

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 provide pupils with information on sources of help e.g. Childline, NSPCC etc.

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

CEOP's Thinkuknow website: www.thinkuknow.co.uk

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 pupils by Form Tutors and in assemblies.

Some pupils would prefer to report anonymously their concerns. Pupils can do this via Whisper, an online reporting tool enabling pupils to safely and effectively disclose issues in confidence. Whisper reports are monitored and assessed by the DSL and Deputy Head, and followed up appropriately.

The RSHE programme helps create a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

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 child 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 child's Form Tutor. This policy is posted on the School's websites.

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. The DSL is a member of the Harrow Safeguarding Children Board.

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 School will ensure information sharing is in line with the Data Protection Policy, but notes that safeguarding concerns will take precedence over any data protection matters.

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, behaviour management, safer recruitment and staff conduct. 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. Safeguarding in the Early Years Foundation Stage

The practitioner designated to take responsibility for safeguarding children in the early years setting is Emily Sherr, DDSL and Head of EYFS. Any significant safeguarding issues in the EYFS are to be reported to the DSL, Jonathan Rowe, who has overall lead responsibility for safeguarding across the whole School.

Use of Mobile Phones, iPads and Cameras

Early years staff are not permitted to use their personal mobile devices, iPads or cameras whilst supervising children, unless they have approval from the Head of Early Years. They must request approval before taking a photograph or footage of a pupil. Staff who wish to use their personal mobile devices in the presence of pupils for any other reason must first speak with the Head of Early Years.

Parents are not permitted to use their mobile phones or cameras in or around our early years setting. However, parents are permitted to use personal devices to film or to take photographs at school events, such performances or sports days. Parents are always reminded before events that any photographs and/or footage should be kept private and that it must not be shared on social media platforms.

Duty to Inform Ofsted

Ofsted will be informed if an event occurs relating to a person who has regular contact with the early years children, that would be believed to lead to disqualification. Ofsted will be notified about an event as soon as reasonably practicable and within 14 days at the latest of the School becoming aware.

Ofsted will be informed of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere) as soon as practicable and within 14 days at the latest.

9. 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 Professor John Greenwood, 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 DSL of any concerns;
- Any concerns or allegations about a member of staff or volunteer are taken to the DSL or 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 2022) and confirm that, having done so, they understand and will comply with its contents.

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;
- The School adheres to the Charity Commission Guidance;
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- The Chairman of Governors deals 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 with regards to safeguarding children and child protection and liaises with the School on these matters where appropriate;
- The School ensures that safeguarding arrangements are set out in any contract/hire agreement;
- An awareness of the School's obligations under the Human Rights Act 1998 and Equality Act 2010;
- The School effectively operates its online filters and monitoring systems.

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
The Bursary
5 High Street
Harrow-on-the-Hill
Middlesex
HA1 3HP
email: milletta@johnlyonsfoundation.org.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.

Working with others

- Act as a point of contact with the safeguarding partners;
- Liaise with the Head to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and Police investigations. This should include being aware of the requirement for children to have an Appropriate Adult.
- 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;
- Liaise with the nominated member of the Governing Body to appraise them of any relevant issues or concerns;
- Oversee the School provision for online safety and ensure appropriate training and provision is in place;
- Liaise with the Head of Wellbeing (DDSL), where safeguarding concerns are linked to mental health;
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children;
- Work with the Head and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at School.

Information sharing and the child protection file

The DSL is responsible for ensuring the child protection files are kept up to date, that the information is kept confidential and stored securely, and that passage of information occurs in accordance with locally agreed inter-agency procedures.



Where children leave the School (including in-year transfers), the DSL will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The DSL will also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard the child. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Training, knowledge and skills

- 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 (and deputies) 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 statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
 - 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;
 - Understand the importance of the role the DSL has in providing information and support to children in social care in order to safeguard and promote the welfare of these children;
 - Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
 - Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers, and can support children with SEND to stay safe online;
 - Understand the importance of information sharing, both within the School and with safeguarding partners and other relevant agencies;
 - Understand and support the School with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
 - Understand the risks associated with online safety and have the relevant knowledge to keep children safe whilst they are online at School;
 - Obtain access to resources and attend any relevant or refresher training courses.

Training should support the DSL in developing expertise, so that he can support and advise staff and help them gain confidence on welfare, safeguarding and child protection matters and in particular:

- Ensure that staff are supported during the referrals processes; and,
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

It is important that children feel heard and understood. Therefore, the DSL should be supported in developing knowledge and skills to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the School may put in place to protect them; and,
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Raising Awareness

The Designated Safeguarding Lead should:

- Ensure each member of staff has access to, and understands, the School's Safeguarding and Child Protection Policy and procedures, in particular new and part-time staff;
- 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;
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

Holding and sharing information

The DSL should be equipped to:

- Understand the importance of information sharing, both within the School and with other Schools/Colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisation and practitioners;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and UK GDPR; and,
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Availability

During term time the Designated Safeguarding Lead, or a DDSL, will always be available (during school hours) 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, a DDSL will be the first point of contact. The DDSLs will carry out safeguarding duties and responsibilities in accordance with standard safeguarding practice.

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 Jonathan Rowe

John Lyon School's DDSLs

Mr Mike Still (Prep School Safeguarding Lead)
Miss Emily Sherr (EYFS Safeguarding Lead)
Mrs Shaheera Alimohamed (Prep School DDSL)
Mr Shane Cloete (Senior School DDSL)
Mrs Christina Evans (Prep School DDSL)
Mr Alex Ferguson (Senior School DDSL)
Mr Eddie Golding (Senior School DDSL)
Miss Shira Patel (Senior School DDSL)
Mrs Ayesha Rasool (Prep School DDSL)
Mrs Angela Shaw (Prep School DDSL)
Mr Thomas Yardley (Senior School DDSL)

Governor responsible for Safeguarding

Professor John Greenwood



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 18th 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.'*¹

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;
- 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.

Child Abuse can be best categorised in five types:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- child on child 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;

¹ 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



- 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.



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

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

The School will follow the UKCIS guidance December 2020 when dealing with incidents of sharing nudes and semi-nudes. The guidance is available at the following link;

[Sharing nudes and semi-nudes: advice for education settings working with children and young people \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/464212/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people.pdf). The key consideration is for staff not to view or forward illegal images of a child.

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.

Child-on-child 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. Child-on-child abuse can take various forms, including (but not limited to):

- serious bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nudes and semi nudes images and/or videos
- upskirting, which typically involves taking a picture under a person's clothing without their permission
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.



Online child-on-child abuse is any form of child-on-child abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, child-on-child 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 child-on-child abuse and be particularly vigilant with regards to SEND pupils who are more likely to be abused than their peers. Should the School believe child-on-child abuse has taken place either inside or outside of School, they will take action as deemed appropriate and will take guidance from external agencies to ensure the correct measures have been taken. Any staff who have concerns about child-on-child abuse should notify the DSL or DDSL immediately. All staff should reassure the victims in such cases that they are being taken seriously and that they will be supported and kept safe. The DSL should ensure to support and safeguard both the victim and alleged abuser. Staff should understand that even if there are no reports of child-on-child abuse in School, this does not mean that it is not happening. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. The School recognises the gendered nature of child-on-child abuse but that all child-on-child abuse is unacceptable, and has a zero tolerance approach to abuse.

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

- 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

Behavioural Indicators

- 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/eating problems

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
- Wanting constant attention and reassurance
- Lack of trust of a familiar adult
- Listlessness
- Fear of being alone

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) Child on Child Abuse

Physical Indicators

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

Behavioural Indicators

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

Specific Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviour linked to issues such as drug taking and/or alcohol misuse, and deliberately missing education can be signs that children are at risk. Staff should be aware of the following:

A child going missing from education is a potential indicator of abuse or neglect, including child sexual exploitation, child criminal exploitation, domestic violence, radicalisation, gang culture and forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk. 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) and Child Criminal Exploitation (CCE) are forms of abuse that occur when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive



a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child sexual exploitation (CSE) is a form of sexual abuse. Sexual abuse may involve physical contact, including assault by penetration or nonpenetrative acts. It may involve non-contact activities, such as involving children in the production of sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 years old who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship and therefore, some young people who are being sexually exploited do not exhibit any external signs of this abuse and will not recognise that they are a victim of abuse.

Child criminal exploitation (CCE) can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons. As children involved in criminal exploitation often commit crime themselves, their vulnerability as victims is not always recognised by adults and professionals, and they are not treated as victims despite the harm they have experienced.

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage) 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 or family or community pressure and include multiple perpetrators. All forms of 'honour'-based abuse (HBA) are abuse, regardless of the motivation, and should be handled and escalated as such. If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the DSL. The DSL will activate safeguarding procedures as is appropriate, using existing protocols for multi-agency liaison with police and children's social care. When FGM has taken place, there has been a mandatory reporting duty placed on teachers that requires a different approach (see section immediately below).

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 DSL with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers** to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils.

Forced marriage. Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Some perpetrators use perceived



cultural practices as a way to coerce a person into marriage. Staff should report any concerns they have about a child in this area to the DSL, who will follow advice from the Forced Marriage Unit.

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 the [Preventing Extremism and Radicalisation Policy](#) for more details.

Mental Health. Staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behavior suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff should be aware that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood, and can impact on their mental health, behavior and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken. Please see the [Mental Health and Wellbeing Policy](#) for further information regarding the School's approach to mental health.

Serious violence. All staff should be aware of the indicators, which may signal children 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, or signs of assault and unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. Staff should be aware of the risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently excluded from School, having experienced child maltreatment and having been involved in offending, such as theft or robbery. 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.

Complex and organised abuse. 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.

Cybercrime is criminal activity committed using computer and/or the internet. It is broadly categorised as either cyber-enabled (crimes that can happen off-line but are enabled at scale and at speed online) or cyber-dependent (crimes that can be committed by only using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal hacking);
- denial of service attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,



- making, supplying or obtaining malware with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. Staff should report any concerns they have about a child in this area to the DSL who will follow advice from the Home Office, specifically the Cyber Choices Programme.

Domestic Abuse.

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

The Domestic Abuse Act 2021 introduces a statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be personally connected. Young people can experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationships abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed. 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.

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. Where there are multiple safeguarding issues 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 the inter-agency assessment process.



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

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, cyberbullying, 'gender'-based abuse/sexual assaults, upskirting and consensual/non-consensual sharing of nudes/semi-nudes may all be forms of abuse. Abuse should never be tolerated or passed off as banter.

Staff should understand that children may not feel ready or know how to tell someone they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful. Staff have a duty to recognise concerns and demonstrate professional curiosity. Children can show signs or act in ways that they hope adults will notice and react to. If staff have any concerns about a child's welfare, they should inform the DSL or DDSL immediately.

It is **not** the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All concerns regarding the welfare of children must be recorded and discussed with the DSL prior to any discussion with parents. Staff may refer matters directly to Children's Services if they wish. They should inform the DSL, or DDSL, of this.

I. **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 DSL, or a member of the safeguarding team, and enter a record on CPOMS.

Staff must not investigate but should, wherever possible, elicit enough information to pass on to the DSL, or DDSL, in order that the DSL or a member of the safeguarding team 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 DSL 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 DSL;
- 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 DSL 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 safeguarding records at the School are kept electronically on CPOMS, except allegations made against staff (both low-level concerns and allegations that meet the harms threshold), which are recorded and logged separately.

Any physical 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 DSL in the Senior School, and by the Headmaster in the Prep School. 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 DSL 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.

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 and DDSLs 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.

8. Child-on-child sexual violence and/or harassment

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from Prep through to Senior School. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face and are never acceptable. The School adopts a zero-tolerance approach to sexual violence and sexual harassment.

Child-on-child sexual violence and/or harassment can happen both inside and outside of school. When referring to sexual violence the School is referring to the sexual offences listed in the Sexual Offences Act 2003, which include rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent.

When referring to sexual harassment the School means 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of School. Child-on-child 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, sexual jokes or taunting, displaying pictures of a sexual nature, upskirting and online sexual harassment.

The School will carefully consider any report of child-on-child sexual violence and/or harassment. The DSL, or DDSL, is likely to have a complete safeguarding picture and be the most appropriate person to advise on the School's initial response. The School will closely follow KCSiE (September 2022), Sexual violence and sexual harassment between children in schools and colleges (September 2021) (SVSH) and Working Together to Safeguard Children (July 2018) (WTSC) when making decisions within this area.

When reporting sexual violence or harassment, staff should follow the School's safeguarding procedures outlined above. Staff should maintain an attitude of 'it could happen here' and understand that children may not feel ready or know how to tell someone they are being abused. Children can show signs or act in ways that they hope adults will notice and react to. If staff have any concerns about a child's welfare, they should act on them immediately, rather than wait to be told.

Pupils are made aware of how to report sexual violence or sexual harassment, knowing their concerns will be treated seriously, that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.



The School will consider every report on a case-by-case basis and decide whether to manage the report internally, provide early help, refer to children's social care or report to the police. As part of its decision-making the DSL (or DDSL) will follow the guidance on Harmful Sexual Behaviour (HSB) provided in KCSiE (September 2022), considering carefully both the ages and stages of development of the pupils concerned. The DSL will also consider, on a case-by-case basis, whether there is the need for a risk assessment.

In any response, the School will safeguard and support the victim (and the wider pupil body) and will provide, wherever possible, the alleged perpetrator with an education and safeguarding support, alongside implementing any disciplinary sanctions as is necessary. As part of this support the School will explain that the law is in place to protect rather than criminalise children. Where there is social service and/or police involvement, the DSL, or nominated member of the safeguarding team, will work alongside them, providing support to ensure collaborative working.

The School provides extensive learning in this area as part of its RSHE programme, details of which can be found here: [RSHE Policy](#). Our approach is one that supports healthy relationships and challenges attitudes that can grow into disrespect and even violence if unchallenged.

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;
- Staff are required to have read and understood The John Lyon School [Safeguarding and Child Protection Policy](#) and Keeping Children Safe in Education (September 2022) 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.

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. In the Senior School, 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. In the Prep School, physical contact will be more common, particularly in EYFS due to the requirement for intimate care and will take place as appropriate.
- 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 Jonathan Rowe) or a DDSL. 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 Services, Police, Health Care Services) 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);



- has a mental health need;
- is or perceived to be LGBTQ+. The fact that a child may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or forced marriage;
- is persistently absent from education;
- 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, they should note their concern on CPOMS at their earliest convenience, and the DSL will action as appropriate. All safeguarding and child protection records will be stored securely and separately from the main pupil files.

Note that the safeguarding team holds regular meetings to review pupils of concern.

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 indirectly. 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 notify the DSL as soon as possible, make a written note of the discussion, and place the report on CPOMS, 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 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 of a pupil by a Staff member, Volunteer worker or Contractor

Where it is alleged that a member of staff, volunteer or contractor has behaved in a way that has harmed a child and 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 (Harrow Children's Access Team Golden Number: 020 8901 2690). 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. The Head should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

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.

If it is decided that the allegation meets the harms threshold, the matter will be dealt with in accordance with Harrow Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures. The harms threshold is met where it is alleged that anyone working in School has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations that do not meet the harms threshold (low-level concerns)

If it is decided that the allegation does not meet the harms threshold, it will be categorised as a low-level concern and will be dealt with by the School. The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern that an adult working in or on behalf of the School may have acted in a way that:

- is inconsistent with the staff code of conduct; including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the Local Authority Designated Officer (LADO).

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



- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area;
- humiliating a child.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. In the Senior School, all low-level concerns should be reported to the Head or DSL. In the Prep School, all low-level concerns should be reported to the Headmaster or the Prep Safeguarding Lead, who should then alert either the DSL or Head in the Senior School. All low-level concerns will be recorded, including details of the concern, how the concern arose and actions taken. Records will be reviewed so that patterns of concerning behaviour can be recognised and appropriate action taken.

Teachers are particularly vulnerable to accusations of abuse but even though such allegations may be false, malicious or misplaced. 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.

The School promotes an open and transparent culture where staff are encouraged to share responsibly, and immediately, any concerns they may have about other staff members or volunteers, enabling the School to safeguard children; identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the School are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the School. Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Any low-level concerns which are shared about supply staff and contractors will be notified to their employers.

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).

In any investigation into an allegation of abuse by a teacher, staff member or volunteer worker of a pupil, the welfare of the child is paramount. The DSL will ensure that the child is supported and kept safe.

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 **DSL** or **DDSL** immediately.
- The member of staff must record information regarding the concerns on the same day.
- The DSL 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.

Reviewed by: Assistant Head (Pastoral)

Implemented: Sept 2022

Next Review: Sept 2023



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



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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

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

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

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)



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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: Keeping Children Safe in Education (September 2022)

All Staff are required to read Part 1 of KCSiE (Sept 2022). All staff are provided with a hard copy as part of their induction training. A full copy of Keeping Children Safe in Education (Sept 2022) can be found through this link:

[Keeping Children Safe in Education](#) (September 2022)

APPENDIX 3: Department for Education guidance on Safeguarding documentation

[Keeping Children Safe in Education](#) (September 2022) (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](#) (April 2021) (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)

[Sexual Violence and Sexual Harassment between children in Schools and Colleges](#) (September 2021) (SVSH)