

SAFEGUARDING AND CHILD PROTECTION POLICY

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Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

1. Ethos statement

The School recognises the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children. We aim to provide a safe and welcoming environment in which children can learn, underpinned by a culture of openness where both children and adults feel secure, are able to raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe.

2. Introduction

The School recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance, Keeping Children Safe in Education (KCSiE), Working Together to Safeguard Children and locally agreed inter-agency procedures put in place by Harrow Safeguarding Children's Board.

This policy will be reviewed annually, as a minimum, and will be made available publicly via the School website or on request.

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing the impairment of children's mental and physical health or development;
- ensuring that 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.

This policy is for all staff, parents, governors, volunteers, supply staff and contractors and the wider school community. It forms part of the child protection and safeguarding arrangements for the School and is one of a suite of policies and procedures which encompass the safeguarding responsibilities of the school (see *Appendix 1 for school specific linked policies and procedures*). In particular, this policy should be read in conjunction with the school's Staff Code of Conduct (including Acceptable Use of ICT), Safer Recruitment Policy, Online Safety Policy, Behaviour and Anti-Bullying Policies, and Part One of KCSiE, copies of which will be provided to all staff on induction.

The aims of this policy are to:

- Provide staff with a framework to promote and safeguard the wellbeing of children and young people, and ensure that all staff understand and meet their statutory responsibilities;
- Ensure consistent good practice across the School.

All staff are obligated to read and understand the School's Safeguarding Policy and their responsibility to implement it. All staff must have read and understand Part One of KCSiE. Staff working directly with

children are also required to read Annex A of KCSiE. All governors and senior leadership staff are required to read and understand Part One, Part Two and Annex A of KCSiE.

Arrangements are in place for all staff members to receive appropriate safeguarding and child protection training which is regularly updated. Governors will receive appropriate safeguarding and child protection training (including online safety training) at induction which is regularly updated.

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);
- the School will hold more than one emergency contact for each pupil, where reasonably possible;
- 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.

Compliance with the policy will be monitored by the Head, DSL and named safeguarding governor.

3. Statutory Framework

Section 157 of the Education Act 2002 (as amended) and the Education Regulations 2014 for independent schools, place a statutory duty on governing body to have policies and procedures in place that safeguard and promote the welfare of pupils at John Lyon School which must have regard to any guidance given by the Secretary of State.

In accordance with statutory guidance, Working Together to Safeguard Children 2026, local safeguarding arrangements must be established for every local authority area by the three safeguarding partners (Local Authority, Police and Integrated Care Boards). All three partners have equal and joint duty for a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements. In Harrow, all schools have been named by the Harrow Safeguarding Children's Board (HSCB) as relevant agencies, this means staff in schools must work in accordance with the multi-agency procedures developed by the HSCB which can be found on their website at: [HSCB](#).

4. Key roles and responsibilities

Governing body

The governing body has a strategic leadership responsibility for the school's safeguarding arrangements and must ensure that they comply with their duties under legislation. The governing body has a legal responsibility to make sure that there are appropriate policies and procedures in place, which have regard to statutory guidance, in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare. The governing body will also ensure that the policy is made available to parents and carers by publishing this on the school website or in writing if requested.

Governors will ensure they facilitate a whole school approach to safeguarding. This means involving everyone in the school and ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, and that all systems, processes and policies are transparent, clear and easy to understand and operate with the best interests of the child at their heart.

Governors will ensure that where there is a safeguarding concern school leaders will make sure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place that are well promoted, easily understood and easily accessible for children to confidently report any form of abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Governors will ensure that the school contributes to multi-agency working in line with statutory guidance, Working Together to Safeguard Children and that the School's safeguarding arrangements take into account the procedures and practice of the locally agreed multi-agency safeguarding arrangements in place.

Governors will ensure that, as a minimum, the following policies are in place to enable appropriate action to be taken to safeguard and promote the welfare of children and young people as appropriate:

- child-on-child abuse (see relevant section in this policy);
- online safety;
- behaviour, including measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- special educational needs and disability;
- supporting pupils in school with medical conditions;
- staff code of conduct;
- procedure for responding to children who go missing from education;
- safer recruitment.

Governors will ensure 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.

It is the responsibility of the governing body to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend the School and that the School has procedures for appropriately managing safeguarding allegations made against, or low level concerns involving, members of staff (including the headteacher, supply teachers, contractors, and volunteer helpers).

The School ensures 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 operates Safer Recruitment procedures for all teaching and non-teaching staff, in accordance with the School's 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 School's Recruitment, Selection and Appointment Policy. In line with ISI standards, all new staff joining the School are subject to a Section 128 check, regardless of position, to cover any potential future scenario of promotion to a management role.

The governing body will ensure that there is a named governor for safeguarding, a Designated Safeguarding Lead (DSL) who is a senior member of the leadership team and has lead responsibility for safeguarding and child protection, ensuring that the DSL has the appropriate training.

The governing body will have regard to their obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty).

The governing body will ensure the School adheres to the guidance outlined by the Charity Commission.

Designated Safeguarding Lead (DSL)

The DSL will take lead responsibility for safeguarding and child protection (including online safety). This will be made explicit in the role-holder's job description. The broad areas of responsibility and activities related to the role of the DSL are set out in Annex B of KCSiE.

The DSL will have the appropriate status, authority, time, funding, training, resources and support they need to carry out the duties of the post effectively.

The DSL and DDSs will provide advice and support to staff in school and will liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children.

During term time, the DSL and/or DDSs should always be available during school hours for staff to discuss any safeguarding concerns. The School will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities. To ensure continuity of safeguarding responsibilities, the School will implement robust cover arrangements for periods when the DSL is unavailable due to illness, leave, or other circumstances. There is a clear, reliable, and known arrangement in place so that concerns can be raised, including a confidential shared mailbox to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

The DSL will undergo training to provide them with the knowledge and skills to carry out the role and is expected to update their knowledge and skills at regular intervals to allow them to keep up with developments relevant to their role.

The DSL will liaise with the Head to inform them of issues and in particular ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.

Head

The Head will ensure that the policies and procedures adopted by the governing body are fully implemented and that sufficient resources, time and training are provided to enable staff members to discharge their safeguarding responsibilities and contribute effectively to a whole school approach to safeguarding.

The Head will be responsible for ensuring a culture of safety and ongoing vigilance that fosters the belief that 'it could happen here'.

All staff

All staff have a responsibility to provide a safe environment in which children can learn.

All staff must read and ensure they understand Part One of KCSiE. Staff working directly with children must also read and ensure they understand Annex A of KCSiE.

All staff must ensure they are familiar with the systems within school which support safeguarding, including this policy, the staff code of conduct policy, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies). These will be explained to all staff on induction.

All staff should be aware of indicators of abuse, neglect and exploitation so that they are able to identify cases of children who may be in need of help or protection. All staff should maintain a belief that 'it could happen here' where safeguarding is concerned and if staff have any concerns about a child's welfare they must act on them immediately.

All staff should understand that children may not feel ready or know how to tell someone they are being abused, neglected or exploited 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. Staff must immediately report:

- any concerns that a child has suffered or is likely to suffer significant harm;
- 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, neglect or exploitation;
- 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;

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) along with the role they might be expected to play in such assessments.

All staff should be aware of, and understand their role within the early help process for all services, at both a Local Authority and School level. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs (see Section 12: Information Sharing). In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.

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

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (SEN) (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, home or care;
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing alcohol and other drugs themselves;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation (FGM) or forced marriage;
- is a privately fostered child.
- is pregnant and/or a parent;
- is showing early signs of engaging in harmful behaviours;
- is repeatedly being removed from lessons;
- is on a part-time timetable.

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

Knowing what to look out for is vital to the early identification of abuse, neglect and exploitation and specific safeguarding issues such as child criminal exploitation and child sexual exploitation. If staff are unsure, they should always speak to the DSL (or deputy). If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking

to a member of the senior leadership team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible. Details of the school's safeguarding team are on the front of this policy.

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;
- 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. 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 and the DSL;
- 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.

Safeguarding in the Early Years Foundation Stage

The practitioner designated to take responsibility for safeguarding children in the early years setting is Laurence Segulier, Deputy Head and Prep Safeguarding Lead (PSL). 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, cameras or any other device with imaging or sharing capabilities 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 devices with imaging or sharing capabilities 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, performances or sports days, but strictly only of their own children. Parents are always reminded before events that any photographs and/or footage should be kept private and that if photographs include other children they must not be shared in any circumstances.

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 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.

5. Induction & Training

The School will ensure that all staff receive appropriate safeguarding and child protection training which is regularly updated and in line with advice from the HSCB. In addition, all staff members will receive regular safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, staff meetings and briefings) as required, but at least annually, to provide them with relevant skills and up to date knowledge of emerging and evolving safeguarding issues to safeguard children effectively.

All new staff members will undergo safeguarding and child protection training at induction. This will include training on the school's safeguarding and child protection policy, online safety, the code of conduct, low-levels concerns guidance, the behaviour policy, the safeguarding response to children who are absent from education, and the role of the designated safeguarding lead. Copies of the school's policies, procedures and Part One of KCSiE will be provided to new staff at induction.

The School will ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

The Head, named governor for safeguarding, DSL, DDSLs and Head of EYFS all receive appropriate Level 3 safeguarding inter-agency training which is updated at least every two years.

Relevant staff are safer recruitment trained to ensure all interview panels include at least one person who has undertaken certified training.

The School keeps an accurate record of safeguarding training undertaken by all staff, which is maintained and updated regularly.

In considering safeguarding training arrangements the School will also have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment, and require teachers to have a clear understanding of the needs of all pupils.

6. Recognising concerns – signs and indicators of abuse

All staff should be aware of indicators of abuse, neglect and exploitation so that staff are able to identify cases of children who may be in need of help or protection. Staff should be aware that children can be at risk of harm inside and outside of school, inside and outside of home and online. Staff should exercise professional curiosity and know what to look for as this is vital for the early identification of abuse or neglect.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should consider whether children might be at risk of abuse or exploitation in situations outside their families – harms take a variety of different forms and children can be vulnerable to multiple harms including sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and recognise that children are at risk of abuse and other risks online as well as face to face. In many cases abuse will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL.

Indicators of abuse and neglect

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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, including where they see, hear or experience its

effects. 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. They may be abused by an adult or adults or another child or children.

The following indicators listed under the categories of abuse are not an exhaustive list:

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

In cases of suspected physical abuse and/or neglect, the school will not conduct its own medical or physical examination. The school will maintain the child's privacy and immediately refer the matter to Social Care/Police, who will determine if a specialist medical examination is required.

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

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of the school's policy and procedures for dealing with it. (See section 7: Specific safeguarding issues).

The School will follow the UKCIS guidance March 2024 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://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912547/UKCIS_guidance_March_2024_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.

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

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

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

7. Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol abuse, unexplainable and or/persistent absences from education, serious violence (including that linked to county lines) and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there no reports in school it does not mean it's not happening, it may be the case that it is just not being reported. As such, it is important if staff have any concerns regarding child-on-child abuse they should speak to the DSL (or deputy) and record their concerns on CPOMS.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’);
- 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, including threatening to use weapons);
- harmful sexual behaviour including:
 - misogyny/misandry;
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of 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);
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

- 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, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- 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, self-generated intimate images and videos, AI generated intimate images and videos, 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 pupils with SEND 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.

Child-on-child harmful sexual behaviour

The School recognises that harmful sexual behaviour (HSB) exists on a continuum, ranging from normal/developmentally expected behaviour to behaviour that is inappropriate/problematic or abusive which could lead to sexual violence.

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.

When reporting sexual violence or harassment, staff should follow the School's safeguarding procedures outlined above.

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 2026), 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. The School adopts a zero tolerance approach to HSB.

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. Where a pupil is under police investigation, the School will safeguard and support the pupil concerned, recognising its duty of care for the child.

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.

The School recognises that misogyny is tied to HSB, is on the rise in schools nationally and needs to be identified early. The School provides preventative education in this area through its RSHE curriculum, including lessons on incel culture, the manosphere, online influencers, deepfakes and pornography.

Further guidance on identifying and responding to HSB can be found here: [NSPCC guidance on problematic and harmful sexual behaviour](#).

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. For further information, see the School's [Preventing Extremism and Radicalisation Policy](#). For further information regarding the Prevent Duty see here: [Prevent Duty Guidance: for England and Wales](#), supplemented by non-statutory advice and a briefing note: [The Prevent duty: safeguarding learners vulnerable to radicalisation](#).

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where 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 have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the [Modern Slavery statutory guidance](#). In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

Child Criminal Exploitation (CCE)

Some specific forms of 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 or manipulated 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 such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at 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 year olds 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.

Cybercrime

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.

The School recognises the rise in cyber criminals targeting schools, threatening to use and/or using AI generated intimate images/deepfakes and videos of pupils. For further information on this area, see the School's Online Safety Policy.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or 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 (teenage relationship abuse). All of which can have a detrimental and long term impact on their health, well-being, development, and ability to learn.

Early help

In line with managing internally, the School may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about FGM, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

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. In addition, it is a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used.

Serious Violence

Can include assault but also the carrying, threatening to use or actually using weapons. Staff are obligated to report to the DSL any concerns about a child carrying or using a weapon.

All staff should be aware of the indicators which may signal that children are at risk from, or involved with, serious violent crime. These 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 or 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.

8. Children potentially at greater risk of harm

The School recognises that whilst all children should be protected there are some groups of children who are potentially at greater risk of harm and, in some cases, these children may find it difficult to communicate what is happening to them.

Alternative Provision

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the School of any arrangements that may put the child at risk (i.e. staff changes), so that the School can ensure itself that appropriate safeguarding checks have been carried out on new staff. The School has regard to the following statutory guidance:

[Alternative provision – DfE Statutory Guidance](#), and

[Education for children with health needs who cannot attend school – DfE Statutory Guidance](#)

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The School expects that the Local Authority will share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both LAs and school to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or to a child missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child

criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- are at risk of harm or neglect;
- are at risk of forced marriage or FGM;
- come from Gypsy, Roma, or Traveller families;
- come from the families of service personnel;
- go missing or run away from home or care;
- are supervised by the youth justice system;
- cease to attend a school;
- come from new migrant families;

Early intervention is necessary to identify the existence of any underlying safeguarding risk. Staff should follow the School's procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, neglect and exploitation, including sexual exploitation, and to help prevent the risks of going missing in future. This includes when problems are first emerging but also where children are already known to LA children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where absence from education may increase known safeguarding risks within the family or in the community. As such, all staff should be aware of the school's unauthorised absence procedures and children missing education procedures. For further information see the School's CME Policy and Attendance and Punctuality Policy. This includes informing the LA if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the LA, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

Further information and support includes:

- schools' duties regarding children missing education, including information schools must provide to the LA when removing a child from the school roll at standard and non-standard transition points can be found in the DfE's statutory guidance: [Children Missing Education](#)
- statutory guidance for schools concerning children who are absent from education: <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Children requiring mental health support

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could also 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, neglect and exploitation, 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. The School ensures there is a clear system and process in place for identifying possible mental health problems, including routes to escalate, and a clear referral and accountability system. For further information see Section 11 of this Policy and the School's Pupil Mental Health & Wellbeing Policy.

Staff can access further advice in a DfE guidance documents [Preventing and tackling bullying](#) and [mental health and behaviour in schools](#) which set out how staff can help prevent mental health problems by promoting resilience as part of an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of pupils.

Children with SEN and disabilities, or health issues

Children with SEND or health issues can face additional safeguarding challenges, both online and offline. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse;
- the need for intimate care or that these children are isolated from others
- that these children are more likely to be dependent on adults for care, and
- these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Staff should avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration.

Staff should also be aware that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Similarly, staff should be aware of the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing signs or being able to communicate how they are feeling.

Staff also need to be mindful of children's cognitive understanding, for example, whether they are able to understand the difference between fact and fiction in online content and the consequences of repeating the content/behaviours in school.

Children with severe medical conditions, particularly those with life threatening implications are treated as safeguarding concerns. The School employs full-time, fully qualified, medically trained nurses who are located at both the Prep and Senior School sites. The School recognises Benedict's Law and its obligation to manage allergies and train staff accordingly. The School uses Individualised Healthcare Plans, sharing them with relevant staff where appropriate.

The fact that there has been an incident relating to the management of a child's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. A safeguarding referral would only be needed where an incident highlighted concern that the child or young

person might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. This might occur where relevant information about a child or young person's medical condition is not provided to the School or where they are repeatedly sent without essential medication, thereby putting the individual at risk.

Any reports of abuse involving children with SEND or health issues will require close liaison with the DSL, School Nurse and SENCO.

Further information can be found in the DfE's:

- [SEND Code of Practice 0 to 25 years](#), and from specialist organisations such as:
- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)
- Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
- NSPCC - Safeguarding children with special educational needs and disabilities (SEND)

Children who are lesbian, gay, bisexual or gender questioning

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

The School recognises that each pupil is different, and that questions of gender identity are complex and personal. As a result, the School seeks to avoid a 'one size fits all' approach, as this would not allow us to respond appropriately to the needs of each individual pupil (n.b. the School may take a general approach to certain issues, as a starting point for a case by case analysis).

The School will not initiate any action regarding social transition. The School will follow the guidance presented in this section when a child or parent has raised a request that the School put support in place in order to facilitate the child presenting as the opposite sex. The views of parents/carers should be closely considered and parents/carers should be involved as a matter of priority, except in the rare circumstance where involving them may put the child at greater risk. The School will always prioritise the child's safety and act in their best interests.

The School does not tolerate bullying of any form and deals with any bullying in line with its anti-bullying policy. This includes bullying for reasons related to a pupil's sex or gender identity.

The School provides single-sex spaces on the basis of biological sex and does not allow a child access to facilities of the opposite sex. If a child who is questioning their gender does not want to use the facilities for their designated sex, the School will consider alternative provisions, where appropriate, without compromising single-sex facilities.

The School permits gender-questioning pupils to dress in a manner that is consistent with their chosen gender, subject to the School's uniform policy. If any gender-questioning pupil has any particular difficulty complying with the School's uniform policy, they should raise this with a member of staff, and the School will consider these concerns on a case by case basis.

The School recognises that gender-questioning pupils sometimes prefer to change the name they are known by and the pronouns used to describe them. Where a pupil makes a request of this nature, the School will:

- seek to accommodate it where reasonably possible;
- discuss with the pupil the appropriate terms to use and how to best communicate this change to staff and other pupils (and the parents of the gender-questioning pupil where appropriate);
- discuss any restrictions in relation to the name under which a pupil can be entered into external exams, and explore the options with the pupils, their parents and relevant exam board as appropriate.

Intentionally using the incorrect name or pronoun of a pupil can constitute discrimination and/or bullying and the School will address it appropriately in line with schools policies.

The School's RSHE will ensure the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. For older pupils, this will include the legal rights and responsibilities regarding equality. The School will ensure the approach and content of teaching is sensitive and age appropriate. See the School's [RSHE Policy](#) for further details.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Elective Home Education

Many home education children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the School will work together with the LA and other key professionals to coordinate a meeting with parents/carers where possible.

Ideally this would be before a final decision has been made to, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. Where a child has an Education, Health and Care plan in place the LA will need to review the plan, working closely with parents and carers.

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The School will ensure staff have the skills, knowledge and understanding to keep looked after children safe.

The School will ensure there are arrangements in place so that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

Appropriate staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The DSL should have the details of the

child's social worker and the name of the virtual school head in the authority that looks after the child. The role of the virtual head has been extended to include responsibility for promoting the educational achievement of children in kinship care.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. The governing body recognises that when dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

For children who are care leavers, the DSL should have details of the LA Personal Advisor appointed to guide and support the care leaver and liaise with them as necessary regarding any issues of concern.

Young Carers

The School is alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing.

9. Opportunities to teach safeguarding

The School will ensure that children and young people are taught about how to keep themselves and others safe, including online.

The School recognises that effective education should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with SEND.

Relevant topics will be included within RSHE, having regard to statutory guidance: [Relationships Education, Relationships and Sex Education and Health Education](#).

Preventative education is most effective in the context of a whole-school approach that prepares children and young people for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

The School expects that its values and standards should be upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetables lessons and reinforced throughout the whole curriculum. This whole-school approach will be fully inclusive and developed to be age and stage of development appropriate, and will tackle (in age-appropriate stages) issues such as:

- healthy and respectful relationships;
- boundaries and consent;
- stereotyping, prejudice and equality;
- body confidence and self-esteem;
- how to recognise an abusive relationship, including coercive and controlling behaviour;
- the concepts of and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

For further information regarding the RSHE curriculum, see the School's RSHE Policy.

The School will ensure that there are appropriate filters and monitoring systems in place to safeguard children and young people from potentially harmful and inappropriate online material. For further information, see Section 10 of this policy and the School's Online Safety Policy.

10. Online safety and filtering and monitoring

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation and technology often provides the platform that facilitates such harm.

The School has due regard to the additional information and support set out in KCSiE and ensures that the school has a whole school approach to online safety, and has a clear policy on use of communications technology in school. Online safety will be a running and interrelated theme when devising and implementing policies and procedures. This will include considering how online safety is reflected in all relevant policies and whilst planning the curriculum, any teacher training, the role of the DSL and any parental engagement.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school adopts a whole school approach to online safety to protect and educate pupils and staff in their use of technology, and establishes mechanisms to identify, intervene in, and escalate any concerns as appropriate.

An annual review is undertaken of the School's approach to online safety, including the School's filtering and monitoring provision, supported by an annual risk assessment which considers and reflects the risks pupils face online.

The School ensures it has the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedure periodically to keep up with evolving cyber-crime technologies. The School takes appropriate action to meet the Cyber security standards for schools, which were developed to help them improve their resilience against cyber-attacks: <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges>

The School's Online Safety Policy outlines the appropriate filtering and monitoring which take places on school devices and school networks. It also outlines the expectations, applicable roles and responsibilities in relation filtering and monitoring.

The School is committed to safe and effective use of AI in education and has due regard to the guidance outlined by the government in the following document: [Generative AI in Education](#).

For further information, including the School's approach to mobile and smart technology, see the School's Online Safety Policy.

II. Procedures

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should alert the DSL (or deputy) and record their concerns on CPOMS.

Staff should understand that children may not feel ready or know how to tell someone they are being abused, neglected or exploited 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.

What to do if you are concerned

The School recognises that individuals 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 child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that staff:

- stay calm and listen carefully;
- accept what is being said;
- allow the child/young person to talk freely – do not interrupt or put words in the child/young person's mouth;
- only ask questions when necessary to clarify, do not investigate or ask leading questions;
- reassure the child, but don't make promises which it might not be possible to keep;
- do not promise confidentiality;
- emphasise that it was the right thing to tell someone;
- reassure them that what has happened is not their fault;
- do not criticise the perpetrator;
- explain what has to be done next and who has to be told;
- do not take notes during the disclosure;
- alert the DSL (or deputy) without delay;
- make a written record on CPOMS immediately after notifying the DSL or deputy;
- do not include your opinion without stating it is your opinion;

- consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.

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.

When a record of a safeguarding concern is passed to the DSL, they will assess the concern and, taking into account any other safeguarding information known about the child, consider whether it suggests that the threshold for significant harm, risk of significant harm or a child in need referral has been reached. If the DSL is unsure whether the threshold(s) has been met, they will contact the MASH Golden Number for advice (0208 901 2690). Where appropriate, the DSL will complete and submit the MASH referral form: [Harrow MASH referral form](#).

Where the DSL believes that a child or young person may be at imminent and significant risk of harm they should call The Golden Number immediately and then complete the online MASH Referral.

Where a safeguarding concern does not meet the threshold for completion of a MASH Referral, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

School staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. The School is committed to providing as much relevant up to date information about the child as possible, including submitting reports for child protection conferences in advance of the meeting in accordance with HSCB procedures and timescales.

School staff must ensure that they are aware of the procedure to follow when a child goes missing from education. For further information, see the School's CME Policy, and Attendance & Punctuality Policy.

Where there is a need to report and escalate concerns about child-on-child abuse, including child-on-child sexual violence and harassment, staff should follow the relevant guidance in Section 7 of this policy, and report the concern as they would any other safeguarding concern, by alerting the DSL and recording on CPOMS.

Staff endeavour to create a culture where pupils can speak out and share their concerns. However, Some pupils would prefer to report their concerns anonymously. 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 in the Senior School and the PSL in the Prep School, and followed up

appropriately. Pupils in both the Prep and Senior Schools can also raise any concerns regarding their wellbeing via Pulse, an online platform enabling pupils to safely disclose issues to trusted members of staff.

12. Information sharing, record keeping and confidentiality

Information sharing is vital in safeguarding children by identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, the School understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, and to keep the information they hold safe and secure, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff will have regard to the Government guidance: [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) which supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and UK Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL (or deputy).

Well-kept records are essential to good child protection practice. In line with KCSiE, the School keeps detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions, including instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc. 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/or documents regarding safeguarding concerns are retained in a Child Protection file, separate from the child's main file. In the Prep School, physical copies are kept secure and are only accessible by the Head and the Prep Safeguarding Lead.

The School recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or DDSL with other relevant members of staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or pupils), or promise a child to keep a secret which might compromise the child's safety or wellbeing.

As well as allowing for information sharing, in circumstances where it is warranted because it would put a child at risk of serious harm, the DPA 2018 and the UK GDPR allow schools to withhold information. This

may be particularly relevant where a child is affected by domestic abuse perpetrated by a parent or carer, is in a refuge or another form of emergency accommodation, and the serious harm tests is met.

Ordinarily, the school will always undertake to share its intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

The General Data Protection Regulation and the Data Protection Act 2018 states that, the School has the authority to share information with the Local Authority “in the exercise of our official duties without seeking consent”. The “public task basis” as described in the legislation allows authorities to use data when they can demonstrate that the processing is to perform tasks that are set by national law. This means parental consent is not necessary for the obtaining and sharing of information between agencies when that information is for child protection or safeguarding purposes or for an assessment of a child or children’s needs.

The School will have regard to the HSCB Guidance on the Transfer of a Child Protection /or Safeguarding File to another Education Setting. Where a child leaves the school, the DSL will ensure their child protection file is transferred to the new school as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term). The file will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

I3. Managing allegations made against teachers, including supply teachers, other staff, volunteers and contractors

The School will follow the HSCB [Managing allegations against staff and volunteers](#) guidance if a safeguarding concern or allegation is raised against an adult in a position of trust.

An allegation that may meet the harm threshold is any information which indicates that a member of staff /volunteer may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he/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.

This applies to any child the member of staff, supply teacher, volunteer or contractor has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in School. Concerns that do not meet the harm threshold will be dealt with in accordance with the school’s policy for managing low-level concerns (see below).

If any member of staff has concerns that a colleague, supply teacher, volunteer or contractor might pose a risk to children, it is their duty to report these to the Head (or DSL). Where the concerns or allegations are about the Head, these should be referred to the Chair of Governors. The Head/Chair of Governors should report the concern to the Local Authority Designated Officer (LADO) within one working day.

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.

Whenever a safeguarding concern about a member of staff is raised with the Head, the School will consider whether a referral to the LADO is necessary.

Low-Level Concerns Policy

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 internally 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 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 vulnerable to accusations of abuse which may be false, malicious or misplaced. 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.

Other information

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.

14. Use of school premises for non-school activities

The School will ensure that where facilities/premises are hired or rented out to organisations or individuals, sports associations or service providers to run community or extra-curricular activities appropriate arrangements are in place to keep children safe.

The School will seek assurance that the body concerned has appropriate child protection and safeguarding policies and procedures in place, including inspecting these as needed. Arrangements will also be put in place for the body hiring or renting the school facilities or premises to liaise with the school on these matters where appropriate.

These arrangements will apply regardless of whether or not the children who attend any of these services or activities are children on the school roll.

Where a lease or hire agreement is entered into the School will ensure safeguarding requirements are included as a condition of use and occupation of the premises; this will make clear that any failure to

comply would lead to termination of the agreement. The guidance on [Keeping children safe in out-of-school settings](#) details the safeguarding arrangements that the School expects these providers to have in place.

15. Whistleblowing

The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.

The School would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within school, including the whistleblowing procedure adopted by the School where necessary. However, for members of staff who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00am to 8.00pm, Monday to Friday) or email: help@nspcc.org.uk.

16. Useful contacts

Harrow Children's Social Care & Multi-agency Safeguarding Hub (MASH)	'Golden Number': 020 8901 2690 Emergency Duty Team: weekends, bank holidays and between 5pm-9am during the week: 020 8424 0999
Police	101 or for emergency: 999
FGM - Mandatory reporting	Police on 101
Local Authority Designated Officer for Allegations against staff (LADO)	Initial referrals via MASH/Golden Number LADO: Lado@harrow.gov.uk
Children and Young People with Disabilities 0-25 years	020 8966 6481
Local multi-agency procedures, guidance and Training: Harrow Strategic Safeguarding Partnership	www.harrowscb.co.uk/
NSPCC	0800 800 5000
Report Abuse in Education NSPCC Helpline	0800 136 663
Childline	0800 1111
Government's Whistle-blowing Service via NSPCC Report Line	0800 028 0285
Forced Marriage Unit	Tel: 020 7008 0151 From overseas: +44(0)20 7008 0151 (Mon-Fri 9am-5pm)

	Out of hours: 020 7008 1500 (ask for Global Response Centre) Email: fmu@fco.gov.uk
Support and Advice about Extremism DfE helpline (non-emergency advice for staff and governors)	Tel: 020 7340 7264 Email: counterextremism@education.gsi.gov.uk
Disclosure and Barring Service	Tel: 03000 200 190 Email: customerservices@dbb.gov.uk
Teaching Regulation Authority	Tel: 020 7593 5392 Email: misconduct.teacher@education.gov.uk

Reviewed by: Deputy Head (Wellbeing), DSL & Head of Sixth Form

Implemented: September 2026

Next Review: September 2027

APPENDIX 1: Linked Safeguarding Policies

- Allergy
- Anti-Bullying
- Attendance & Punctuality
- Behaviour, Rewards & Sanctions
- Children Missing Education
- Mobile Phone Policy
- Online Safety
- Preventing Extremism & Radicalisation
- Recruitment, Selection and Appointment
- RSHE
- Staff Code of Conduct
- Whistleblowing

APPENDIX 2: Contact Details for Local Authorities

London Borough of Harrow

Children's Services

Duty and Assessment Team

429-433 Pinner Road

Harrow

HA1 4HN

Telephone: 020 8863 5544
Fax: 020 8242 8045

There is an Emergency Duty Service during weekends, bank holidays and between 5pm and 9am weekdays.
Telephone: 020 8424 0999

London Borough of Brent

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

London Borough of Ealing

Telephone: 020 8825 8000

London Borough of Hillingdon

Telephone: 01895 250111

Three Rivers District Council

(Hertfordshire County Council)

Telephone: 0300 123 4043

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

London Borough of Barnet

Supporting Families Division

Barnet House

1255 High Road

Whetstone

N20 0EJ

Telephone: 020 8359 4066

Text Number (SMS): 07781 473279

South Bucks District Council

High Wycombe, Chilterns and South Bucks Area:

Buckinghamshire County Council

Council Offices

Easton Street

High Wycombe

HP11 1NH

Telephone: 01494 475000

Emergency Duty Team: 01494 675802

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

London Borough of Hounslow

Child Protection Line

Telephone: 020 8583 3456 (24hrs answerphone)

Email: childrensocialcare@hounslow.gov.uk

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)

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 3: Actions where there are concerns about a child

