

SAFEGUARDING AND CHILD PROTECTION POLICY

INTRODUCTION

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

Safeguarding may be defined as all agencies working with children, young people and their families, or vulnerable adults taking all reasonable measures to ensure that the risks of harm to children's welfare are minimised and where there are concerns about children or vulnerable adults' welfare, all agencies taking appropriate actions to address those concerns. All issues are to be reported to the Designated Safeguarding Lead (DSL), [Mrs Lynne Plummer](#), or in her absence her Deputy, [Mr Ian Parker](#). For more details of the role of the DSL, please see the [DSL Job Description](#).

The aim of this document is to give details of the Safeguarding and Child Protection Policy and Procedures at The John Lyon School. It is written in line with the child protection procedures of the Children and Family Services of the London Borough of Harrow and the Local Safeguarding Children Board. http://www.harrowlscb.co.uk/guidance_and_procedures.aspx. The School will also comply with the procedures of the following local authorities as required: Brent, Ealing, Hillingdon, Three Rivers, Barnet, South Bucks, Hounslow, Watford, Hertsmere, Westminster, Chiltern, Hammersmith and Fulham, Islington, Richmond upon Thames.

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

The Children Act 1989 (Section 87), amended by the Care Standards Act 2000, states that, "Where a school or college provides accommodation for any child, it shall be the duty of the relevant person to safeguard and protect the child's welfare." The School fully recognises its responsibilities for child protection. All staff must be aware of the professional obligation laid upon them by the 1989 Children's Act and subsequent legislation and guidance, including the Independent Schools Standards Regulations (2014), Working Together to Safeguard Children (2015), Keeping Children Safe in Education (2016), Prevent July 2015 and the Education Act 2002 Section 157. Any deficiencies or weaknesses in Child Protection arrangements are to be remedied without delay.

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

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

SCHOOL COMMITMENT

The John Lyon School is committed to safeguarding and promoting the welfare of all of its pupils. Safeguarding is the responsibility of every member of staff and each pupil's welfare is of paramount importance.

The John Lyon School is concerned about the welfare and safety of all its pupils and works to create an ethos in which pupils feel secure and listened to. Safeguarding and promoting the welfare of children includes protecting children from maltreatment and ensuring children are able to grow up in circumstances consistent with the provision of safe and effective care. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who

have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils and that we act in their best interests.

If our Safeguarding and Child Protection Policy is successful, Safeguarding and Child Protection concerns that arise will be dealt with as sensitively and effectively as possible. Records will be accurate and securely stored and passage of information will always occur in accordance with locally agreed inter-agency procedures. Confidential files are held in the office of the Head's P.A. Regular files are stored in a secure office adjacent to the Data Manager's office. A sticker on the regular file notes the existence of a confidential file.

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

- Child Protection
- Staff Conduct
- Curriculum
- Managing allegations against staff
- Building design
- Safe recruitment and selection
- Whistleblowing
- Health and Safety
- Behaviour management
- Attendance
- Online safety
- Anti-bullying policy
- Anti-Radicalisation and Extremism
- Child sexual exploitation and trafficking

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

There are five main elements to our policy:

1. Establishing a safe environment in which pupils can learn and develop;
2. Ensuring the governance of safeguarding and promotion of welfare is fully embedded within the School;
3. Raising awareness of child protection issues and ensuring all staff, volunteers and contractors working at the School are fully aware of presenting issues and how to act in the event of concerns being raised;
4. Ensuring staff recruitment practice is safe and fully accords with the requirements of Keeping Children Safe in Education (July 2015);
5. Supporting pupils who are in need of protection or require additional help to achieve good outcomes.

All staff at The John Lyon School will:

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

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

I. SAFER RECRUITMENT, SELECTION AND RETENTION

We ensure that all appropriate measures are applied 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 and staff employed by them. The School will operate safe recruitment procedures for all

teaching and non-teaching staff, in accordance with the Safer Recruitment Policy including DBS and prohibited list checks and compliance with Independent School Standards Regulations. These will be carried out by the Head's P.A. and the top half of the DBS check is stored on personnel files. The lower portion is stored securely by the Head's P.A. Every new member of staff, including part-timers, temporary, visiting and contract staff working in the School, will receive induction training on this policy and expectations for effective safeguarding.

Safer recruitment procedures include scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. The School has an up-to-date single central register detailing the range of checks carried out on the staff. All new appointments to the workforce who have lived outside the UK are subject to additional checks as appropriate. We ensure that supply staff have undergone the necessary checks. The Deputy Heads and other staff have undergone Harrow LSCB training or Hays Online Safe Recruitment training. The training will include as a minimum the content of Keeping Children Safe in Education September 2016. All interview panels include at least one person who has certification in this area.

The school operates safer recruitment practices including ensuring appropriate DBS, prohibited list and reference checks are undertaken according to the government guidance Keeping Children Safe in Education September 2016 and the Local Authority guidance in this area. The school keeps an up-to-date record of Staff and Governors who have undertaken Safer Recruitment training.

Under Section 75 of the Childcare Act 2006, individuals are disqualified from childcare provision if they have committed certain specified offences which would be identified by the DBS check.

For more detailed information, please refer to the School's Recruitment, Selection and Appointment Policy, a copy of which can be obtained from the Head's Office on request.

Recruitment

Once a recruitment (or other relevant) decision has been made, we do not keep certificate information of unsuccessful candidates for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep certificate information for longer than six months, we will consult the DBS about this and will give full consideration to the Data Protection and Human Rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

The school will ensure that appropriate DBS checks have been applied to staff employed by another organisation who works with the School's pupils.

Child protection and safeguarding training will be provided and monitored for all staff who work with children on a regular basis and in accordance with the requirements of the Local Safeguarding Children Board training in terms of content and frequency. Staff will also receive regular safeguarding updates as required but at least annually. Designated staff will receive appropriate level 3 inter-agency training which is updated at least every two years. New Governors and volunteers will be included in the induction process. This will include; the School's Safeguarding and Child Protection policy, the staff Code of Conduct, the identity of the DSL and Deputy DSL and a copy of part 1 of Keeping Children Safe in Education September 2016.

2. SAFE PRACTICE

Staff at The John Lyon School will:

- Support the development of pupils in ways that will foster security, confidence and
- independence.

- Uphold the rights of pupils as laid down in the Children Act 1989 and 2004.
- Read and understand Section A of Keeping Children Safe in Education September 2016.
- Support staff in safeguarding the welfare of all pupils by protecting them from physical, sexual or emotional harm and from neglect or bullying.

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

- are responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions; particular care should be taken when working with pupils in one to one situations. For example visiting music teachers and sports coaches should ensure that they are always visible in the room and that they behave to the highest professional standards. Physical contact between teachers and pupils is only appropriate in very limited circumstances. Where equal effect can be gained through pupils watching a demonstration, this should be preferred. Consent must be sought from the pupil before engaging in physical contact. The pupil may withhold their consent.
- work in an open and transparent way;
- work together with colleagues, where possible, in situations which could be open to misinterpretation;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made which may have safeguarding implications and make the DSL aware of these;
- be aware of the importance of working confidentially;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;
- work to ensure that pupils receive the right help at the right time to prevent issues escalating, differentiating between those who are at risk of significant harm and those who require additional support from other agencies. The DSL will take appropriate steps with Children's Services, in consultation with the relevant LADO, to ensure that this happens. An Early Help Assessment (EHA) will be completed for children who are at risk of significant harm;
- have an understanding of the safeguarding issues relating to looked after children. Relevant staff need to know the looked after child's legal status and contact arrangements;
- understand that they can access details of Harrow Local Safeguarding Children Board procedures at this link <http://www.harrowlscb.co.uk/guidance-procedures/> whilst noting that many of our pupils live in other boroughs (see [Appendix 1](#) of Safeguarding and Child Protection Policy for contact details). Further useful phone numbers can be found on the Senior Common Room notice board;
- understand the signs of radicalisation and extremist grooming, as set out in the Prevent policy, WRAP training and Channel online general awareness training module. They must also be vigilant for signs of child sexual exploitation, online bullying and mental health issues and report these to the DSL or Children's Services. They must also report any indications that pupils are aware of instances of female genital mutilation;
- are aware that they may report safeguarding concerns directly to Children's Services and then inform the DSL;
- are able to contribute to the shaping of safeguarding arrangements and child protection policy.

3. SAFEGUARDING INFORMATION FOR PUPILS

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

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

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

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

- The use of social media for online radicalisation
- The UK Safer Internet Centre (www.saferinternet.org.uk)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)

4. PARTNERSHIP WITH PARENTS

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

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

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

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

5. PARTNERSHIPS WITH OTHERS

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

6. RELATED SCHOOL POLICIES

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

The School also has a policy on and complies with the London Borough of Harrow's directions on dealing with 'Children missing from education 2015' and the provisions of the 2002 Education Act in respect of investigating any unexplained absences.

7. PUPIL INFORMATION

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

- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);

- Details of any persons authorised to collect the child from school (if different from above);
- Any relevant court orders in place which 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 detail of G.P.;
- Any other factors which may impact on the safety and welfare of the child.

8. ROLES AND RESPONSIBILITIES

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

KEY TASKS OF THE GOVERNING BODY INCLUDE ENSURING:

- An annual review of the School's safeguarding and child protection policies and procedures to ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare;
- The School contributes to inter-agency working in line with Working Together to Safeguard Children 2015 through the effective implementation of the policy and procedures in practice and good cooperation with local agencies;
- The School has a Safeguarding and Child Protection policy that is made available to parents;
- The School operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and others who work with children;
- The School has procedures for dealing with allegations of abuse against staff;
- A designated safeguarding lead is in place;
- Staff undertake appropriate child protection training;
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- The Chairman of Governors would deal with allegations of abuse made against the Head;
- Where services or activities are provided on the School premises by another body, the body concerned has appropriate policies and procedures in place in regards to safeguarding children and child protection and liaises with the School on these matters where appropriate.

THE HEAD WILL ENSURE THAT:

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

JOB DESCRIPTION: DESIGNATED SAFEGUARDING LEAD

THE DESIGNATED SAFEGUARDING LEAD WILL:

Manage referrals

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

Work with others

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

Undertake training

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- The designated safeguarding lead should undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help Assessments;
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
 - Ensure each member of staff has access to and understands the School's safeguarding and child protection policy and procedures, especially new and part-time staff and that they receive refresher training every three years and are informed of changes in legislation as appropriate;
 - The safeguarding and child protection policy
 - The staff code of conduct
 - The identity of the DSL
 - A copy of Part 1 of KCSIE September 2016 given to all

- Is alert to the specific needs of children in need, those with special educational needs and young carers;
- Is able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtains access to resources and attends any relevant or refresher training courses.

Raise Awareness

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

Child protection file

Where children leave the School the DSL will ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns.

The designated safeguarding lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

If the DSL is unavailable for unforeseen reasons such as illness, the Deputy DSL, Mr Ian Parker, is the first point of contact. Should The Deputy be unavailable, a Deputy Head should be contacted.

All staff will:

- fully comply with the School's policies and procedures;
- attend appropriate training;
- inform the designated safeguarding lead of any concerns.

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

- 1) [Identifying children and young people who may be suffering significant harm;](#)
- 2) [Taking action to ensure that children are safe at school and at home.](#)

IDENTIFYING CHILDREN WHO MAY BE SUFFERING SIGNIFICANT HARM

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

DEFINITIONS

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

'Abuse is a form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an insitutional or community setting by those known to them, or more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.' The harm must be significant and includes; neglect, ill-treatment, physical, sexual or emotional abuse, impairment of physical or mental health or impairment of physical, intellectual, emotional or social development. Abuse is a complex issue; abuse, neglect and safeguarding issues are rarely standalone events. In most cases multiple issues will overlap with one another. Through their day to day contact with pupils, school staff are well placed to observe any signs that a child may be suffering or is likely to suffer significant harm or is in need of additional support to promote their welfare. The School will therefore:

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

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

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

Development means physical, intellectual, social or behavioural development;

Health includes physical and mental health;

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

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. Bullying, cyber bullying, gender based violence/sexual assaults and sexting may all be forms of abuse.

Child Abuse can be best categorised in four types:

- neglect
- physical abuse
- sexual abuse
- emotional abuse

It should always be borne in mind that a child may be suffering from any combination of these.

GENERAL INDICATORS OF CHILD NEGLECT AND ABUSE

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

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

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

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

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

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

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

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

SPECIFIC INDICATORS OF VARIOUS FORMS OF CHILD NEGLECT AND ABUSE

a) Neglect:

Physical Indicators

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

Behavioural Indicators

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

b) Physical Abuse:

Physical Indicators

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

Behavioural Indicators

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

c) Sexual Abuse:

Physical Indicators

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

Behavioural Indicators

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

d) Emotional Abuse:

- Attention seeking
- Withdrawn
- Telling lies
- Inability to have fun
- Low self-esteem
- Tantrums past the age when they are part of normal development
- Speech disorders e.g. stammering
- Inability to play
- Indiscriminately affectionate

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

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including online bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM and there is a mandatory duty to report this (October 2015). Although this is not likely to directly affect anyone in the School we should be aware of discussion about this happening to a family member.

Child at risk of Radicalisation. There is no catch-all description, or foolproof signs that we can look out for. However there are factors which mean a young person may be more vulnerable to those seeking to radicalise them, including; a conviction that their religion or culture is under threat and treated unjustly, a tendency to look for conspiracy theories and distrust of mainstream media, the need for identity and belonging, the need for more excitement and adventure or being susceptible to influence by their peers/friends. Please see Appendix 3 of the [Preventing Extremism and Radicalisation Policy](#) for detailed description.

SPECIFIC SAFEGUARDING ISSUES

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

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

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

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

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

I. STAFF MUST IMMEDIATELY REPORT:

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

2. RESPONDING TO DISCLOSURE

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

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

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

Staff may make a referral directly to the appropriate agency if they wish, especially if a child is in immediate danger or at risk of harm but should inform the Designated Safeguarding Lead or her deputy that they have done so. If a member of staff feels unable to raise an issue with the School or feels that their genuine concerns are not being addressed there are whistleblowing channels open to them. Please see Whistleblowing Policy.) Further guidance may be found from the NSPCC: <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Staff should:

- listen and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of school staff;
- clarify the information;

- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the Designated Safeguarding Lead;
- reassure and support the person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the person will be involved as appropriate.

3. ACTION BY THE DESIGNATED SAFEGUARDING LEAD

Following any information raising concern, the Designated Safeguarding Lead will consider:

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

Then decide:

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

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a referral form.

4. ACTION FOLLOWING A CHILD PROTECTION REFERRAL

The Designated Safeguarding Lead will:

- make regular contact with the Social Worker involved to stay informed;
- wherever possible, contribute to the strategy discussion;
- provide a report for, attend and contribute to any subsequent child protection conference;
- if the child is placed on the Child Protection Register, contribute to the Child Protection Plan;
- where possible, share all reports with parents prior to meetings;
- where a child on the register moves from the School or goes missing, immediately inform the key worker in social care.

5. RECORDING AND MONITORING

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

All C.P. documents and documents regarding safeguarding concerns are retained in a 'Child Protection' file, separate from the child's main file. This is locked away and only accessible by the Head and Designated Safeguarding Lead. Any records would be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of

Designated Person – Child Protection.’ If a child goes missing or is removed from roll to be educated at home then a Child Protection file would be copied and the copy sent to Social Care. Original copies are usually retained until one year after the child leaves the School.

6. SUPPORTING THE CHILD AND PARTNERSHIP WITH PARENTS

- The School recognises that a child’s welfare is paramount. But good child protection practice relies on a positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for a child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour to protect the privacy, dignity and right to confidentiality of a child and parents. The Designated Safeguarding Lead will determine which members of staff ‘need to know’ personal information and what they ‘need to know’ for the purpose of supporting and protecting the child.
- The School also has a policy on Intimate Care. For more information, contact the DSL, Deputy Head or School Nurse.

STAFF CODE OF CONDUCT (PLEASE ALSO REFER TO STAFF CONDUCT)

- All staff must respect the rights, dignity, privacy and worth of each pupil equally within the context of the School.
- Staff must place the wellbeing and safety of each pupil above all other considerations, including the development of educational performance.
- Staff must adhere to all guidelines laid down by the School in relation to the care and welfare of pupils.
- All staff and the Head receive Child Protection training initially through an online training programme and thereafter every three years in whole staff training given by the DSL and Harrow LSCB.
- Staff are required to have read and understood The John Lyon School [Safeguarding and Child Protection Policy](#) and Keeping Children Safe in Education September 2016 Part 1: information for all school and college staff. They sign a statement to this effect stored on their personnel files.
- 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.

STAFF PROTECTION

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

All staff should also be aware that they should not:

- Spend excessive amounts of time alone with individual pupils. For example in one to one tuition or sports coaching, or as visiting music teachers. They should ensure that they are always visible in the room and that they behave to the highest professional standards. Physical contact between teachers and pupils is only appropriate in very limited circumstances. Where equal effect can be gained through pupils watching a demonstration,

this should be preferred. Consent must be sought from the pupil before doing this. The pupil may withhold their consent.

- Take pupils alone on car journeys without the knowledge of the parents.
- Take pupils to their home.

Staff should never:

- Allow or engage in rough, physical or sexually provocative games, including horseplay.
- Share a bedroom with a pupil on any residential trip or other occasion.
- Allow or engage in any form of touching apart from official activities which 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 you at your home without the knowledge and permission of the Head and parents/guardians.
- Humiliate pupils, including sustained shouting or unacceptable use of sarcasm.
- Engage in inappropriate electronic communication with a pupil. Staff who need to be in contact with pupils outside school hours are provided with a school mobile phone.

PROCEDURES

A) GUIDING PRINCIPLES

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

B) INITIAL CONCERN

All staff should be prepared to identify pupils who may benefit from early help as soon as a problem emerges. Where staff see in children signs which cause them concern they should seek information from the child with tact and sympathy. It is not their role to carry out an investigation. The member of staff should make a written note of the concern, using the [Safeguarding Incident Report form](#), recording the date, concern and action taken and pass it to the DSL for filing. All safeguarding and child protection records will be filed securely and separately from the main pupil files.

C) DISCLOSURE/ALLEGATION FROM A CHILD/YOUNG PERSON

If a child volunteers information about abuse to a member of staff, it may sometimes be done obliquely rather than directly. An abused child is likely to be under severe emotional stress and the staff member may be the only adult whom the child is prepared to trust. When information is offered in confidence, the member of staff will need to explain with sensitivity, whilst retaining the child's trust that action may be required, that other adults will need to be informed and that complete confidentiality cannot be honoured. Staff need to be aware that the most important aspect of their response to a child is willingness to listen and to take seriously what the child is saying, without asking questions or making any assumptions (e.g. about who has abused the child) which

could later be interpreted as leading the child if criminal proceedings were to follow. The child should tell the full story of what has happened only once. The member of staff should as soon as possible (certainly within 24 hours) make a written note of the discussion, using the Safeguarding Incident Report form (Appendix 2) recording date, place and names of anyone else present, and using the words of the child where they are remembered. In any criminal proceedings these notes would be potentially disclosable to both the prosecution and defence lawyers.

D) MEDICAL EXAMINATIONS

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

E) INFORMATION ABOUT OR ALLEGATION OF ABUSE BY A STAFF MEMBER, VOLUNTEER WORKER OR ANOTHER PUPIL

Where it is alleged that a teacher or member of staff or volunteer has behaved in a way that has harmed a child, may pose a threat to children or possibly committed a criminal offence against a child the matter must be reported immediately to the Head. This includes any allegations against the Designated Safeguarding Lead. A written statement should be taken. The Head must then, without delay, contact the Local Authority Designated Officer to discuss the concerns. The LADO 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 LADO 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. Schools must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. Schools should give due weight to the views of the LADO and the Staff Code of Conduct when making a decision about suspension.

If the allegations concern the Head the initial report must be made to the Chairman of Governors who will then be responsible for notifying the LADO. (Harrow LADO Golden Number 020 8901 2690).

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

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

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

Teachers are particularly vulnerable to accusations of abuse but even though such allegations may be false, malicious or misplaced, reporting must be instantaneous and the informant assured of that. Such information will be extremely sensitive for abuse in circumstances concerning a teacher is particularly serious but unfounded allegations can be traumatic for the teacher concerned and can

inflict long term damage on a person's health and career. A quick resolution of the allegation should be a priority. The member of staff should only be suspended if there is no reasonable alternative. Allegations that are found to be malicious should be removed from personnel records. Pupils who are found to have made malicious allegations will receive an appropriate sanction.

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

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

Where a teacher is dismissed, (or would have been dismissed if they had not resigned), a referral will be made to the National College for Teaching and Leadership.

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

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

F) SUMMARY OF PROCEDURE

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

DUTY OF SCHOOL AS EMPLOYER

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

children because of safeguarding concerns. This is a legal duty and failure to refer when criteria are met is a criminal offence.

Mrs Lynne Plummer is the John Lyon School's Designated Safeguarding Lead
Mr Ian Parker in the John Lyon School's Deputy Safeguarding Lead
The Governor responsible for Safeguarding is Dr Sarbani Jollyman

APPENDIX I – CONTACT DETAILS FOR LOCAL AUTHORITIES

London Borough of Harrow

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

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

Telephone: 020 8424 0999

London Borough of Brent

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

E-mail: childrensocialcare@hounslow.gov.uk

Watford Borough Council

(Hertfordshire County Council)

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 9:00 - 17:00)

020 7641 8222 (textphone) : 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 Islington

Referral and Advice Team

Monday to Friday 9am to 5pm

Tel: 020 7527 7400

Emergency Duty Social Work Team

(at all other times)

Tel: 020 7226 0992

London Borough of Richmond upon Thames

Social Services Initial Response Team on 020 8891 7969

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

APPENDIX 2 CHILD PROTECTION POLICY: SAFEGUARDING INCIDENT REPORT FORM



The John Lyon School

TO BE COMPLETED AS A HANDWRITTEN DOCUMENT
AS SOON AS POSSIBLE AFTER ANY DISCLOSURE

Name of person making the report	
Are you reporting: <ul style="list-style-type: none"> • Your own concerns • A disclosure made by the child/young person concerned • Concerns raised by someone else 	
Details of child/young person concerned	Name: Form:
Age	
<i>Name and contact details of parent/carer</i>	
The incident/concerns being reported:	
Time and date of disclosure	
Time and date of incident(s)	
<i>Name and contact details (where possible) of the person alleged to have caused the incident/harm</i>	
What exactly did you observe/were you told? Please: <ul style="list-style-type: none"> • Use the words of the person reporting the abuse as far as possible • Report facts not opinions Continue on separate sheet as necessary	
Action taken so far NB – pass to LSP as soon as possible	

Signed

Dated