



HARROW
SCHOOL

SAFEGUARDING POLICY

SEPTEMBER 2021

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KEY CONTACTS

Harrow School

Designated Safeguarding Lead (DSL)	Stephen Harrison, Director of Pastoral Care 07848 007140 (Mobile) 020 8872 8233 (Office)
Lead Deputy Designated Safeguarding Lead (DDSL)	David Wendelken, History and Politics Master 07848 444896 (Mobile) 020 8872 8207 (Office)
Deputy Designated Safeguarding Lead (DDSL)	Nick Page, Deputy Head Master 07920 568493 (Mobile) 020 8872 8039 (Office)
Advanced Level Trained	Alastair Land, Head Master 020 8872 8003 (Office) Eugene Higgins, Senior House Master and House Master of Newlands 020 8872 8258 (House)
Nominated Safeguarding Governor	David Faber 01865 459209 (Work)
Head Master	Alastair Land 020 8872 8003 (Office)
Chairman of Governors	John Batting via Andrew Millett, Clerk to the Governors 020 7591 3333 (Office) andrew.millett@crippspg.co.uk

Child and Family Services of the London Borough of Harrow

Children's Access Team	Golden Number 020 8901 2690
Emergency Duty Team	(24 hours) 020 8424 0999
Harrow Strategic Safeguarding Partnership Harrow Safeguarding Children Board	Second Floor, Civic Centre, Station Road, Harrow, Middlesex HA1 2UL 020 8424 1147 / 020 8736 6939 duty&assess@harrow.gov.uk
Allegations Manager/LADO	Rosalind South 07871 987254 rosalind.south@harrow.gov.uk
Education Lead, MASH Team	Gavin Baker 07927 548070 Gavin.Baker@harrow.gov.uk

National contacts

ISI (Independent Schools Inspectorate)	CAP House, 9-12 Long Lane, EC1A 9HA 020 7600 0100 info@isi.net
Crimestoppers	0800 555 111 crimestoppers-uk.org
NSPCC	Weston House, 42 Curtain Road, EC2A 3NH 0808 800 5000
NSPCC Whistleblowing Helpline (for staff)	0800 028 0285 help@nspcc.org.uk
Childline	0800 1111
National Bullying Helpline	0300 323 0169
Samaritans	116 123 / 0330 094 5717
OFSTED	0300 123 1231
Children's Commissioner for England	Rachel de Souza 020 7783 8330 childrenscommissioner.gov.uk

POLICY STATEMENT AND PRINCIPLES

KEY POINTS

- Harrow takes a whole-School approach to safeguarding and child protection and this will be at the forefront and underpin all relevant aspects of process and policy development at the School.
- This policy applies to all boys in the School. Any boy, whether under or over the age of 18, will be regarded as a child for the purpose of this policy.
- All members of staff have a responsibility for the implementation of this policy.
- Any concerns regarding child protection and/or safeguarding must be reported immediately to the Designated Safeguarding Lead (DSL) Stephen Harrison, or, in his absence, to one of the Deputy Designated Safeguarding Leads (DDSLs).
- All staff should be alert to identifying children who may benefit from early help.
- If, at any point, a child is in immediate danger or is at risk of harm, a referral should be made to Children's Services and/or the police immediately.
- If a crime has been committed, it should be reported to the police.
- All staff must have read and understood and must then act in accordance with Part One and Annex B (when appropriate) of [Keeping Children Safe in Education \(DfE, September 2021\)](#) – often abbreviated as KCSIE. All staff must also read this policy and the Staff Code of Conduct.
- All staff must know who the trained DSL and DDSLs are.
- All concerns of a safeguarding or child protection nature must be treated in the utmost confidence.
- Where there is a safeguarding concern, the Governing Body and SMT should always ensure that a boy's wishes and feelings are taken into account when determining what action to take and what services to provide. Children and young people should know that their concerns will be treated seriously and that they can safely express their views.
- The DSL or DDSL must report all concerns in line with local authority thresholds to Children's Services.
- Allegations of abuse in relation to adults must be dealt with in line with the associated policy.

INTRODUCTION

Harrow School recognises that it has a duty to ensure that safeguarding permeates all activities and functions and expects all members of staff, volunteers and other third parties to share its commitment to safeguarding and promoting the welfare of children. Adults at Harrow take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We always aim to act in the best interests of the child. This policy therefore complements and supports a range of other policies including Code of Conduct with Specific Regard to Safeguarding, Complaints, Behaviour (Existing Customs), Expeditions, Health and Safety, The Use of Reasonable Force, Alcohol and Drugs. When the School undertakes development or planning of any kind, it will give careful consideration to safeguarding aspects.

The School's safeguarding arrangements are inspected by the [Independent Schools Inspectorate \(ISI\)](#) under the [Education \(Independent School Standards\) Regulations 2014 \(the ISS Regulations 2014\)](#) and the [Boarding Schools National Minimum Standards \(NMS\)](#) for compliance purposes, and under the judgements for the quality of pupils' personal development in Educational Quality Inspections. The effectiveness of governance, leadership and management is judged in both compliance and quality inspections.

THE SCHOOL'S CORE SAFEGUARDING PRINCIPLES

- The School's responsibility to safeguard and promote children's welfare is paramount.

- It is everyone's responsibility to safeguard children. Everyone who comes into contact with children and their families has a role to play in keeping children safe.
- Safer children make more successful learners.
- Representatives of the whole School community will be involved in the development and review of the Safeguarding Policy.
- The School's Safeguarding Policy will be reviewed at least annually by the DSL and by the Governors, unless an incident, new legislation or guidance suggest the need for an interim review.

TERMINOLOGY

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, 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, and taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Members of staff refers to all those working for or on behalf of the School, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

CONTEXTUAL SAFEGUARDING

In order to help prevent and tackle peer-on-peer abuse, the School understands the value of contextual safeguarding. Contextual safeguarding is an approach to understanding and responding to children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers sometimes have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent-child relationships. Therefore, safeguarding practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces is a critical part of safeguarding practices. Contextual safeguarding, therefore, expands the objectives of child protection systems in recognition that children are vulnerable to abuse in a range of social contexts.

Child includes everyone under the age of 18. However, the School's duty to promote welfare and health and safety applies to all the boys in its care whether they are under or over the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step parents, guardians, foster carers and adoptive parents.

SAFEGUARDING STATEMENT

Harrow School fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all the boys. The School endeavours to provide a safe and welcoming environment where boys are respected and valued. Members of staff should be alert to the signs of abuse and neglect and follow procedures to ensure that boys receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, Governors, volunteers and visitors and are consistent with those of the Harrow Strategic Safeguarding Partnership (HSSP) and the Harrow Safeguarding Children Board (HSCB) (<http://www.harrowscb.co.uk/guidance-for-practitioners/>).

SAFEGUARDING IN HARROW SCHOOL

This includes:

- ensuring boys' health and safety;
- referring concerns or allegations about a child to the local authority promptly;
- preventing bullying;

- preventing all forms of abuse;
- preventing harassment and discrimination;
- using physical intervention where necessary;
- meeting the needs of pupils with medical conditions;
- having an awareness of the link between mental health and safeguarding;
- providing first aid and medical support;
- preventing alcohol, drug and substance misuse;
- ensuring educational visits are conducted appropriately;
- providing intimate care where necessary;
- monitoring e-safety;
- considering issues specific to the local area (for example road safety or gang activity); and
- providing School security.

GUIDING PRINCIPLES

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All members of staff have equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Boys and staff involved in child protection issues will receive appropriate support.

POLICY AIMS

- To provide all members of staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities;
- To ensure consistent good practice;
- To demonstrate the School's commitment with regard to child protection to students, parents and other partners; and
- To contribute to the School's portfolio of safeguarding policies.

THE SCHOOL'S COMMITMENT

The School adopts an open and accepting attitude towards boys as part of its responsibility for pastoral care. We hope that boys and parents will feel free to talk about any concerns and see the School as a safe place when there are difficulties. Boys' worries and fears will be taken seriously. Boys are encouraged to seek help from members of staff.

Harrow School will therefore:

- establish and maintain an ethos where boys feel secure, are encouraged to talk, and are listened to;
- ensure that boys know that there are adults in the School whom they can approach if they are worried or are in difficulty;
- include in the curriculum, activities and opportunities that equip boys with the skills needed to stay safe from abuse and which will develop resilience and realistic attitudes to the responsibilities of adult life;
- ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;

- operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with the boys; and
- ensure that all members of staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times.

CONFIDENTIALITY

The School recognises that all matters relating to child protection are sensitive and confidential. The Head Master or the DSL will share that information on a 'need to know, what and when' basis. Concerns about individuals should never be discussed elsewhere, inside or outside the School, unless in confidential meetings for that purpose.

Members of staff are expected to manage the requirement to maintain an appropriate level of confidentiality while at the same time liaising with relevant professionals such as the DSL and Children's Services. Members of staff should never promise a boy that they will not tell anyone about an allegation, as this may not ultimately be in the best interests of the child.

SAFEGUARDING LEGISLATION AND GUIDANCE

- Section 94 of the [Education and Skills Act 2008](#) requires the Secretary of State to prescribe standards for independent educational institutions to safeguard the welfare, health and safety of children. The relevant standards are set out in the [Education \(Independent School Standards\) Regulations 2014 \(the ISS Regulations 2014\)](#).
- [Keeping Children Safe in Education \(DfE, September 2021\)](#) is statutory guidance issued under Section 175 of the [Education Act 2002](#) and the [Education \(Independent School Standards\) Regulations 2014](#). The guidance is applicable to all schools in England and Wales. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise. The document contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply in order to keep children safe. It should be read alongside [Working Together to Safeguard Children \(DfE, July 2018\)](#) and department advice [What to do if you are worried a child is being abused – Advice for practitioners \(DfE, March 2015\)](#). Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units.

All members of staff must read at least Part One of [Keeping Children Safe in Education \(DfE, September 2021\)](#). School leaders and those staff who work directly with children are additionally required to read Annex B of [Keeping Children Safe in Education \(DfE, September 2021\)](#). All staff will be required to confirm that this reading has completed by ticking a box in iProtectu and also to complete a short test within iProtectu.

- [The Teachers' Standards 2011](#) states that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance [Working Together to Safeguard Children \(DfE, July 2018\)](#) covers the legislative requirements and expectations on individual services to safeguard and promote the welfare of children. The guidance applies to all local authorities, clinical commissioning groups and police, as well as all other organisations and agencies. It applies, in its entirety, to all schools. It applies to all children up to the age of 18 years whether living with their families, in state care, or living independently.
- [What to do if you are worried a child is being abused - Advice for practitioners \(DfE, March 2015\)](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice. The NSPCC website also provides useful additional information on types of abuse and what to look for.

- [The Prevent Duty](#): from 1 July 2015 all schools became subject to a duty under Section 26 of the [Counter-Terrorism and Security Act 2015](#), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. The School recognises that 'safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm'. A Prevent e-learning package was made available in March 2016.
- [Guidance for safer working practice for those working with children and young people in education settings \(Safer Recruitment Consortium, October 2015\)](#), while not safeguarding guidance, provides advice for all staff working with children regarding illegal, unsafe, unprofessional or unwise behaviour and advises staff to monitor their own standards and practice.
- [Sexual violence and sexual harassment between children in schools and colleges \(DfE, September 2021\)](#) covers what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole-school approach to safeguarding and child protection, and how to respond to reports of sexual violence and sexual harassment. It has been updated significantly in the light of Everyone's Invited and the subsequent [Review of sexual abuse in schools and colleges \(OFSTED, June 2021\)](#).
- [Criminal Exploitation of Children and Vulnerable Adults](#) guidance outlines what county lines (and associated criminal exploitation) is, signs to look for in potential victims, and what to do about it. The document is a supplement to existing safeguarding policies, to help identify and protect those exploited through this criminal activity.
- [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) is advice for practitioners and senior managers. It helps them decide when and how to share personal information legally and professionally. It might also be helpful for practitioners working with adults who are responsible for children who may be in need.

CHILD PROTECTION PROCEDURES

All members of staff have a responsibility to identify the symptoms and triggers of abuse and neglect, to share information and to work together to provide children and young people with the help they need.

Members of staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

When concerned about the welfare of a boy, staff members should always act in the best interests of the child.

The School will act on identified concerns and provide early help to prevent concerns from escalating.

If a boy is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. The School will ensure it provides as much information as possible as part of the referral process to allow any social care assessment to consider all the available evidence and enable a contextual approach to address such harm.

RECOGNISING ABUSE

To ensure that the boys are protected from harm, it is important to understand what types of behaviour constitute abuse and neglect.

All members of 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.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

There are four principal categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect. The definitions are taken from [Keeping Children Safe in Education \(DfE, September 2021\)](#).

PHYSICAL ABUSE

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

EMOTIONAL ABUSE

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

SEXUAL ABUSE

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. 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 peer-on-peer abuse) in education and **all** staff should be aware of it and of the School's policy and procedures for dealing with it.

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, for example, 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. This form of abuse may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

INDICATORS OF ABUSE

It is the responsibility of all members of staff to report any and all niggling worries or concerns over safeguarding and welfare via CPOMS. It is not their responsibility to investigate or decide whether a boy has been abused. A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or others' safety;

- self-harm;
- show other signs of deterioration in mental health;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become uninterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about, drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age; or
- be showing signs of being drawn into anti-social or criminal behaviour including gang involvement and association with organised criminal groups.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is therefore essential that members of staff report their concerns. Staff do not need 'absolute proof' that a boy is at risk but should act on any hunches or worries in the knowledge that they will be supported in their safeguarding role. Reports made in good faith will always be dealt with in accordance with the School's Whistleblowing Policy, regardless of outcome.

All members of staff should have awareness of safeguarding issues in the broad. In particular, they should know that behaviours linked to drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth-produced sexual imagery) put children in danger.

CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. It can be committed by parents, or other family members; by people known but not related to the victim; and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns among children and parents, for example people loitering nearby or unknown adults engaging children in conversation. Incidents of this type should be reported either direct to the police on 999 or to Harrow School Security on 07766 688597.

Boys are given advice on how to keep themselves safe as part of the PSHE Education programme.

CHILD CRIMINAL EXPLOITATION

Child criminal exploitation (CCE) is where an individual or group takes advantage of an imbalance in power to coerce, control, manipulate or deceive a child into any form of 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. 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. The victim may have been criminally exploited even if the activity appears consensual. Harrow is aware of the reality that the experience of girls who are criminally exploited can be very different from that of boys.

CCE does not always involve physical contact; it can also occur through the use of technology. Children can become trapped by this type of exploitation because perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.

CCE can include children being forced to work in cannabis factories, coerced into moving drugs or money across the country through county lines, forced to shoplift, pickpocket or commit vehicle crime, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional wellbeing;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

CHILD SEXUAL EXPLOITATION

Child sexual exploitation (CSE) is a form of sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual 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. The victim may have been sexually exploited even if the sexual activity appears consensual.

CSE may involve physical contact such as assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It can also occur solely through the use of technology. 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 via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. It can affect any child, including 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited, for example they believe they are in a genuine romantic relationship.

A significant number of children who are victims of exploitation go missing from home, care and education at some point. Some of the following signs may be indicators:

- children who appear with unexplained gifts, money or new possessions;
- children who have associations with gangs and/or are isolated from their peer networks;
- children who associate with other young people involved in exploitation;
- children who have older girlfriends or boyfriends or controlling individuals;
- children who suffer from sexually transmitted infections or become pregnant, display evidence of physical or sexual abuse or who behave in an excessively sexualised manner for their age;
- children who suffer from changes in emotional wellbeing or display signs of self-harm;
- children who misuse drugs or alcohol;
- children who frequent areas known for sex work;
- children who display increasing secretiveness or concerning use of the internet;
- children who receive excessive texts/phone calls;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

CSE is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All members of staff are made aware of the indicators of sexual exploitation in their safeguarding training and any concerns should be reported immediately to the DSL.

The PSHE Education programme covers CSE in Relationship Education, Relationships and Sex Education and Health Education. The statutory guidance can be found here: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (DfE 2019). The DfE has also produced a one-stop page for teachers on GOV.UK, which can be accessed here: [Teaching about relationships sex and health](#) (DfE 2020).

CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The government has produced a useful guide [Going to court and being a witness \(12 to 17 year olds\)](#).

CHILDREN WHO HAVE A SOCIAL WORKER

We recognise that when a child has a social worker it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour, and poor mental health. We take these needs into account when making plans to support boys who have a social worker.

CHILDREN WITH FAMILY MEMBERS IN PRISON

Children with a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders ([NICCO](#)) provides information designed to support professionals working with offenders and their children to help mitigate negative responses for those children.

DOMESTIC ABUSE

In April 2021, the [Domestic Abuse Act 2021](#) received Royal Assent and introduced a statutory definition for the first time. The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour or as a single incident, between two people over the age of 16 who are 'personally connected' to each other:

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic abuse (behaviours that interfere with an individual's ability to acquire, use and maintain economic resources such as money, transportation and utilities); and
- psychological, emotional or other abuse.

People are personally connected when they are, or have been, married to each other or civil partners; or have agreed to marry or become civil partners; or if they been in an intimate relationship with each other; or have shared parental responsibility for the same child; or if they are relatives.

The definition of domestic abuse applies to children if they see, hear, or experience the effects of the abuse, and they are related to the abusive person. The definition can be found [here](#).

Types of domestic abuse include intimate-partner violence, abuse by family members, teenage relationship abuse, and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse regardless of sexual identity, age, ethnicity or socio-economic background, and domestic abuse can take place inside or outside the home.

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances. The Department for Levelling Up, Housing and Communities and Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/ or require accommodation, which can be found [here](#).

MENTAL HEALTH

All staff should be aware that mental health problems can, in some cases, be an indicator that a boy has suffered, or is at risk of suffering, abuse, neglect or exploitation.

When boys have suffered abuse and/or neglect or other traumatic experiences, staff should be aware that this can have a lasting impact on their mental health, behaviour and education.

Only appropriately trained professionals should attempt to diagnose mental health conditions. Other staff are, however, well placed to observe boys day to day and to identify those whose behaviour suggests that they may be experiencing or be at risk of developing a mental health problem. Any member of staff who has a concern about the mental health of a boy that might also be a safeguarding concern should speak to the DSL or a DDSL straight away. More guidance can be found in the [Mental health and behaviour in schools](#) (DfE 2018). Detailed information can also be found in the School's [Mental Health and Wellbeing Policy](#).

MODERN SLAVERY AND THE NATIONAL REFERRAL MECHANISM

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the indicators that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the [Modern Slavery Statutory Guidance \(Home Office 2021\)](#).

PEER-ON-PEER ABUSE

Harrow School has a zero tolerance and whole-School approach to peer-on-peer abuse. Consequently, it seeks to educate all governors, staff, volunteers, parents and boys about the issue and to follow local criteria for action and local protocols for assessment.

Further information on the subject may be found in the School's separate guidance document Peer-on-Peer Abuse.

All members of staff should:

- be aware that children can abuse other children;
- be aware that this can happen both inside and outside School and online, sometimes involving pupils at other schools;
- be aware that it is more likely that girls will be victims and boys perpetrators, but that all peer-on-peer abuse is unacceptable and will be taken seriously;
- recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports;
- understand that even if there are no reports in their school it does not mean it is not happening, it may just be that it is not being reported;
- speak to the DSL (or a DDSL) straight away if they have **any** concerns regarding potential peer-on-peer abuse;
- understand the importance of challenging inappropriate behaviours between peers as such behaviours can actually be abusive in nature;
- avoid downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", or "boys being boys" as this can lead to a culture of unacceptable behaviours, an unsafe environment for boys and, in worst case scenarios, a culture that normalises abuse, leading to boys accepting it as normal and not coming forward to report it; and
- 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.

Peer-on-peer abuse may take different forms, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- abuse in intimate partner relationships;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence) – see separate section ‘Sexual violence and sexual harassment between children’;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern or abuse – see separate section ‘Sexual violence and sexual harassment between children’;
- 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-nude images and/or videos (also known as sexting or youth-produced sexual imagery/YPSI) – further information and guidance can be found in [Sharing nudes and semi-nudes \(UKCIS, December 2020\)](#); (the School will follow guidance and procedures in this document when dealing with such incidents);
- 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).

All staff should be clear regarding the School’s policy and procedures for dealing with incidents of peer-on-peer abuse and the important role that they must play both in preventing it and responding to it.

- If a boy is in immediate danger or at risk of significant harm, a referral to children’s social care (if the pupil is aged under 18) and/or the police should be made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.
- If a member of staff thinks for whatever reason that a boy may be at risk of or experiencing abuse by their peer(s) or that a boy may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed.
- If a boy speaks to a member of staff about peer-on-peer abuse that they have witnessed or that they are a part of, the member of staff should listen to the boy and use open language that demonstrates understanding rather than judgement. As above, they should then discuss their concern with the DSL without delay so that a course of action can be agreed.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Members of staff will refer such abuse to an external agency where there is a risk of significant harm. The DSL will refer serious allegations of peer-on-peer abuse to Children’s Services.

Boys are able freely to report instances of peer-on-peer abuse through any of the full range of pastoral support mechanisms in place at the School, including (but not limited to) House Masters, Assistant House Masters, Matrons, Chaplains, medical staff, counselling staff and senior boys. All such reports will be taken seriously, investigated and recorded centrally using the School’s pastoral management systems.

The School will work to put in place appropriate support for all those involved – victims, perpetrators and any other boys affected – and this support will be managed via the Pastoral Support Committee, chaired by the DSL.

ALLEGATIONS AGAINST PUPILS

A boy against whom an allegation of a child protection nature has been made may be suspended from the School during the investigation. The School's policy on behaviour, discipline and sanctions will apply.

Where there is a risk of significant harm, peer-on-peer abuse will be referred to an external agency. Allegations of peer-on-peer abuse will be referred to Children's Services.

The School will follow advice on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all pupils involved, including the boy or boys accused of abuse.

If it is necessary for a boy to be interviewed by the police or other authorities in relation to allegations of abuse, the School will ensure that, subject to advice from external agencies, parents are informed as soon as possible, and that the boy is supported during the interview by an appropriate adult.

SEND

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. 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; and
- communication barriers and difficulties in managing or reporting these challenges.

At Harrow, we provide additional pastoral support and attention for these boys, along with ensuring any appropriate support for communication is in place. The DSL liaises closely and directly with the Head of Learning Skills regarding all boys with SEND at Harrow.

SERIOUS VIOLENCE

- Staff should be aware of the indicators that may signal that children are at risk from, or are 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 range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or excluded from School, having experienced child maltreatment and having been involved in offending, such as theft or robbery.
- Staff should share their concerns immediately with the DSL if they suspect such involvement.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

The School adopts a zero-tolerance approach to sexual violence and sexual harassment. It adheres to the guidance in both [Sexual violence and sexual harassment between children in schools and colleges \(DfE, September 2021\)](#), and [Keeping Children Safe in Education \(DfE, September 2021\)](#), and recognises that:

- schools must protect any adult students (i.e. aged 18 and above) and engage with adult social care, support services and the police as required;
- members of staff need to choose terminology carefully (for example the use of 'victim' and 'perpetrator') on a case by case basis;
- a boy abusing another boy may have been abused himself and may also need support;

- sexual violence and sexual harassment can be driven by wider societal factors such as everyday sexist stereotypes and everyday sexist language;
- sexual violence and sexual harassment can happen both in and out of School as well as online, and often occurs in a mixture of environments;
- the scale of the problem nationally is considerable and has probably been underestimated;
- sexual assault can result in a range of health needs, both mental and physical, including unwanted pregnancy;
- boys might not find it easy to talk about their abuse verbally so might not tell staff about abuse; it may be that staff overhear a conversation regarding the abuse or a boy's behaviour changes etc.;
- the definition of 'consent', including reference to an individual having the 'freedom and capacity to choose', needs to be included in the School's curriculum;
- all members of staff, particularly the DSL, need to adopt a contextual safeguarding approach to incidents, which involves considering the context in which incidents or behaviours occur;
- assessments of boys need to consider wider environmental factors present in a child's life that are a threat to their safety or welfare;
- information sharing and effective multi-agency working is important, especially where boys involved in allegations of sexual violence or sexual harassment attended two or more different schools or colleges;
- in cases where police will not take further, the School will continue to engage with specialist support for the victim (and perhaps also for the perpetrator), as required;
- issues and actions are regularly reviewed in order to ascertain patterns of behaviour and to look for further ways to improve procedures and practices; and
- how a School responds to an incident will impact future victims of sexual violence or sexual harassment.

There are four likely routes to consider when managing a report of sexual violence or sexual harassment:

- **Managing internally:** in some cases of sexual harassment (such as one-off incidents) the School may manage the incident internally;
- **Early help:** this is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation;
- **Referrals to Children's Services:** in cases where there has been harm, or there is an immediate risk, a referral should be made to Children's Services;
- **reporting to police:** in cases where rape, assault by penetration or sexual assault is reported, the School will not wait for the outcome of a police investigation before protecting the victim, perpetrator and other boys in the School. The DSL will work closely with the police to ensure that the School's actions do not jeopardise the police investigation. If a boy is convicted or cautioned, the School will carry out a risk assessment and consider suitable action through its Behaviour Policy (Existing Customs).

Note: It is important for schools to ensure that the victim and perpetrator(s) remain protected, especially from bullying and harassment. Where no further action is taken, or a boy is found guilty, the School will continue to support both the victim and perpetrator, as appropriate.

Records will be kept of concerns, discussions and decisions made, and the reasons for those decisions. If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the boy who made the allegation is in need of help or may have been abused himself by someone else. If a report is shown to be deliberately invented or malicious, the School will consider whether any disciplinary action is appropriate against the individual who made it, in line with its Behaviour Policy.

The management of children and young people with sexually harmful behaviour is complex and the School will follow DfE guidance when issued. The School will work with other relevant agencies to

maintain the safety of the whole School community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Members of staff who become concerned about a boy's sexual behaviour should speak to the DSL as soon as possible.

BULLYING

The School's Counter-Bullying Policy should be read alongside this document.

Bullying is one form of peer-on-peer abuse. While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and has even featured in the suicide of some young people. Members of staff should be aware of the harm caused by bullying and must use the School's counter-bullying procedures when necessary. In some situations, a boy's behaviour may warrant a response under child protection rather than or as well as counter-bullying procedures.

All incidences of bullying, including cyber-bullying and prejudice-based and discriminatory bullying, should be reported via CPOMS. The School's Counter-Bullying Policy is reviewed annually and published to all boys and staff at the start of an academic year. The Living Together Survey, which is completed by all boys, offers valuable insight into trends in bullying-type behaviour and provides a means of monitoring the effectiveness of policy, procedures and recent pastoral initiatives. The subject of bullying is addressed at regular intervals via the PSHE Education Programme for all year groups, within Flocks in Houses and in the Peer Mentoring programme, which is introduced in the Lower Sixth. If the bullying-type behaviour is particularly serious, or the counter-bullying procedures are deemed ineffective, the Deputy Head Master and the DSL will consider implementing child protection procedures.

CONCERNS ABOUT A BOY'S WELFARE

All members of staff should be able to distinguish between a safeguarding concern about a child and a child who is in immediate danger or at significant risk of harm. There will be occasions when a member of staff may suspect that a boy may be at risk but have no 'real' evidence. The boy's behaviour may have changed, his actions may reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, the member of staff must try to give the boy an opportunity to talk. The signs they have noticed may be due to a variety of factors. It is fine for a member of staff to ask the boy if he is okay, or if he/she can help in any way.

Members of staff should report their concerns to the boy's House Master. If the boy starts to reveal that he is being (or has been) harmed, members of staff should follow the advice below. Following an initial conversation with the boy, if the member of staff remains concerned, he/she should discuss their concerns with the DSL or with one of the DDSLs.

IF A BOY MAKES A DISCLOSURE

It takes courage for a boy to disclose that he has been or is being abused. He may feel ashamed, particularly if the abuse is sexual. The abuser may have made threats about what will happen if he tells. The boy may have lost trust in adults, or he may believe, or have been told, that the abuse is his own fault.

During such conversations with the boys, members of staff will:

- allow the boy to speak freely;
- remain calm and avoid overreaction;
- offer reassurance and general words of comfort (rather than physical touch);
- not be afraid of pauses or silences;
- not ask investigative or leading questions;
- explain at an appropriate time that, in order to help, the information must be passed on to relevant people in positions of responsibility;
- not reprimand the boy for failing to disclose earlier;

- establish next steps (agree to go to see his House Master or the DSL) but let the boy know that someone will come to see them before the end of the day;
- report verbally to the DSL, even if the boy has promised to do it by himself;
- write up the conversation as soon as possible as a record of concern, ideally using CPOMS; and
- seek support, if distressed.

NOTIFYING PARENTS

The School will normally seek to discuss any concerns about a boy with his parents. This must be handled sensitively. The School will contact parents in the event of a concern, suspicion, or disclosure. However, if the School believes that notifying parents could increase the risk to the boy or exacerbate the problem, advice will first be sought from Harrow Children's Services or the police.

REFERRAL TO POLICE AND HARROW CHILDREN'S SERVICES

If a child is in immediate danger, the School will contact the police and Children's Services immediately.

The School may contact statutory agencies to seek advice about concerns before making a referral.

The School will normally inform a boy's parents when contact is being made with a statutory agency (unless doing so would put a child at further risk) but is clear that parental consent is not required for such contact to be made.

The DSL will make a referral to Children's Services if it is believed that a boy is 'suffering or is at risk of suffering significant harm'. The boy (subject to his age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the boy or issues of confidentiality pertain. First response will be by telephone to Harrow Children's Services and then followed with written confirmation on the appropriate Inter-Agency Referral Form within 24 hours. There may be need for a subsequent referral to the Children's Services local to the boy's home, if his family lives outside the Harrow area.

Where subsequently the boy's situation does not appear to improve, staff will press for re-consideration by Children's Services. Concerns should always lead to help for the boy at some point.

Staff should challenge any inaction and follow this up with the DSL and Children's Services as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Staff should understand that they can refer a boy directly to Children's Services, especially where they are concerned that a boy is suffering or likely to suffer significant harm. Indeed, there is a duty on all staff to persist with referrals to Children's Services, if they feel that appropriate action is not being taken.

The School will contribute to any assessment as required, providing information about the boy and his family. A suitably senior member of staff will attend any strategy discussion or child protection conference and work together to safeguard any boy from harm in the future.

The School understands that there are no absolute criteria on which to rely when judging what constitutes 'significant harm'. Harm is defined as ill treatment or impairment of health and development, which may include impairment suffered from seeing or hearing the ill treatment of another. The School understands that Harrow Safeguarding Children Board procedures require it to consider the severity of the ill-treatment, which may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements.

COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model, with children and vulnerable adults exploited to move (and store) drugs and money, both locally and across the UK. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as “plugging”, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines is missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs. In this case, a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third-sector providers who offer support to victims of county lines exploitation.

Similar indicators as those described above for CCE and CSE are likely to be applicable to children who have become involved with county lines. Some additional indicators are when a child:

- goes missing and is found in areas away from home;
- has been involved with serious violence, either as a victim or as a perpetrator;
- receives multiple phone calls on a mobile telephone;
- is found in accommodation with which they have no obvious connection; or
- is found to have large amounts of money moving in and out of a bank account.

YOUTH-PRODUCED SEXUAL IMAGERY (SEXTING)

This refers to the consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery). Any incident involving youth-produced sexual imagery should immediately be reported to the DSL, who will follow the guidance set out in [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(UKCIS, December 2020\)](#).

LOOKED-AFTER CHILDREN

A looked-after child is a child who is looked after by a local authority, is subject to a care order or who is voluntarily accommodated by a local authority, commonly as a result of abuse or neglect. All staff should understand how to keep a looked-after child safe. Where a staff member is given responsibility for a looked after child, they will be provided with the information they need in relation to the child’s legal status, care arrangements and the level of authority delegated to the cases by the local authority looking after him. The DSL takes the lead on all looked after children and will hold details of and liaise with the child’s social worker and the Virtual School Headteacher.

PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step parents; it does not include great-aunts or uncles, great-grandparents, or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

While most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the boy involved to check that they are aware of their duty to inform the

local authority. The School itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the School, we will take steps to verify the relationship of the adults to the boy who is being registered.

CONFIDENTIALITY AND SHARING INFORMATION

Staff should never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.

All staff will understand that child protection issues warrant a high level of confidentiality, not only to respect any boys or staff involved but also to ensure that information released into the public domain does not compromise evidence.

Members of staff should only discuss concerns with the DSL or a DDSL, the Head Master, Deputy Head Master or Chair of Governors (depending on whom the subject of the concern is). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of highly publicised cases where senior leaders in schools failed to act upon concerns raised by staff, [Keeping Children Safe in Education \(DfE, September 2021\)](#) emphasises that any member of staff can make a referral to Harrow Children's Services if they are concerned about a child. If anyone other than the DSL makes the referral, he/she should inform the DSL as soon as possible.

Child protection information will be stored and handled in line with the [Data Protection Act 2018](#) principles. Information is processed for limited purposes; adequate, relevant, and not excessive; accurate; kept no longer than necessary; processed in accordance with the data subject's rights; and secure.

Child protection records and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. The School's ICT Acceptable Use Policy will be adhered to, and every effort will be made to prevent unauthorised access. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved; and
- a note of any action taken, decisions reached and the outcome.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act. This means that boys and parents do not have an automatic right to see them. If any member of staff receives a request from a boy or parent to see child protection records, they will refer the request to the Head Master.

The Data Protection Act does not prevent School staff from sharing information with relevant agencies, where that information may help to protect a child. When boys move to new schools, their child protection records will be transferred securely, and a confirmation of receipt requested.

REPORTING DIRECTLY TO CHILD PROTECTION AGENCIES

Members of staff should follow the reporting procedures outlined in this policy. However, anybody can make a direct referral by sharing information directly with Harrow Children's Services on 020 8901 2690 or the NSPCC on 0808 800 5000 if:

- the situation is an emergency and the DSL, the DDSLs, the Head Master and the Chair of Governors are all unavailable;
- they are convinced that a direct report is the only way to ensure a boy's safety; or
- for any other reason they make a judgement that direct referral is in the best interests of the boy.

CHILDREN AND FAMILIES REQUIRING EARLY HELP AND ADDITIONAL SUPPORT

All staff should be able to identify boys in need of early help and to distinguish these from boys in immediate danger or at risk of significant harm. As distinct from cases where a boy has suffered or is likely to suffer significant harm, where boys and families need support from agencies beyond our School, we will respond according to the Harrow Strategic Safeguarding Partnership (HSSP) and to the Harrow Safeguarding Children Board (HSCB) procedures to ensure there is an inter-agency assessment, including use of the Common Assessment Framework (CAF) or the Team Around the Child (TAC) approaches as appropriate. The CAF will help us to identify what the boy needs to prevent the need for statutory assessment under the Children Acts 1989 and 2004. We will liaise closely with the HSCB, including acting as lead professional to co-ordinate support, with the agreement of the boy and his parent/carer(s), and in accordance with local procedures. This will include working with the three safeguarding partners: the HSCB, the Clinical Commissioning Group and the police. It is to be hoped that, in each case, early help or additional services will improve the welfare of the boy. However, each case will be kept under review and consideration given to a formal referral to Children's Services if the boy's situation does not appear to be improving.

PREVENT DUTY, HONOUR-BASED VIOLENCE AND FORCED MARRIAGE

The [Prevent Duty](#) is the duty in the [Counter-Terrorism and Security Act 2015](#) on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. The Department of Education advice for schools and childcare providers, June 2015, states that 'School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately'.

Radicalisation refers to the process by which a person comes to support terrorism or forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in boys' behaviour that could indicate that they may be in need of help or protection. The School will work more generally to ensure the fundamental British values of democracy, rule of law and tolerance are celebrated and not undermined.

Members of staff who have concerns about a boy will make these concerns known to the DSL at the earliest opportunity. The DSL will then make a judgement as to whether it is appropriate to make a referral, through Harrow's Multi Agency Safeguarding Hub (MASH) to the Channel programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

VISITING SPEAKERS

Visiting speakers regularly come into the School to address boys. Harrow welcomes different insights and perspectives from visitors to the School. Visiting speakers will, however, be briefed with regard to our expectations of what is suitable. Speakers will be reminded not to encourage any form of extremism or radicalisation. Speakers will be reminded that pupils are impressionable and that they need to be respectful of the School's support for British values. Where appropriate, the School will request that visiting speakers provide copies of materials they will be using in advance of their visit. Masters arranging such talks will speak with the Deputy Head Master and/or the DSL if they have any reservations about the appropriateness of a speaker. A risk assessment may be drawn up, as appropriate.

SIGNS OF VULNERABILITY

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement;
- being in possession of extremist literature;
- poverty;
- social exclusion;

- traumatic events;
- global or national events;
- religious conversion;
- change in behaviour;
- extremist influences;
- conflict with family over lifestyle;
- confused identity;
- victim or witness to race or hate crimes; and
- rejection by peers, family, social groups or faith.

RECOGNISING EXTREMISM

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes;
- glorifying violence, especially towards other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempting to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views; and
- advocating violence towards others.

Non-emergency advice for staff is available via DfE's helpline 020 7340 7264 and by email at counter-extremism@education.gsi.gov.uk.

HONOUR-BASED ABUSE

So-called 'honour-based' abuse (HBA) encompasses crimes that have been committed to protect and defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of motivation) and so should be handled and escalated as such.

Where staff are concerned that a boy might be at risk of HBA, they must contact the DSL as a matter of urgency.

FEMALE GENITAL MUTILATION

Honour-based violence includes the physical act of female genital mutilation (FGM). This is a severe form of child abuse and a method of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures. FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the [Female Genital Mutilation Act 2003](#).

Members of staff recognise the possibility that a pupil may disclose information relating to a sibling or close friend who has suffered abuse in the form of honour-based abuse, including FGM. Members of

staff are alert to the mandatory reporting requirement for suspected cases of FGM, which became a statutory duty from October 2015. Any member of staff who believes that an act of FGM has been carried out is legally obliged personally to report this to the police. Any member of staff concerned that a boy may have knowledge of someone who has suffered or might be vulnerable to FGM should contact the DSL (or one of the DDSLs) immediately.

FORCED MARRIAGE

Another component to honour-based abuse is 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. Threats can be physical or emotional and psychological. A lack of free and full consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13–14 of the [Multi-Agency Guidelines: Handling cases of forced marriage 2014](#). School staff can also contact the Forced Marriage Unit if they need advice or information: contact 020 7008 0151 or email fm@fco.gov.uk.

ROLES AND RESPONSIBILITIES

PROFESSIONAL EXPECTATIONS

Everyone who encounters our boys and their families has a role to play in safeguarding children. We place a high priority on identifying concerns early and provide help for the boys to prevent concerns from escalating. We do this because we are aware that we play a vital role in the wider safeguarding system for children. Together with our colleagues in the police, health and other children's services, we promote the welfare of children and protect them from harm. Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. The School recognises it has clear powers to share, hold and use information for these purposes.

All our members of staff are aware that [Teachers' Standards 2011](#) states that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. These standards also apply to trainees, inductees and newly qualified teachers and we fully adhere to these standards, applying the School's disciplinary procedures, where appropriate, in cases of misconduct.

THE DESIGNATED SAFEGUARDING LEAD (DSL):

- is responsible for safeguarding and child protection at Harrow School, including online safety;
- has a job description consistent with Annex C of [Keeping Children Safe in Education \(DfE, September 2021\)](#) and ensures all staff are aware of his role;
- has the status and authority within the School to carry out the duties of the post, including committing resources and supporting and directing other staff;
- is a member of the Senior Management Team, can delegate activities to appropriately trained deputies, but cannot delegate the ultimate lead responsibility for child protection;
- receives child protection training every two years in addition to an update at least yearly;
- manages referrals from School staff or any others from outside the School;
- acts as a source of support and expertise to the School community;
- encourages a culture of listening to boys and taking account of their wishes and feelings;
- is alert to the specific needs of children in need or those with Special Educational Needs;
- has a working knowledge of Harrow SSP and SCB procedures;
- has been trained in the [Prevent Duty](#) and how to make referrals to Harrow's MASH (Multi-Agency Safeguarding Hub) or Channel;

- has an understanding of locally agreed processes for providing early help and intervention;
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from the boy's general file;
- immediately refers cases of suspected abuse to Harrow Children's Services or the Police as appropriate;
- when boys leave the School, ensures the child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file;
- communicates with our feeder schools and requests child protection files for boys joining Harrow;
- attends and/or contributes to child protection conferences;
- co-ordinates the School's contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies including the Harrow SCB;
- ensures that all staff confirm using iProtectu that they have read and understood the required sections of [Keeping Children Safe in Education \(DfE, September 2021\)](#) and this Safeguarding Policy and that mechanisms are in place to help staff understand and discharge their responsibilities thereunder;
- ensures that the Safeguarding Policy is annually reviewed by the Governing Body;
- liaises with the Nominated Governor and the Head Master as appropriate;
- ensures that a record of staff attendance at child protection training is kept;
- makes the Safeguarding Policy available publicly, on the School's website or by other means;
- ensures parents are aware of the School's role in safeguarding and that referrals about suspected abuse and neglect may be made;
- in the Head Master's absence, ensures cases concerning a member of staff are referred appropriately to the Local Authority Designated Officer (LADO) and/or the DBS, and submits a termly report to the Governing Body about how the School's duties have been carried out. Any reported weaknesses will be rectified by the DSL without delay; and
- during term time will be in School during normal school hours or, if not, will ensure that one of the DDSLs is in School. During term time, outside normal school hours, the DSL and DDSLs will be available by phone (see contact details at the front of this policy).

THE DEPUTY DESIGNATED SAFEGUARDING LEADS (DDSLs):

- are appropriately trained in safeguarding every two years and in addition receive an update at least annually. In the absence of the DSL, carry out those functions necessary to ensure the on-going safety and protection of the boys;
- have the status and authority within the School to carry out the duties of the post, including committing resources and supporting and directing other staff; and
- in the event of the long-term absence of the DSL, the DDSLs will assume all the functions as for the DSL above.

THE GOVERNING BODY:

- will meet its duties as set out in Part Two of [Keeping Children Safe in Education \(DfE, September 2021\)](#);
- will conduct a review of safeguarding and child protection policies and the effectiveness of their implementation at least annually;
- will appoint a Governor for safeguarding who will undertake training in inter-agency working, in addition to safeguarding training;
- will ensure that the School has a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs), whose roles are explicit in the role holder's job description;

- will ensure that the School has a safeguarding policy and safeguarding procedures, including a Staff Code of Conduct, that are consistent with HSCB and statutory requirements, and that these are reviewed annually and then signed off by the Chairman of Governors;
- will ensure that the School's Safeguarding Policy and procedures are made available publicly on the School's website or by other means;
- will ensure that the School has procedures for dealing with allegations of abuse made against members of staff, including allegations made against the Head Master and allegations against other children;
- will ensure that the School follows safer recruitment procedures that include statutory checks on staff suitability to work with children;
- will ensure that the School develops a training strategy that ensures all staff, including the Head Master, receive information about the School's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated (at least annually) in line with any requirements of the local safeguarding partnership;
- will ensure that the School makes all temporary staff and volunteers aware of the School's arrangements for child protection;
- will ensure that the School contributes to inter-agency working and plans;
- will ensure that the School provides a co-ordinated offer of early help when additional needs of boys are identified;
- will ensure that the School considers how boys may be taught about safeguarding, including online, as part of a broad and balanced curriculum;
- will consider a whole-School approach to online safety, which will include a clear policy on the use of mobile technology in the School;
- will ensure that the School has appropriate IT filters and monitoring systems in place to limit boys' exposure to risk (informed in part by the risk assessment required by the [Prevent Duty](#)) without over-blocking or placing unreasonable restrictions upon what the boys can be taught; and
- will address and rectify without delay any deficiencies or weaknesses in the School's Safeguarding Policy and procedures, which are brought to the attention of the Governing Body.

The Governing Body nominates a member (normally the Chair) to be responsible for liaising with the local authority and other agencies on strategic issues of child protection, and in the event of an allegation being made against the Head Master or a member of the Governing Body.

It is the responsibility of the Governing Body to ensure that the School's safeguarding, recruitment and managing allegations procedures are in accordance with the Independent Schools Standards Regulations, Boarding Schools National Minimum Standards and local safeguarding partnership and national guidance.

THE HEAD MASTER:

- ensures that the Safeguarding Policy and procedures are implemented and followed by all staff;
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and DDSs to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures;
- ensures that boys are provided with opportunities throughout the curriculum and in PSHE Education to learn about safeguarding, including keeping themselves safe online;
- liaises with the Local Authority Designated Officer (LADO) where an allegation is made against a member of staff or of the Governing Body; and
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

THE PASTORAL ADVISORY COMMITTEE

The Pastoral Advisory Committee is chaired by the Director of Pastoral Care and comprises the Deputy Head Master, the Director of Studies, the Senior House Master, the chair of the Boys' Pastoral Committee, the Lead Chaplain, the School Psychologist, the Head of Learning Skills, the Head of PSHE Education, the School Doctor, the Lead Nurse in the Medical Centre, the Senior Matron, a representative of the House Masters, a representative of the Assistant House Masters, and a representative of the Tutors. The representatives of the House Masters, Assistant House Masters and Tutors rotate annually. The PAC meets twice a term to develop the School's pastoral strategy and advises the Head Master on matters of pastoral policy.

THE PASTORAL SUPPORT COMMITTEE

The Pastoral Support Committee (PSC) is chaired by the DSL and meets three times a week (across four teaching periods) to review and to triage cases for further work as necessary. Casework meetings are led by members of the PSC and involve members of the relevant House teams working with individual boys to develop strategies to support them.

The PSC comprises the DSL, Deputy Head Master (DDSL), Director of Pastoral Care (DDSL), other DDSLs when timetabling permits, School Chaplains and School Psychologist, who will review or raise safeguarding issues as part of their work; the PSC:

- will help to co-ordinate arrangements for the longer-term protection and support of each boy who has made allegations of abuse, or is alleged to have suffered from abuse, taking his wishes into account;
- will make arrangements, where feasible and appropriate, for any boy who has been the subject of abuse to receive necessary counselling and support by agreement with his parents;
- will support any boy who is subject to a Child Protection Plan; and
- will ensure, through the relevant House Master, that appropriate support and safeguards are in place together with a Care Plan.

RESIDENTIAL BOARDING STAFF (HOUSE MASTERS, MATRONS AND ASSISTANT HOUSE MASTERS)

All residential staff, principally House Masters, Matrons and Assistant House Masters, will be trained to Introductory Level (formerly Level 2) in multi-agency safeguarding procedures, including multi-agency working with HSCB.

Harrow recognises that, as a full-boarding School, House Masters, Assistant House Masters and Matrons are likely to be on the frontline in terms of safeguarding and child protection. House Masters, Assistant House Masters and Matrons will report all child protection and safeguarding concerns immediately to the DSL.

Harrow has a procedure for dealing with a lost or missing boy. A House Master, or a duty member of the boarding staff, is most likely to deal with such instances. The procedure is contained in the House Masters' and Masters' Handbooks.

SENIOR BOYS IN POSITIONS OF RESPONSIBILITY

Senior boys who hold positions of responsibility over other boys (for example School or House Monitors) will be briefed before they assume office on appropriate action to take should they have concerns of a safeguarding nature or receive any allegations of abuse. School Monitors will receive additional on-going support and training from members of the Pastoral Support Committee during the course of the academic year.

Peer Mentoring training for boys in the Lower Sixth takes place in the Autumn term in order to enhance awareness and empower senior boys in carrying out their pastoral responsibilities. Each Lower Sixth boy acts as a mentor to a Remove boy in his House. Upper Sixth boys act as mentors to Shell boys.

SCHOOL DOCTORS AND MEDICAL CENTRE STAFF

The Medical Centre will hold copies of [Working together to Safeguard Children \(DfE, July 2018\)](#) and [Keeping Children Safe in Education \(DfE, September 2021\)](#) and have its own protocols for

recognising and acting upon signs of child abuse. These will include [RCN Safeguarding children and young people 2014](#).

Nurses will work in accordance with the [Nursing & Midwifery Council's Code of Conduct](#). They will liaise closely with the School doctors, the DSL, and other members of the School's safeguarding team.

The School doctors will have their own legal and contractual obligations to report the same, either to the Head Master or, if necessary, to Harrow Children's Social Care in accordance with the London Safeguarding Children Board procedures. Medical Centre staff will be invited to participate in any School INSET concerned with the welfare and protection of boys.

GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT

The School publishes professional guidelines in relevant handbooks alongside the Staff Code of Conduct to ensure that members of staff meet and maintain their responsibilities towards the boys. These include policies such as the Behaviour Policy (which includes an outline of the rewards and sanctions programme), the Counter-bullying Policy, the Searching, Screening and Confiscation Policy, the Alcohol Policy, the Drugs Policy, the Smoking and Vaping Policy, and the Use of Reasonable Force Policy. It also includes guidelines on one-to-one contact, dealing with homesickness, responding to a concern that a boy is missing etc.

Members of staff are expected to follow the guidance given in the document [Working Together to Safeguard Children \(DfE, July 2018\)](#).

ABUSE OF TRUST

All members of staff are aware that inappropriate behaviour towards boys is unacceptable and that their conduct towards the boys must be beyond reproach.

In addition, members of staff should understand that, under the [Sexual Offences Act 2003](#), it is an offence for a person over the age of 18 to have any kind of sexual relationship with a child under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of staff and a boy at Harrow would be a criminal offence, even if that child were over the age of consent or over the age of 18.

EARLY HELP FOR CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some boys may be at an increased risk of abuse. It is important to understand that this increase in risk is more likely due to societal attitudes and assumptions, and failures to acknowledge boys' diverse circumstances, rather than the individual's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that boys in the School receive equal protection, special consideration will be given to a boy who:

- is disabled or has specific additional needs;
- has special educational needs (whether or not he has a statutory education, health or care plan);
- is a young carer at home during exets and holidays;
- shows signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups);

- frequently misses school or goes missing from care or from home;
- is misusing drugs or alcohol himself;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the boy, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to his family from care;
- shows early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child;
- is vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality; or who
- does not have English as a first language.

This list provides examples of particularly vulnerable groups but is not exhaustive.

ELECTIVE HOME EDUCATION

The School is aware that although many children have positive experiences of home education, for some children it means they are less visible to services that are there to keep them safe and supported. Where a parent or carer has expressed their intention to remove a boy from School with a view to educating at home, the School will work with the LA and other key professionals to co-ordinate a meeting with parents or carers where possible to ensure the parents or carers have considered what is in the best interests of each boy, ideally before a decision is made.

MISSING BOYS

The School will follow its robust procedures for registration and attendance to ensure the safety of the boys and to carry out its duty of care. The School recognises that a child going missing from education could be a potential indicator of abuse or neglect, including sexual abuse and sexual exploitation. Therefore, members of staff will respond promptly to absences and follow the School's Missing Boy procedures (which are in accordance with the requirements of [Keeping Children Safe in Education \(DfE, September 2021\)](#) as appropriate. The DSL, through the House Masters, will monitor any unauthorised absence at the start or end of any leave period, and will be particularly cautious if a boy goes missing on repeated occasions.

Whenever possible, the School holds more than one emergency contact number for its pupils.

The School recognises the duty to inform the local authority about any boy who fails to attend School regularly (Children missing education/CME) or has been absent without the School's permission for a continuous period of ten school days or more, at such intervals as are agreed between the School and the local authority, or in default of such agreement, at intervals determined by the Secretary of State.

The School also recognises the duty to inform the local authority when removing a boy from the roll at standard and non-standard transition points.

The Governing Body recognises that it should put in place appropriate safeguarding responses to boys who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

HELPING BOYS TO KEEP THEMSELVES SAFE

Boys are taught to understand and manage risk through numerous programmes, for example counter-bullying workshops, the PSHE Education programme for all year groups, training in Peer Mentoring, lectures and seminars and through all aspects of their life at the School. These include the requirements for Relationships Education, Relationships and Sex Education and Health Education. Boys are encouraged to think about risks they may encounter and to work out how such risks can be overcome. These discussions are empowering and enabling. They aim to promote sensible behaviour rather than fear or anxiety. Boys are taught how to conduct themselves in a safe and responsible manner. They are also regularly reminded about e-safety and counter-bullying procedures. The School continually promotes an ethos of care and respect for others. Boys are encouraged to speak to a member of staff in confidence about any worries they may have.

The School conducts an annual Living Together Survey, which helps to inform pastoral strategy as well as shedding light upon areas of concern or specific trends in behaviour. The boys take the survey through an online form and the results are analysed independently. The DSL discusses findings with individual House Masters, who cascade back to their Houses. The Pastoral Support Committee analyses the data from a School-wide perspective.

A statement of primary findings is provided by the Head Master to boys and members of staff collectively as well as to the Governing Body.

SUPPORT FOR THOSE INVOLVED IN A CHILD PROTECTION ISSUE

Child abuse is devastating for the child. It can also result in distress and anxiety for members of staff who become involved.

The School will support boys, their families, and staff by:

- taking all suspicions and disclosures seriously;
- nominating a link person (normally the DSL or one of the DDSLs) who will keep all parties informed and be the central point of contact;
- where a member of staff is the subject of an allegation made by a boy, nominating a separate (independent) link person to avoid any conflict of interest and appropriate support provided for him or her;
- responding sympathetically to any request from boys or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of helplines, counselling or other avenues of external support;
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures; and
- co-operating fully with relevant statutory agencies.

COMPLAINTS PROCEDURE

The School's complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that does not initially reach the threshold for child protection action. Examples of poor practice include unfairly singling out a pupil or attempting to humiliate him, bullying or belittling a pupil or discriminating against him in some way. Heads of Department, House Masters, members of the Senior Management Team and Governors manage such complaints.

Complaints from members of staff are dealt with under the School's Complaints and Disciplinary and Grievance procedures.

ALLEGATIONS OR CONCERNS RELATING TO STAFF

Allegations and concerns will be dealt with in accordance with local safeguarding procedures and practice guidance and will be treated in one of two ways as follows:

- Allegations that may meet the 'harms threshold' or 'harms test': see Appendix 2 of this policy for full details of the School's procedures for managing such allegations against staff. These more formal allegations should generally be reported direct to the Head Master, as detailed below and in Appendix 2.
- Concerns that do not meet the harms threshold or harms test: for the purposes of this policy, such allegations are referred to as 'low-level concerns'. These low-level concerns should generally be reported direct to the Head Master or, in his absence, to the DSL. For further information, please see the subsequent section in this policy entitled 'Low-level concerns'.
- If a member of staff is unsure which of the above categories an allegation or concern should fall into, they should feel free to contact either the Head Master or the DSL.

When an allegation is made against a member of staff or a concern expressed about their conduct relating to children, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A member of staff who is concerned about the conduct of a colleague towards a boy is placed in a difficult situation. He or she may worry that they have misunderstood the situation and will wonder whether a report could jeopardise a colleague's career. However, all members of staff must remember that **the welfare of the child is paramount**. No member of staff will suffer a detriment for raising a genuine concern. The School's Whistleblowing Policy enables members of staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. Staff may also use the NSPCC whistleblowing helpline number 0800 028 0285.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, the School accepts that some professionals can pose a serious risk to the boys and will therefore act on every allegation or concern. Members of staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently, and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, a member of staff may be suspended where this is deemed the best way to ensure that children are protected.

- Allegations against members of staff – including the DSL or DDSLs – should be reported directly to the Head Master. If the Head Master is absent, allegations against all members of staff should be reported to the Chairman of Governors.
- Allegations against the Head Master or a member of the Governing Body should be reported to the Chairman of Governors without the Head Master being informed.
- Allegations against the Chairman of Governors should be reported direct to the LADO (Local Authority Designated Officer).
- Staff may also report any allegations or concerns directly to the police or Harrow Children's Services, if they believe direct reporting is necessary to secure action.

The full procedures and statutory guidance for dealing with allegations against staff can be found in [Keeping Children Safe in Education \(DfE, September 2021\)](#).

LOW-LEVEL CONCERNS

Concerns may arise in several different ways and from a number of sources. For example, suspicion, complaint, or disclosure made by a child, parent or other adult within or outside the organisation, or as a result of vetting checks undertaken. Harrow School adopts a whole-School approach to safeguarding. As such, it seeks to ensure that there is an open and transparent culture in which all concerns about any adults working in any capacity (employed or voluntary) on behalf of the School are dealt with promptly and appropriately.

Creating a culture in which **all** concerns about adults (including those which do not meet the harms threshold or harms test) are shared responsibly with the right person, recorded and dealt with appropriately, is critical. This should enable the School to identify concerning, problematic or inappropriate behaviour early, thus minimising the risk of abuse and ensuring that adults working in or on behalf of the School are clear about professional boundaries and the ethos and values of the School. It should also protect those working in or on behalf of the School from potential false allegations or misunderstandings.

WHAT IS A LOW-LEVEL CONCERN?

The term 'low-level concern' does not mean that it is insignificant. Rather, it means that the behaviour towards a child does not meet the harms threshold or harms test as set out in Appendix B of this policy. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – 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 LADO.

Examples of low level concerns could include, but are not limited to:

- being over-friendly with children;
- having favourites;
- taking photographs of children on their own mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- using inappropriate sexualised, intimidating or offensive language.

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.

Harrow School aims to:

- ensure that its staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, both in themselves and in others;
- empower staff to share any low-level safeguarding concerns with the Head Master;
- address unprofessional behaviour and support the individual to correct it at an early stage;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised; and
- help identify any weakness in the School's safeguarding systems.

SHARING LOW-LEVEL CONCERNS

Low-level concerns about a member of staff should be reported to the Head Master. Where a low-level concern is raised about the Head Master, it should be shared with the Chair of Governors.

The School seeks to create an environment in which staff are 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, or in which their own behaviour might have fallen below expected professional standards.

Where a concern relates to a person employed by an agency or contractor, that concern should still be shared with the Head Master and recorded in accordance with the School's low-level concerns policy. Reports about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

RECORDING LOW-LEVEL CONCERNS

All low-level concerns should be recorded in writing by the Head Master. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted; if the individual wishes to remain anonymous, then that should be respected as far as reasonably possible.

The School must keep these records confidential, held securely in compliance with the [Data Protection Act 2018](#) and the [UK General Data Protection Regulation \(UK GDPR\)](#).

Records should be reviewed periodically so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the School will decide on a course of action, either through its disciplinary procedures or where a pattern or behaviour moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within the School that enabled the behaviour to occur and, where appropriate, policies could be revised, or extra training delivered to minimise the risk of it happening again. The School will retain information on low-level concerns at least until the individual leaves its employment.

REFERENCES

Only substantiated safeguarding allegations will be included in staff references. Low-level concerns will not be included unless they relate to issues that would normally be included in a reference, such as misconduct or poor performance. Low-level concerns relating exclusively to safeguarding (and not to misconduct or poor performance) will therefore not be referred to in a reference. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and is found to be substantiated, it will be referred to in a reference.

RESPONDING TO LOW-LEVEL CONCERNS

Concerns about safeguarding should be reported to the Head Master. If the concern has been raised by a third party, the Head Master should collect as much information as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously; and
- to the individual involved and any witnesses.

The information collected will help the Head Master to categorise the type of behaviour and determine what further action may need to be taken. All of this will be recorded along with the rationale for any decisions and action taken.

Further information on the management of low-level concerns may be found in the document [Developing and implementing a low-level concerns policy: a guide for organisations which work with children \(Farrer & Co, 2021\)](#).

STAFF TRAINING

All members of staff at the School will receive appropriate training in safeguarding and child protection, which is regularly updated. In addition, all members of staff will receive safeguarding and child protection updates (for example via email, e-bulletins, staff briefings or specific INSET training) as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively.

All members of staff will be required to have read and understood [Keeping Children Safe in Education \(DfE, September 2021\)](#) and, where relevant, Annex B.

All new members of staff will be required to complete the Hays online Level Two Safeguarding and Child Protection training before commencing their employment.

All new members of staff and Governors will receive an explanation during their induction, which will include an introduction not only to the School's Safeguarding Policy but also the School's Staff Code of Conduct (including the Low-Level Concerns policy) and Existing Customs (the School's Behaviour Policy), which links to the [DfE Advice Behaviour and Discipline in Schools \(January 2016\)](#). They will receive contact details for the DSL and DDSLs. They will be instructed on reporting and recording arrangements. The programme will also cover online safety, the School's Whistleblowing Policy, the missing boy procedure, Staff ICT Acceptable Use Policy and guidelines on communications between staff and use of social media.

The DSL and DDSLs will receive advanced-level safeguarding and child protection training updated at least every two years, including training in inter-agency procedures, in addition to annual updates. Other key members of staff (including the Lead Nurse and other nursing staff) will also be expected to receive advanced-level safeguarding and child protection training.

Matrons, House Masters and members of the Pastoral Support Committee participate together in an annual training day off the Hill during early June, which focuses upon specific areas of child welfare and/or child protection. Similar training is arranged for Assistant House Masters and House Visitors at this stage in the academic year.

All members of Harrow's residential boarding staff as well as other members of staff will be encouraged and supported to attend relevant child protection and safeguarding training offered by other agencies (e.g. Harrow Safeguarding Children Board, NSPCC, Boarding School's Association, Farrer & Co, SACPA, Optimus).

All academic staff receive Prevent and Channel awareness training. Members of the SMT, House Masters, Matrons and Assistant House Masters are required to complete the College of Policing's online Channel Awareness training module. Members of the SMT, HR and other relevant managers with responsibility for staff recruitment receive regular safer recruitment training.

Temporary staff and volunteers in regulated activity will have regular child protection and safeguarding training as required.

A member of staff will supervise visitors at all times. All staff supplied by other bodies will be made aware of the School's Safeguarding Policy and will be given the contact details of the DSL and DDSLs.

SAFER RECRUITMENT

The School endeavours to ensure that it does its utmost to employ 'safe' staff by following the guidance in [Keeping Children Safe in Education \(DfE, September 2021\)](#) together with information provided by HSCB (see <http://www.harrowscb.co.uk/safer-recruitment-of-staff-and-volunteers-working-with-children-and-young-people/>) and the various procedures pertaining to contractors, PFI partners etc.

The School's Safer Recruitment Policy and the Recruitment, Selection and Disclosure Policy is adhered to in all recruitment activities.

SITE SECURITY

Harrow School is an open site occupying over 300 acres across Harrow on the Hill. All members of the School's community are required to take responsibility for site security and to remain vigilant about trespassers. The School's Security Department provides oversight of the site and can be contacted 24/7 in the event of an emergency on 07766 688597.

Visitors to the School, including contractors, are required to sign in at one of the authorised locations, the main one being Reception at 5 High Street (the Bursary). Subject to their position and purpose, visitors are escorted or given a lanyard, which confirms they have permission to be on site.

All visitors are expected to observe the procedures laid down in the School's Safeguarding Policy and Health & Safety Management Policy to ensure that boys in the School are kept safe.

ROAD SAFETY

The Head Master regularly reminds the School in Speech Room about the importance of road safety, especially when the winter timetable begins, and boys are travelling between lessons in the dark.

The Deputy Head Master designates appropriate crossing points on the High Street as well as the permitted access routes into Harrow town. House Masters reinforce the message to boys that they should show respect to drivers and other pedestrians. The Security Department supervises the main crossing places during key moments in the daily routine and on major occasions at other times in the academic year.

THIRD-PARTY USE AND OFF-SITE ARRANGEMENTS

PROCEDURE FOR THIRD-PARTY USERS OF THE SCHOOL FACILITIES

The School's facilities, particularly sporting facilities, may be hired by third party users (TPUs), including children's clubs; under these arrangements the School has no control over, and assumes no liability for, the conduct of individuals from TPUs. However, the School will ensure, as far as it is able, that TPUs have appropriate child protection and safer recruitment procedures in place. TPUs are also made aware of the areas of the School's grounds that are out of bounds.

TPUs will be required to provide the School with a copy of their own child protection policies before approval is given for their use of the School's facilities, and all TPUs providing activities that involve children will be required to sign a declaration to confirm that:

- the TPU has a safeguarding policy in place;
- safer recruitment procedures are followed for the TPU's staff and volunteers; and
- all staff and volunteers are appropriately trained in child protection and safeguarding procedures.

The Head Master or the DSL will be informed of any child protection allegation or incident that takes place on the School's premises during use by that organisation.

PROCEDURE FOR DEALING WITH CONCERNS OR ALLEGATIONS OF ABUSE BY AN INDIVIDUAL OF A THIRD-PARTY USER USING THE SCHOOL'S FACILITIES

If an allegation of abuse is made about an adult in a TPU, the organisation's Safeguarding Officer must notify the Head Master or the DSL on the same day as the incident occurred or the disclosure was made, or as soon as possible thereafter. The School expects the TPU to follow its own Safeguarding Policy and the Head Master will require confirmation that appropriate action has been taken before further use of the School's facilities will be allowed.

EXTERNAL ORGANISATIONS WHO HAVE RESPONSIBILITY FOR BOYS ON ANOTHER SITE

When our boys attend off-site activities, including day and residential visits and work-related activities, the School will check that effective safeguarding and child protection arrangements are in place, as outlined in the School's Expeditions Policy.

BOYS STAYING WITH HOST FAMILIES

The School may sometimes arrange for boys to stay with a host family during a foreign exchange trip or sports tour. In such circumstances, the School follows the guidance in [Keeping Children Safe in Education \(DfE, September 2021\)](#), Annex E, to ensure that hosting arrangements are as safe as possible. While the School recognises that DBS cannot access criminal records held overseas, we will work with partner schools abroad to ensure that similar assurances are undertaken before the visit. If necessary, the School will contact the relevant foreign embassy or High Commission of the country in question and find out if similar checks can be done in the country.

PHOTOGRAPHY AND IMAGES

Most people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect our boys, we will:

- seek parental consent for photography of our students through the School's Terms and Conditions;
- demonstrate respect, care and caution when including photographs of boys in newsletters, House blogs and other School publications;
- encourage boys to tell a member of staff if they are worried about any photographs that are taken of them; and
- prevent the possibility of linking the name of a boy to an image; no image will carry a caption naming a boy who can be clearly identified.

E-SAFETY

The use of technology is an integral part of everyday life but, as such, has also become a significant component of many safeguarding issues. In child sexual exploitation, radicalisation and sexual predation, for instance, technology often provides the platform that facilitates harm. Therefore, an effective approach to online safety empowers the School to protect and educate boys in responsible use of technology and to establish mechanisms, which can identify, intervene in and escalate an incident where appropriate. All staff will be trained in the importance of online safety and how to teach children and young people about safeguarding and online safety.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;
- **contact:** being subjected to harmful online interaction with other users, for example peer-to-peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm, for example making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nude and semi-nude photographs and/or pornography), sharing other explicit images and online bullying; and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

The School's e-safety policy is incorporated in the Pupil ICT Acceptable Use Policy, which can be found in the Bill Book and on Firefly. This explains how the School tries to keep boys safe. Cyber-bullying and sexting by boys, via texts and emails, will be treated as seriously as any other bullying-type behaviour and will be managed through our counter-bullying procedures.

The School seeks to adopt a responsible but proportional approach towards the promotion of e-safety.

The School will ensure online safety is a running and interrelated theme while devising and implementing policies and procedures. This will include considering how online safety is reflected in all relevant policies and considering online safety while planning the curriculum, any teacher training, the role and responsibilities of the DSL and any parental engagement.

The School has a clear policy on the use of mobile and smart technology, reflecting, among other things, the fact many children have unlimited and unrestricted access to the internet via mobile phone networks. The School understands that this access means some boys, while at School, could sexually harass their peers via their mobile and smart technology, share indecent images, consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.

The following measures are in place:

- **ICT Acceptable Use Policy** protects all parties by clearly stating what is acceptable and what is not. Boys are expected to sign up to this at the start of each academic year and before access can be given to the School's ICT facilities.
- Induction and education: all boys are inducted in appropriate use of the School's ICT facilities and other aspects of this policy upon arrival. Subsequently Tutors remind boys at the start of each academic year about their obligations and code of conduct. This is reinforced by a presentation in Houses about e-safety.
- Monitoring and filtering: the School exercises its right to monitor and filter the use of computer systems, including the monitoring and filtering of internet use, interception of emails and the deletion of inappropriate materials at all times. In circumstances where the School believes unauthorised use of the computer system is, or may be taking place, or the system is, or may be, being used for unlawful purposes, the School reserves the right to inform appropriate authorities and provide documentary evidence. The computer network is owned by the School and may be used by boys to advance and extend their knowledge and understanding.
- All staff, adhere to '[Teaching online safety in school](#)'. This guidance outlines how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements. Our policies and practice for teaching online safety are in line with this guidance.

Issues relating to online safety are also included in the School's Personal, Social, Health and Economic (PSHE) Education programme.

Members of staff also receive advice regarding the use of social networking and electronic communication with boys, which follows the guidance given in the document [Guidance for safer working practice for those working with children and young people in educational settings \(Safer Recruitment Consortium, May 2019\)](#).

This means that staff should:

- ensure that personal social networking sites are set at 'private' and that boys are never listed as approved contacts;
- never use or access boys' social networking sites;
- avoid giving their personal contact details to boys, including their mobile telephone number, except in emergencies or for specific safety purposes on expeditions;
- only use equipment, for example mobile phones, provided by the School to communicate with boys;
- only make contact with boys for professional reasons and in accordance with the School's policy;
- recognise that text messaging, iMessaging and other similar systems should only be used as part of an agreed protocol and when other forms of communication are not possible; and
- not use internet or web-based communication channels to send personal messages to boys.

Designated Safeguarding Lead

September 2021

Annual review – next due June 2022

APPENDIX 1: INFORMATION FOR PARENTS

Child protection: safeguarding students – information for parents.

Harrow School aims to safeguard and promote the welfare of the boys in its care and protect them from serious harm. The School's policies and procedures are fully in line with statutory requirements as published in a range of Government documents, principally [Keeping Children Safe in Education \(DfE, September 2021\)](#). This applies to the boarding environment and all the activities the School undertakes. Staff and volunteers are vetted for their suitability to work with children prior to appointment. They receive training in safeguarding and child protection. They will report any concerns in accordance with official local safeguarding procedures. The School has a Safeguarding Policy, which is regularly reviewed and is available on the School's website.

It is important for parents to be aware that:

- Staff and volunteers in the School have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of harm. There are four categories of abuse: physical, sexual, emotional, and neglect.
- In some cases, the School is obliged to refer cases to Harrow Children's Services (or to the Children's Services local to that particular family) so that a boy's needs are assessed and to consider whether an investigation into possible child abuse is required. In many cases, there will already have been discussions between the School and the parents of a boy, and the situation and concerns will not come as a surprise to the parents. However, parents may not be told that the School has referred their son to Harrow Children's Services (or the Children's Services local to that family) if it is thought that this might either put the boy at risk or it is deemed in the best interests of the boy for the parents not to be told.
- Harrow Children's Services endeavours to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.
- If you think your son may have been abused, you can contact Harrow Children's Services on 020 8901 2690 or call Children's Services in your local area. If you think the abuse may have happened in School (or during an expedition or co-curricular activity away from School), you should contact the DSL, who is Dr Stephen Harrison. If the allegation of abuse involves a member of staff, you should contact the Head Master directly, or if the Head Master himself is involved, the Chairman of the Governing Body should be contacted.
- If members of the School's staff need to express concerns about a boy or refer a boy to Children's Services, it is understood that this can cause distress for the boy's parents. It is important that all parties – parents and members of the School's staff – try to discuss these matters as calmly and sensibly as possible, and at as early a stage as is realistically possible.
- School Monitors are given basic training in safeguarding at the start of the academic year. There is also a programme of Peer Mentoring for all members of the Lower Sixth.

Designated Safeguarding Lead

September 2021

APPENDIX 2: CONCERNS OR ALLEGATIONS RELATING TO STAFF

Process for dealing with concerns or allegations relating to staff (including the Head Master), volunteers and others (including Governors) who are in contact with boys in the School.

(References to staff in this policy include all staff employed at Harrow School, part-time staff, contractors, volunteers and peripatetic staff).

Relevant guidance:

- [Working Together to Safeguard Children \(DfE, July 2018\)](#)
- [Keeping Children Safe in Education \(DfE, September 2021\)](#)
- [What to do if you're worried a child is being abused \(DfE, March 2015\)](#)

1. REPORTING CONCERNS

It is essential that any concern or allegation of abuse made against a Master, another member of staff, member of the Governing Body or a volunteer at Harrow School is dealt with quickly, and in a fair and consistent way that provides effective protection for the child(ren) and at the same time supports the individual who is the subject of the allegation.

All staff and volunteers should know how to recognise and report concerns or allegations and should understand what to do if they have such concerns personally or hear an expression of such concerns or allegations against colleagues.

On hearing an allegation or concern about abuse directly from a boy, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided, and inappropriate guarantees of confidentiality should not be given. Rather, the boy should be told the matter will be referred in confidence to the appropriate people in positions of responsibility. An accurate written record should be made for this purpose.

All allegations about members of staff (including the DSL, DDSLs, supply staff and volunteers) must be reported without delay to the Head Master.

All allegations against the Head Master must be reported immediately to the Chairman of Governors (without informing the Head Master).

Following this, the Head Master or the Chairman of Governors (as appropriate) will notify the DSL (or if the DSL is the subject of the allegation, the DDSLs) and will, if appropriate, report immediately to the LADO (see 2 below). Concerns about any member of the Governing Body, including the Chairman, should be reported direct to the LADO. Where there is a potential conflict of interests in reporting the matter to the Head Master, the LADO should be contacted direct.

It is vital that expressions of concern that do not necessarily amount to 'allegations' are reported, particularly if there are repeated reports of such concerns and/or questionable conduct. Low-level concerns and more serious allegations should initially be reported to the Head Master. It may be that the concern expressed has been raised by another party. If there are repeated reports of such concerns and/or questionable conduct, a pattern of unacceptable behaviour may be identified.

Allegations against a former member of staff no longer working at Harrow School should be referred to the police.

This procedure, known as the 'harms threshold' or 'harms test' will be used in all cases in which there is an allegation or suspicion that a person working with or who is in contact with boys has:

- 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;
- behaved towards a child or children in a way that indicates she or he would pose a risk of harm if he or she worked closely with children; or

- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

These criteria should be considered in the context of the four categories of abuse (i.e., physical abuse, sexual abuse, emotional abuse and neglect – as described in the Child Protection Procedures section of the and Safeguarding Policy above). These include concerns relating to inappropriate relationships between members of staff and boys, for example:

- having a sexual relationship with a child if in a position of trust in respect of that child, even if consensual (ss. 16-19 [Sexual Offences Act 2003](#));
- ‘grooming’ (i.e. meeting a child aged under 16 with intent to commit a relevant offence (s.15 [Sexual Offences Act 2003](#));
- other grooming behaviour rising to concerns of a broader safeguarding nature (e.g. inappropriate text/email messages or images, gifts, socialising); or
- possession of indecent photographs/pseudo-photographs/videos of children.

Staff, parents and members of the Governing Body are reminded that they should NOT:

- investigate the matter themselves;
- make assumptions or offer alternative explanations for behaviours; or
- promise confidentiality to the alleged victim(s).

[The Education Act 2011](#) prohibits the publication of material that may lead to the identification of a member of staff who is the subject of an allegation. ‘Publication’ includes verbal conversations or writing, including content placed on social media sites. Harrow School will always comply with the provisions of the Act.

2. CHECKLIST OF IMMEDIATE REPORTING ACTIONS

PROCEDURE FOR INDIVIDUAL MEMBERS OF STAFF/VOLUNTEERS/OTHER ADULTS

- Write a dated and timed note of what has been disclosed or noticed, said or done.
- Report the information immediately to the Head Master or, in his absence, the DSL (or in both of their absences to the Deputy Head Master).
- Pass on the written record.
- If the suspicion or allegation of abuse is against the DSL, the information must be taken to the Head Master or his absence to the Deputy Head Master.
- The Chairman of Governors deals with allegations of abuse made against the Head Master, in liaison with the LADO (Local Authority Designated Officer).

PROCEDURE FOR THE HEAD MASTER

- If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- Notify the Chairman of Governors and LADO on the same day.
- The Head Master may ask to clarify details or circumstances of the allegation, but this must not amount to an investigation.
- Copies of the documents concerning the allegation must be sent to the LADO on the same day.
- Report to Harrow SCB in relevant cases, on advice of the LADO.

- On-going involvement in cases: liaison with the LADO and co-operation with the investigating agencies as appropriate; consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

PROCEDURE FOR THE CHAIRMAN OF GOVERNORS (ONLY RELEVANT IN CASE OF AN ALLEGATION AGAINST THE HEAD MASTER)

- If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- Notify the LADO on the same day.
- The Chairman of Governors may ask to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- Copies of the documents concerning the allegation must be sent to the LADO on the same day.
- Report to Harrow SCB in relevant cases, on the LADO's advice; in cases concerning the Head Master, a report to Harrow SCB may sometimes be undertaken by the LADO on behalf of the Chairman of Governors, following discussion.
- On-going involvement: liaison with the LADO and co-operation with the enquiries of investigating agencies as appropriate; consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

3. HOW ALLEGATIONS WILL BE MANAGED

INITIAL ACTION

Decisions about course of action would be taken on a case-by-case basis, bearing in mind the paramount importance of the safety of any child(ren) involved but also remembering that the member of staff against whom an allegation has been made has the right to remain anonymous and to expect any allegations to be investigated as expeditiously as possible. Any course of action would be subject to a risk assessment. Decisions would also follow the guidance of the LADO and/or police.

Upon receiving an allegation or concern about a staff member, the case manager (whether the Head Master or the Chairman of Governors) will immediately discuss the allegation with the LADO. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action. In the process of this liaison, the case manager and LADO will:

- share what information is available, both from the source of the allegation and also from personnel files;
- identify what other information might be needed;
- consider whether the alleged perpetrator should continue working or remain in contact with boys;
- consider whether suspension is appropriate advice to the School on this aspect;
- decide what information and/or advice is to be given to the Head Master (or Nominated Governor if the allegation is about the Head Master), including whether the member of staff should be informed of the allegation at this stage; and
- decide what action is needed and who needs to be involved and informed (including the DBS and/or Teaching Regulation Agency).

STRATEGY MEETING

If the parties involved in these discussions consider it necessary, a Strategy Meeting is arranged, usually by social services, which will involve representatives from the LADO, the police and the School (e.g. the Head Master, DSL or Chairman of Governors as appropriate).

From the above discussions, there are three possible courses of action:

- It may be the subject of a police and/or joint police and social services investigation and possible action through the courts; or
- The matter may be remitted to the School to be dealt with, which may include an internal disciplinary investigation.

The following definitions will be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation; the term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

If social services and the police decide to take no action, the School will still need to consider what further investigation is necessary. If there is a case to answer, a disciplinary hearing will be called, which could lead to dismissal.

CASE SUBJECT TO POLICE INVESTIGATION

Where a criminal investigation has taken place and either (i) a trial has resulted, (ii) the investigation has been closed without charge or (iii) a decision has been taken not to prosecute a case after charge, the case manager will discuss with the LADO what, if any, further action is required as regards the member of staff concerned and the sharing of information obtained by the agencies involved in assisting any further action to be taken by the School.

DISCIPLINARY INVESTIGATION

Where a disciplinary investigation is required, the investigation should be conducted in accordance with the School's disciplinary procedure.

Whenever possible the person will be given a full opportunity to answer the allegation and make representations about it. The process of investigating the allegation, and reaching a judgment about whether it is substantiated, will continue even if the person does not co-operate.

Suspension is never a default option and the School will consider all other options before suspending a member of staff. The School would only suspend someone if there were no reasonable alternative.

If the suspension concerned a member of staff living away from the immediate possibility of contact with boys, he or she could remain within their School accommodation but under carefully managed conditions and guidelines.

If the suspension concerned a member of staff normally resident in a boarding House, accommodation would be found for them elsewhere, if he/she did not have his/her own accommodation away from the Hill.

'Settlement agreements' (by which contract a person agrees to resign, the School agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference) will not be used in these cases. In any event, such an agreement would not prevent a thorough police investigation where that is appropriate.

4. SUPPORTING THOSE INVOLVED

The School's procedures will be managed with common sense and sound judgement throughout. Cases may not meet the criteria in 1 above, and indeed may not require either a police investigation or further enquiries by HSCB. In such situations, the School will resolve the matter as quickly as possible. Where more appropriate, the School may use the Complaints Procedure instead.

As an employer, the School has a duty of care towards its employees. The School provides effective support for anyone facing an allegation and provides staff members with a named contact if they are suspended. Social contact with colleagues and friends will not be prevented, unless there is evidence to suggest that it is likely to be prejudicial to the gathering and presentation of evidence.

Rarely, some allegations may be so serious that the School may need to ask for immediate intervention by Harrow SCB and/or police. If this is the case, and the School believes the above criteria are likely to be met, the DSL or Head Master will inform the LADO of such allegations immediately and keep the Chairman of Governors fully informed.

Parent(s)/guardian(s) of a boy involved will be told about the allegation if appropriate as soon as possible, if they do not already know of it. They will also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution. However, where a strategy discussion is required, or police or HSCB need to be involved, this should not take place unless or until those agencies have been consulted and have agreed what information can be disclosed to the parent(s)/guardian(s). That includes the outcome of any disciplinary process. The deliberations of a disciplinary hearing and the information taken into account in reaching a decision cannot normally be disclosed, but the parent(s)/guardian(s) of the boy will be told the outcome.

5. ACTION UPON CONCLUSION OF A CASE

The School will refer to the DBS (following consultation with the LADO) any person who has been removed from working (paid or unpaid) in regulated activity, or would or might have been so removed had he/she not resigned or left of his/her own accord, and it believes the person may have harmed, attempted to harm, incited another to harm or put a child at risk of harm or if there is reason to believe the person may have committed one of a number of offences listed under the [Safeguarding Vulnerable Groups Act \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#). 'Removal from working' for these purposes will include dismissal, non-renewal of a fixed-term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation or voluntary withdrawal from any of the above.

In situations where, on conclusion of the case, it is decided that a person who has been suspended can return to work, the School will consider how best to facilitate this. The School appreciates that most people would benefit from some help and support when returning to work after a very stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The School will also consider how the person's contact with the boy or boys who made the allegation can best be managed if they are still attending the School.

If an allegation is determined to be false, the case manager may refer the matter to Children's Services to determine whether the boy concerned is in need of services or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Head Master will consider whether any disciplinary action is appropriate against the boy who made it. This may include permanent exclusion from Harrow School.

A referral will be made to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

The School will make a serious incident report to the Charity Commission at the appropriate time, whenever the Commission's guidelines deem it appropriate to do so.

6. RECORDS

A central record of all allegations and concerns (and connected documents) against members of staff will be kept securely by the Head Master (or the Nominated Safeguarding Governor if it involves the

Head Master), separate from normal staff and boy records, and with access limited to officers who may be key workers for cases. The DSL and DDSLs will always be kept informed of safeguarding and child protection matters and will have access to all records. The only exception to this requirement for permanent recording is where allegations have been found to be malicious. In such cases, all records will be removed from staff personnel files.

The record of allegations may provide clarification in cases where a future DBS disclosure reveals information from the police about an allegation that did not result in a criminal conviction. It will also help to prevent unnecessary reinvestigation if, as occasionally happens, an allegation resurfaces after a period. The record will be retained at least until the member of staff involved has reached normal retirement age, or for a period of ten years from the date of the allegation if that is longer.

An allegation which was proven to be false, unsubstantiated or malicious will not be included in references for staff.

Every effort will be made to maintain confidentiality and to guard against publicity while an allegation is being investigated or considered. Apart from keeping the boy(s), parent(s)/guardian(s) and the person about whom the allegation has been made (in cases when this would not place the boy at further risk) up to date with progress of the case, information should be restricted to those who have a need to know in order to protect children, facilitate enquiries or manage related disciplinary processes.

TRANSFER OF RECORDS

Where there have been concerns about a member of staff and he or she leaves the School to work elsewhere, the Head Master (or the DSL/Nominated Safeguarding Governor if it involves the Head Master) will consider the question of passing the concerns to the new employer or authority.

The DSL, Nominated Safeguarding Governor or Head Master will pass allegations or concerns affecting a boy on to his next school, if applicable.

MONITORING AND EVALUATION

This policy will be reviewed annually by the DSL and revised in accordance with changing national requirements for independent schools. It will be shared with staff and made available on the School's website. The Governing Body will conduct a review of safeguarding and child protection policies and the effectiveness of their implementation at least annually.

Designated Safeguarding Lead

September 2021

APPENDIX 3: SAFEGUARDING DURING COVID-19 MEASURES

This appendix to our Safeguarding Policy sets out details of the arrangements for the period during which some COVID-19 measures remain in place and some boys may continue to participate in online learning.

1. CONTEXT

The way schools and colleges are currently operating in response to coronavirus (COVID-19) is, in some ways, different from normal. While Harrow ran as an online school, there were no pupils on the Hill, in a physical School setting. The start of the Autumn term 2021 saw the majority of boys back on the Hill while a few, mainly overseas, boys remain at home. A hybrid system will therefore be in place when necessary in order to allow any such boys to participate in the form room online. There also remains the possibility that staff numbers present in School rather than online may fluctuate. Safeguarding therefore needs to cover boys and staff both on the Hill and at home.

2. VERSION CONTROL AND DISSEMINATION

This is the latest version of this appendix. It will be reviewed by the DSL and/or a DDSL regularly as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the School website and is made available to staff on Firefly.

All full-time and part-time staff, including visiting music teachers and assistants in the Modern Languages Department, will be fully informed as to how they will be able to contact the DSL or one of the DDSLs.

3. SAFEGUARDING PRIORITY

During these challenging times, the safeguarding of all boys enrolled at Harrow School, both on the Hill and at home, continues to be our priority. The following fundamental safeguarding principles remain unchanged:

- the best interests of children continue to come first;
- if anyone in the School has a safeguarding concern, they will act immediately;
- the DSL or a DDSL will always be available;
- no unsuitable people will be allowed to gain access to boys; and
- boys should continue to be protected when they are online.

4. CURRENT SCHOOL POSITION

Harrow School currently runs with the majority of pupils in School while a very small minority continue to access learning opportunities online. Harrow's operations as a boarding school have now returned more or less to normal, although certain enhanced cleaning and other procedures remain in place. Staff remain in their School-provided accommodation, or elsewhere for good reason, from where they are delivering online teaching.

As usual, all staff and volunteers attending the site from outside the School will complete an induction to ensure they are aware of safeguarding risks and know how to act if they have concerns.

5. SAFEGUARDING PARTNERS' ADVICE

We continue to work closely with our three safeguarding partners, and we will ensure this appendix is consistent with their advice. This will include expectations for supporting children with Education, Health and Care (EHC) plans, the Local Authority Designated Officer (LADO) and children's social care, reporting mechanisms, referral thresholds and children in need. The current advice from HSCB is below.

Your role as a key partner in the area of safeguarding has been, and remains, one of the most important for children. The circumstances have changed, and we are all grateful for the way that settings have responded to this. We know that many vulnerable children are not in their usual settings despite the advice from the Government and we have risk assessments in place to make sure that, with you, we respond appropriately to keep children safe. We would like to emphasise that the same

processes are still operating locally to keep children safe. In that respect you will find below some key contacts.

If settings have safeguarding concerns regarding any child, they need to discuss this with the MASH or directly with the child's allocated social worker if known.

If concerns need escalating, schools should email one of the following Heads of Service:

- Head of Service for MASH, EDT and First Response: Janice.Altenor@harrow.gov.uk
- Head of Service for Children in Need (CiN): Dionne.Thomas@harrow.gov.uk
- Head of Service for Children Looked After (CLA): Jacinta.Kane@harrow.gov.uk

If you remain concerned you can contact Peter Tolley, Divisional Director for Children's Social Care. If you have general queries regarding approaches to safeguarding, please also contact the MASH.

- Golden Number: 020 8901 2690
- MASH email: Duty&Assess@harrow.gov.uk

6. ROLES AND RESPONSIBILITIES

The roles and responsibilities for safeguarding at Harrow School remain in line with our Safeguarding Policy.

During term time the DSL will be in School during normal school hours or, if not, will ensure that one of the DDSLs is in School. During term time, outside normal school hours, the DSL and DDSLs will be available by phone (see contact details at the front of this policy).

7. VULNERABLE CHILDREN

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans.

Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989. There is an expectation that vulnerable children who have a social worker will attend school, as long as they do not have underlying health conditions that put them at risk. Where a parent does not want their son to attend School, and their son is considered vulnerable, we will discuss this with the social worker and explore the reasons for this directly with the parent.

Those with an EHC plan will be risk-assessed in consultation with the local authority and parents to decide whether they need to continue to be offered a School place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

We will encourage vulnerable boys to attend School, including remotely if needed.

Senior leaders in the School, especially the DSL (and DDSLs) know who our most vulnerable pupils are, and they have the flexibility to offer a place to those on the edge of receiving children's social care support.

We will continue to work with boys' social workers and the local authority Virtual School Head (VSH) for looked-after and previously looked-after children.

8. INCREASED VULNERABILITY OR RISK TO MENTAL HEALTH

Negative experiences and distressing life events, such as the current and recent circumstances, can affect the mental health of boys and their parents. Staff will be aware of this in setting expectations of boys' work where they are at home. Our staff and volunteers will be aware of the mental health of

[boys](#) and their [parents and carers](#) and will contact the DSL or one of the DDSLs if they have any concerns.

9. ATTENDANCE

Boys who are back on the Hill will attend Callover/Bill in their Houses as normal. Those at home will check in with their House Master or his Assistant each morning or evening, depending on their time zone. Where such a boy is expected but does not check into School at Callover/Bill, his House Master will follow our attendance procedure and attempt to contact the boy and/or his family. If contact cannot be made by the end of the day, the DSL, or if he is unavailable a DDSL, will be informed.

The DSL or a DDSL will attempt to contact the parents through various methods, such as telephone, FaceTime, Skype or by contacting a relative in the first instance. If contact cannot be made or if the DSL or a DDSL deems it necessary, we will undertake a home visit or ask an appropriate agency to do so. A risk assessment will be carried out before any such visit is made to ensure neither staff nor the family are put at risk. Where a vulnerable boy does not check in, we will notify his social worker.

10. REPORTING CONCERNS ABOUT BOYS OR STAFF

The importance of all staff and volunteers acting immediately on any safeguarding concerns remains. Staff and volunteers will continue to follow our safeguarding procedures and advise the DSL of any concerns they have about any child, including those who are not attending School.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff or volunteers. As such, it remains extremely important that any allegations of abuse made against staff or volunteers attending our School are dealt with thoroughly and efficiently and in accordance with our Allegations Against Staff procedure in the Safeguarding Policy (pages 30-35).

11. STAFF TRAINING AND INDUCTION

With some impact still being felt from COVID-19 measures, it is possible that our DSL and DDSLs will not have received refresher training. In line with Government guidance, our trained DSLs and DDSLs will be classed as trained even if they cannot receive this training.

All current School staff have received safeguarding training and have read Part One and Annex B (where appropriate) of Keeping Children Safe in Education. When new staff are recruited or volunteers join us, they will receive a safeguarding induction in accordance with our Safeguarding Policy.

If staff from another setting attend the School, site checks will be carried out in line with current safeguarding legislation and the School's policies.

12. SAFER RECRUITMENT/VOLUNTEERS AND MOVEMENT OF STAFF

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff, we will continue to follow our Safer Recruitment Policy.

In response to COVID-19, the DBS has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

For volunteers, we will continue to follow the checking and risk assessment process set out in paragraphs 188 to 191 of Keeping Children Safe in Education 2021. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to engage in regulated activity.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers are on the School site (physical or online) and that the appropriate checks have been carried out on these individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness.

13. PEER-ON-PEER ABUSE

We recognise that children can abuse their peers and our staff are clear about the School's policy and procedures regarding peer-on-peer abuse. All peer-on-peer abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur while Harrow School is running in a hybrid form.

Our staff will remain vigilant to the signs of peer-on-peer abuse and will follow the process set out in our Safeguarding and Peer-on-Peer Abuse Policies.

14. ONLINE SAFETY

It is likely that boys will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguard and support boys. Our staff will follow the process for online safety set out in our Safeguarding Policy.

Both boys and staff, including part-time language teachers and Visiting Music Teachers, have been issued with guidelines on how online teaching should take place, to include suitable dress and the location of cameras during video lessons.

Staff who interact with boys online will continue to look out for signs a boy may be at risk. If a staff member is concerned about a boy, that staff member will follow the approach set out in this appendix and report that concern to the DSL or to a DDSL.

15. NEW BOYS AT THE SCHOOL

Boys may join Harrow School from other settings. When they do, we will seek from those settings the relevant welfare and child protection information. This is relevant for all boys who join us, but it will be especially important where boys are vulnerable.

For vulnerable boys we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum we will seek access to that boy's EHC plan, child in need plan, child protection plan or, for looked-after boys, their personal education plan and know the boy's social worker.

Any exchanges of information will ideally happen at DSL (or DDSL) level, and likewise between special educational needs co-ordinators/named individuals with oversight of SEN provision for children with EHC plans.

The DSL will undertake a risk assessment based on the information received, considering how risks will be managed and which staff need to know the information.

16. SUPPORTING BOYS NOT IN SCHOOL

Where the DSL has identified a boy to be on the edge of social care support, or who would normally receive additional pastoral support in School, he will ensure that a communication plan is in place to support that boy. Details of that plan will be recorded in the safeguarding file for that boy. It will be reviewed regularly to ensure it remains current during these measures.

Designated Safeguarding Lead

September 2021