

CHILD PROTECTION AND CHILD SAFEGUARDING POLICIES

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1. TERMS OF REFERENCE

1.1. PERSONNEL

The Junior School:

Designated Safeguarding Lead: Primary

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Deputy Designated Safeguarding Lead

Name	E-mail	Extension number	Mobile number
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Designated Safeguarding Lead: Early Years

Name	E-mail	Extension number	Mobile number
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The Senior School:

Designated Safeguarding Lead: Primary

Name	E-mail	Extension number	Mobile number
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Deputy Designated Safeguarding Lead

Name	E-mail	Extension number	Mobile number
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The Junior and Senior School

School Governor oversight of Child Safeguarding

Name	E-mail	Extension number	Mobile number
Tanya Christodoulides	-	-	-

Safeguarding and promoting the welfare of children is defined as:

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

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

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to any young person who has not yet reached their 18th birthday. However, the policy covers all pupils, including those who are over the age of 18, in line with the School's duty of care to all its pupils, including those already 18.

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

1.2. RELATED SAFEGUARDING PORTFOLIO POLICIES:

- Behaviour
- Code of Conduct for Staff
- Complaints procedure
- Grievance and Disciplinary
- Anti-Bullying policy
- Safer Recruitment and Selection
- SEN
- Whistleblowing

1.3. POLICY STATEMENT

The Governors and staff believe that the very highest priority must be given at all times to our moral and statutory duty to safeguard and promote the welfare and safety of our students. In line with our Mission Statement we aim to be a community with an ethos in which students feel secure, valued and listened to, and in which their views are taken seriously and responded to appropriately.

Child abuse is an unacceptable aspect of society. TJSS believes that children should be protected from abuse in all its forms. Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

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

Everyone who comes into contact with children and their families has a role to play in safeguarding children, identifying concerns, sharing information and taking prompt action where necessary. TJSS staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. We form part of the wider safeguarding system for children and we strive towards ensuring that our staff/pupil relationships fully reflect our child protection policy and safeguarding procedures. It is incumbent upon us to work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

This Safeguarding & Child Protection Policy forms part of a portfolio of policies which relate to the safeguarding responsibilities of the School. In particular, this policy should be read in conjunction with the portfolio of safeguarding policies including the Safer Recruitment and Selection Policy, Behaviour Policy, Anti Bullying Policy, online safety, including the acceptable use of technologies and the use of

social-media, mobile phone policy and Whistle Blowing Policy. These policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.

TJSS strives to provide the very highest standards of education and pastoral support for the children in its care. The School recognises both its legal and its moral responsibilities for the care and protection of all children. We will operate safe recruitment procedures at all times. If a concern arises over the welfare of a child, we will adhere to this policy as well as be guided by the Welfare Department and the police, following Cypriot legislation.

1.4. OVERVIEW OF SAFEGUARDING & CHILD PROTECTION POLICY

If a concern arises over the welfare of a child, TJSS has a legal obligation to follow current child protection procedures. Sometimes this will mean sharing our concerns with the Welfare department or other agencies before contacting parents if we feel this is in the best interest of the child's safety. Our belief is that it is better to be overcautious than to risk harm being caused to a child.

Where appropriate an appropriate member of staff will try to discuss those concerns openly with the parents/carers and we will work as closely as possible in partnership with them to find a solution.

The DSL, Principal and Headteachers have the responsibility for co-ordinating Child Protection procedures within TJSS and liaising with other agencies. Where the DSL is not available for any reason, the Designated Deputy Safeguarding Lead will assume the role of DSL. The Assistant Heads and Deputy Head have been trained in Child Protection matters and this training in Child Protection and inter-agency working will be updated every two years.

All teaching and non-teaching staff must be alert to signs of abuse. Refresher training will be provided for the staff every year face to face and they will be provided with a subscription to NOS for all child protection and safeguarding needs. All part-time and voluntary staff are made aware of Child Protection procedures through induction training. Our staff are aware of our procedures for handling suspected cases of the abuse of students, including procedures to be followed if a member of staff is the person suspected through the arrangements of this policy.

There are different referral systems:

- disclosure from a pupil or concern raised by a member of staff about a pupil (refer to section C2 – Dealing with a Disclosure)
- allegations against staff (refer to section C10 – Allegations involving TJSS staff, including volunteers)

Parents are made aware of TJSS arrangements for Child Protection through this policy and of the fact that in the interests of the child this may require cases to be reported to the Welfare department without the parents themselves being informed.

What TJSS staff should do if they have a concern about a child

If staff members have concerns about a child they should raise these with the School's designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to the Welfare department, but it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, welfare, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

Where a child is suffering significant harm, or is likely to do so imminently, action should be taken to protect that child. This will involve reporting to the Welfare Department (and if appropriate the police) immediately (by law, if sexual abuse is suspected, this must be reported to the police immediately and not go through the normal school channels). Staff should report to the DSL, who can make a referral to the Welfare Department and/or the police if a crime has been committed. Anybody can make a referral, but the DSL should be informed as soon as possible. The referral should be made as soon as possible, immediately or at least within 24 hours or one working day.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

What TJSS staff should do if they have concerns about another staff member

If staff members have concerns about another staff member, then this should be referred to the Principal. Where there are concerns about the Principal, this should be referred to the Chair of Governors.

What TJSS staff should do if they have concerns about safeguarding practices within the School.

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. The School has a whistleblowing policy. This is referred to during staff briefings and as part of new staff induction. Through this, staff can raise concerns, and these will be taken seriously by the School.

1.5. ROLES & RESPONSIBILITIES

The Designated Safeguarding Lead (DSL) – Child Protection Officer

Throughout this note, reference to the DSL refers to the Child Protection Officer who takes lead responsibility for safeguarding and child protection and online safety. The DSL must be appropriately trained.

Undertake training

The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

Raise Awareness

- The DSL should ensure the school's child protection policies are known, understood and used appropriately;

- Ensure the school's child protection policy is reviewed whenever necessary and at least annually and the procedures and implementation are updated and reviewed regularly.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this.

Child protection file

- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Where necessary, this may be done verbally.

Availability

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

The Deputy Designated Safeguarding Leads (DDSLs)

The Deputy Designated Safeguarding Leads are appropriately trained and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the Deputy DSL will assume all of the functions above.

TJSS staff should:

- Liaise with the DSL regarding any matter which may be a cause for concern regarding the welfare of a child.
- Be prepared to identify children who may benefit from early help; providing support as soon as a problem emerges at any point in the child's life, from the foundation years through to the teenage years. All staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs;
 - has special educational needs
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is at risk of modern slavery, trafficking or exploitation;
 - is at risk of being radicalised or exploited;
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
 - is misusing drugs or alcohol themselves
 - has returned home to their family from care; and
 - is a privately fostered child.
- Follow the School procedures
- Maintain public trust in the teaching profession as part of their professional duties
 - Be aware of systems within the School which support safeguarding including:
 - The Safeguarding and Child Protection Policy;
 - The staff Code of Conduct

- The role of the Designated Safeguarding Lead.
- Know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the Designated Safeguarding Lead.
- Never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child.

All TJSS staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the DSL.

2. PREVENTION & SAFEGUARDING

2.1. GOOD PRACTICE GUIDELINES

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice. Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding our Safeguarding & Child Protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

2.2. ABUSE OF TRUST

All our staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 16, 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 the school staff and a pupil under 16 may be a criminal offence, even if that pupil is over the age of consent.

2.3. TRAINING

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff, including temporary and volunteer staff and Governors will receive training during their induction. During this induction, they will be informed of the identities of the DSLs. The DSL will go through with them the Safeguarding and Child Protection presentation (they also receive a copy of this for future reference).

- The Designated Safeguarding Leads have undertaken child protection training and will attend refresher training at two yearly intervals. Any Deputy Designated Safeguarding Leads with responsibilities for child protection issues, as detailed in this policy, also undertake this same training.

2.4. SAFER RECRUITMENT

TJSS endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education.

All staff, including volunteers and contractors will undergo necessary checks

Safer recruitment means that all applicants will:

- complete an application form;
- provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- provide evidence of identity and qualifications;
- complete Police and Sexual Offences checks
- be interviewed
- online searches can be considered as part of due diligence on any short-listed candidates for a position at the school.

All new members of staff will undergo an induction that includes familiarisation with the School's Safeguarding & Child Protection Policy, which includes online safety and identification of their Child Protection training needs. During the induction process and in line with the induction policy, new members of staff are provided with the following:

2.5. RECOGNISING ABUSE

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Through the PSHE programme, the School teaches children about staying safe. Topics covered include: road safety, protection of mobile phones and property, getting lost, bullying, on-line safety, medical conditions, alcohol, smoking, drugs, lifestyle, exercise, healthy eating etc.

Staff and volunteers should understand that they are not making a diagnosis, only receiving concerns. None of the signs listed above necessary suggest that a child is being abused. However, they may be indicators, which when put into context, provide justification for any action undertaken relating to concerns.

Types of abuse and neglect

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: 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.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless

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

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

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

Behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

Safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse, causing physical harm, sexual violence, sexual assault and sexual harassment, upskirting, sexting, initiation/hazing type violence and rituals and gender-based violence. As with any form of abuse, this must be reported to the Designated Safeguarding Lead and appropriate action taken to protect.

Peer-on-peer abuse is a key area of concern. This can include sexual violence and sexual harassment.

Emphasis must be placed on the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff.

Protecting children from Radicalisation is part of the School's wider safeguarding duties. Staff should use their professional judgment in identifying children who might be at risk from radicalisation and should discuss any concerns with the DSL. The DSL will act proportionately, and this may include making a referral.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites.

- Bullying including cyberbullying
- Children and the courts
- Children missing education - The School must inform the Ministry of Education of any pupil who fails to attend regularly or has been absent without permission for a continuous period of 10 school days or more. If a pupil is missing during the school day please refer to section C5
- Child missing from home or care
- Children with family members in prison
- Child sexual exploitation (CSE)
- Child criminal exploitation:
- Domestic Abuse
- Homelessness
- 'Honour-based' violence (HBV), which includes female genital mutilation (FGM), forced marriage, and practices such as breast ironing
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) - . Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. This matter should also be reported to the DSL.
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children strategy
- Private fostering
- Peer-on-peer abuse
- Preventing radicalisation
- Relationship abuse
- Sexting
- Serious violence – all staff should be aware of the indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm, significant change in wellbeing, signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or involved with, individuals associated with criminal networks or gangs.
- Sexual violence and sexual harassment between pupils
- Trafficking
- Upskirting - which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Bullying

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.

All incidences of bullying should be reported and will be managed through the anti-bullying procedures. All pupils and parents receive a copy of the Anti-Bullying Policy on joining the school and the subject of

bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Principal and the DSL will consider implementing Child Protection procedures.

2.6. INDICATORS OF ABUSE: WHEN TO BE CONCERNED

Physical signs define some types of abuse, for example, bruising, bleeding, or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

Remember, it is the responsibility of all members of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

Staff should be concerned about a student if she/he:

- has any injury which is not typical of the bumps and scrapes normally associated with children's activities;
- regularly has unexplained injuries;
- frequently has injuries (even when apparently reasonable explanations are given);
- gives confused or conflicting explanations of how injuries were sustained;
- exhibits significant changes in behaviour, performance or attitude;
- indulges in sexual behaviour which is unusually explicit and/or inappropriate to his/her age;
- discloses an experience in which he/she may have been significantly harmed.
- goes missing from school or home, particularly in the case of repeated incidences.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

2.7. PEER-ON PEER

Children may be harmed by other children or young people of any age and sex. It is important that staff are aware of the potential for inappropriate pupil relationships and peer-on-peer abuse. All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may stand alone or be part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Staff duty and supervision rotas are organised to maintain vigilance during the school day. Age appropriate PSHE will address this matter including responsibilities and consequences of being involved in this abuse. Reference to the DSL is the same as for any other form of abuse but there is also the need to look after the welfare of the alleged abuser during the procedures.

Peer-on-peer abuse will never be tolerated by the School, nor passed off as “banter” or “part of growing up”. Such abuse often involves social media, sexting etc. Such instances will also be dealt with under TJSS pastoral and disciplinary procedures.

Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, appropriate steps will be taken.

2.8. IMPACT OF ABUSE

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

2.9. IDENTIFYING CHILDREN AT RISK

Particular attention will be paid by all teachers to the attendance, welfare, progress and development of any child who has been identified as at risk and is the subject of a completed Cause for Concern Form.

2.10. VISITORS

Visitors to TJSS should report to the Main Reception. Visitors will sign in and out, and be allocated Visitor badges that they are required to have on display at all times during their visit. They should also be accompanied at all times.

2.11. E-SAFETY

Most of our pupils will use mobile ‘phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children.

Appropriate filters and monitoring systems are in place to avoid students being exposed to illegal, inappropriate or harmful material. Chatrooms and social networking sites are the more obvious sources

of inappropriate and harmful online interaction with other users and pupils are not allowed to access these sites in school.

The harm might range from making, sending or receiving explicit images, hurtful or abusive texts and emails or online bullying, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's IT and E-safety policy explains how we try to keep pupils safe in school and educate them in safe usage. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

The school has a duty to ensure that systems used within the schools network are monitored or have sufficient filters built in. Staff must report any concerns they have regarding online activity or accessible material

Staff are given guidance on usage of electronic devices through safeguarding training. Through PSHE, assemblies and themes of the week, pupils are educated about safeguarding and the importance of E-Safety.

2.12. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Where extended school activities are provided by and managed by the school, our own Safeguarding & Child Protection Policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, we will check that effective Child Protection arrangements are in place.

3. TAKING ACTION

3.1. PROCEDURES

Key points to remember for taking action are:

- ***in an emergency only***, take the action necessary to help the child, for example, call 112
- report your concern to the DSL as soon as possible, immediately if necessary and in all cases by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a Cause for Concern form
- seek support for yourself if you are distressed.

If any member of staff is concerned about a child, he or she must inform the DSL, using the 'Cause for Concern' form which must be completed as soon as possible after the event and, in any case, within 24 hours. The term 'member of staff' includes all adults who work in TJSS. The form must contain a clear, precise, factual account of the observations. Forms are available in the staff rooms and circulated by email.

3.2. DEALING WITH A DISCLOSURE

It takes courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

If a pupil discloses that he or she has been abused in some way, the member of staff should:

- listen to what is being said without displaying shock or disbelief;
- accept what is being said;
- allow the child to talk freely;
- reassure the child but do not make promises which it might not be possible to keep;
- do not promise confidentiality – it will be necessary to refer the matter to the DSL and then possibly to people outside the School;
- reassure him/her that what has happened is not his/her fault;
- stress that it was the right thing to talk about it;
- listen, rather than ask direct questions;
- ask open questions not leading questions;
- do not criticise the perpetrator;
- explain what has to be done next and who has to be told.

3.3. RECORD KEEPING

If a student has disclosed some information which gives rise to concern, the member of staff should:

- make some brief notes as soon as possible after the conversation;
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- draw a diagram to indicate the position of any bruising or other injury;
- If appropriate, a photo may be taken by the School Nurse of any injuries
- record statements and observations, rather than interpretations or assumptions;
- complete the 'Cause for Concern' form;
- do not destroy the original notes in case they are needed by a court.
- Child protection information will be stored and handled in line with GDPR 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
 - secure

Whenever any issue arises that might involve abuse, whether generated by a complaint or by observation within the school, a separate paper and electronic file should be opened and maintained in a secure store/computer file with limited, appropriate access. Every step should be recorded in paper form, so that there is no possibility of loss. Any meetings should be minuted contemporaneously by a person not otherwise involved in the meeting. A Governor in charge of Child Protection should audit the files at least annually, to ensure that good record-keeping is followed. It should be borne in mind that such files might be required for the purposes of criminal and civil litigation, so their accuracy and integrity as solid paper trails is paramount.

Single Record

A single record will be implemented giving a full history of child protection matters at the School which will be given to successive Principals and Governors. This record will help the School in upholding the highest standards of safeguarding.

3.4. IF YOU SUSPECT A PUPIL IS AT RISK OF HARM

There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a pet has died, a grandparent is very ill, a parent has moved out. It is fine to ask the pupil if they are OK or if you can help in any way.

There is a 'Cause for Concern' file for staff to note these concerns which do not merit referral but, added up, may give a worrying picture. This file is securely stored by the Principal and DSLs. An oblique mention may be placed on the child's file as necessary. Use the 'Cause for Concern form' to record these early concerns. If the pupil does begin to reveal that they are being harmed you should follow the advice in the section 'If a pupil discloses to you'.

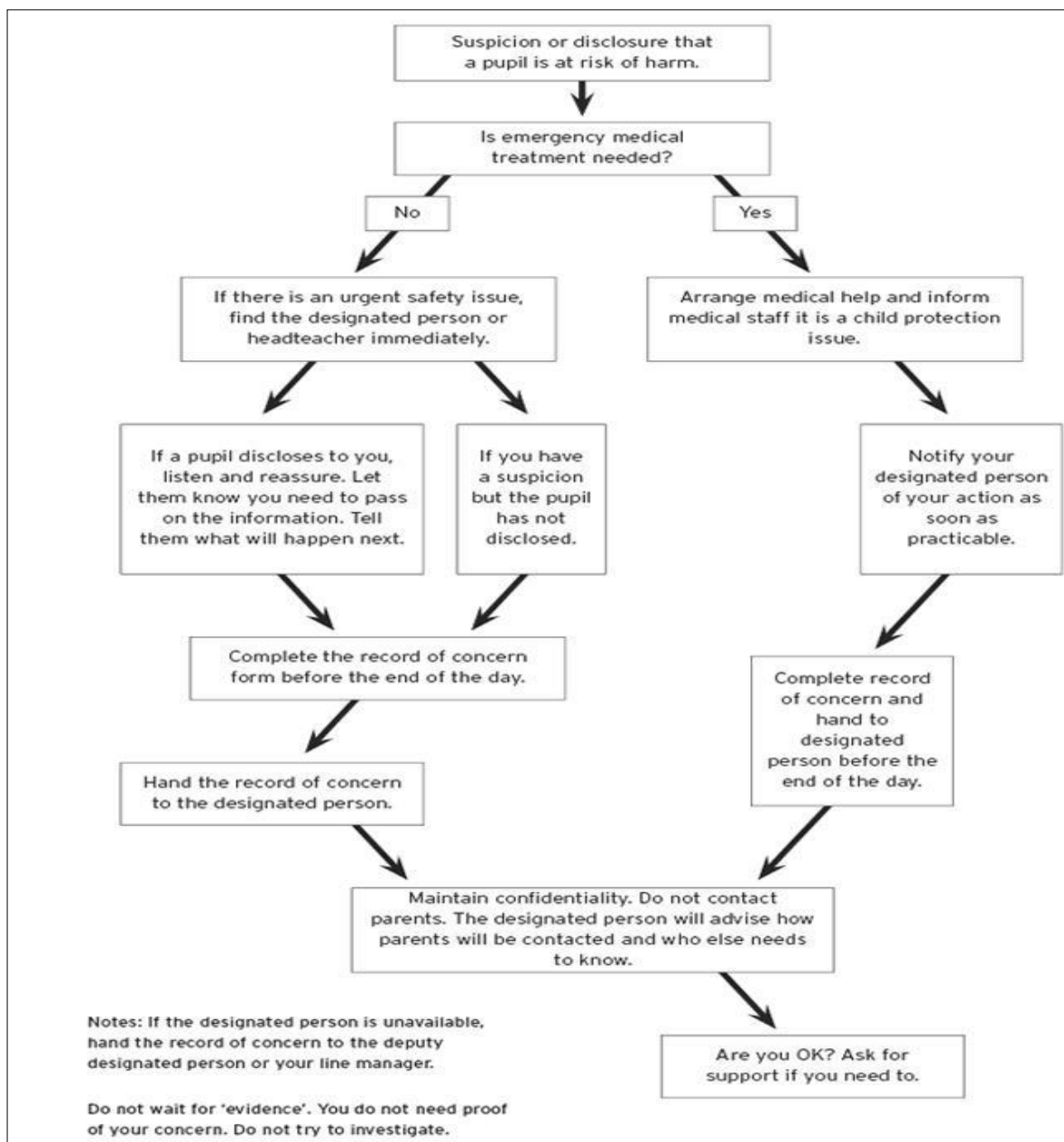
If, following your conversation, you remain concerned, you should discuss your concerns with the Designated Safeguarding Lead.

If, a child is in immediate danger or is at risk of harm a referral should be made to the Welfare Department and/or the police immediately. Anyone can make a referral and parental consent in this instance is not required. Where referrals are not made by the DSL, they should be informed, as soon as possible, that a referral has been made.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Reporting a concern flowchart – TJSS internal procedures



3.5. WHAT TO DO IF A STUDENT IS MISSING DURING THE SCHOOL DAY

Please see Missing Child Policy

3.6. ALLEGATIONS AGAINST PUPILS

Children are capable of abusing their peers. The School procedures regarding referrals will be followed in cases of peer-on-peer abuse.

Both children should be considered separately for potential harm. Children who abuse others may themselves also be victims of abuse elsewhere.

A pupil against whom an allegation of abuse has been made may be suspended from the School and the TJSS Behaviour Policy will apply. The Behaviour Policy states that pupils may be excluded for a fixed period (two days) or permanently if strategies to deal with inappropriate behaviour have failed. The School will take advice from the Welfare Department on such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to advice received, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Guardian will be requested to provide support to the pupil.

3.7. HARM FROM OUTSIDE THE SCHOOL

Suspected harm from outside the School

A member of staff who suspects that a pupil is suffering harm from outside the School should seek information from the child with tact and sympathy using 'open' and not leading questions. A sufficient record should be made of the conversation and he or she should refer the matter to the Designated Safeguarding Lead.

3.8. ALLEGATIONS INVOLVING TJSS STAFF, INCLUDING VOLUNTEERS

It is essential in all cases of suspected abuse by a member of staff that action is taken quickly and professionally in the interest and welfare of the child. Allegations will be addressed.

Investigations into allegations will be carried out for all cases in which it is alleged that a teacher or member of staff (including volunteers) in the School that provides education for children under 18 years of age 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

This relates to members of staff who are currently working in TJSS regardless of whether the alleged abuse took place at the School.

If staff members have concerns about another staff member then this should be referred to the DSL and/or Principal. Where there are concerns about the Principal, this should be referred to the Chair of Governors. Where there are concerns about the Chair of Governors, this should be referred to the Welfare Department or the police as appropriate.

Allegations against a teacher who is no longer teaching should be referred to the police.

Depending on the outcome of a police investigation a record should be sent to the Disclosure and Barring Service (DBS), as outlined in the Department for Education (UK).

Actions to be taken

1. **The Principal will immediately discuss the allegation with the Chair of the Board of Governors** to consider the nature, content and context of the allegation and agree a course of action.
2. **Case manager will be appointed**, in agreement with the Chair of Governors.
3. **The possible risk of harm to children will be evaluated**, medical attention will be sought where necessary and appropriate support as required.
4. **Decision taken about the seriousness of the allegation.**
Discussion of possible outcomes:
 - a. No Further Action:
 - i. Decision and justification to be recorded by the case manager and Chair of the Board
 - ii. Agreement on what information should be put in writing to the individual concerned and by whom.
 - iii. Decision as to action in respect of whoever made the initial allegation.
 - b. Police Involvement: In cases where a crime may have been committed. The School will cooperate with any police investigation, as necessary. The police will inform the School immediately when a criminal investigation is complete.
 - c. Welfare Department Involvement: When a child is in need of protection or services.
 - d. Further Enquiries: In this case the Board of Governors will decide with the case manager how and by whom the investigation will take place, either by a senior member of staff or in complex cases by an external investigator.
5. **Depending** upon the outcomes of investigations and actions above, **the Chair of the Board of Governors will discuss the next steps with the case manager**. Information will be shared with relevant agencies, as appropriate.
6. **The Principal and case manager will decide whether the individual is to be suspended**, taking into **consideration** Cypriot law.
7. **The case manager will inform the individual of concerns or allegations as soon as possible**, taking into account any restrictions imposed, as above. An explanation will be given of the likely course of **action**. The individual will be advised to contact their trade union and a named representative will be appointed to keep the person who is the subject of the allegation informed of the progress of the case. Consideration will be given as any other appropriate support which may be necessary.
8. **If the individual is suspended**, they **will** be kept informed of both their case and current work-related issues.
9. **As soon as possible after appropriate agencies have been consulted, the parents or carers of any child involved will be informed about the allegation**. They will be kept informed of the **progress** of the case and told the outcome, where there is not a criminal prosecution. They will be told, in confidence, the outcome, but not the deliberations, of a disciplinary hearing.
10. **Parents and carers will also be made aware of the laws about reporting or publishing allegations** about teachers. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.

- 11. The School will maintain confidentiality.** In particular, the case manager should take advice from the Welfare Department and the police to agree the following:
- a. who needs to know and, importantly, exactly what information can be shared;
 - b. how to manage speculation, leaks and gossip;
 - c. what, if any information can be reasonably given to the wider community to reduce speculation; and
 - d. how to manage press interest if and when it should arise.

12. Cases will be resolved as quickly as possible:

For cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week.

If the allegation does not require a criminal investigation, discussion will take place with the Board of Governors:

- In cases where no disciplinary action is required, appropriate action will be implemented within three working days.
- If a disciplinary hearing is required and it can be held without further investigation, it should take place within 15 working days (not including weekends).

- 13. Records will be kept:** A clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned. In the case of malicious allegations, such records will be removed from personnel records.

Conclusion

Every effort will be made to reach a conclusion, including any in which the person concerned refuses to co-operate.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager will consider how best to facilitate that. Help and support to return to work will be offered, as this will have been a 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 case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the School.

A referral to the police, as and when necessary and in accordance with Cypriot law must be made in the case of anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The legal duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended. Referrals should be made as soon as possible after the resignation, removal or redeployment of the individual.

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 to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Malicious Allegation

- **The Board of Governors will refer the matter to the Welfare Department** to determine whether the child is in need of any services.
- **The Principal will consider whether any disciplinary action is appropriate** against the pupil or whether the police should be asked to consider if action might be appropriate against the person responsible.

Unsubstantiated Allegation

The Board of Governors will refer the matter to the Welfare Department to determine whether the child is in need of any services.

Substantiated Allegation

- **If the person is dismissed or the School ceases to use the person's services**, or the person resigns or otherwise ceases to provide his or her services, the Board will discuss with the Principal or case manager whether the School will decide to make a referral to the police for consideration of whether inclusion on the barred lists is required; and in the case of a member of teaching staff whether to refer the matter to the Ministry of Education, as appropriate and always in accordance with Cypriot law, to consider prohibiting the individual from teaching.
- **A settlement/compromise agreement will not be used** in cases where the person resigns or services cease to be used and the criteria for referral to the police are met. Nor will they be used in cases of no co-operation or when the person resigns before their notice period expires.
- **The Board of Governors will review the circumstances of the case with the case manager** to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified.

Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The Principal, Board of Governors and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

3.9. SUPPORT FOR STAFF

Dealing with a disclosure from a child and being involved in a Child Protection case in general is likely to be a stressful experience. The member of staff concerned should therefore consider seeking support and possibly discuss this with an appropriate member of the Safeguarding or management team.

3.10. EYFS

Failure to collect a child / Missing child procedure

Failure to collect a child - the care of your child is paramount. However, if a child is “not collected” the following steps will be taken:

- If an EY1 or EY2 child is not collected by 1.30 pm then the child will remain with the class. The teacher or office staff will ‘phone the parents. If no contact has been made after an hour then the emergency contact will be used.
- If an EY3 to Year 6 child is not collected by 4pm then the child will be placed in Supervision during this time and staff will ‘phone parents and then the emergency contact number.
- If this child is not collected by 5pm then care will be passed on to a member of the Management team and the Headteacher informed.
- Consistent failures to collect children by a parent should be considered as potential harm.

Missing Child Procedure - the care of your child is paramount. However, if a child is “missing” the following steps will be taken:

- We will immediately raise the alarm, inform Senior Management and involve all available staff to enlist help to look for them.
- A tannoy announcement will be made.
- We will provide everyone involved in the search with a description of the child.
- We will then alert the police and provide a full description of the missing child and inform the parents/emergency contact of the situation.
- We will continue to search and take advice from the police on their arrival.

Staff Mobile Phones

Personal mobile phones belonging to members of staff are not used on the premises during working hours and break time duties. The exception to this is in an emergency, when mobile phones may be used away from the children, such as in the staff room. In addition, staff members are allowed to use their mobile phones during their designated break times and / or non-contact periods.

In the event that staff take their own mobile phones on outings for use in case of an emergency, the making or receiving of personal calls is not permitted.

Members of staff must not use their personal mobile phones to take photographs of children on outings or trips. EYFS tablets are used for this purpose. Year Group cameras / tablets should be used. (See Photography section below).

Photography

Photographs taken of children at school are taken for valid reasons: for the recording of curriculum activities in action, recording of the learning and development of pupils for observation records and profiles. We also use photographs for displays within the setting.

The permission of parents and carers of children below the age 15 to use images of children in promotional material is sought and photo permission registers should be consulted. Consent of age appropriate children should also be obtained.

Parents are reminded that photographing or recording of their own children at special events should not include other children unless permission is sought from those parents.

Staff are discouraged from taking documents including photographs off-site.

On occasion, images of children may appear in promotional material, for example on the school website or in the School's newsletter. If parents do not wish images of their child to appear in promotional material, they will not have given permission and therefore the register must be checked. Age appropriate consent of children and teenagers should also be obtained before publication.

3.11. COMPLAINTS PROCEDURE

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for Child Protection action. Poor practice examples include unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Head and Governors. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

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