

Child Protection & Safeguarding Policy and Procedures

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The Junior and Senior School is committed to ensuring the safeguarding of our pupils.

This policy applies to all of the children in The Junior and Senior School.

This policy should be read in conjunction with Staff Code of Conduct, relevant

Risk Assessments, E Safety Documents, Acceptable ICT Usage Policy, Anti Bullying Policy, our Single Central Records and Safer Recruitment Policy.

This policy should also be read and used in conjunction with the Cyprus legislation regarding Child Abuse, paragraph 30.

(91(I)/2014 (ΝΟΜΟΣ ΠΟΥ ΑΝΑΘΕΩΡΕΙ ΤΟ ΝΟΜΙΚΟ ΠΛΑΙΣΙΟ ΠΟΥ ΔΙΕΠΕΙ

ΤΗΝ ΠΡΟΛΗΨΗ ΚΑΙ ΚΑΤΑΠΟΛΕΜΗΣΗ ΤΗΣ ΣΕΞΟΥΑΛΙΚΗΣ ΚΑΚΟΠΟΙΗΣΗΣ ΚΑΙ ΣΕΞΟΥΑΛΙΚΗΣ ΕΚΜΕΤΑΛΛΕΥΣΗΣ ΠΑΙΔΙΩΝ ΚΑΙ ΤΗΣ ΠΑΙΔΙΚΗΣ ΠΟΡΝΟΓΡΑΦΙΑΣ)

(Appendix 1)

The law in Cyprus states that any member of staff suspecting a child to be a victim of sexual abuse should report it immediately to the police and not go through the school's normal

channels for the reporting of abuse.

Aims

- Following the School Aims all pupils should be given equal opportunity to develop their talents and abilities to their full potential both inside and outside of the classroom. At all stages, the well-being and self-esteem of the individual are paramount.
- The Junior and Senior School will create and maintain a safe environment for children and young people.
- Children will be helped to understand what is and is not acceptable behaviour towards them and taught about staying safe from harm, and how to speak up if they have worries or concerns.
- Through their day-to-day contact with children, all staff have a crucial role to play in noticing
- indicators of possible abuse or neglect and in referring concerns to the designated officer.
- At all times the school shall comply with the recommendations and regulations as prescribed from time to time by the Ministry of Education and the Cyprus Welfare Department.

Definitions

Safeguarding and promoting the welfare of children is defined for the purposes of this policy, as;

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Protecting children from maltreatment is important in preventing the impairment of health or development though that in itself may be insufficient to ensure that children are growing up in circumstances consistent with the provision of safe and effective care. These aspects of

safeguarding and promoting welfare are cumulative.

Child protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child abuse is defined as any physical injury, sexual abuse, emotional abuse or neglect, whether mild, serious or fatal, inflicted or knowingly not prevented by any person having care of the child. These include parents, siblings, other members of the school/pupil body or other relatives or step relatives and baby-sitters.

Categories of Abuse

Physical abuse - Any non-accidental injury to a child (NAI) including deliberate poisoning e.g. by drugs or alcohol, or where injury was knowingly not prevented. Also, Female Genital Mutilation (FGM).

Sexual abuse - Involving a child in any form of sexual activity that may or may not include physical contact, as well as child sexual exploitation (CSE).

Emotional abuse - Emotional ill treatment or rejection of a child which causes an adverse effect on a child's behaviour and emotional development. Emotional abuse normally accompanies other types of abuse. Harassment on the grounds of race, culture, creed, gender or disability would also constitute abuse.

Neglect - Persistent or severe neglect of a child which results in the impairment of health or development.

This policy also refers to children who may run away or go missing.

Honour-Based Violence - So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse, regardless of the motivation, and should be handled and escalated as such.

Child Sexual Exploitation - Child sexual exploitation "CSE" involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious

organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying (including cyberbullying) and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Recognition of child sexual exploitation is part of staff training. We note that any child or young person may be at risk of this form of abuse, regardless of family background or other circumstances, and can experience significant harm to physical and mental health.

Due to the grooming methods used by abusers, it is common for young people not to recognise they are being abused and may feel they are 'in a relationship' and acting voluntarily.

Criminal exploitation -Criminal exploitation of children is a form of harm that involves drug networks or gangs grooming and exploiting children and young people to carry drugs or money from area to area. It can affect any child or young person irrespective of age or gender. There can still be exploitation even if it appears consensual however is often accompanied by violence or threats of violence.

Peer-on-Peer Abuse - Cases where abuse may have been inflicted by one or more pupils against another pupil. All staff should recognise that children can abuse their peers. All staff should be clear about their school policy and procedure about peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyberbullying), gender-based violence/sexual assaults, and sexting. This policy, in-line with the School's Anti-Bullying policy, and the Safe Internet Usage Policy, sets out The Junior and Senior School's support of and response to those pupils who suffer peer-on-peer abuse. The School's Anti-Bullying policy sets out clear procedures for dealing with incidents that include sexting, including supporting those involved. Peer-on-peer abuse will be considered abuse, and will never be tolerated or passed off as "banter", "just having a laugh", or "part of growing up". In light of this, there are different gender issues that pupils may face, which include girls being sexually touched or assaulted, and boys being subject to initiation or hazing type violence. Staff should not dismiss abusive behaviour as 'normal' between young people and should not develop high thresholds before acting.

Where the abuse is physical, verbal, bullying or cyber-bullying, sanctions will be applied in line

with our Behaviour and Anti-Bullying policies. Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the DSL may refer this to the Cyber Crime department of the Police or the Welfare Department. This may mean, on occasions, that the School is unable to conduct its own investigation into such incidents. Support for the victims of abuse will be in line with support outlined in the school's Anti-Bullying policy. Depending on the nature of abuse, the school may need to consider providing measures to protect other pupils by means of a risk assessment. As with any abuse reported to the School, if there is a danger or an immediate risk of harm, the procedures for an immediate referral to the Welfare Department will be followed.

It is essential that staff report any concerns they have relating to peer-on-peer abuse to the DSL as soon as possible. There may be delays to a criminal process, but the school should not wait for the outcome before protecting the victim, alleged perpetrator and other children in the school. The school must manage the balance between supporting the victim and ensuring the alleged perpetrator has an education and safeguarding support themselves. However, in such cases the perpetrator may well face eventual permanent exclusion from the school. Appropriate support should be ongoing basis to the victim.

A pupil against whom an allegation of abuse has been made may be placed on a fixed term exclusion from the School during the investigation. The School will take advice from the Cyber Crime Department of the Police on the handling of 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, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of a pupil whose parents are abroad, the pupil's Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to exclude him/her during the investigation.

Where allegations of abuse or assault have been made against one or more of our pupils, a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) will be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support.

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any sex. They can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. The Junior and Senior School makes clear through the PSHEE education programme provided that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not a part of growing up, nor will it be labelled as 'banter', or 'just having a laugh'. The School will always challenge behaviours, such as grabbing bottoms, breasts and genitalia, and Safeguarding training for staff will always include information on sexual violence and sexual harassment.

The school's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Ultimately, any decisions are for the school to make on a case-by-case basis, with the DSL taking a lead role and using their professional judgement, supported by other agencies, such as The Welfare Department and the Police as required.

Following a report of sexual violence, the DSL should make an immediate risk and needs assessment, considering;

- The victim
- The alleged perpetrator
- All the other children.

The following options for managing a report of sexual violence or sexual harassment will be considered;

- Manage internally
- Safeguarding children – referral to The Welfare Department
- Reporting to the Police

A school risk assessment will be put in place, preferably by way of a meeting, which will consider;

- The wishes of the victim in terms of how they want to proceed
- The nature of the alleged incident
- The ages of the children involved
- Developmental stages of the children involved
- Any power imbalance between the children

- Is the incident a one off or a sustained pattern of abuse?
- Are there ongoing risks to the victim, other children, school staff?
- Contextual safeguarding
- All staff should act in the best interests of the child.

Youth produced sexual imagery/sexting

Youth produced sexual imagery or ‘Sexting’ as it is commonly called refers to both photographs and film of a young person that is sexual in nature. It is a concerning problem which will be treated with the utmost importance and sensitivity and should be treated as a Safeguarding Issue.

All students are required to read and sign the Safer Internet Usage Policy at the start of the school year or upon joining the school.

Voyeurism/Upiskirting

‘Upiskirting’ 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 a criminal offence.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in Cyprus. It is a form of child abuse and violence against women. The Junior and Senior School will report ‘known’ cases of FGM in under 18s, which are identified in the course of their professional work, to the police. If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth, the teacher should report this to the DSL who will refer this to the police immediately. FGM is referred to in our annual safeguarding training.

Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. A forced marriage is not the same as an arranged

marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. If staff suspect a student has been involved in a forced marriage, they should consider this a child protection issue and refer it to the DSL.

Pupils Engaging in Under-Age Sexual Activity

Sexual activity where one of the partners is under the age of 17 is illegal, although prosecution of young people who are consenting partners of a similar age is not usual. Designated Safeguarding Leads will exercise professional judgement when deciding whether to refer or take advice from Social Workers, considering such things as any imbalance of power, wide difference in ages or developmental stages etc.

Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse. Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

Gang membership and abuse

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background,

including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation. Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The School is aware there is a clear link between regular non-attendance at School and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at School and make reasonable enquiries with the child and parents to assess this risk.

Children missing education

We recognise that a child going missing from education is a potential indicator of abuse and neglect, including the specific types of abuse detailed above including child criminal exploitation /or travelling to conflict zones. Therefore, all staff will follow the school's procedure for dealing with unauthorised absence and children missing from education procedures, particularly on repeat occasions, to help identify vulnerable pupils and to help prevent the risks of their going missing in future. If a child is absent without reason, then a parent will receive a text from the school. In the case of repeated absences and more than 2 weeks in a row, the Ministry of Education and the Welfare Department must be informed in writing.

Where reasonably possible The Junior and Senior School will hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the school additional options to contact a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Radicalisation

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme.

Radicalisation is the way a person comes to support or be involved in extremism and terrorism. It's a gradual process so young people who are affected may not realise what's happening.

What is radicalisation

Radicalisation is a form of harm. The process may involve:

- being groomed online or in person
- exploitation, including sexual exploitation
- psychological manipulation
- exposure to violent material and other inappropriate information
- the risk of physical harm or death through extremist acts.

Vulnerability factors

Anyone can be radicalised, but there are some factors which may make a young person more vulnerable. These include:

- being easily influenced or impressionable
- having low self-esteem or being isolated
- feeling that rejection, discrimination or injustice is taking place in society
- experiencing community tension amongst different groups
- being disrespectful or angry towards family and peers
- having a strong need for acceptance or belonging
- experiencing grief such as loss of a loved one.

However, these factors will not always lead to radicalisation.

If staff have any concerns about a child being radicalised, they should follow the same procedures for reporting as for other forms of child protection concerns.

Recognising radicalisation

Indicators that a child is being radicalised include:

- becoming disrespectful and intolerant of others
- becoming more angry
- avoiding discussions about their views
- using words and phrases that sound scripted

- becoming isolated and secretive
- not wanting to anyone else to know what they are looking at online.

Preventing radicalisation

To help stop radicalisation from happening organisations the school does the following:

- promotes positive messages of tolerance and community cohesion
- makes sure everyone in our organisation knows the signs of radicalisation and when to report a concern
- share any concerns with the Welfare Department or the Police where appropriate.
- helps and guides parents and children where appropriate to get support.

Special Educational Needs and Disabilities

Staff are also reminded that children with Special Educational Needs and Disabilities can face additional safeguarding challenges. There are additional barriers that can exist when recognising abuse in this group of children, which 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 SEND can be disproportionately impacted by things like bullying without outwardly showing any signs,
- communication barriers and difficulties in overcoming these barriers.

To address these difficulties, The Junior and Senior School will consider further pastoral support for students with SEND needs in line with the School's system of care.

Contextual Safeguarding

Safeguarding incidents and or behaviours can be associated with factors outside of school and /or can occur between children outside of school. All staff especially the DSL should consider the context within which such incidents and or behaviour occur. This is contextual safeguarding and means assessments should consider such factors, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the context of the abuse.

Possible signs/symptoms of abuse

- Significant changes in behaviour
- Deterioration in general well being
- Unexplained bruising, injuries or marks
- Signs of neglect
- Comments which children make which give cause for concern
- Reluctance to go home
- Unusual behaviour, tiredness, inability to concentrate
- Sexually explicit during play, or in their use of language or in role play
- Refusal to communicate, extremely withdrawn
- Persistent complaints of stomach pains, enuresis soiling
- Self-mutilation, excessive attention seeking
- Truancy or running away from home
- Receipt of expensive 'gifts' such as clothing, mobile phones, money (particularly relevant to Child Sexual Exploitation)

1. Procedure to follow in the case of suspicion

a. If the allegation of abuse is against another pupil(s) when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm or an adult who is not a member of the school staff (in any context, including volunteers):

Inform a designated officer or Designated Safeguarding Lead (DSL) immediately and keep a detailed written and dated record of the event. The DSL in consultation with the principal will then make a decision if the child is at risk of significant harm and if so may decide to inform the welfare department or police in accordance with the legislation in Cypriot law (see above) to pass on any concerns.

b. If the allegation involves a member of staff (in any context, including volunteers) inform the Principal immediately or in her absence the Chairman of the Board, and keep a detailed written and dated record of the event. Staff should be re-assured that they have immunity from 'whistle blowing' in good faith. The Principal must not undertake their own investigation prior to consultation with the Welfare.

Department or Police (in most serious cases) which will be within 24 hours, one working day, of the allegation being received or suspicion reported and will be without telling the subject of the allegation or suspicion. This process should avoid unnecessary delays. In borderline cases, discussions with the Welfare Department can be held informally and without naming the school or individual.

c. Thresholds for Referrals - Whilst guidance places responsibility of making decisions about referrals with the DSL, care must be taken not to impose high thresholds for such referrals in practice. Borderline cases should be referred in line and with informal advice from the Welfare Department. Guidance notes the importance of children receiving the right help at the right time to address risks and prevent issues escalating. It also refers to the importance of acting on early information and referring early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

d. If the allegation concerns the Principal inform the Chairman of the Board immediately and keep a detailed written and dated record of the event. The Chair must not undertake their own investigation prior to consultation with the Welfare Department, or Police (in most serious cases), which will be within 24 hours, one working day, of the allegation being received or suspicion reported and will be without telling the subject of the allegation or suspicion.

e. Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, the case should be referred to the Welfare Department and/or police as a child protection concern within 24 hours, one working day, and that in cases of serious harm the police should be informed from the outset.

f. Immediate contact should be made with the Welfare Department to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and communication with both the individual and parents of the child/children agreed. School must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place.

g. The Junior and Senior School will make every effort to maintain confidentiality and guard against unwanted publicity in terms of any allegations against staff, especially if they are later proved to be unfounded. This restriction will only apply to the point where the accused person

may be charged of an offence by the police or following the outcome of the decision of a disciplinary case.

h. Staff need to be supported to challenge decisions by other agencies, therefore, Staff will be supported to follow through their concerns in respect of safeguarding children. Staff will be empowered to discuss matters with their managers and positively challenge other agencies to improve safeguarding arrangements for children and young people.

2. Keeping Records

The record, which should be purely factual and not include personal comment or opinion, may need to be made available to the parents. Include a verbatim account of anything the child said, relevant background information and the date, time and place of all occurrences.

3. Listening to Children

Do not appear shocked and remain calm. Take what the child says seriously. Listen to the child without interruption or comment. Remain objective. Do not enter into a pact of secrecy but explain that the information may have to be passed on in order to get help. Confidentiality cannot be promised to pupils who give evidence. Do not discuss the matter with parents or the person accused of the abuse. Do not ask leading questions.

Children who report to a teacher (or other member of staff) that they are victims of abuse must be listened to and heard, whatever form their attempts to communicate their worries take. The following points give guidance on how to deal with a child who makes an allegation:

- Do not promise confidentiality
- The child should be listened to but not interviewed or asked to repeat the account. Avoid Questions. Leading questions must not be asked.
- The child should not be interrupted when recalling significant events.
- All information should be noted carefully, including details such as timing, setting, who was present and what was said, in the child's own words. The account should be obtained verbatim or as near as possible.
- Care should be taken not to make assumptions about what the child is saying or to make interpretations.
- Listened to means just that; on no account should suggestions be made to children as to alternative explanations for their worries.
- The written record of the allegations should be signed and dated by the person who

received them as soon as practicable.

- All actions subsequently taken should be recorded.

No member of staff should promise confidentiality to a pupil who makes an allegation. In responding to a child who makes disclosures, account should be taken of the age and understanding of the child and whether the child or others may be at risk of significant harm. While acknowledging the need to create an environment conducive to speaking freely, the member of staff should make it clear to a pupil who approaches him/her asking for confidentiality that, he/she will need to pass on what has been told so as to ensure the protection of the child(ren), in accordance with Cyprus legislation. Within that context, the child should then be assured that the matter will be disclosed only to people who need to know about it.

The support needs of a child who express concerns about significant harm should be considered and met, utilising resources within and/or beyond the school as necessary.

4. Designated Officers

Designated officers and Designated Safeguarding Lead (DSL) are externally trained in child protection and inter-agency working by an outside agency and this is updated every two years and all other staff will receive training in child protection regularly.

New members of staff, temporary staff and volunteers will be given this training by the Designated Officers or Principal as part of their induction process, this will include:

- The Junior and Senior School Children Protection Policy
- The staff Code of Conduct
- The identity of the DSL
- The Principal is the Designated Safeguarding Lead across the whole school and Mrs Katherine Panayides is the Designated Safeguarding Officer for child protection in the Senior School and Mrs Stella Hadjinicolaou in the Junior School. Marios Cosma is the Nominated Governor.

The Role of the Designated Officers:

- To maintain close contact by reporting all incidents to Senior Designated lead Officer
- To be a point of contact and support for all staff in cases of suspicion or disclosure
- To set up and co-ordinate an agreed monitoring system within the School
- To ensure that there is support within the School for the children who have been abused

- To familiarise themselves with the Welfare department's procedures and the Cyprus legislation regarding child protection

The Principal and Nominated Governor will review the policies and procedures relating to safeguarding children on at least an annual basis, together with a review of the efficiency with which the duties described herein are discharged. This will take place at a Board Meeting in September following review by the DSL. Safeguarding is also a standing item for the Junior and Senior School committees at every meeting where an update is given by the DSL. Findings and recommended changes to the whole school policy and procedures will then be discussed and agreed with all members of the full board who have collective responsibility for this area. This will happen on an annual basis. Minutes from committee and Board meetings should be sufficiently detailed to demonstrate the depth of review. Parents may request a copy of the School's Child Protection Policy and the Safe Recruitment of Staff Policy. Both these documents are published on the school's website: The School's policy is that any changes/amendments, deficiencies or weaknesses in Child Protection arrangements are remedied without delay, once identified.

If there has been a substantiated allegation against a member of staff, the School will work with the Welfare department 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.

5. Good Practice with regards Photographs, images and mobile phones

The vast majority of 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 some safeguards in place. To protect children, we will:

- obtain parents' and carers' consent for photographs to be taken or published (for example, on our website, social media sites or in newspapers or publications). This permission is then recorded on School MIS
- use only the child's first name with an image
- ensure that children are appropriately dressed
- ensure that only the setting's designated camera is used in the setting.
- ensure all cameras used are open to scrutiny
- staff should never share images of pupils on social media sites other than the school's

Use of Mobile Phones

- Teachers must use their mobile phone discretely i.e. not in the corridors. Phones should be switched off or silent whilst teaching.
- No mobile phones should be in view in the EYFS department and parents should be informed accordingly
- Staff should not be on their mobile phones whilst on duty unless to call for assistance
- Staff should use the school cameras or year group cameras to take photos/videos of children and not their personal mobile phones. If a photo is taken of pupils for legitimate purposes e.g. on a school trip then it must be deleted immediately after it has been uploaded to the school's social media site
- Senior School pupils are allowed mobile phones switched off in their bags. They are allowed to use them before and after school but not during the school day. Year 12 and 13 are allowed their phones in the common room only. Mobile phones may be used in lessons only with the permission of the teacher ie for research or to listen to music. At the Junior School only Year 6 pupils may have phone but they have to be switched off and in bags at all times. Any students (Junior and Senior) found to be taking photos on the school site will be sanctioned according to our Behaviour and Anti-Bullying Policies.

6. Recruitment of New Staff

There is a separate Recruitment of Staff Policy which deals with this in detail. The main points are:

All new staff, full time or part time should be appointed in accordance with Ministry of Education guidelines including a Police Check prior to confirmation of their appointment. The School will also be required to check:

- Verification of identity
- Academic and vocational qualifications
- References
- Previous employment history including any gaps in employment
- Health and physical capacity for the job
- Right to work in Cyprus

A note of the above checks will be retained on the school's **Single Central Register of Staff**.

The School will also ensure that all persons working within the School for sub - contracted

agencies, i.e. ballet school teachers, careers advisors, Duke of Edinburgh Award providers, have such checks verified by their respective agencies before they come onto the School site and are checked by the school.

Appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on site and off site (for example, in a separate institution); School will seek assurance from the other organisations that checks are in place.

As we are an International School at least one SLT member is trained in safe recruitment practice, as recommended in the UK Guidance Working together to safeguard Children (2015) as appended (Appendix 2).

In the event that any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children the school will report the matter to the Ministry of Education within one calendar month of the person leaving. The School should consider making a referral to Teaching Regulation Agency (TRA) where a UK born teacher has been dismissed (or would have been had they not resigned) and a prohibition order may be appropriate. The reason 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".

Further guidance is published on the TRA website. A report should also be made to the Ministry of Education.

In this context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible.

Failure to make a report constitutes an offence.

Professional Conduct - Read in conjunction with Staff Code of Conduct

All staff need to know that inappropriate behaviour with or towards children is unacceptable. Reference should be made to the 2014 legislation *(91(I)/2014 ΝΟΜΟΣ ΠΟΥ ΑΝΑΘΕΩΡΕΙ ΤΟ ΝΟΜΙΚΟ ΠΛΑΙΣΙΟ ΠΟΥ ΔΙΕΠΕΙ ΤΗΝ ΠΡΟΛΗΨΗ ΚΑΙ ΚΑΤΑΠΟΛΕΜΗΣΗ ΤΗΣ ΣΕΞΟΥΑΛΙΚΗΣ*

ΚΑΚΟΠΟΙΗΣΗΣ ΚΑΙ ΣΕΞΟΥΑΛΙΚΗΣ ΕΚΜΕΤΑΛΛΕΥΣΗΣ ΠΑΙΔΙΩΝ ΚΑΙ ΤΗΣ ΠΑΙΔΙΚΗΣ ΠΟΡΝΟΓΡΑΦΙΑΣ) Appendix 2

This duty of care extends and is applied also to those aged 18 years who are still pupils at the school. Staff will also refer to the Code of Conduct and their Job Descriptions which detail clear guidelines for professional behaviour.

Staff and volunteers need to be aware that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition particularly specialist music and sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on);

It is unrealistic to suggest that teachers should never touch pupils and they and other staff in schools have the right to use reasonable force to control or restrain pupils in certain circumstances.

Staff also have the right to use a reasonable level of contact in order to comfort or console distressed children. Staff need always to be aware however of the possible implications of any contact with a child or young person.

7. Curriculum

The School provides an opportunity for all pupils to be taught about staying safe from harm and how to speak up if they have worries or concerns through:

- PHSE programme
- Subject specific curriculum schemes of work
- Visiting speakers
- Charitable Events
- Assemblies
- Information regarding staying safe online, as well as how pupils can adjust their behaviours in order to reduce risks, which is discussed with all pupils regularly

8. Designated Safeguarding Lead for Child protection

Broad areas of responsibility for the Designated Safeguarding Lead for child protection.

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies within 24 hours.
- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with Principal to inform her of any issues and ongoing investigations and ensure there is always cover for this role.
- Training
 - To recognise how to identify signs of abuse and when it is appropriate to make a referral.
 - Have a working knowledge of The Welfare Office's and Ministry of Education's procedures, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the School's Child Protection Policy, especially new or part time staff who may work with different educational establishments.
- Ensure all staff have induction training covering child protection and are able to recognize and report any concerns immediately they arise.
- Be able to keep detailed accurate secure written records of referrals/concerns.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.
- To identify any weaknesses in these procedures and provide remedies without delay.

Raising Awareness

- Ensure the school's Child Protection Policy and Procedures are updated and reviewed annually and work with the governing body regarding this
- Ensure parents are able to examine copies of the Child Protection Policy and Procedures and alert them to the fact that referrals may be made and the role of the school in this process to avoid conflict later.
- Where children leave the school ensure their child protection file is copied for the new establishment as soon as possible but transferred separately from the main pupil file.
- Confidentiality
 - All child protection records must be kept centrally in the Principal's office, in a locked filing cabinet. On no account must these records be kept with the child's general records and no records, letters or information supplied by other agencies be shown to parents by the School.
 - Access to these records within the School must be restricted:
 1. Anyone needing to see these records should consult the Principal for permission.

2. The Headteacher will keep a written dated list of those who have had access. Anyone needing to remove one of these records (e.g. for a case conference) should sign for it in a book kept by the Principal.

9. Staff Training Programme

All employees: annual update/policy and procedure review training in September led by DSL.

All new employees: to have Child Protection training incorporated into the Induction Programme.

All contractors (e.g. transport, Duke of Edinburgh): to distribute Child Protection policy and training details their Senior Person annually.

Designated Officer(s), Deputies and Governors: to review external Child Protection training annually.

Designated Senior Lead to be trained formally at least biennially and/or attend any seminars on Child Protection organised by the Ministry or Welfare Department.

All employees and volunteers to be updated in Child Protection training annually.

10. Looked After Children

The Junior and Senior School should ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are in residential care. This includes ensuring staff have the information they need about the child's status, contact arrangements with parents, care arrangements and delegated carers. This will be led by DSL who will hold key information.

11. Suitable People

The Junior and Senior School must ensure that people looking after children are suitable to fulfil the requirements and have the appropriate training and qualifications, in accordance with Cyprus law.

This Policy is reviewed at least annually by the Board of Governors.

DOCUMENT CONTROL

Date Implemented: June 2015

Date Reviewed: May 2019

Ratified by Governors: September 2019

Date of next Review: September 2020

Appendix 1

WELFARE AND POLICE CONTACT DETAILS

Mrs. Maria Panayi Welfare Office 22406653	Mrs. Cleridou Welfare Office 22406654
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WELFARE CONTACT DETAILS

Name: Mrs. Vaso Protopapa

Job Title: Lefkosia District Welfare Officer

Phone Number: 22804605

Address: 66 Agiou Ilarionos Street, Kaimakli

Name: Mrs. Savoulla Papamiltiadous

Job Title: Head of Social Services Office Strovolos/City Centre

Phone Number: 22804757

Address: 66 Agiou Ilarionos Street, Kaimakli

Name: Mrs. Maria Penga

Job Title: Head of Social Services Office Latsia

Phone Number: 22803501

Address: 34 Arch. Makarios 3rd Street, Latsia

Name: Eleni Papadopoulou

Job Title: Head of Social Services Office Lakatamia

Phone Number: 22608401

Address: 23 Kennedy Street, Lakatamia

POLICE CONTACT DETAILS

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Lycavitos Police Station

Phone Number: 22802380

Latsia Police Station

Phone Number: 22607300

Appendix 2

EYFS Provision

The Junior and Senior School EYFS department has created an environment whereby all children can play, learn and develop in a safe and abuse free environment.

Any suspicion of abuse will be promptly and appropriately responded to in accordance with the guidelines in this policy. The Police and Welfare Department will be informed, as a matter of course, of allegations against people working on the premises, or of any other abuse alleged to have taken place on the premises, as soon as practicable. and within 14 days at the latest.

All colleagues working in the EYFS department need to undergo annual additional medical tests as required by the Welfare Department and also undergo Pediatric First Aid training in order to keep our youngest children safe.

All EYFS staff will be trained to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of Safeguarding issues. The School will seek out training opportunities for all staff within EY1,2,3 and Reception to ensure that they recognise the indicators of possible abuse whether it is sexual, emotional, physical abuse or neglect at the earliest opportunity and to respond in a timely and appropriate way. These may include:

- Significant changes in children's behaviour
- Deterioration in children's general well-being
- Unexplained bruising, marks or signs of possible abuse or neglect
- Children's comments which give cause for concern
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example; inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.
- Within the learning environment of the nursery and especially through the EYFS Framework, all children will be taught personal skills which we ensure are harmonised to their level of development and comprehension. Any child who is troubled or very unhappy about being cared for by a particular staff member after a reasonable amount

of time, will naturally be offered care from another key person.

In the unlikely event of an allegation being made against a member of staff if the Principal is unavailable – or is involved – the Chair of Governors should be told at once.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with fairly quickly and consistently in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. At all times confidentiality will be maintained. Shared information is on a need to know basis which normally would be the staff member raising the concern and the Safeguarding Leads.

Please also refer to our Intimate Care policy.