



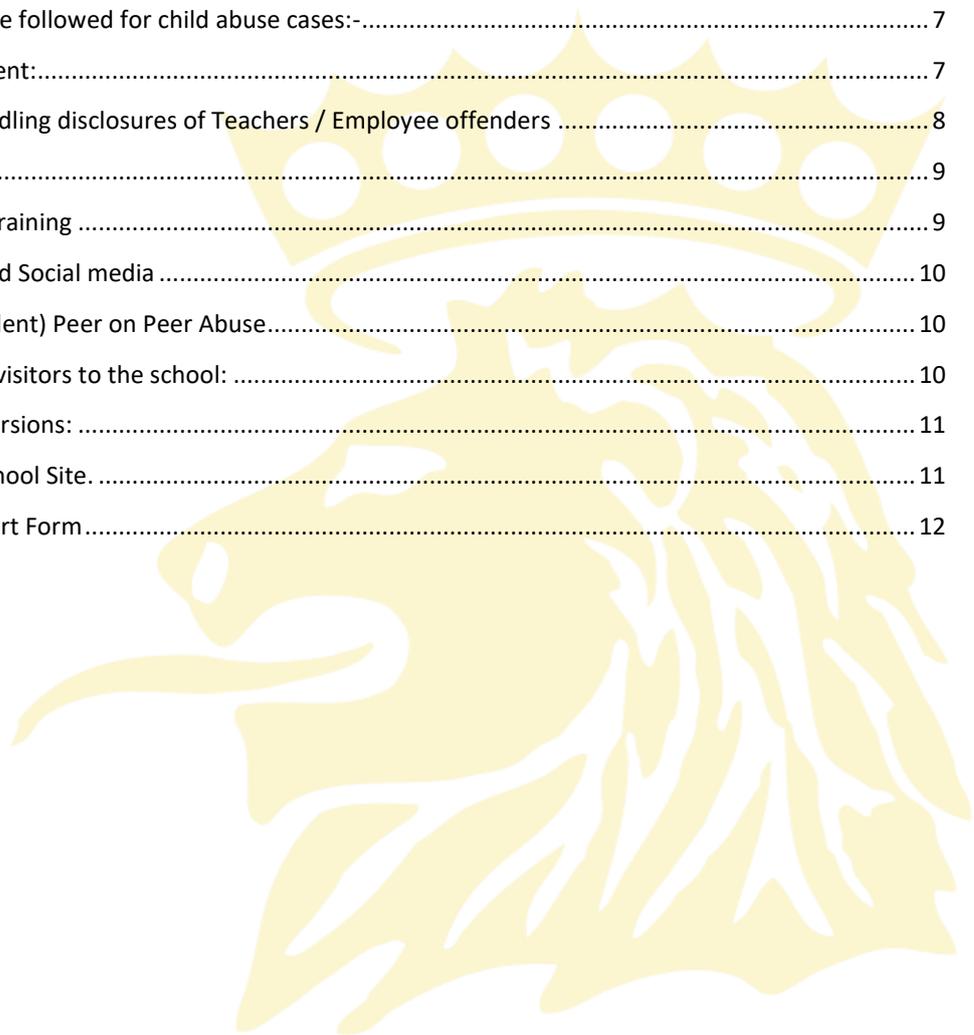
FOUNDED 1900

THE ENGLISH SCHOOL  
A SECOND CENTURY OF EXCELLENCE

# Child Safeguarding and Child Protection Policy

## Contents

Safeguarding and Child Protection Policy - Draft .....	3
Introduction .....	3
Aims: .....	3
1. Definitions of Abuse (Based on the NSPCC definitions).....	4
2. Procedures .....	5
Initial reporting guidelines for staff .....	5
How to respond to a child’s disclosure of abuse .....	6
Recording Procedure: .....	6
The procedure to be followed for child abuse cases:-.....	7
3. Physical Environment:.....	7
4. Procedures for handling disclosures of Teachers / Employee offenders .....	8
5. Safe Recruitment .....	9
6. Staff conduct and training .....	9
7. Child Protection and Social media .....	10
8. Allegations of (Student) Peer on Peer Abuse.....	10
9. Visiting speakers / visitors to the school: .....	10
10. Off-site trips/excursions: .....	11
11. Security of the School Site .....	11
Child Protection Report Form .....	12



## Safeguarding and Child Protection Policy - Draft

**Designated Child Protection Leader:**

**Child Protection Officers: Lower, Middle, Upper:**

**School Counsellor:**

**Child Support Line: 116111**

### Introduction

The English School, Nicosia **Safeguarding and Child Protection Policy** sets out to outline the actions that will be taken to ensure that all students are properly safeguarded in school and at home.

Our policy is based on the international Convention on the Rights of the Child legislation relating to the Rights of the Child (in particular Articles 19 and 24), the European Convention on the exercise of Children's Rights, the Commissioner for the Protection of Children's Rights Law.

The welfare of the child is paramount. This policy emphasises the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding and protection.

### Aims:

- To help ensure children are able to develop in a safe environment
- To identify children who may be suffering, or who may be vulnerable to significant harm and to take action to safeguard such children both in school and at home from the risk of significant harm.
- To take any appropriate action to ensure the wellbeing of children who may require support.
- This policy is to be used in conjunction, where relevant, with the school's Anti-bullying policy, Behaviour Policy, E-safety Policy, Student's Code of Conduct, Professional Code of Conduct for Teachers.

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow 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.

A child centred and coordinated approach to safeguarding (Based on UK Dept for Education: Statutory Guidance):

1. Schools and their staff form part of the wider safeguarding system for children.
2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families 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.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

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

### **1. Definitions of Abuse (Based on the NSPCC definitions)**

Abuse and neglect are forms of maltreatment of a child. A person may abuse or neglect a child either directly by inflicting harm, or indirectly, 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 a stranger. They may be abused by an adult or adults, or another child or children.

There are four types of child abuse:

1. Physical abuse
2. Sexual abuse
3. Emotional abuse
4. Neglect

#### **Physical Abuse:**

Physical abuse is deliberately hurting a child causing injuries such as bruising, broken bones, burns or cuts. Children who are physically abused may suffer violence in the form of being kicked, poisoned, burned, slapped or having objects thrown at them.

**Note:** Self-harming:

Self-harming can take lots of physical forms, including cutting, burning, bruising, scratching, hair-pulling, poisoning and overdosing. And once it starts, it can become a compulsion. It is, therefore, vital to identify such behaviour as soon as possible and to take action.

It's often a way for young people to release overwhelming emotions. It's a way of coping. So whatever the reason, it should be taken seriously.

**Sexual Abuse:**

A child is sexually abused when they are forced or persuaded to take part in sexual activity. This can be physical contact or can be online. Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.

**Emotional Abuse:**

Emotional abuse is the persistent emotional maltreatment or emotional neglect of a child. Sometimes termed psychological abuse, it can seriously harm a child's emotional health and development. It can involve deliberately trying to scare or humiliate a child, or isolate and ignore them.

**Neglect:**

Neglect is the ongoing failure to meet a child's basic needs. A neglected child may be left hungry, dirty, without proper clothing, shelter or supervision. They may be exposed to physical or emotional harm. They may not receive adequate care and attention from parents.

**2. Procedures**

**Initial reporting guidelines for staff**

Notification of abuse or neglect is required when a person suspects, *on reasonable grounds*, that a child has been or is being abused or neglected.

Anyone aware of such a situation must report it immediately to the Child Protection Officer in their section of the school for further investigation.

## How to respond to a child's disclosure of abuse

The staff member's role is not to investigate or verify the situation, but rather to make the report and set in motion the process of getting help for the child.

Support of the student is important. In order to do this, the following recommendations are provided:

- Reassure the student that it is okay to speak about what has happened.
- Staff may ask the student if s/he would prefer to speak to a counsellor
- Tell the student what to expect. If you don't know, say so, but let the student know s/he can be supported by you.
- Project a calm, understanding and supportive attitude to the student.
- Avoid having the student repeat her/his explanation to different staff.
- Let the student know that you must tell the Child Protection Officer to get help. Explain that you will have to tell another person because s/he is at risk.  
For example, you might say:  
"If you tell me something that makes me feel that you are unsafe or at risk in any way, then I will need to tell someone else".
- Reassure the student that it is not his/her fault.
- Make clear, detailed notes of the conversation.
- Respect the student's privacy by not discussing the situation out of school.
- After reporting, it is important to maintain a supportive presence for the student.

In addition:

- *It is important to understand the importance of early reporting.*
- *A member of staff who reports in good faith is protected from civil liability.*
- *Reporting a disclosure is a request for an investigation.*

## Recording Procedure:

- Use the relevant Child Protection Report Form to report concerns about students or staff.
- Be specific about the context in which the student disclosed. Record notes using the student's own words – try not to add your own interpretation and judgments (or make separate notes about these).
- Describe any injuries you see. Take the student to the school nurse who should take photos of the injuries, bruises, cuts and or bleeding, and write a report.
- Sign all notes with the date and time as well as name of the signatory.
- Make sure the relevant form and any notes are given to the appropriate Child Protection Officer and that they are NOT in the student's regular school files.

A decision is made by the Child Protection Officer on appropriate action.

**The procedure to be followed for child abuse cases:-**

- i) Ensure the physical and emotional safety of the student – if the student faces danger by returning to the family, (family abuse) an alternative living arrangement must be made. Social services may be contacted.
- ii) Assess and provide appropriate medical care.
- iii) When/if it is safe and appropriate to do so, arrange a meeting with parents, including the Headmaster, if appropriate, in a timely fashion of the abuse being disclosed.
- iv) At the time of the meeting, the School may refer the child for counselling and support, via a school-approved mental health professional.
- v) Following a report from the appropriate mental health professional, the case will be reviewed to see whether the student is fit to return to an academic environment and whether the relevant social services should be notified.
- vi) Only The Child Protection Officer can arrange a Parents Meeting (if deemed appropriate)

*The School Counsellor may collaborate with the outside professional/health services in providing support for the child in the school environment.*

*All reports or other actions must be kept confidential.*

*Each incident of possible abuse should constitute a separate referral.*

**Immunity:**

The school shall not hold responsible or fault any school employee making a report of abuse that is later judged to be false, unless it can be demonstrated that the person wilfully and intentionally falsified a report. This could include reporting matters concerning members of staff.

The school shall cover any and all legal fees for any staff named in legal action as a consequence of their having made a report of alleged child abuse.

Suspected or confirmed cases of physical and sexual abuse, physical neglect and emotional maltreatment must be reported. The reporter should have reasonable cause or reasonable suspicion to believe that abuse or neglect has occurred. The reporter is not required to have proof. Abuse that took place in the past must be reported as long as the child remains in the home of the abuser or, as long as the child is at risk of further victimisation from the abuser.

**3. Physical Environment:**

**School**

The school must be a safe place for all students. This covers all aspects of school Health & Safety including fire safety, any evacuation of the premises, medical concerns, resource use.

Students should only use the toilet facilities designated for their use. No student should share the use of toilets specifically designated for staff use, wherever possible.

#### 4. Procedures for handling disclosures of Teachers / Employee offenders

When a student discloses anything regarding inappropriate behaviour of school personnel, the school must respond no differently than if the alleged offender is a parent, relative or other. Staff members have daily access to students and the emotional and physical safety of a student is determined by the access of the offender to the student; thus, disclosure of teacher offences must be handled immediately and with seriousness.

The integrity of a school and a system is NOT dependent on whether or not an offender exists; instead, the integrity of the school or system IS dependent on whether and how that school responds when an alleged offender within the school is reported. It is the duty of the Headmaster to prevent and deter sexual harassment, as well as to provide procedures for the resolution or prosecution of sexual harassment/abuse between teacher/employee and child. An allegation or concern includes witnessing another member of staff behaving towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

##### Stage 1

1. An allegation of concern is reported to the relevant Child Protection Officer, who will discuss the case with the Headmaster.
2. The student's parents are informed immediately.
3. Restrictions are placed, if deemed necessary, on the teacher's access to the student, and possibly to all students.

##### Stage 2

1. The Headmaster sees the teacher concerned, with a witness.
2. The teacher is isolated from the school, with no access allowed to the school, pending investigation.
3. The Child Protection Officer and/or Headmaster meets with the teacher, outside the school, if necessary, for further discussion.
4. In light of evidence, the Headmaster decides the appropriate course of action. This could include a Hearing with the Board of Management.
5. The Headmaster takes appropriate action. This could include a verbal warning/a formal warning/dismissal/re-instatement.
6. If the allegation is made against the Headmaster, then this matter would be investigated by the Chair of the Board.

##### Stage 3 (External to the School)

- Should the offender be deemed guilty
- The Headmaster reports the suspected abuse to the police for investigation.
- All staff have a responsibility to report concerns about the professional conduct of colleagues whose behaviour might harm a child. Any concerns that are raised should be listened to fairly and equally with all allegations taken very seriously.

## 5. Safe Recruitment

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in our school. The English School will ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.

Before any teacher is accepted, the following should have taken place:

- Up to date police records (if relevant, from a teacher's country of origin and previous country of employment) should have been received and checked by the school.
- If a teacher has worked in two or more schools, within 5 years, telephone contact should be made with those schools to ask why the teacher is leaving and if there were any concerns of a safety nature with children.
- Staff professional code of conduct – *signed and dated by the member of staff*.
- Whenever possible, staff are to be interviewed before being appointed and are given the opportunity to disclose any information that would give concern, if they were to work in a school environment.

## 6. Staff conduct and training

Standards of behaviour expected of staff are outlined within the Professional Code of conduct. It is expected that *all staff read, sign and comply with these standards*.

Every year, all staff:

- Should be made aware of the school's policy and procedures regarding child protection.
- Have regular, mandatory child protection training.
- New staff should have safeguarding training as part of the induction process.
- All staff should be aware of the following areas:
  - When and where abuse occurs
  - Types of abuse – physical, emotional, sexual abuse and neglect
  - How to respond if they suspect that a child or young person is being, or has been abused.
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date.

Staff who do not have a lead child protection role (which, it explicitly states, must include the Headmaster, where this person is not the designated senior person) should receive such training at least every three years.

Temporary staff, which should include supply teachers, activity providers and volunteers or assistants, need to have child protection briefings.

It is the role of the Child Protection team to ensure that he/she receives refresher training at

two yearly intervals to keep his or her knowledge and skills up to date.

## **7. Child Protection and Social media**

Any images of students that are of sexual nature and distributed on social media or other means is considered as child abuse images (child pornography). Staff who are aware of any student possessing such images should confiscate the device that contains the images and should immediately report this to the relevant Child Protection Officer. Any member of staff found in possession of such images will immediately be referred to the Police authorities where criminal proceedings will begin.

## **8. Allegations of (Student) Peer on Peer Abuse**

Children can be perpetrators of abuse. If a student is alleged to have carried out abuse, s/he may be suspended from school during the period of the investigation. The School's Anti-bullying and Behaviour policies will also apply. The School will take appropriate action to thoroughly investigate any cases of such abuse and will take steps to ensure the safety and wellbeing of all students involved, including the student(s) who are the alleged offenders. If it is necessary for a student to be interviewed by the police, the School will ensure that the parents are informed as soon as possible and the student accompanied by an appropriate member of staff or adult.

## **9. Visiting speakers / visitors to the school:**

A biography of the speaker or institution must be provided with the purpose clearly defined as to the information the speaker/visitor wishes to communicate. The information must align to the values and ethos of the school. This must be discussed with the organiser prior to the visit.

Whenever possible, a notice period of no less than one month be given prior to the speaker/visitor's proposed date at school.

An organiser for the visitor/speaker is provided who will be the liaison with school.

The organiser must ascertain that all information communicated by the visitor/speaker is lawful.

School safeguarding procedures apply and visiting speakers should be asked to supply photographic identity from their institution when they arrive in Reception. They will be issued with the Safeguarding information for visitors to The English School and will be asked to familiarise themselves with these. They will be issued with a visitors' badge which they must wear at all times. Visitors must be accompanied at all times whilst they are on the school site. During the visit/talk the organising member of staff must ensure that at least one member of staff is present during the visit/talk, who is required to monitor what is being said to ensure that it aligns with the values and ethos of the school. In the unlikely event that the speech does not meet this requirement, immediate action must be taken by the member of staff to balance the information given and this must be reported to a senior member of staff immediately after the talk/visit.

### **10. Off-site trips/excursions:**

When students are taken off site on trips or excursions for sporting or educational purposes, a risk assessment must be carried out (in line with the current Risk Assessment procedures in place). This will include an assessment of the staff of any external agencies.

### **11. Security of the School Site.**

It is the duty of the school to ensure all steps are taken to ensure the school premises are secure.

The School will ensure the safety and wellbeing of all students on site through practical steps that dictate safe traffic flow and access to the school site at all times.

All visitors to the School must report to Reception and must wear a Visitor's badge. Visitors must sign in on arrival and sign out on departure. All visitors will be given a Visitors Leaflet which will include an outline of our Child Protection policy.



**Child Protection Report Form**

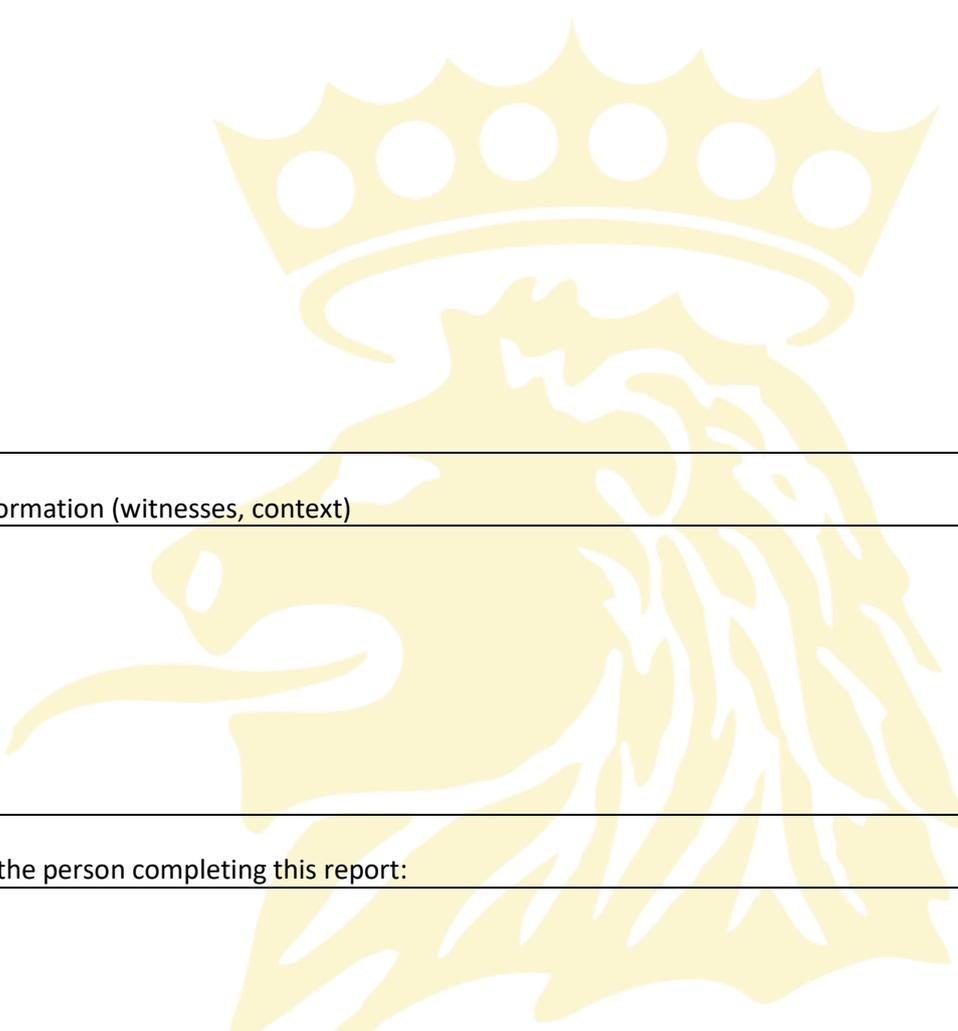
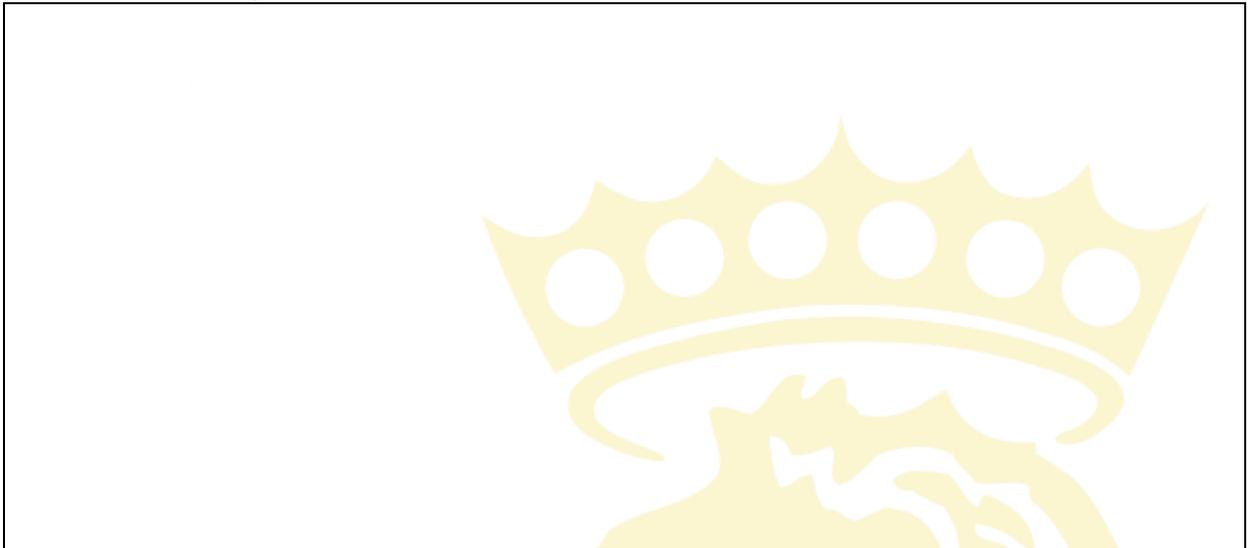
*To be submitted to the relevant Child Protection Officer*

Student name: \_\_\_\_\_ Form: \_\_\_\_\_

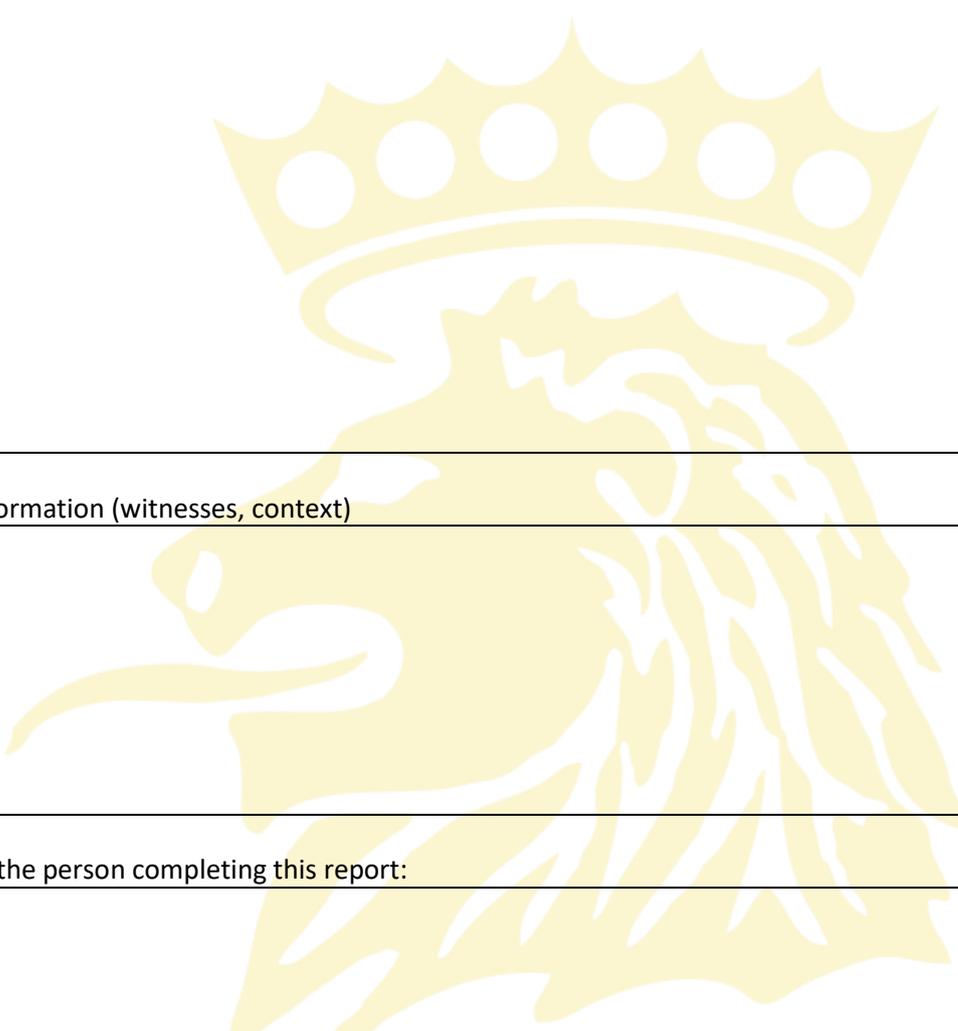
Date and time of the event/concern/incident: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ : \_\_\_\_\_  
Day Month Year Time

**The Incident:**

*Describe the nature of the incident or concern:*



Any other relevant information (witnesses, context)



Name and position of the person completing this report:

