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THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

Child Safeguarding Policy

The English School

The person responsible for Policy	Stuart Walker, Headmaster Elena Ignatiou, Assistant Head and DSL Eva Polyviou, DDSL
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Table of Contents

Contact information.....	3
Introduction	3
Aims	3
Safeguarding	4
Child protection	4
1. Definitions of Abuse (Based on the NSPCC definitions).....	5
Physical Abuse.....	5
Sexual Abuse	5
Emotional Abuse	5
Neglect	6
2. Safeguarding Issues.....	6
Child-on-Child Abuse.....	6
Serious Violence.....	7
Upskirting.....	7
Female Genital Mutilation (FGM)	7
Missing Children.....	7
3. Roles, Responsibilities and Procedures.....	7
a. All Staff	7
How to respond to a child's disclosure of abuse	7
Recording Procedure	8
Contextual safeguarding	8
b. Designated Safeguarding Lead / Deputy DSL.....	8
The procedure to be followed for child abuse cases	9
Actions regarding Child-on-Child abuse.....	9
c. Headmaster	9
d. The Board of Management	9
Immunity.....	10
4. Physical Environment.....	10
School.....	10
5. Procedures for handling disclosures regarding Teachers / Employees	10
Stage 1.....	10
Stage 2.....	11
Stage 3.....	11
Should the offender be deemed guilty	11
Unsubstantiated, unfounded, false, or malicious reports	11

6. Safe Recruitment (refer also to Safer Recruitment Policy).....	11
7. Staff Conduct and Training.....	12
8. Safeguarding and Social media/online behaviour	12
9. Terrorism, Extremist behaviour	13
10. Visiting speakers/visitors to the school:	13
11. Off-site trips/excursions.....	13
12. Canteen staff.....	13
13. Deliveries to the School	14
14. Work men/women on the site/cleaners/Bookshop sellers etc.	14
15. The English Institute (afternoon educational institute offering mainly EFL classes to children in the local community)	14
16. The Use of Reasonable Force.....	14
17. Record keeping	14
18. Awareness.....	14
19. Appendix 1 - Common Signs of Abuse or Neglect	15
20. Appendix 2 - Safeguarding Flowchart.....	16
21. Appendix 3 - Child Safeguarding Report Form.....	17

Contact information

Designated Safeguarding Lead (DSL): Ms Elena Ignatiou

Deputy Designated Safeguarding Lead: Dr Eva Polyviou

School Counsellor: Ms Charis Charalambous

Child Support Line: 116 111 (Greek language only); Monday – Friday 12:00 – 20:00, Saturday 09:30-14:00; <https://domviolence.org.cy/en/116111-2/>

Cyprus Social Welfare Services: 22406709

NSPCC UK [National Society for the Prevention of Cruelty to Children]

<https://www.nspcc.org.uk/keeping-children-safe/> Useful information for staff / parents in English

Note: This Policy is overseen by the Board of Management.

Designated Child Safeguarding Member of the Board: Ms N Partassidou.

The BoM, in conjunction with the DSL/Deputy DSL will monitor and evaluate the effectiveness of this policy on an annual basis.

Every member of staff will sign that they have read and understood this policy.

Introduction

The English School, Nicosia **Safeguarding Policy** sets out to outline how the school will safeguard and promote student's welfare to keep our learners safe from abuse, neglect and exploitation.

Our policy is based on the International Convention on the Rights of the Child legislation relating to the Rights of the Child¹, the European Convention on the exercise of Children's Rights, the Commissioner for the Protection of Children's Rights Law. This policy is also based on UK best practice and NSPCC guidelines.

The welfare of the child is **paramount**.

All members of staff must work together to ensure the wellbeing and safeguarding of all of our students.

Safeguarding and child protection underpin all relevant aspects of process and policy development in our school.

Aims

- Provide a safe environment to ensure children are able to learn and develop
- Acting in the best interests of children to protect them online and offline
- Identifying children who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by other children), grooming or exploitation
- Taking timely and appropriate safeguarding action for children who need extra help or who may be suffering, or likely to suffer, harm. This includes, if required, referring in a timely way to those who have the expertise to help
- Using safe recruitment processes and managing allegations that may meet the harm threshold and allegations/concerns that do not meet the harm threshold, referred to as low-level concerns

¹ in particular Articles 19 and 24

This policy is to be used in conjunction, where relevant, with the school's Anti-bullying policy, Behaviour Policy, Online safety Policy, Mobile phone policy, Missing child policy, Student's Code of Conduct, Educational Visits Policy, Visitors in School Policy, Safer-Recruitment Policy, and HR Code of Professional Conduct.

Safeguarding

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: KCSIE <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>):

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

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

Safeguarding also serves to protect and ensure the wellbeing of children in need whose health and development will be harmed without provisions being made. Children in need include those with special educational needs or disabilities, children who have committed a crime or whose parents are in prison and young carers.

The School will ensure the wellbeing and safety of all categories of young people including the following: local ethnic groups including G/Cs, T/Cs, and other ethnic and religious groups (Orthodox, Muslim, Catholic, and others). Vulnerable groups whose welfare is also a key safeguarding issue include LGBT young people, those with SEND.

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. An adult or adults, or another child or children may abuse them.

What school staff should look out for:

Abuse and neglect: Knowing what to look for is vital to the early identification of abuse and neglect (see *Appendix 1: Common Signs of Abuse or Neglect*). All staff should be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may be in need of help or protection. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. If staff are unsure, they should always speak to the Designated Safeguarding Lead or the Deputy (DSL or DDSL).

This policy identifies four types of child abuse:

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

All staff should be aware that being subjected to violence and/or abuse may breach children's rights, as set out in the Human Rights Act.

Physical Abuse

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

FGM (Female Genital Mutilation) is also a specific safeguarding concern see p 7.

Note: Self-harming:

Self-harming can take many physical forms, including cutting, burning, bruising, scratching, hair pulling, poisoning and overdosing. In addition, 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 is often a way for young people to release overwhelming emotions. It is a way of coping. Therefore, 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 through contact abuse, non-contact abuse (which 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 from both adults and other children. Upskirting and other inappropriate use of electronic devices (see Online and Mobile Phone Policies) are safeguarding issues.

Child sexual exploitation is a form of sexual abuse and can be a one-off occurrence or might happen over time. All children and young people, including 16- and 17-year-olds, can experience child sexual exploitation.

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, verbal abuse or isolating and ignoring 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.

All staff should be able to reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence, or sexual harassment.

Where there is a safeguarding concern, young people and children's wishes and feelings should be considered when determining what action to take and what services to provide [DSL / DDSL make these important decisions]. Children and young people should know that their concerns will be treated seriously, and they can safely express their views. Systems for reporting abuse should be well promoted, easily understood and easily accessible for children.

2. Safeguarding Issues

Child-on-Child Abuse

Children can be perpetrators of abuse. Child-on-child abuse happens when a young person is bullied or harmed by another young person of the same or similar age. Child-on-child abuse can include sexual exploitation, harmful sexual behaviour, serious youth crime, including physical assault, rape, and murder between young people under the age of 18 and domestic abuse (emotional, physical, sexual, coercive). Child-on-child abuse can occur in the context of bullying (racist, cyber, sexist, sexual, sexual harassment, homophobic, transphobic, religious, those with special needs). Refer also to policies on Anti-bullying, Mobile phones, On-line safety.

Sexual violence and sexual harassment can happen between children of any age and gender. Such cases may occur online and/or offline. It is important that staff are fully aware of certain groups that may be more at risk from peer on child abuse such as those with SEND and LGBT children and young people along with other minority groups.

At no time will any such sexual harassment (verbal and physical) be dismissed as insignificant. Any such cases will be treated as a safeguarding issue.

All staff must understand the importance of challenging inappropriate behaviour between children and young people. Staff should also recognise that downplaying certain behaviours as "just banter" or "boys being boys" can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse. Staff will understand that even if there are no reports of child-on-child abuse in our school, this does not mean it is not happening. If staff have any concerns about child-on-child abuse, they should speak to the designated safeguarding lead (DSL) or the deputy (DDSL).

Domestic Abuse

Children and young people can experience domestic abuse. Domestic abuse increases the risk to children and young people, removing opportunities for them to seek help. School is often the only place children experiencing domestic abuse can feel safe.

Domestic abuse:

- Can be psychological, physical, sexual, financial, or emotional
- Can impact on children through seeing, hearing, or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Serious Violence

Children may be at risk from or involved with serious violent crimes. This could be evidenced by significant absenteeism from school, changes in friendships and/or relationships with older individuals, deteriorating levels of academic achievement, self-harm, or other changes in wellbeing.

Upskirting

This will involve taking photos under an individual's clothing without their knowledge or consent. The aim may be to humiliate or distress the victim and/or to gain sexual gratification.

Female Genital Mutilation (FGM)

Any concerns regarding FGM (the partial or total removal of external female genitalia or other injuries to female genital organs) must be referred to the DSL who will refer such cases to the appropriate authorities, including the police. Staff will not examine young people or children suspected of being victims of FGM but where there is a suspicion for instance, through a disclosure from a student or adult, such concerns will immediately be referred to the DSL.

Missing Children

A child that is missing from school or an educational activity offsite may be a warning of a safeguarding issue. Such cases may include neglect, abuse, mental health problems, substance abuse and other threats to the wellbeing of a child. Staff must be fully aware of the school's Missing Child Policy.

3. Roles, Responsibilities and Procedures

a. All Staff

School staff are particularly important as they can identify concerns early, provide help for children and prevent concerns from escalating. Staff should be aware 'it could happen here' and create a safe environment where children can disclose abuse. It is the responsibility of every member of staff to know and understand Safeguarding policies and procedures. The Designated Safeguarding Lead and/or Deputy DSL should be always be made available to discuss concerns.

The following process should be faithfully followed (*see Appendix 2: Safeguarding Flowchart*)

Concern about a child

Notify the DSL / DDSL in person or by phone.

If staff have any concerns about a child, or a child makes a disclosure to you, it should be acted on immediately, in line with school policy and procedures, and you must **always** seek advice from the DSL/DDSL.

All concerns, discussions and decisions made, including the reasons for those decisions, should be recorded in writing (*see Appendix 3: Child Safeguarding Report Form*). Liaise with the DSL/DDSL recording protocol.

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.

All staff should be aware that children might not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. For example children may feel embarrassed, humiliated or being threatened. This should not prevent staff from having a professional curiosity and speaking to the DSL/DDSL if they have concerns about a child.

All staff should know what to do if a child tells them that they are being abused or neglected. Staff should know how to maintain an appropriate level of confidentiality while never promising a child that they will not tell anyone about what they have disclosed.

General advice checklist for all staff when a student wishes to offer a disclosure:

DO	DON'T
Be accessible	React strongly e.g. 'that's terrible!'
Be calm and listen carefully	Jump to conclusions
Take it seriously	Speculate or accuse anyone
Reassure the student they were right to tell	Tell the student you will keep their secret
Say what will happen next	Ask leading questions
Consult immediately with the DSL	Make promises you cannot keep
Make a careful record of what was said	Stop the student from speaking freely
	Tell them to stop talking so you can go and fetch the DSL

Recording Procedure

It is important that records include a clear and comprehensive summary of the concern including details of how the concern was followed up, resolved, and a note of any action taken, decisions reached and the outcome.

- Use the relevant Safeguarding Report Form (*see Appendix 3*) 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.
- 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 DSL and that they are NOT in the student's regular school files.

A decision is made by the DSL and DDSL (in consultation with the Headmaster, if required), on appropriate action.

Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside the school. All staff should be considering the context within which such incidents and / or behaviours occur. This is known as contextual safeguarding which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

The previous schools of all new entrants to the School will be contacted with regard to any safeguarding or wellbeing issues, including those related to SEND.

b. Designated Safeguarding Lead / Deputy DSL

The Designated Safeguarding Lead actively liaises with other school staff with safeguarding responsibilities, teachers, pastoral support staff, school nurses, IT leads, SENCOs and senior mental health leads on matters of safety and safeguarding to ensure safeguarding and promoting children's well-being are effective.

The DSL or a deputy should always be made available during school/college hours for the staff in the school to discuss any safeguarding concerns.

The procedure to be followed for child abuse cases

- 1) 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 Welfare Services may be contacted.
- 2) Assess and provide appropriate medical care. 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.
- 3) At the time of the meeting, the School may refer the child for counselling and support, via a school-approved mental health professional.
- 4) 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 welfare services should be notified.
- 5) Only the DSL/DDSL 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.

Actions regarding Child-on-Child 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, Mobile phone, Online safety, and Behaviour policies will also apply, where relevant. 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 immediately, and the student accompanied by an appropriate member of staff or adult.

c. Headmaster

The school Headmaster will ensure that the policies and procedures, adopted by their Board of Management, are understood and followed by all staff. This includes working with the Designated Safeguarding Lead, their deputy, and other senior leaders, to ensure the effectiveness of safeguarding within the school and ensuring that educational outcomes of children who have or have had support from Social Welfare Services are promoted.

d. The Board of Management

The Board of Management has a strategic leadership responsibility for the school safeguarding arrangements and has the responsibility to ensure that the school complies with safeguarding duties. There is a senior board level lead to take leadership responsibility for the establishment's safeguarding arrangements.

The Board of Management exercises strategic oversight of all aspects of safeguarding in the school.

Immunity

The School shall not hold responsible or fault any school employee making a report of abuse that is later judged 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.

4. 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.

Security of 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 Safeguarding policy. (See relevant Visitors in School Policy.)

It is the duty of all members of staff to challenge any non-member of staff/visitor who is not wearing a Visitor's badge. In such cases, they will be referred to Reception to sign in.

5. Procedures for handling disclosures regarding Teachers / Employees

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

- An allegation of concern is reported to the DSL, who will discuss the case with the Headmaster as soon as possible, on the same day of the allegation being reported.

- The student's parents must be informed immediately.
- Restrictions must be immediately placed, if deemed necessary, on the teacher's access to the student, and possibly to all students.

Stage 2

- The Headmaster must see the teacher concerned, with a witness within 24 hours.
- The teacher is immediately isolated from the school, with no access allowed to the school, pending investigation.
- The DSL/DDSL and the Headmaster must meet with the teacher, outside the school, if necessary, for further discussion within a further 48 hours.
- In light of evidence, the Headmaster will decide the appropriate course of action. This could include a Hearing with the Board of Management. The decision on the course of action, including a hearing with the BoM will be completed within 10 days of the initial allegation.
- Following the completion of the investigation and having reached its conclusions, the Headmaster must take appropriate action. This will include a verbal warning/a formal warning/dismissal/re-instatement.
- 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 will immediately report the suspected abuse to the police for investigation. This may involve criminal investigation.

All staff have a responsibility to report concerns about the professional conduct of colleagues or other adults whose behaviour might harm a child. Any concerns that are raised should be listened to fairly and equally with all allegations taken very seriously.

Unsubstantiated, unfounded, false, or malicious reports

Responding to allegations, which are found to be unsubstantiated, unfounded, false, or malicious: In these cases, the DSL should consider whether the child or person who has made the allegation needs support or may have been abused by someone else.

6. Safe Recruitment (refer also to Safer Recruitment Policy)

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 employee 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.
- Any UK based teacher must submit an enhanced DBS check.
- 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.
- In the job interview, value questions relating to Safeguarding will be asked.
- The Job advert will include the School's ethos regarding Safeguarding
- All written references AND police/background checks are received prior to the offer of employment.

7. 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:

- New staff should have safeguarding training as part of the induction process.
- All Staff have annual, mandatory Safeguarding training, making them aware of the following areas:
 - When and where abuse occurs
 - Types of abuse – physical, emotional, sexual abuse, neglect, peer on peer abuse
 - How to respond if they suspect that a child or young person is being or has been abused
 - Updates to Safeguarding
- All staff should be made aware of the school's policy and procedures regarding Child Safeguarding.
- Ensure that all staff undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date.
- All members of the Board of Management will receive Safeguarding training and updates and Safe Recruitment training.
- All staff will ensure they are familiar with this and the following policies: Anti-bullying, Online safety, Missing child, Mobile phones, Behaviour – staff will indicate they have read/are familiar with and understood the above policies
- Staff who do not have a lead safeguarding role (which must include the Headmaster, where this person is not the designated lead person) should receive refresher training at least every three years.

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

All visitors to the School site will be issued with a leaflet outlining the School's policies on Child Safeguarding when they sign in at Reception.

It is the role of the DSL and Deputy DSL to ensure that they receive refreshers regularly (every year) and regular updates/refreshers at staff briefings/staff meetings to keep their knowledge and skills up to date and to keep abreast of any new published updates. Updates will also be published and distributed to all staff.

8. Safeguarding and Social media/online behaviour

Any images of students that are of sexual nature and distributed on social media or other means are 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 DSL/Deputy DSL. Any member of staff found in possession of such images will immediately be referred to the Police authorities.

Other types of online abuse include sexual harassment, verbal abuse, sexting, and grooming. Staff who become aware of such online behaviour will report their concerns or any disclosures to the DSL/Deputy DSL. Related policies include Anti-bullying, Mobile Phones and Online safety.

Online safety is an area that is addressed through the PSHCE programme. The programme is reviewed every two years and its effectiveness assessed in relation to feedback from form tutors and students. Staff who deliver the PSHCE programme have a duty in ensuring all students are aware of the risks in online behaviour and with regard to what to do in cases of concern.

9. Terrorism, Extremist behaviour

Risks of terrorist attack are in general considered low in the context of Cyprus, despite its geographic location. Extremist behaviour from students, including threatening and provocative (verbal, online and physical) is not tolerated. Any such behaviour runs counter to the School's Mission Statement and young people whose behaviour is deemed provocative or threatening in this context will be dealt with in line with the School's Code of Conduct, Online, Behaviour and Anti-bullying policies. The PSHCE programme also addresses issues related to respect, identity, terrorism, and extremist behaviour in the upper forms.

10. Visiting speakers/visitors to the school:

(Refer also to separate Visitors in School Policy)

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 (this will also be available in Greek and Turkish) and will be asked to familiarise themselves with these. They will be issued with a visitor's badge/lanyard, 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.

11. 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 and will be in line with the Child Safeguarding policy of the School.

12. Canteen staff

All canteen employees will be required to wear at all times their ID badge and will be briefed on safeguarding by the DSL/DDSL.

13. Deliveries to the School

Drivers or delivery personnel will be accompanied at all times by the relevant staff member taking the delivery. Deliveries should not take place during breaks when students are in the yard. These NO DELIVERY time slots should be shared with all companies.

14. Work men/women on the site/cleaners/Bookshop sellers etc.

All outsiders carrying out tasks on the site will be issued an ID badge by Reception. This they will return at the end of their assigned task. They will also be issued a leaflet on Child Safeguarding (available in Greek and Turkish also). Wherever possible, an Induction will be carried out for those who are regular workers/visitors on the site.

15. The English Institute (afternoon educational institute offering mainly EFL classes to children in the local community)

All staff at the Institute will be trained in Child Safeguarding. A Professional Code of Conduct will be produced for Institute staff, which all will be expected to sign. A Liaison Safeguarding Lead is also designated for any urgent cases of concern. This Lead will immediately contact the DSL/Deputy DSL for any urgent cases.

16. The Use of Reasonable Force

There are circumstances in which it will be necessary for members of staff to use reasonable force (physical contact) in safeguarding children and young people. This may involve guiding a student to safety when breaking up a fight. Reasonable is defined as no more force than is required. In the case of a fight, restraint is used to physically bring a student under control, always acting to avoid any injury. Reasonable force can be used to restrain students from hurting themselves or others or from damaging property. The decision on whether or not to use physical force is down to the professional judgement of the member of staff and will be guided by the individual circumstances of each incident.

17. Record keeping

Records of all Safeguarding cases are retained under lock and key in the Office of the DSL. The DSL and Deputy DSL hold the keys to these records.

18. Awareness

All staff, on instruction from the DSL/Deputy DSL, will be required to read/become fully aware of the School/s Safeguarding Policy and other related policies as well as any updates.

Appendix 1: ES Safeguarding Signs of Abuse

Appendix 2: ES Safeguarding Flowchart

Appendix 3: ES Child Safeguarding Report Form

19. Appendix 1 - Common Signs of Abuse or Neglect

Some common signs that there may be something concerning happening in a child's life include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body

Physical abuse

- Unexplained injuries, bruises or marks
- Injuries which have an unusual fracture or are in an unusual place on the body
- Fear, watchfulness, over anxiety to please
- Small round burns or bite marks
- Frequent time off from school

Sexual abuse

- Sexual knowledge or comments that you wouldn't expect from a child
- Sexual behaviour that you wouldn't expect from a child
- Unexpected reactions, fear or wariness of people
- Repeated urinary or genital infections
- Pregnancy or sexually transmitted diseases
- Self-harming or recurrent abdominal pains

Emotional abuse

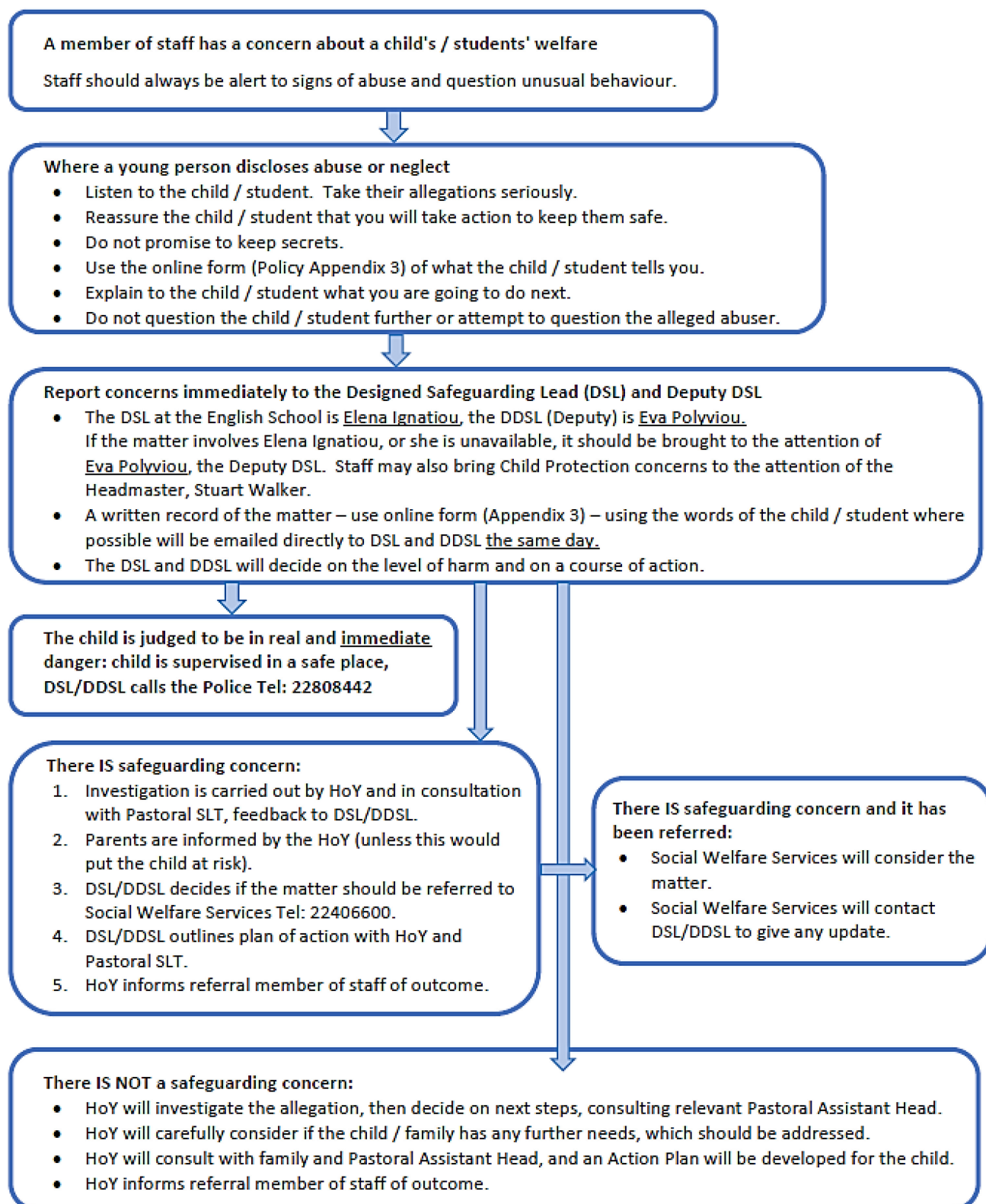
- Withdrawn, anxious behaviour, lack of self-confidence
- Self-harm and eating disorders
- Demanding or attention seeking behaviour
- Not wanting to communicate
- Repetitive, nervous behaviour such as rocking, hair twisting or scratching

Neglect

- Dirty, scruffy or unsuitable clothes
- No one seeks medical help when the child is ill or hurt
- The child is smelly, unclean hair and dirty nails
- Dental issues (bad breath)
- The child is left alone or with unsuitable carers
- The child is thin, pale and lacking energy
- Lots of accidents happen to the child
- The child is exposed to risks or dangers, such as drugs

20. Appendix 2 - Safeguarding Flowchart

What to do if you are worried a child / student is being abused or neglected



21. Appendix 3 - Child Safeguarding Report Form

To be filled in for ALL cases of concern by the reporting member of staff and submitted by email to the Designated Safeguarding Lead (DSL and DDSL) the same day.

Student Name	Click or tap here to enter text.		Form	Click or tap here to enter text.
Date of the event / concern / incident	Click or tap to enter a date.	Time of the event / concern / incident	Click or tap here to enter text.	
The incident				
Describe the nature of the incident or concern: Click or tap here to enter text.				
Any other relevant information (witness, context) Click or tap here to enter text.				
Name and position of the person completing this report Click or tap here to enter text.				