



Greek Primary School  
Of  
London

2023-2024

# SAFEGUARDING POLICY



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To be reviewed: November 2024



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## 1. Introduction

We recognise that all staff and school authorities have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. Our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily. This policy applies to all staff, school authorities and volunteers working in our school. This policy has been written in line with Keeping Children Safe in Education 2019. All staff will sign to confirm they have read and understood this policy.

## 2. Aims

To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the well-being of children. To ensure consistent good practice across the school. To demonstrate the school's commitment with regard to safeguarding children.

## 3. Procedures of how do Greek Primary School of London safeguard our children?

The Greek School's policy covers the following areas:

- Policy and procedures for dealing with concerns about a child, in accordance with Ealing Council agreed inter-agency procedures.
- Arrangements for handling allegations of abuse against members of staff, volunteers and the Head teacher
- The staff code of conduct/behaviour policy
- Greek school's whistle-blowing procedures
- Management of safeguarding including the appointment of the Designated Safeguarding Lead (DSL)
- The training of the DSL, new and old staff and the Head teacher
- Arrangements for reviewing the child protection policies and procedures annually
- The arrangements to fulfil other safeguarding and welfare responsibilities

## 4. Terminology

- Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.
- Child Protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see Working Together to Safeguard Children, An Inter-agency Guide to Safeguard and Promote the Welfare of Children) in respect of those children who have been identified as suffering, or being at risk of suffering harm.
- Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.
- Child refers to all young people who have not yet reached their 18th birthday.
- Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents
- DSL: Designated Safeguarding Lead
- LADO: Local Authority Designated Officer

## 5. Statutory framework

In order to safeguard and promote the welfare of children, the school will act in accordance with Keeping Children Safe in Education (September 2019) and other legislation, guidance and advice detailed in **Appendix 2**.

## 6. Safeguarding Training

- All staff members will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and



staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. In addition to the formal training, their knowledge and skills will be refreshed (this might be via e-mail, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
- All new members of staff will receive child protection training as part of their induction programme
- Record training

Training Title	Staff	Date
Level 3 Designated Safeguarding Lead	Head Teacher	Barbara Chroni
	Teacher	Stella Koupadi
Safeguarding Training	Whole School	Completed by November 2023

## 7. The Head Teacher’s and the Designated safeguarding Lead’s Role and Responsibilities at Safeguarding

In line with the statutory guidance (2022), the Head Teacher will ensure that **all staff understand their role in safeguarding and promoting the welfare of children.**

### The Head Teacher is expected to:

- ensure that the policies and procedures adopted by the proprietor are fully implemented, and followed by all staff;
- allocate sufficient resources and time to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies, where appropriate.
- ensure that induction procedures are robust and meet the requirements outlined in KCSIE 2020
- ensure that a barred list check is completed and a risk assessment is in place in order for any individual who starts before a DBS certificate is received, is appropriately supervised.
- refer to DBS any person dismissed or removed due to safeguarding concerns.

### The Designated Safeguarding Lead is expected to:

- Refer cases of suspected abuse to the local authority children’s social care as required;
- Support staff who make referrals to local authority children’s social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.



- refresh their knowledge and skills at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review 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 and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB (Local Safeguarding Children Board) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns and arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

## 8. The role and responsibilities of all staff within the school

Our School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All our school staff have a responsibility to :

- provide a safe environment in which children can learn.
- refer to DSL who will provide support to our staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- get advise on the response to safeguarding concerns by the DSL (or deputy).
- be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- follow the referral processes (detailed on reporting an incident) when concerns are raising. Staff should expect to support Social Workers and other agencies following any referral.
- staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff are aware of the additional barriers in identifying possible abuse and neglect in these children. They recognise the need to explore the reasons for changes in behaviour, mood and injury rather than assume it is related to the child's disability; understand that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; overcome the barriers and difficulties in communication with these children.



- All staff will ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns.

This means that they must:

- i.* Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of signs and symptoms
- ii.* Recognise that peer-on-peer abuse (all forms, including physical and sexual violence and harassment, sexting, ‘up skirting 1’ and bullying must be taken seriously and appropriately reported;
- iii.* Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour (without promising they will not tell anyone);
- iv.* Read carefully any documentation provided by the DSL to update their safeguarding training.
- v.* It is recognised that a child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school provision sessions. It is therefore important that all the staff are aware of the signs and behaviour which may indicate abuse.

## 9. Ealing Safeguarding Guidance

The Local Safeguarding Children Board (LSCB) which sets the local procedures is Ealing Safeguarding Children Board

<https://www.ealing.gov.uk/info/201023/children> and families’ social care/169/child protection and safeguarding.

Office Address:

Ealing Council, Perceval House, 14/16 Uxbridge Road, Ealing W5 2HL

Children Services Social Care (Children’s Advice and Duty Services CADS)

Ealing Council, Perceval House, 14/16 Uxbridge Road, Ealing W5 2HL

**Local Authority  
Designated Officer  
LADO**

Paul Andrews

[asv@ealing.gov.uk](mailto:asv@ealing.gov.uk)

020 8825 8930

**Child Protection  
Duty Desk  
02088258930**

**Ealing Council  
children’s services  
02088258000**

**Police child  
protection team:  
02082461901**

Preventing Extremism in Schools and Children’s Services

[counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

Telephone 020 7340 7264

Department for Education (DfE) – 020 7340 7264

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

### Additional useful links:

- [www.childline.org.uk](http://www.childline.org.uk) – Child line is free helpline for children and young people in the UK. Children and young people can call 0800 1111 to talk about any problem
- <https://www.gov.uk/government/organisations/department-for-education>
- [www.nspcc.org.uk](http://www.nspcc.org.uk) –The NSPCC (National Society for the Prevention of Cruelty to Children) is the UK’s leading charity specialising in child protection and the prevention of cruelty to children.
- [www.barmados.org.uk](http://www.barmados.org.uk) - Helps the most vulnerable children and young people transform their lives and fulfil their potential.



## 10. When to be concerned

All staff and volunteers must be aware that the main categories of abuse are:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Mental health

All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse.

## 11. Raising a concern

The Greek School prides itself on being an environment in which all staff feel it is their individual and collective responsibility and duty to raise a concern. All staff are supported in their safeguarding role, and should exercise the right to make a referral to an external agency as outlined in the KCSIE guidance.

The Greek School ensure that there is adequate risk assessment in place if any reports of sexual violence or sexual harassment are made and there is a clear procedure to follow for supporting victims and those accused.

## 12. Reporting a concern

This policy applies to all on and off site activities undertaken by the pupils whilst they are the responsibility of the school.

The Local Safeguarding Children Board (LSCB) London Safeguarding Children Board which sets the local procedures is Ealing Safeguarding Children Board

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/escb.page?escbchannel=0>

(see Appendix 3 flowchart)

If any member of staff has a concern about a particular child in their care, they must immediately report their concerns to, and seek advice from the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead. Staff must provide the DSL with a signed and dated written record of their concerns. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children's Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow referral, along with the role they might be expected to play in such assessment.

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

- a) Disclosure/Reporting concerns (See Appendix 4 )
- b) Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light
- c) Listen to what is being said without displaying shock or disbelief
- d) Do not make false promises which may not be able to be fulfilled and do not promise confidentiality
- e) Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Ask open questions such as "Tell me, and How did that happen"
- f) Not criticise the alleged perpetrator
- g) Reassure the child that what has happened is not his or her fault
- h) Stress that it was the right thing to tell
- i) Explain what has to be done next and who has to be told





- j)* Find out just enough to be sure of the need to refer, and keep any questions open rather than closed
- k)* Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- l)* Sign and date the record of disclosure
- m)* Speak with the Designated Safeguarding Lead for Child Protection, and provide him/her with the signed, dated written record, using the agreed school proforma, without delay.

The same approach to receiving a disclosure must be taken if the discloser not the allegedly abused child but another child or an adult. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital. Referrals will be made as soon as possible by telephone and the appropriate forms completed and sent at the same time.

Additional referral guidance is provided in **Appendix 3**

### **13. Confidentiality**

Staff has the professional responsibility to share relevant information about the protection of children with other professionals particularly investigating agencies. If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the child sensitively that he/she has a responsibility to refer for the child's own sake. Within that context, the child should, however be assured that the matter will be disclosed only to the people who need to know about it.

#### **SUPPORT**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. School maybe the only stable, secure and predictable element in the lives of children at risk.

#### **SHARING INFORMATION**

'Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection The only purpose of confidentiality in this respect is to benefit the child.'

- All discussions concerning a child's safety and well-being will be treated in the strictest of confidence. However, a teacher cannot guarantee the child that things will go no further as the child at risk must be helped and supported. This will involve the teacher sharing the information with the DSL and then with other agencies as necessary.
- Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, including the social service departments, must always however, have regard to both common and statute law.
- Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children.
- Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

### **14. Record Keeping**

All concern forms/body maps and chronology sheets should be signed and dated. They should together provide an accurate factual account of the concern and action taken by the school. The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be forwarded to the Link Teacher at the receiving school. The school will retain a receipt for the records signed by the receiving school. The information contained will be regarded as confidential. Any request for access to the information by non-Ealing Safeguarding Children Partnership Agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/Child Protection Designated Safeguarding Lead who is advised to seek legal advice before acting.





## Record keeping at School

All records of concern and multi-agency involvement should be kept separate from the child's academic records. They must be kept securely with access only for the DSL, Deputy DSL's and Head Teacher.

## 15. Dealing with Allegations against School Staff

The purpose of the LADO is to deal with allegations of abuse against teachers and other staff. The Greek School recognises that the school is an agent of referral and not of investigation: no action will be taken knowingly which might undermine a criminal investigation. In case of doubt about an allegation or suspicion of abuse, a Local Authority Designated Officer (LADO) will be consulted (even on a no-names basis). Care is taken to eradicate any unnecessary delays. The Greek School will not undertake its own investigation unless prior LA permission from the LADO has been granted. In borderline cases, discussions with the LADO(s) will be held informally and without naming The Greek School or the individual.

For clarity, all allegations are to be reported straight away, normally to the DSL who will keep the Head teacher informed at every turn. The LADO should be informed **within one working day by the Head teacher or the Designated Teacher** of all allegations that come to the Greek School's attention or that are made directly to the Police.

### Preventative Action:

- Raising and effective induction procedures
- Effective supervision of all staff
- Supportive culture within the school.

### Guidance:

- Be aware that malicious allegations can be made
- All allegations must be reported immediately
- Allegations are usually reported to the Head/ SLT member
- If the Head is subject to allegations, reports should be made to the Educational Counsellor who will consult with the LADO.
- Staff should be aware of the LADO's contact details
- Any member of staff who believes with reasonable cause that allegations about staff are not being referred to the LADO or handled appropriately may refer the matter directly to the LADO.
- Under no circumstances will we send a child home, pending such an investigation, unless the advice is given exceptionally, as a result of a consultation with the LADO.
- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

### Key Players:

- LADO responsible for child's safety
- Police responsible for criminal offence
- The Greek School responsible for staff, child, reputation management etc.

Immediate contact should be made with the LADO 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 any communication with both the individual and the parents of the child/children agreed. The Greek school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. Due weight will be given to the views of the LADO and to the policy when making a decision about suspension.

Furthermore, our school acknowledges its responsibility for confidentiality and to guard against unwanted publicity in the situation where an allegation has been made against a member of staff, right up to the point where the accused person is charged with an offence, or the DfE/National College for Teaching and Leadership (NCTL) publish information about an investigation or decision in a disciplinary case.

### Telling the staff member:



This is a collaborative act with the LADO and/or the Police, who will advise taking into consideration the likelihood of destruction of evidence and/or intimidation of the witness. A letter is sent to the staff member, which outlines what will happen next.

### **Suspension:**

Suspension is NOT the default position. The Greek School will decide on guidance from other agencies as to whether other duties or supervision are more appropriate in the circumstances.

### **Strategy Discussion:**

This multi-agency discussion is only convened if there is likely to be significant harm suffered. The Greek School will be invited to attend and the LADO will lead. There may or may not be Police involvement.

### **Investigation:**

The LADO will carry this out but The Greek School will decide the outcome when this is completed.

Should an allegation be made against the Headteacher of the school, the DSL or a member of staff should contact the Educational Counsellor **directly**.

The Greek School is committed to report promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. 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;
- Voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

The Greek School acknowledges that compromise agreements cannot prevent a referral being made to the DBS when it is legally required nor can an individual's refusal the Educational Counsellor recognises its legal duty to respond to requests from the DBS for information they hold already, and to co-operate with any investigation.

The Greek School understands fully its duty to consider making a referral to the LADO where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate.

The reasons such an order would be considered are:

- Unacceptable professional conduct
- Conduct that may bring the profession into disrepute
- Conviction, at any time, for a relevant offence.

## **STAFF CODE OF CONDUCT**

The staff code of conduct incorporates the guidance contained in the KCSIE 2018 and includes guidance on:

- Staff/pupil relationships
- Communications including the use of social media

Staff are made aware that it is an offence for a person aged 18 and over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

Our school policy declares a clear rejection of behaviour that has perhaps been tolerated in the past and considered to be "banned".

The Staff code of conduct gives clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil, and includes guidance on changing arrangements, one-to-one tuition, music, performing arts or sports coaching, conveying a pupils by car and engaging in inappropriate electronic communication with a pupil.

School keeps **more than one contact numbers** to use if child does not attend school.



Staff are strongly encouraged to ensure the following, in order to protect themselves against possible allegations, especially in situations which require a one to one involvement with a child, such as PE sessions and/or peripatetic lessons:

- If you engage in 1 to 1 tuition time with a child, leave the door ajar, and inform the office of your location and time.
- Male members of staff should be accompanied by a female member of staff in circumstances when children are changing.
- Staff are NOT permitted to convey pupils by car under any circumstances.
- Staff MUST NEVER photograph children using personal equipment.
- Year 6 children are expected to hand in their mobile phones to the office at the beginning of the day and are strongly discouraged from using photographic equipment of that nature in school.
- Do not allow unknown adults unsupervised access to children.
- Physical contact should be kept to a minimum and only used when there is a genuine reason in relation to the activity or event, e.g. First Aid/PE etc.
- Staff should choose their words and language carefully so they cannot be misconstrued or misinterpreted. Staff should avoid belittling or making jokes at the expense of children.
- School has adequate risk assessment in place if any reports of sexual violence or harassment are made and has the clear procedures to follow for supporting victims and those accused.

Staff must ensure that their behaviour and actions do not place pupils or staff at risk of harm or allegations of harm to a pupil.

#### **Staff should not engage in any of the following:**

- Over familiar pupil/teacher relationship
- Sexual touching
- Causing or inciting a pupil to engage in a sexual activity
- Engaging in sexual activity in front of a pupil
- For the gratification of an adult, causing a pupil to watch a sex act

#### **Staff must be aware of the following:**

All computer equipment and internet access within our school is subject to appropriate controls and internet safety rules. Use of any ICT equipment is closely supervised, and we expect this level of supervision to be applied in the home. All safety controls within school are in place from 8.00 am until the close of the extended afternoon school, 5.00 pm.

Technology offers fantastic opportunities for children. However, it can be misused, and this can be very painful for those, both children and teachers, who are the targets of cyber bullying. The Greek School staff need to help the children and young people prepare for the hazards whilst promoting the many learning and social opportunities available.

*Cyberbullying is the unacceptable face of new technology, and we need concerted action across society to address it.*

**(Kevin Brennan, Parliamentary Secretary of State for Children, Young People and families)**

#### **RISKS WITH SOCIAL MEDIA CONTACT**

**Staff are advised not to communicate with parents or pupils via social networking sites, as they may inadvertently place themselves in compromising situations, which may cause themselves embarrassment or bring the school's name into disrepute.**

Social Networking Sites: (Facebook; Twitter; LinkedIn etc)

- Do NOT talk about The Greek School / work
- Take care about your profile picture
- Do not bring The Greek School into disrepute
- BAN any teacher-pupil contact
- No friending of pupils
- No sharing of photos with pupils
- Be careful about your privacy settings
- Be careful about all posts, blogs and comments on line



### Mobile 'Phone Contact:

- Have NO telephone contact at all with pupil

### E-mail Contact and Instant Messaging:

- Never e-mail a pupil using a private e-mail address: use only school e-mail address and follow The Greek School code of conduct for digital media

## **WHISTLEBLOWING PROCEDURES**

The Greek School has clear whistle blowing procedures a

- ❖ The Greek School has a culture of safety and of raising concerns
- ❖ We value our staff and we are proud for our reflective practice.
- ❖ Provision is made for mediation and dispute resolution for all members of our community.
- ❖ Support is available for staff and pupils alike.

A whistle-blower is a person who raises a genuine concern relating to the matters below. If employees have any genuine concerns related to suspected wrongdoing or danger affecting any of our activities (a whistle-blowing concern) s/he should report it under this policy. Whistle-blowing is the disclosure of information which relates to suspected wrongdoing or dangers at work. This may include:

- (a) criminal activity;
- (b) miscarriages of justice;
- (c) danger to health and safety;
- (d) damage to the environment;
- (e) failure to comply with any legal or professional obligation or regulatory requirements;
- (f) bribery;
- (g) financial fraud or mismanagement;
- (h) negligence;
- (i) breach of our internal policies and procedures;
- (j) conduct likely to damage our reputation;
- (k) unauthorised disclosure of confidential information;
- (l) public examination fraud;
- (m) the deliberate concealment of any of the above matters.

### **If you have a concern about a colleague**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. Staff must raise concerns or allegations in confidence, knowing that a sensitive enquire will take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher, in good faith with immunity from retribution or disciplinary action. If staff has concerns about the conduct of the Headteacher towards a pupils should report to the Greek Educational Counsellor.

Concerns about safeguarding practices can be raised externally using the NSPCC whistleblowing helpline. Employees can call 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **Disclosures made by children**

Staff must follow the procedures outlined in this document, for listening to and dealing with disclosures. Staff are trained to report if they have any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or 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.

### **Social Services Referral:**

Staff must be aware that referrals to **Ealing Council** are to be made **in writing** or in a written confirmation of a phone call, within 24 hours, using the appropriate forms (see **Appendix 4**)

## **COMPLAINTS PROCEDURE**

Our complaints procedure will be followed as outlined in our Complaints Policy where a pupil or parent raises concern about poor practices towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include



unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way.

## **EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS**

Where extended school activities are provided by and managed by school, our own child protection policy and procedures apply. If another organisation provides services or activities on our school site, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, we will check that effective child protection arrangements are in place. Staff should follow the reporting procedures outlined in this policy.

### **16. Allegations concerning other children**

This policy recognises that children are capable of abusing their peers. Staff is aware that any allegations will be investigated appropriately by reporting concerns to the DSL and will never be tolerated or passed off as “banter” or “part of growing up”. Any form of inappropriate touching, physical abuse such as hitting, kicking, shaking, biting and hair pulling, or evidence of ‘initiation procedures, sexting, up-skirting (or other inappropriate use of new technology) will be robustly followed up. Victims of peer-on-peer abuse will be supported as for any other form of abuse and in their best interests.

Peer-on-peer abuse can manifest itself in many ways. The curriculum provides opportunity for the school to help children safeguarding themselves from new technology and through learning about personal safety. (See also curriculum policy)

### **17. List of related policies/procedures**

1. Anti-bullying policy
2. Behaviour and Discipline policy
3. Equal Opportunities policy
4. Health and Safety
5. Curriculum policy
6. Complaint Policy
7. EYFS Policy
8. Accident and First aid policy
9. Risk Assessment Policy
10. Admission Policy
11. Preventing Extremism Policy
12. PSICHE policy

### **18. Children who may be particularly vulnerable**

The Greek school ensures that all our pupils receive equal protection, we will give special consideration to children who are:

- Disable or have special educational needs
- Living in a domestic abuse situation
- Affected by parental substance misuse
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living in chaotic and unsupportive home situations
- Do not have English as a first language
- Children from armed services families



All pupils know that there are adults to who they can turn if they are worried, including the Head teacher and other staff.

In particular:

- All pupils may request access to a telephone in school, enabling them to call for support from a helpline The number for ChildLine (0800 11 11) is available in the school office
- We have notices in our corridors giving advice on where pupils can seek help
- Our children are made aware of the potential threats posed by online abusers. Staff ensure that children know and understand ways in which they can keep themselves safe on-line
- All pupils are encouraged to approach a member of staff with whom they feel comfortable in the first instance, and to discuss their concerns or worries and any possible allegations of abuse which they may have received from one or more pupils. The member of staff will then follow the procedures for disclosure. They **will not** promise confidentiality but will offer assurances as they will do their utmost to help the child.
- We will ensure that pupils who have been abused are supported in accordance with their agreed safeguarding plan.
- The DSL should also be contacted (unless she is the object of the allegation), since the DSL will have received higher level safeguarding training.

### **WORKING ALONE WITH YOUNG PEOPLE**

We also recognise the need to be alert to the risks posed by strangers or others who may wish to harm children in school or when travelling to and from school, and we will take all reasonable steps to lessen such risks.

The Health and Safety Executive (HSE) defines lone working as ‘those who work by themselves without close or direct supervision’. However, this definition may not fully explain who is covered. For educational institutions, a ‘lone worker’ may include someone who works alone for only an hour a day or someone who is ‘alone’ with a parent, child or member of the public.

Working alone is perfectly legal for most roles, including in education. It is a legal requirement, however, that employers consider the risks affecting their lone workers as part of their risk assessment, and that they take reasonable steps to keep their lone workers safe. Lone working with children and young people is something that most educational institutions will already take very seriously.

For the safety of the young people involved, teachers, educational staff, mentors, instructors, etc. there are a series of processes on how to act when working alone and to help educational staff provide a safe environment for young people and the safety of the staff.

A teacher is lone working, as they are without direct supervision. In most situations it’s best practice to have at least two adults present when working with children and young people.

Sometimes it may be appropriate or necessary for an adult to have one-to-one contact with a child or supervise a small group of children on their own. This could happen in an organisation, for example if a child in your group becomes ill or asks to speak to a trusted adult alone or your work involves one-to-one mentoring.

It is everyone’s responsibility to protect children. If you are working alone with children, either in a paid or voluntary capacity, you need to take steps to ensure they are safe.

If you find yourself in a one-to-one situation within a classroom, do not place yourself between the student and the door.

- Keep any doors to the room open.
- Have the classroom door open and seek the attention of others (teachers or students).
- Make sure you are somewhere with the child where other people can see and hear you.
- Work in a room that has windows and make sure curtains are open.
- Tell another adult that you are alone with a child or children.

### **PROMOTION OF WELFARE**

The ethos of The Greek School is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults.

### **EQUAL TREATMENT**

The Greek School is committed to equal treatment for all, regardless of an individual’s gender, race, ethnicity, religion, sexual orientation or social background.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self esteem and safety of each child.

### **LOOKED AFTER CHILDREN**

The proprietor should also ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority **if** they have such children on roll. This would include:

- Ensuring that a designated member of staff has responsibility for their welfare and progress
- Ensuring that up to date assessment information from the relevant local authority has been received





- Ensuring that the most recent care plan and contact arrangements with parents have been received and that authority has been delegated to carers.

### IMPLEMENTATION

The Greek School acknowledges its responsibility to ensure that its provision for children in need of additional support reflects the most recent DfE advice and information which dovetails with WT and the SEND Code and is aware of the guidance contained therein:

- ❖ Mental health and behaviour in schools (November 2022)
- ❖ Counselling in schools: a blueprint for the future (February 2022)

The Greek School acknowledges that prior to an inspection carried out by the ISI (Independent School Inspectorate), inspectors will have been provided with any relevant information including anonymised DBS/NCLT referrals. The Greek School understands that it must ensure that the arrangements within the school to “listen” to children including the use of counsellors/listeners, use of helplines and other systems to gain views and insight are appropriate and age specific.

### EARLY YEARS AND LATER YEARS (UNDER 8's CHILDCARE – Disqualification under the Childcare Act 2006 (August 2018))

KCSIE states that The Greek School must have regard to the above-mentioned document. It concerns how people can be disqualified under the Childcare Act 2006, including by association with others, and explains the effect of the Childcare (Disqualification) regulations 2018.

The ground for disqualification include, in summary:

- On the DBS Children's Barred List
- Being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;
- Being the subject of certain other orders relating to the care of children;
- Refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering;
- Living in the same household where another person who is disqualified lives or works.

Disqualification occurs as soon as the above criteria are met, for example, as soon as caution or conviction occurs, even before the person is formally included on the children's barred list.

Therefore, the Greek School must:

- Take steps to gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified, including by association;
- Keep records of staff employed to work in or manage relevant childcare and including the date disqualification checks were completed. This is kept in the Single Centralised Register (SCR)

Staff is expected to disclose all their convictions and cautions, including those which are spent but are not expected to disclose spent convictions and cautions of those who live and work in their households. A person who is disqualified cannot lawfully do the work from which they are disqualified. If a person is found to be disqualified, including by association, or if there is doubt over that issue, then pending resolution they must be removed from the work from which they are or maybe disqualified. The Greek School understands that there is no requirement automatically to suspend or dismiss all individuals found to be disqualified.

The Greek School will inform Ofsted where we are satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Staff who are disqualified, including by association, may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.

The Greek School requires all current staff to complete a disqualification by association form. This form now forms part of the school's pre-employment checks. The date the check was performed is noted on the SCR. Staff are reminded regularly of their duty to disclose the relevant information, normally on the annual basis.

With regard to our provision for children in need of additional support, The Greek School, is aware of the most recent DfE advice and information which dovetails with WT and the SEND Code (January 2015)

- **Mental health and behaviour in schools (November 2022)**
- **Counselling in schools: a blue print for the future (February 2022)**





The Greek School acknowledges its responsibility to inform Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere)

## EYFS TRAINING REQUIREMENTS:

In accordance with the Statutory Framework for the EYFS (Sept 2018), The Greek Preschool undertakes to train its staff to understand its Safeguarding policy and procedures and ensures that all staff members have up to date knowledge of safeguarding issues. Training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way. These signs 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 and/or
- 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.

The Greek School ensures that in accordance with the changes in Part One of KCSIE, September 2020, all staff with concerns about a child are advised to speak first to the DSL rather than taking their concerns direct to children's social care. However, in exceptional circumstances, staff are advised to report directly to Ealing children's Social Care. The Greek School makes available for staff copies of "**What to do if you are worried a child is being abused**" (2022).

The following procedures are also part of the child protection process and training at The Greek School:

- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns first verbally, and then in writing, to the designated senior person responsible for child safeguarding, without delay. Staff are made aware that they may also make a referral without first alerting a DDSL or the DSL.
- Follow-up unexplained absences of any child with a telephone call from the school office on the morning of the first day of absence.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child safeguarding register.
- Notify the Local Authority when a child moves to a new school at any point during his/her time at the Greek School.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child safeguarding matters including attendance at case conferences.
- Keep written records of concerns about children even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Records of concern will be copied and sent on to receiving schools by register post, addressed to the designated child safeguarding officer.
- Develop and then follow procedures where an allegation is made against a member of staff or helper.
- Ensure safe recruitment practices are always followed and that staff involved in recruitment are supported with appropriate training.

All staff including part time staff are expected to attend safeguarding training as outlined above. Arrangements are made to ensure that staff who are absent are kept up to date with their training by other means.

The Greek School is committed to involvement with Prevent training. Such training as delivered by Ealing will give staff the knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children for further help.

## ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

The Greek School proprietors, are responsible for the annual Safeguarding audit which is normally conducted in the Autumn Term. This includes the following:

- A review of the school's child protection policies
- An update and review of the effectiveness of procedures and their implementation

The Greek School acknowledges that the annual audit is conducted by the HeadTeacher alongside the DSL as stated in KCSIE. It is the Greek School's responsibility to demonstrate that the school contributes to inter-agency working, through effective



communication and good co-operation with local agencies. The Greek School understands that a record of such engagement will need to form part of that review, for example:

- Minutes of meetings
- Training records
- Safeguarding Audit
- Referral information in respect of requests for help and support for individual children
- Information presented to governors to support the review
- Issues and themes which may have emerged in the school and how these have been handled

The Greek School recognises that should there have been a substantiated allegation against a member of staff, it should work with the LADO 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.

## **THE GREEK SCHOOL ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES**

### **TEACHING CHILDREN HOW TO KEEP SAFE**

It is Greek school Proprietor's responsibility to ensure that the Greek School has actively considered how children may be taught about safeguarding, including online, through the curriculum and PSHE. Particular attention should be paid to school practices to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and the internet. Where possible, these practices should be age appropriate and delivered through a planned component of the curriculum. Children should understand the risks posed by adults or young people, who use the internet and social media to bully, groom or abuse other people, especially children, young people and vulnerable adults.

The latest resources promoted by the DfE can be found at:

- The UK safer Internet Centre ([www.safeinternet.org.uk](http://www.safeinternet.org.uk))
- CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))
- The Use of Social Media in Radicalisation (<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>)

## **GREEK SCHOOL CONTACT DETAILS**

Greek Embassy  
Department of Education  
**Mrs Irimi Veroni**  
Educational Counsellor  
020 72210 093

Designated Safeguarding  
Leader  
**Barbara Chroni**  
02089926156

Designated Safeguarding  
Assistant Leader  
**Stella Koupadi**  
02089926156



### a) Physical Abuse

This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Typical signs of Physical Abuse are:

Bruises and abrasions – especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.

Slap marks – these may be visible on cheeks or buttocks.

Twin bruises on either side of the mouth or cheeks – can be caused by pinching or grabbing, sometimes to make a child eat or stop a child from speaking.

Bruising on both sides of the ear – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.

Grip marks on arms or trunk – found in babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child i.e. brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.

Black eyes – are most commonly caused by an object such as a fist coming into contact with the eye socket. It is important to note that a heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.

Damage to the mouth – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.

Bite marks

Fractures – in children less than two years

Poisoning and other misuse of drugs – e.g. overdose of sedatives.

Burns and/or scalds – a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as “dipping scalds” are always cause of concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately “dipped” in a hot bath will not have splash marks.

Missing Child – should a child go missing or run away with no rational explanation given by the parent/carer, then this could be deemed as a sign of abuse which is worthy of further investigation.

### d) Sexual Abuse:

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

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Typical signs of Sexual Abuse are:

- A detailed sexual knowledge inappropriate to the age of the child.
- Behaviour that is excessively affectionate or sexual towards other children or adults.
- Attempts to inform by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- A fear of medical examinations
- A fear of being alone – this applies to friends/family/neighbours/baby-sitters, etc.



- A sudden loss of appetite, compulsive eating, anorexia nervosa, or bulimia nervosa.
- Excessive masturbation is especially worrying when it takes place in public.
- Promiscuity
- Unusually explicit or detailed sex play in young children
- Sexual approaches or assaults – on other children or adults
- Pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- Bruising to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- Discomfort or pain particularly in the genital or anal areas.
- The drawing of pornographic or sexually explicit images.

**c) Other forms of Sexual Abuse include:**

- **Child Sexual Exploitation**, where a child may be forced to participate in activities for the gratification of others.
- **FGM (Female Genital Mutilation)** should also be considered a form of sexual abuse in girls. In such cases staff are required to make a mandatory referral to the police, and to actively consider discussing the case with the DSL and/or Children's Social Care as appropriate. If a member of staff believes a child is at risk of FGM, concerns must be reported to the Designated safeguarding Lead straight away, so it can be followed up immediately.

**e) Emotional Abuse:**

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment – this category should be used where it is the main or sole form of abuse. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only as far as they meet the needs of another person.

**e) Physical Neglect**

The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) that results in serious impairment of a child's health or development, including non organic failure to thrive. Persistent stomach aches, feeling unwell, and apparent anorexia can be associated with Physical neglect.

**However, typical signs of Physical neglect are:**

Underweight – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example when in hospital or a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.

Inadequately clad – a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Physical Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedures in the case of neglect where the child's development is being adversely affected.

**f) Grave Concern/ at risk**

This is not a separate category of child abuse as such but covers a number of situations where a child may be at risk. Children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress (see above) and any of the following circumstances apply:

- There is a known child abuser in the family;
- Another child in the family is known to have been abused;
- The parents are involved with pornographic material to an unusual degree;
- There is an adult in the family with a history of violent behaviour.



### (1) Domestic Violence

Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress. Prolonged and/or serious domestic abuse can have a serious impact on a child's development and emotional well-being.

- **Honour based** abuse is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or **honour**. **Violence** can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their **honour** code.
- The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities.

### (2) Hidden Harm

This may be the result of alcohol and/or substance misuse by the parent/carer. The Greek School recognises that some children may be at risk because of the effects of substance and/or alcohol misuse by their parents. They may feel anxious for their parents' well-being which may impact negatively on their own well-being. Although we acknowledge the resilience of children staff still have a responsibility to alert the DSL to their fears for children suffering hidden harm.

- **Children missing from education (CME):**  
A child going missing from education is a potential indicator of abuse or neglect. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation, Honour Based Violence and forced marriage.
- The Local Authority's procedures for CME are currently being updated in line with national guidance. Contact: **School Attendance Services 020 8825 5040, cme@ealing.gov.uk**

### (3) At risk of radicalisation:

For those children who are deemed to be at risk of radicalisation be it sexual or political, then The Greek School will consider the level of risk in order to identify the most appropriate referral. Such referrals could therefore include Channel and/or Children's Social Care. Normally, decisions to seek support for a child at risk of radicalisation are taken in conjunction with parents, but the Greek School recognises its responsibility to make a referral without consent should the circumstances dictate such a course of action.

### (4) County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

### g) The Symptoms of Stress and Distress:

When a child is suffering from any one or more of the five "categories of abuse", or if that child is "at risk", he/she will nearly always suffer from or display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

- A lack of concentration and a fall-off in school performance;
- Aggressive or hostile behaviour;
- Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- Difficulties in relationships with peers;
- Regression to more immature forms of behaviour;
- Self-harming or suicidal behaviour;
- Low self-esteem
- Weariness, insecurity, running away or truancy – children who persistently run away from home maybe escaping from sexual/physical abuse;
- Disturbed sleep;
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- A sudden change in school performance.

### h) Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concern are:

- Implausible explanations of injuries;
- Unwillingness to seek appropriate medical treatment for injuries;



- Injured child kept away from school until injuries have healed without adequate reason;
- A high level of expressed hostility to the child;
- Grossly unrealistic assumptions about child development;
- General dislike of child like behaviour;
- Inappropriate labelling of child's behaviour as bad or naughty;
- Leaving children unsupervised when they are too young to be left unattended.

**i) Mental health**

is explicitly included in the definition of safeguarding, which now includes "preventing impairment of children's mental and physical health or development"

According to the KCSIE 2020

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
- Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy
- There's DfE guidance available on preventing and tackling bullying and mental health and behaviour, as well as Public Health England guidance on promoting children's emotional health and wellbeing

**Appendix 2: Statutory legislation, guidance and advice reference including Keeping Children Safe in Education part 1 and Annex A (for all staff).**

- The Children Act (2006)
- The Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Keeping Children Safe in Education (September 2020)
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Working Together to Safeguard Children (2019)
- Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- Searching, screening and confiscation (January 2018)
- What to do if you're worried a child is being abused (March 2015)
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- Designated teacher for looked-after and previously looked-after children (February 2018)
- UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017)
- Children Missing Education, September 2016
- London Child Protection Procedures, May 2018
- Children & Families Act, 2014
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, April 2019
- Data Protection Act (2018)

**Note: All staff must read and be assisted to understand and discharge their roles and responsibilities set out in Part one of Keeping Children Safe in Education. Additionally Annex A provides further information which also should be read by school staff .**





### **APPENDIX 3: Record Keeping and Referral Guidance**

It is essential that school keeps clear records based on observation and evidence, which separate fact, allegation, hearsay, opinion or unsubstantiated evidence and which clearly indicate decisions and actions taken. Child protection information will be kept in separate files by the designated teacher and will only be discussed with staff on a need to know basis. Staff need to know when a child is at risk and what plan has been decided by case conference, but may not need to know all the confidential details. All records, notes and observations made by class staff as part of ongoing monitoring of children on the child protection register or causing concern, must be completed on the appropriate incident/concern form and immediately handed to the DSL. Documents (paper copy and electronic) must be dated and an indication of the person completing the form recorded. All child protection conference minutes must be stored in the confidential files kept by the Designated Safeguarding Lead. Initial Concerns Initial concerns, incidents or disclosure by a child must be reported to the DSL using the incident/concern form. A copy of the form and body map in **Appendix 4** should be used to record injuries/marks/bruises. The following information must be recorded:

- **time, date, place and people who were present**
- **exact details of what was said the by the child and/or others (no interpretation or opinion)**
- **the child's emotional or physical condition**
- **details of the behaviour(s) causing concern and the context in which it occurred**

Details of injuries, marks or bruises - the position of these must be appropriate body drawing and suitably annotated to provide further detail (number,length of marks, description of marks, colour of marks/bruises etc.). Other relevant details - including information about previous incidents which may not been reported but now seem relevant.

#### **Ongoing Concerns/Monitoring**

- A chronology should be maintained
- Staff in regular contact with a child may be required to keep a running record noting information about particular aspects of a child's behaviour, physical and/or emotional condition or remarks they may make - either because concerns are ongoing or as part of a child protection plan. These need to be written on yellow incident sheets and handed to the DSL. Any records passed to the DSL electronically must be password protected.

#### **Referrals**

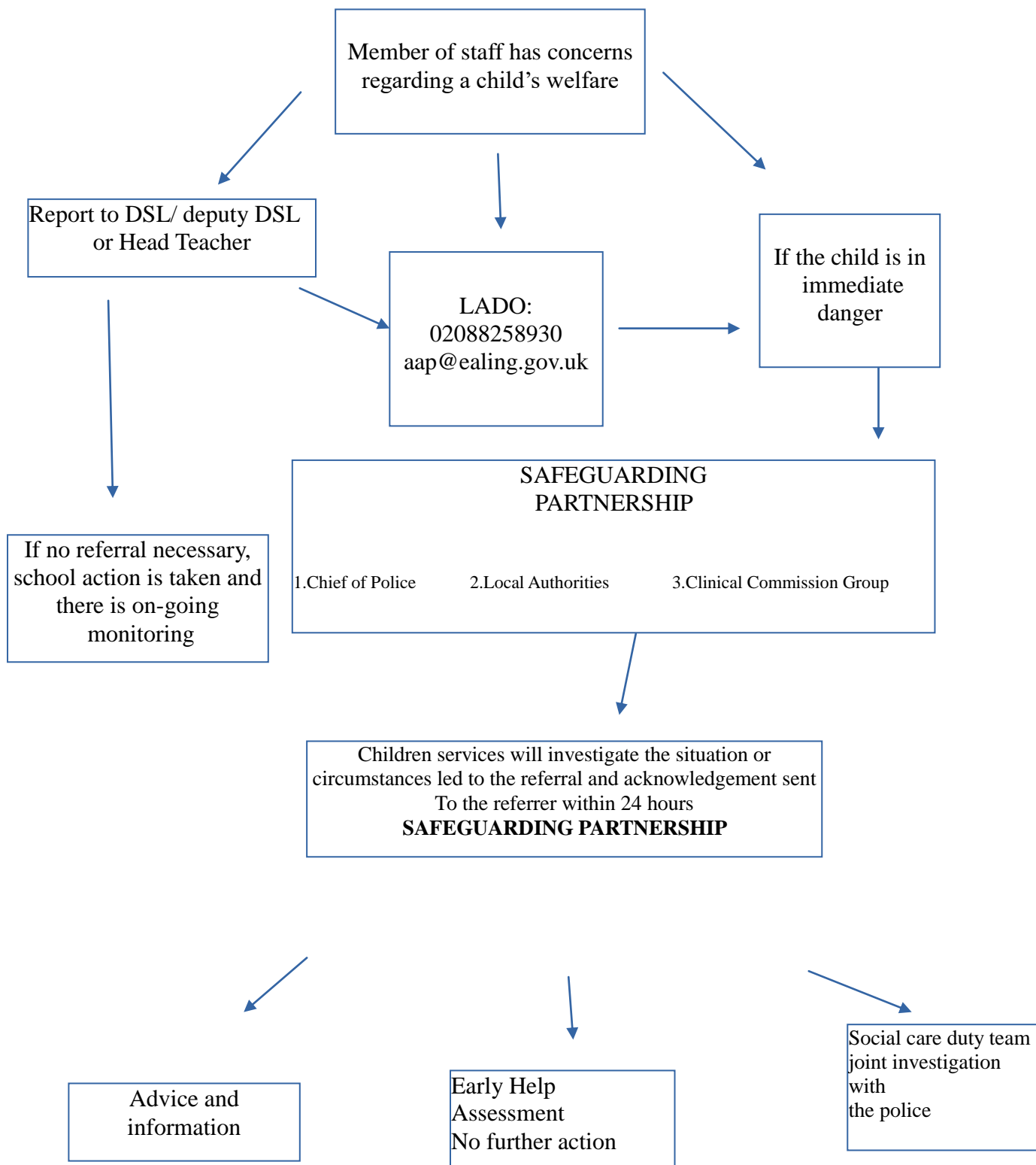
The DSL must keep detailed, contemporaneous notes of:

- **discussions with staff**
- **discussions with the child**
- **discussion with parents**
- **information provided to social services**
- **decisions taken (with times, dates and signed)**



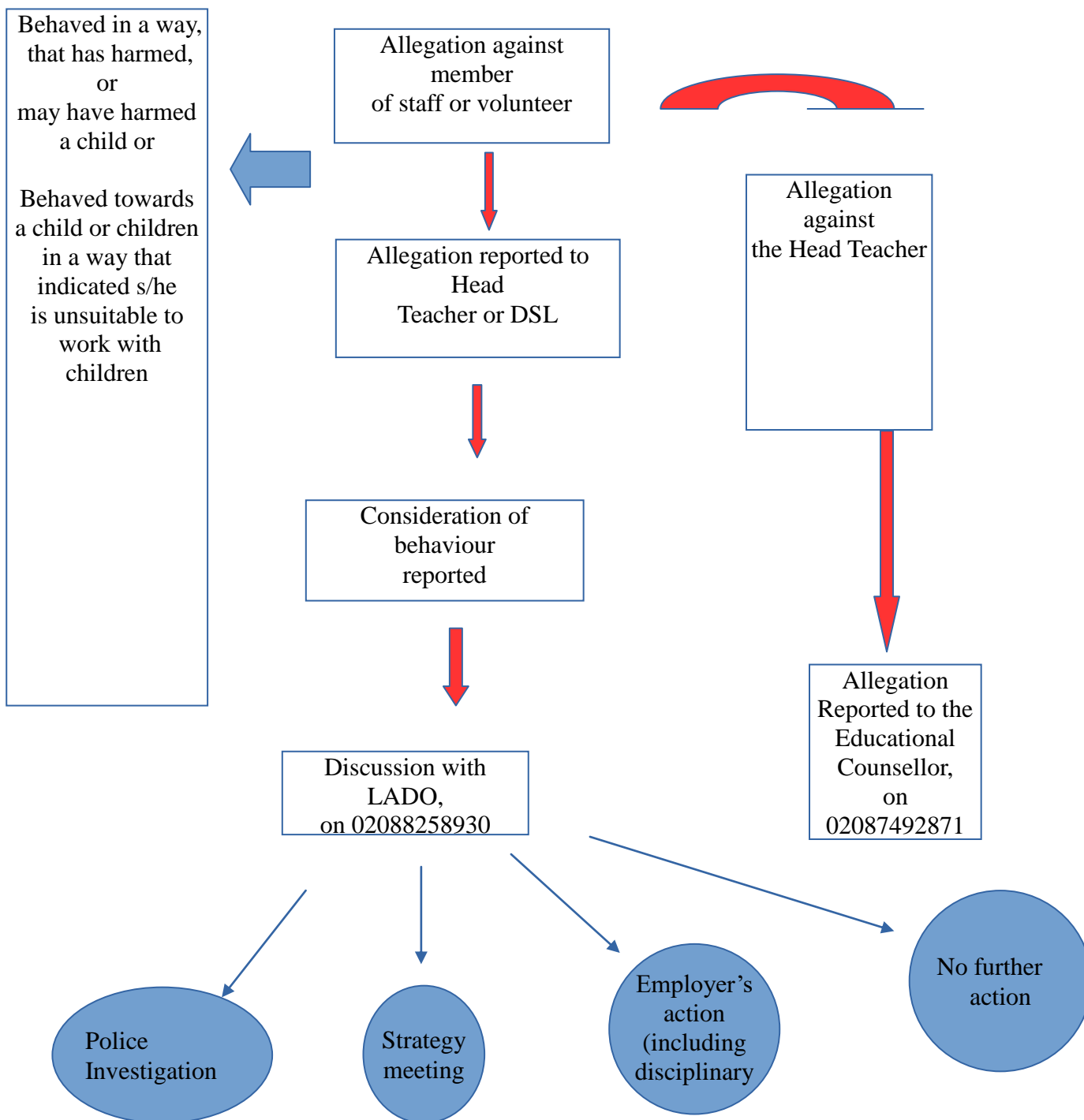


### Flow Chart for Reporting Concerns





### Managing Allegations against Staff and Volunteers







**Greek Primary School of London**



**Front**



**Back**



**Greek Primary School of London**

