



THE GRAMMAR
JUNIOR SCHOOL



Child Safeguarding Policy

POLICY APPROVED: SEPTEMBER 2025

NEXT REVIEW DATE: JUNE 2026

PERSON IN CHARGE: MRS ANNA KONI

The Grammar Junior School

Child Safeguarding Policy

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Next Review: August 2026

Note: This policy is overseen by the Leadership Team. Ms Anna Koni, Ms Maria Tjiortji & Ms Constantina Zisimou

CONTACT INFORMATION

Designated Safeguarding Lead (DSL): Ms Maria Andrea **Contact Number: 99613216**

Deputy Designated Safeguarding Lead: Mr Christoforos Sophocleous **Contact Number: 99578886**

Educational Psychologist: Ms Agni Photiou **Contact Number: 99650155**

CONTACTS WITHIN NICOSIA DISTRICT

REFERRAL TO CYPRUS SOCIAL WELFARE SERVICES: 22406709

Where schools have URGENT and IMMEDIATE concerns for the safety and welfare of a child or young person during office hours telephone: **Domestic Violence and Child Abuse Office (tel. 22808442), Police Headquarters (Nicosia), Crime Combatting Department**

Introduction

The Grammar Junior School Safeguarding Policy outlines the actions we will take to ensure that all our pupils are safeguarded both in school and at home. We are committed to creating a safe, supportive, and inclusive environment where every child feels protected, valued, and respected. This policy sets out our procedures for identifying, preventing, and responding to safeguarding concerns, ensuring the well-being of all pupils remains our top priority.

This policy has been drawn up based on **Cyprus Law** as well as guidelines by the *Cyprus Ministry of Education, the NSPCC, and Keeping Children Safe in Education*. It applies to all staff, volunteers, and visitors to our school, reinforcing our collective duty to safeguard every child and respond swiftly to any concerns.

Cyprus Law: http://www.dmsw.gov.cy/dmsw/sws.nsf/page05_gr/page05_gr?opendocument

The Cyprus Ministry of Education:

https://www.moec.gov.cy/dme/programmata/scholiki_paravatikotita/nomothesia.html

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/>

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

Aims

- **Ensure a Safe Environment** – Provide a secure, caring, and inclusive school environment where children feel safe, valued, and respected.
- **Promote a Culture of Safeguarding** – Embed safeguarding as a core responsibility of all staff, fostering a culture where concerns are identified, reported, and addressed promptly.
- **Prevent Harm and Abuse** – Take proactive measures to protect children from all forms of harm, including physical, emotional, and sexual abuse, neglect, exploitation, and online dangers.
- **Identify and Respond to Concerns** – Establish clear procedures for recognizing signs of abuse or neglect and ensure timely intervention and support.
- **Support Pupil Well-being** – Foster pupils' emotional and mental well-being by promoting open communication, resilience, and self-protection strategies.

ROLES AND RESPONSIBILITIES

We recognise that all staff and committee 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 has a Designated Safeguarding Lead (DSL), who has lead responsibility for safeguarding and child protection, and will be supported a at least one Deputy DSL.

The DSL and their team will hold responsibility for implementing the safeguarding policies, practice, and procedures to keep the whole school community safe and protected.

The Head Teacher will ensure:

- All relevant staff are aware of this policy, receive appropriate training annually and are aware of the school's systems to support safeguarding and follow this policy and procedures.
- Safer recruitment practices are always followed.
- Appropriate duty of care to employees and minimise the stress inherent in the investigation process.

School DSL will be clearly identified to the school community through notices in the school, on websites and within newsletters.

EXPECTATIONS

All staff will:

- Be familiar with this safeguarding policy;
- Know who the DSL for safeguarding in the school is;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- Actively engage in safeguarding training and updates to practice;
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans:

- Be aware of extra support needed for pupils within their sphere of responsibility.
- Be alert to signs and indicators of abuse or neglect, including issues such as Female Genital Mutilation, Childhood Sexual or Criminal Exploitation, peer on peer abuse etc:
- Be aware of the school's procedures to identify those pupils in need of early intervention and take appropriate action:
- Ensure their approach is child-centred and will actively listen to children and their concerns:
- Record concerns and share the record with the DSL, where disclosure happens the report to the DSL will be completed immediately or as soon as is possible and the DSL advised that there is a child protection, risk of harm report:

All action taken by school will be in accordance with the Ministry of Education guidelines.

All staff in school have a role and responsibility to safeguard children and young people attending our school, irrespective of their role within the school by:

- Identifying concerns early and providing help for children and young people, to prevent concerns from escalating to a point where intervention would be needed. These concerns should be discussed with our Designated Safeguarding Lead.
- Being aware of the process and principles for sharing information within the school.
- Considering whether sharing information is likely to safeguard and protect a child.

Any staff member (or visitor) who has a concern about a child's welfare should speak to the Designated or Deputy Safeguarding lead.

1. Definitions

Safeguarding

Safeguarding refers to the proactive process of protecting children from harm, abuse, neglect, and exploitation while promoting their well-being and development. It involves creating a safe environment, identifying and responding to risks, and ensuring that all children feel secure, valued, and supported both in school and at home. Safeguarding is the responsibility of everyone who interacts with children, including staff, volunteers, parents, and external agencies.

Child Protection

Child protection is a key aspect of safeguarding that focuses on protecting children who are at risk of or experiencing harm, abuse, or neglect. It involves identifying concerns, taking immediate action, and working with relevant authorities to ensure the safety and well-being of the child. Child protection measures are implemented when a child is in danger, ensuring they receive the necessary support and intervention to prevent further harm.

Abuse (Based on the NSPCC definitions)

Any child or young person can be vulnerable to abuse or neglect, whether at home, in school, in a community setting, or online. Abuse may be inflicted by someone they know or, less commonly, by a stranger. It can occur in person, through digital platforms, or both.

Children may also endure multiple forms of abuse, each with serious and lasting effects on their safety, well-being, and development.

1. SAFEGUARDING ISSUES

Types of abuse and neglect

1. Neglect
2. Physical Abuse
3. Sexual Abuse
4. Emotional Abuse
5. Bullying & Cyberbullying

Neglect

Neglect is the failure to meet a child's basic physical and emotional needs, which can have serious, long-term consequences (Department for Education, 2023; Department of Health, 2017; Scottish Government, 2023; Wales Safeguarding Procedures Project Board, 2020). It is a form of child abuse that can affect a child's health, development, and overall well-being.

There are four main types of neglect:

- **Physical neglect** – Failing to provide essential needs such as food, clothing, shelter, or adequate supervision to ensure a child's safety.
- **Educational neglect** – Not ensuring a child receives an education.
- **Emotional neglect** – Failing to nurture or stimulate a child, including ignoring, humiliating, intimidating, or isolating them.
- **Medical neglect** – Not providing necessary healthcare, including dental care, or disregarding medical advice

Physical Abuse

Physical abuse is the intentional infliction of harm on a child that causes physical injury (Department of Health, 2017; Department for Education, 2023; Scottish Government, 2023; Wales Safeguarding Procedures Project Board, 2020).

This includes injuries such as: Bruises, Broken bones, Burns, Cuts.

It may involve actions such as: Hitting, Kicking, Shaking, Throwing, Poisoning, Burning, Scalding, Drowning, or any other method of causing non-accidental harm.

Sexual Abuse

Child Sexual Abuse (CSA) occurs when a child is coerced or forced into sexual activities, which can be physical or non-physical, and happen online or offline (Department for Education, 2023; Department of Health, 2017; Scottish Government, 2023; Wales Safeguarding Procedures Project Board, 2020). Children may not always recognize they are being abused (IICSA, 2022), and abuse can affect children of all ages, including babies.

Contact abuse includes:

- Sexual touching

- Forcing sexual activity
- Rape or penetration

Non-contact abuse includes:

- Exposing oneself to a child
- Forcing a child to watch or hear sexual acts
- Involving a child in producing or distributing abuse images
- Grooming or exploiting a child sexually

Child sexual abuse can have a lasting impact, and it is crucial to recognize and report it.

Emotional Abuse

Emotional abuse is the ongoing mistreatment that harms a child's emotional well-being and development. It can involve exposure to aggression or cruelty and can occur independently or alongside other forms of abuse.

Children may experience emotional abuse from parents, carers, family members, other adults, or peers.

Key points to recognize and respond to emotional abuse include:

- Its impact on the child
- Recognizing the signs and knowing how to act
- Supporting children and families at risk
- Relevant laws and guidance

Bullying & Cyberbullying

Bullying is when individuals or groups deliberately harm, intimidate, or coerce someone they perceive as vulnerable (Oxford English Dictionary, 2021). It can happen at any age, in any location, and at any time—whether at home, in school, or online (cyberbullying).

Bullying includes various behaviors, often combined, such as:

- **Verbal abuse:** Name-calling, saying hurtful things about a child or their family
- **Physical abuse:** Hitting, pushing, or physical assault
- **Emotional abuse:** Making threats, undermining, excluding from groups or activities
- **Cyberbullying:** Excluding from online games or activities, sending abusive messages, creating, and sharing harmful content, trolling, setting up hate sites, or impersonating someone online

Bullying, including cyberbullying, can also be discriminatory, based on a child's disability, race, religion, gender identity, or sexuality

2. PROCEDURES

What should you do if a child comes to you and tells you that they are being abused?

It is normal to feel overwhelmed and confused in this situation. Child abuse is a difficult subject that can be hard to accept and even harder to talk about. Children who are abused are often threatened by the abuser to keep it a secret. Because of this, telling an adult takes a great amount of courage.

Children have to work with a lot of issues, including the fear that no one will believe them. If a child decides to disclose something to you, it is important to remain calm and to show them support.

This next section provides guidelines to help in a situation where a child tries to tell you about abuse.

Receive:

- Listen to the child without showing shock or disbelief.
- Accept what is being said without judgement.
- Take it seriously.

Reassure:

- Reassure the child but try to be honest. Do not make promises that you cannot keep, e.g. 'Everything will be all right now.'
- Reassure the child that they did nothing wrong and that you take what they are saying seriously.
- Do not promise confidentiality – never agree to keep secrets. You have a duty to report your concerns.
- Tell the child that you will need to tell some people, but only people whose job it is to protect children.
- Acknowledge how difficult it must have been to talk. It takes a lot for an abused child to talk about it.

React:

- Listen quietly, carefully, and patiently. Do not assume anything – do not speculate or jump to conclusions.
- Do not investigate, interrogate, or decide if the child is telling the truth. Remember that an allegation of child abuse may lead to a criminal investigation, so do not do anything that may harm a police investigation. Let the child explain to you what happened in their own words, but do not ask leading questions.
- Do ask open questions like 'Is there anything else that you want to tell me?'

- Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for children with disabilities and when working with different languages.
- Do not ask the child to repeat what they have told you to another member of staff. Explain what you must do next and who you must talk to.
- Ask for advice from your supervisor, the management in your school or local child protection authorities.

Record:

- Make some very brief notes at the time and write them up in detail as soon as possible.
- Do not destroy your original notes in case there is a criminal investigation, and they are needed later.
- Record the date, time, place, words used by the child and how the child appeared to you – be specific. Record the actual words they used, including any swear words or slang.
- Record statements and observable things, not your interpretations or assumptions – keep it factual.

DO	DO NOT
<ul style="list-style-type: none"> • Keep an open mind • Reassure the child that they have a right to tell • Listen carefully • Work at the child's pace • Ask only open questions – if you must ask them, clarify the facts, do not interrogate • Explain what you need to do next • Record accurately and quickly using the child's words • Pass on to DSL same day 	<ul style="list-style-type: none"> • Promise to keep secret what they are telling you • Interrupt • Interrogate/investigate • Assume e.g. this child tells lies • Make suggestions about what is being said • Speculate or accuse anyone • Show anger, shock etc.... • Tell the child to go and speak to someone else • Forget to record accurately and/or pass on to DSL • Confront alleged abuser

Child protection is everyone's responsibility

- Do not forget that as a teacher it is not your role to investigate or decide whether abuse has happened.

- Part of your role, and the role of anyone who works with children, is to pass on any concerns you have so that action to protect the child can be taken if necessary.
- Unless you witness abuse first-hand, you can never be 100 per cent certain. But do not let doubt cloud your judgement to the point where you ignore your responsibility.
- Do seek advice and support. Even if you simply suspect a child is being abused, you can talk in confidence to the management in your school or institution.

All children have the right to be protected from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment, or exploitation, including sexual abuse.

Staff should never:

- hit or otherwise physically assault or abuse children
- act in ways meant to shame, humiliate, belittle, or degrade children
- show differential treatment, or favour particular children to the exclusion of others
- use language or make suggestions which are inappropriate, offensive, or abusive
- spend excessive time alone with children away from others
- develop relationships with children which could in any way be seen as exploitative or abusive
- expose children to pornographic materials in electronic or any other form
- permit children to take part in activities that are illegal, unsafe, or abusive
- take or condone the taking of alcohol or illegal drugs whilst working (or prior to contact) with children
- sleep in the same room as a child if this has not been agreed by the parent or guardian
- invite, or allow a child you have met through work into your home
- offer to transport a child alone in a car
- enter a child's private home unless there is a responsible adult present
- use personal email accounts, social networking sites, mobile phones, or other means of communication to contact children. Always use work email accounts and copy in parents when sending out any communication
- let allegations go unreported, including any made against them
- agree to keep any information relating to the abuse of a child confidential. You should always follow the procedures for reporting concerns.

PREVENTION

We recognise that our school plays a significant part in the prevention of harm to our pupils and will therefore:

- Raise awareness of all safeguarding and child protection issues with pupils through Personal, Social, Health and Economic (Global Citizenship) education sessions, Relationships and Sex Education (RSE) and Health Education
- Establish and maintain an ethos where pupils feel safe and positive
- Encourage a culture of listening to children and young people, taking account of their wishes and feelings
- Develop pupil emotional health and wellbeing including self-esteem, resilience, and confidence
- Ensure staff recognise the increased vulnerabilities of children with SEND and medical conditions and the increased support and vigilance needed.
- Ensure pupils are aware of where to go for support within, and outside of, their school
- Discuss specific concerns during appropriate staff meetings and liaise with external agencies to develop a holistic understanding of the current situation for a pupil
- Provide targeted support where and when needed
- Support parents/carers to ensure pupils are provided with safe and effective care
- Report concerns to the DSL if it is thought a pupil/student may be at risk of radicalisation or involvement in terrorism.
- Work to ensure all staff working across the school are safe and suitable to do so, that they are easily identifiable by their identity cards and any visitors to school sites are accompanied and remain under supervision at all times.
- Monitor attendance of all learners, respond to concerns regarding low attendance or repeated unauthorised absences and work to prevent children and young people becoming pupils missing education or children missing education.
- Work to become a non-excluding school

SAFER RECRUITMENT AND SELECTION

School is committed to safeguarding and promoting the welfare of children and young people. We require all staff and volunteers to demonstrate this commitment in every aspect of their work. There is a Safer Recruitment policy, with procedures in place to help deter, reject, or identify people who might abuse children or are otherwise unsuited to working with them.

We pay full regard to the safer recruitment practices including scrutinising applicants, verifying identity, clear criminal record and academic or vocational qualifications.

TRAINING

In addition to this policy, all staff will read and sign the school safeguarding policy. This will form part of their annual safeguarding update training.

All staff members will receive appropriate safeguarding and child protection training, which is regularly updated. In addition, all staff will receive safeguarding and child protection updates (for example, via email and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. High quality training regarding safeguarding and child protection will be always provided and comply with the law.

The designated safeguarding lead, and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role.

SUPPORTING STAFF

The Grammar Junior School recognises the stressful and potentially traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support, as appropriate. This could be provided, for example, by the Head Teacher, an external professional, and/or a teacher as appropriate.

In addition, designated staff should have access to support (as above) but also workshops, courses or meetings as organised by the Ministry of Education.

ALLEGATIONS AGAINST MEMBERS OF STAFF

All staff, including volunteers and supply staff, should take care not to place themselves in a vulnerable position with a child. Where possible, it is always advisable for work with individual children or parents to be conducted in view of other adults.

All staff, including volunteers and supply staff, should be aware of the school's guidance on behaviour issues and the behaviour policy, as well as following the school's guidance for positive handling and use of reasonable force.

It is the responsibility of all staff to report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately (including supply staff and volunteers). Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher and decide on any action required.

If the concern relates to the Headteacher it should be reported to the Board of Directors that will decide on any action required.

Any concerns including allegations that may meet the harms test will be addressed in line with the process.

Any concern that meets the criteria above should be referred within one working day of the concern coming to your attention.

PUPIL PEER TO PEER ALLEGATIONS

It is important to recognise that peer on peer abuse can take many forms but can also include sexting, sexual harassment, up skirting, on-line and face to face bullying and persistent inappropriate and demeaning comments (often disguised as 'banter').

We recognise that abuse is abuse and as such, no form of this will be tolerated within our school.

If staff witness such incidents, they should inform the DSL or the head teacher. If a pupil discloses to a member of staff, then staff should follow the advice 'responding to a disclosure of abuse.'

The Grammar Junior School acknowledges it is important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a different level of support to that which might be provided to an adult who is alleged to have abused a child.

SUPPORTING PUPILS

Age-appropriate opportunities will be provided for pupils/students to develop skills, concepts, attitudes, and knowledge that promote their safety and wellbeing as they move through the different phases of their education.

We recognise that pupils may find safeguarding issues/disclosures to be a difficult experience and often this significantly impacts upon their mental health and wellbeing, which can result in behavioural changes.

We will all work to ensure that all pupils are helped to understand how safeguarding and child protection processes work, how they can be involved and how they can contribute to decisions made about their future in accordance with their age and understanding.

School recognises that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of worth.

We aspire to work in a trauma informed way, supporting children to be safe in their school and their communities and considering the impact of contextual and historical factors in their lives that may limit their opportunities to succeed.

We recognise that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. We will consider whether children are at risk of abuse or exploitation in situations outside their families understanding that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

We will ensure that our school provides a stimulating, challenging and caring environment in which all children and young people are able to learn, grow and succeed within their school and beyond.

We are aware that our school may provide the only stability in the lives of children who have been abused or who are at risk of harm. Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn – we will ensure a culture of vigilance and questioning of our practice as professionals to ensure the identification of children who need support happens in a timely manner.

School will support all pupils by;

- Encouraging the development of self-esteem and resilience in every aspect of school life.
- Promoting a caring, safe, and positive environment within the school.
- Liaising and working together with all support services and those agencies involved in the safeguarding of children.

- Notifying Social Welfare as soon as there is a significant concern
- Ensuring the Headteacher for the school is be made aware of all related laws and legislations.

In addition, for any pupils joining from another school, ensuring that there is full disclosure of any prior concerns/issues that we need to know to ensure we can continue to support that pupil.

All pupils are made aware of age-appropriate reporting systems which enable them to report concerns in a safe and confidential manner if they need to approach adults for support. E.g. through assemblies, posters/information displayed in school, online reporting mechanisms etc

CHILDREN REQUIRING MENTAL HEALTH SUPPORT

Mental health is defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community. World Health Organisation (WHO), 2014

Wellbeing is about feeling good and functioning well and comprises an individual's experience of their life; and a comparison of life circumstances with social norms and values.

Inclusion The goal of an inclusive education system is to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential. All children can learn and reach their full potential given opportunity, effective teaching, and appropriate resources.

Behaviour – The way students and pupils act or conduct themselves, especially towards others, recognising that it is a form of communication, and we must ensure we are understanding this and how our response will enhance the quality of adult – child and child – child interactions and relationships.

We recognise, respect and value people's differences to contribute and realise their full potential by promoting an inclusive culture for all staff and students. Our ethos is a caring one which develops respect, self-esteem and gives a voice for all. We promote a supportive and inclusive ethos, which values parental/ carer involvement and their contributions.

We will also ensure that our school provides a stimulating, challenging and caring environment in which all children and young people are able to learn, grow and succeed within their school and beyond.

We will scrutinise all areas of our work with children and young people to look at the links between Mental Health and Wellbeing, Inclusion, Safeguarding and Behaviour to work towards a fully inclusive and supportive environment that meets the educational and social and emotional needs of all pupils and students, enabling them to thrive and succeed throughout their school careers and beyond.

We will ensure staff:

- Are aware that Mental Health problems can be an indicator, in some cases, that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Are well placed to observe children day to day and can potentially identify those whose behaviour suggest they may be experiencing a mental health problem or be at risk of developing one and support the referral to appropriate services.

- Have access to routes to escalate concerns and there are clear referral and accountability systems in place
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood, and how children's experiences, can impact on their mental health, behaviour, and education.
- If they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

SUPPORTING PARENTS AND CARERS

We recognise that parents/carers may find accepting safeguarding issues/disclosures to be a difficult experience. The Safeguarding policy is available to view on the school website, and we ensure safeguarding concerns/actions relating to a child are communicated to their parents/carers in a timely manner (unless informing parents/carers poses a potential risk of harm to the child).

MULTI AGENCY WORKING

We will support the early identification of issues that may lead to risk of harm and seek to resolve these issues through partnership working with multi agency partners.

We will co-operate with any child protection enquiries conducted by children's social welfare: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings, initial and review child protection conferences and core group meetings.

As there are clear powers that enable us to share information with our partners, our DSL will use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

We recognise that children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Where children have a social worker (parents have a duty to inform the school as well), this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

It is therefore important that those at greater risk are identified, regularly monitored and appropriate measures put in place to support their needs. Multiagency working and appropriate and timely information sharing can lead to better outcomes and lower risk for these more vulnerable pupils.

INFORMATION SHARING

All information held at the school will be stored and shared in line with the General Data Protection Regulation (GDPR). This legislation determines how personal data is processed and kept safe, and the legal rights individuals have in relation to their own data. It is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children; if unsure, staff should contact the DSL to discuss.

The most important consideration is whether sharing information is likely to safeguard and protect a child. We will be open and honest with the parent/carers (and the pupil where appropriate) from the outset about why/what/how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or inappropriate to do so.

No professional should assume that someone else will pass on information which they think may be critical to keeping a child safe. If a professional has concerns about a child's welfare and believes they are suffering or likely to suffer harm, then they should share the information with informed consent (where appropriate), with the DSL/designated safeguarding officers, Social Welfare Department, or the Police. We will follow procedures for information sharing according to the law.

Before sharing information, the following key principles should be considered. Is the information being shared; necessary, proportionate, relevant, adequate, accurate, timely, secure, recorded?

Information on how and why we share information about children will be shared with parents/carers when they become part of the school community and will feature within their induction information.

RECORDING

All concerns/disclosures/actions relating to safeguarding and child protection must be recorded. All appropriate evidence must be preserved to support future actions. Referrals and actions must be recorded electronically and with secure and monitored by the DSL who will then update the Head teacher and Director of the school committee as appropriate.

CONFIDENTIALITY

Our school recognise that safeguarding issues include personal information about children (and often their families), and it is therefore essential that this information is treated as confidential. This information is stored and handled in line with the GDPR procedures; however, child protection records are often exempt from the disclosure provisions and therefore any requests by parents/carers to see their child protection data will be referred to the DSL.

Disclosure of any information about a child and their family to staff members will be on a need-to-know basis only. All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

Child Safeguarding Report Form

To be filled in for ALL cases of concern by the reporting member of staff and submitted to the Designated Safeguarding Lead.

Child Safeguarding Report Form

Student Name

Class

Date of the event/concern/incident (d/m/y)

Time of the event/concern/incident

The incident

Describe the nature of the incident or concern:

Any other relevant information (witness, context)

Name and position of the person completing this report