

CAMPION SCHOOL

Tomorrow begins today



Campion School Child Protection and Safeguarding Policy

This policy applies to every section of Campion School, including the Early Years Foundation Stage (Nursery and Reception).

Campion School fully recognises its responsibilities for child protection and safeguarding, and will act at all times in the best interests of the child.

Concern over the safety of any child should be passed on to the appropriate Designated Safeguarding Lead (DSL) or Assistant DSL (ADSL) as below. Further information can also be found on the school's website.

- DSL Junior School - **Mrs J Korakaki** *jkorakaki@campion.edu.gr*
- DSL Senior School - **Ms A Gargareta** *agargareta@campion.edu.gr*
- ADSL **Marina Iatropoulou** (Junior School Deputy Head) *miatropoulou@campion.edu.gr*
- ADSL **Konstantina Konstantopoulou** (School Nurse)
kkonstantopoulou@campion.edu.gr
- Safeguarding Trustee - **Mrs E Konstantas** *safeguardingtrustee@campion.edu.gr*

We respect and value all children and are committed to providing a caring, supportive, and safe environment for all our pupils so they can learn in a pleasant and secure atmosphere. This is the responsibility of every adult employed by or invited to deliver services at Campion School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

We aim to:

- Promote a safeguarding culture across the school
- Raise awareness of child protection issues within the whole school community;
- Equip pupils from nursery until graduation and then beyond, with the skills needed to keep them safe through a comprehensive and inclusive PSHE and RSHE programme;
- Regularly review and improve procedures for identifying and, if appropriate, reporting cases or suspected cases of neglect, abuse and exploitation;
- Support pupils who have been abused by establishing a safe environment in which they can learn and develop;
- Ensure we practise safe recruitment by checking the suitability of staff and volunteers who work with children;
- Create a network of contacts, including within the Greek legal framework and regional institutions, to facilitate quick access to relevant advice and support.

The school will:

- Establish and maintain an environment where children feel secure, appreciated and are encouraged to talk and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

The school will endeavour to support the pupil through:

- The content of the curriculum;
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Campion School does not allow any form of corporal punishment.

Definitions

- **Safeguarding and promoting the welfare of children** means:
 - Providing help and support to meet the needs of children as soon as problems arise;
 - Protecting children from maltreatment, whether within or outside of the home, including online;
 - Preventing impairment of children’s mental/physical health or development;
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
 - Taking action to enable all children to have the best outcomes.
- **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.
- **Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.
- **Neglect** is a form of abuse and is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Appendix 1 defines neglect in more detail.
- **Child exploitation** is when someone uses a child for financial gain, sexual gratification, labour or personal advantage.
- **Children** includes everyone under the age of 18.

See Appendix 1 for more details of the main areas of abuse. Annex A: Further information in Keeping Children Safe in Education 2024 contains important additional information about specific forms of abuse and safeguarding issues. All staff are required to read this.

Child-on-Child abuse (formally peer-on-peer)

We recognise that children are capable of abusing other children or their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up” as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious and potentially a criminal offence;
- Could put pupils in the school at risk;
- Is violent;
- Involves pupils being forced to use drugs or alcohol;

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure or upskirting (taking a picture under a person's clothing without them knowing), sexual assault, or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

We will minimise the risk of child-on-child abuse by recognising the importance of taking proactive action and creating a supportive environment by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images;
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys;
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent;
- Ensuring pupils know they can talk to staff confidentially;
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

If a pupil makes an allegation of abuse against another pupil, the adult must record the allegation and tell the DSL. The DSL will support the children involved including the victim(s), the child(ren) and where appropriate put a risk assessment and support plan into place. Where needed, the DSL will contact the parents and (school's) psychologist.

Children with special educational needs and disabilities

Children with special educational needs, disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Extra pastoral support for pupils with SEND is provided by school staff, e.g. the Learning Support department, the Year Tutor/Class Teachers, the school nurse. Staff should be aware of the additional barriers that exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Where there is a concern about a child with SEND or certain health conditions, there should be a discussion with the Learning Support Coordinator/nurse and the DSL.

Children Who Have a Social Worker

The school recognises that any child who has a social worker is at particular risk of being vulnerable.

Children Missing from Education

A child going missing from education, including those with unexplained and or persistent absences, is considered a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. We will follow our procedures for unauthorised absence and for dealing with children who go missing from education. Home-schooling is currently illegal under Greek law.

Serious Violent Crime and Extremism/Radicalisation

All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime and/or extremism/radicalisation. These include:

- Unexplained gifts or new possessions - these can indicate that children have been approached by or involved with individuals associated with criminal networks or gangs.
- Increased absence from school.
- Change in friendship or relationships with others or groups.
- Significant decline in performance.
- Signs of self-harm or significant change in wellbeing/behaviour.
- Signs of assault or unexplained injuries.

Online

Campion has the capacity to transition from a physical school to a hybrid or virtual school in the event of closure. The software of choice for online schooling is Google Workspace. Children are taught how to use the software safely and effectively. The two DSL's have access to all online Google Classrooms (and therefore, Google Meets) and the IT department monitors the safe use of the domain. The challenge of working remotely can severely affect the emotional and psychological well-being of a child. In turn, this can lead to safeguarding issues. The school is also aware that children being at home for prolonged periods might make them more susceptible to or witnesses of domestic abuse/violence. Campion aims to be proactive in providing emotional and psychological support to children. Children's emotional well-being during these challenging times is considered equally, if not more important as the academic work covered online. Support is included in many ways, including (but not limited to):

- A regular routine of lessons
- Daily contact with class teacher/form tutor.
- Monitoring attendance.
- Proactive phone calls home from the Year Tutor/Class Teacher
- Regular physical activity through PE lessons
- Promotion of "the creative" subjects and not just those deemed "more academic"
- Encouragement of parents to contact the school if they witness their child having difficulties.

Online Abuse

We recognise the growing importance of safeguarding children from potentially harmful and inappropriate online material and understand that technology is a rapidly changing and significant component in many safeguarding and well-being issues.

To address this, our school aims to:

- Provide regular, appropriate and up-to-date education to ensure the online safety of pupils, staff, volunteers and parents
- Set clear guidelines for the use of mobile phones and smart technology for the whole school community
- Pupils, parents/carers, staff, volunteers and Trustees are aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Use robust filtering and monitoring systems to limit children's exposure to risk from the school's IT systems
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

Responsibilities

All adults working with or on behalf of children have a responsibility for safeguarding. This also includes temporary (supply) staff. However, there are key people within school who have specific responsibilities. These **DSLs (DSL)**, last trained in 2023/2024, are:

Senior School: Angie Gargareta

Junior School: Judi Korakaki

Assistant DSLs: Konstantina Konstantopoulou (nurse) & Marina Iatropoulou (Junior School Deputy Head)

The nominated trustee for child protection is Mrs Emily Konstantas

The DSLs will be given sufficient time and resources to enable them to carry out their job efficiently and will have their training updated every two years. In addition, they will be updated on the new post-COVID reality focusing on issues that may arise. They will keep up-to-date with safeguarding developments regularly through bulletins from organisations such as COBIS/www.safeguardingschools.co.uk/The Safeguarding Alliance.

The role of the DSL is detailed in appendix 2.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Out-of-term time, the DSL can be contacted via email or their mobile. When the DSL of the respective school is absent, the alternative DSL may be contacted and will act as cover. If both DSL's are not available, the ADSLs will act as cover (for example, during out-of-hours/out-of-term activities).

The Role of Staff

All members of staff, including temporary (supply/substitute) staff, have a duty to safeguard our pupils' welfare including a responsibility to teach children how to stay safe online. Therefore, all staff should familiarise themselves and comply at all times with this policy. This includes a duty both to children in need (for instance, those displaying signs of self-harm or of an eating disorder) and to children at risk of harm, which includes distress arising as a result of bullying by other pupils. All staff should read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All school staff should be aware that safeguarding concerns can arise at anytime and in any location and are required to be alert to any possible issues. The use of mobile phones and cameras in the Early Years setting is covered in the "Early Years Policy for the use of Cameras and Mobile Phones or Devices" Policy.

All staff have a duty to promote safe and healthy relationships. School personnel have day-to-day contact with children and are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Staff should understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse. All staff should be alert to signs of abuse and report any concerns or suspicions to a DSL (see appendix 1 - main areas and signs of abuse).

If any member of staff is approached by a pupil regarding any matter concerning abuse, they must tell the pupil that they cannot promise confidentiality (see appendix 3 - What to do if a child discloses).

It is not the role of personnel to investigate suspected abuse or need but rather to recognise it and refer it as appropriate to the DSL.

The induction training of new staff will include the study of this policy (and of part 1 of KCSIE) and of the school's staff handbook. New staff will also be introduced to the DSLs and the school's Code of Conduct and whistle-blowing policies will be made clear to them.

All staff with frequent contact with children receive regular Child Protection training. The DSLs will ensure that refresher training for all the staff is carried out on an annual basis. All staff received an in-person Level 2 training (supplied by The Safeguarding Alliance) in January 2020. Additionally, all teaching staff complete a Level 2 Safeguarding Course from the National College annually, while those with a limited grasp of the English Language receive training in Greek from the DSL team. Any staff who are appointed in between this are given introductory training by the DSLs.

Early Help

All staff members have a responsibility to be alert to emerging problems and should liaise with the DSL if they have a concern so that children who would benefit from early help may be identified, monitored and assessed so that the school can provide help and support to meet the needs of children as soon as problems emerge. Staff may be involved in sharing information with other professionals to support early identification and assessment.

Procedure in the event of a concern

Any member of staff who has concerns about a child's safety, including child-on-child abuse, should report them to a DSL. The primary reporting platform for teaching staff is via CPOMS (<https://campiongreece.cpoms.net/>). Additionally, printed forms (in English and Greek) for passing on safeguarding concerns are available in the Teacher file/planner, the Junior and Senior School staffroom or on Google Docs. If a child discloses, the procedures laid out in appendix 3 should be followed. The DSL is responsible for assessing the situation and deciding whether or not a referral should be made. If it is believed that a pupil is suffering or is at risk of suffering significant harm, a referral will be made to the appropriate police department, who will, in turn, inform the District Attorney for Minors. The DSL will make a written record of all concerns, discussions and decisions made, including the rationale for those decisions following a concern being raised (decision log). Note: sometimes this might include the rationale why the decision to take no further action was made.

Individual members of staff may make a direct report to the police if they are convinced that a direct report is the only way to ensure the pupil's safety. In the case of Female Genital Mutilation (FGM) there must be a direct report to the police. When a direct report has been made, the member of staff must inform the DSL or the Headmaster.

For children who are believed to be in need of additional support, the DSL, in consultation with the Headmaster, will involve those professionals, both in and out of the school, who may be equipped to provide it. These people might include the School Nurse, the School Psychologist, doctors and other health workers known to the school who are able to provide medical or psychiatric support to the child and his or her parents, and if thought appropriate, such professionals known to the child and his or her parents.

Notifying Parents or Carers

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL

will normally do this in the event of a suspicion or disclosure. Parents will not be informed if we believe that notifying them might potentially increase the risk to the child. Other staff will only talk to parents about any such concerns following consultation with the DSL. In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Confidentiality

A safeguarding culture heavily relies on the ability of all staff to sensitively share information with the appropriate designated individual both out of a sense of duty and of responsibility towards the institution and the individuals involved. Fear should not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. All staff should understand that child protection issues warrant both a high level of confidentiality and correct documentation protocol, not only out of respect for the pupil and staff involved but also to ensure that evidence is not compromised. Staff should only discuss concerns with the DSLs, the Headmaster or the Chair of the Board of Trustees (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a need-to-know basis. Records of concern forms and other written information will be stored in a double-locked facility. Sharing information with relevant agencies is permissible, where that information may help to protect a child. The need to protect a child supersedes privacy as secured under GDPR. Where a child leaves Campion to join a new school, the DSL may pass on information that may help to protect the child.

Safeguarding adults

School personnel are expected to establish the safest possible learning and working environment. The aims are to safeguard learners and reduce the risk of staff being falsely accused of improper or unprofessional conduct by promoting a safeguarding culture. School personnel are expected to treat all children with respect. All staff should follow the advice given in the staff handbook. All staff should be familiar with and adhere to the Intimate Care Policy.

Allegations against Staff, Supply Staff, Volunteers and Contractors

Allegations against staff will be treated in line with procedures indicated in the whistleblowing policy and the Low Level Concerns Policy. If an allegation is made against an adult member of the Campion community, it must be reported immediately to a DSL and the Headmaster. The allegation must not be discussed with any other member of staff. The Headmaster will then investigate the allegation that has been made, following the tenets of the Child Protection Policy.

All allegations made/concerns raised against a member of staff, supply staff, volunteer, or contractor will be held confidentially by the Headmaster and/or DSL, even if deemed low-level concerns where the harm threshold is not met.

The Headmaster will assess if the allegation meets the harm threshold (i.e. the alleged person would pose a risk of harm if they continue to work in their present position) and has the right to suspend the member of staff pending a further investigation in consultation with the nominated Trustee for Child Protection. Suspension in this instance does not imply that the allegations are proven but will occur when it is necessary in order to protect the safety of the individuals involved. After further investigation, the Headmaster will decide if further action is necessary. This could include suspension, removal from post and providing information to outside authorities (the judiciary and the police). This will happen if the individual involved is regarded as unfit to work with minors.

If the allegation made to a member of staff concerns the Headmaster, the person receiving the

allegation will immediately inform the Chairman of the Board of Trustees, without prior notification to the Headmaster.

Any person considered to be unsuitable to work with children will be reported to the Attorney General for Minors and to Interpol's National Central Bureau (NCB). (Local link to Interpol is through the Hellenic Ministry of Citizen Protection). In the case of residents of the United Kingdom, a report will also be made to the Disclosure and Barring Service / Teaching Regulation Agency.

Suitability of school personnel

We follow the safer recruitment guidelines listed below:

- Advertisements will contain a clear statement on Child Protection;
- The recruitment process will involve at least one person who is trained in Safer Recruitment;
- A candidate's identity will be verified, preferably from their current photographic ID and proof of address.
- Qualifications will be checked for accuracy.
- The candidate's previous employment history will be scrutinised for coherence and completeness.
- References will be obtained and scrutinised and any concerns resolved satisfactorily.
- The recruitment process will involve at least two people, one of whom will be a DSL or DSL trained, and a method that allows for the formation of a clear picture of the suitability, character and trustworthiness of the candidate.
- Appropriate safety checks, depending on the applicant's country of origin, will be made. For UK applicants, this will usually include the Disclosure and Barring Service and, where relevant, the international child protection certificate (ICPC). For Greek residents, a "piniko mitroo" must be obtained from "KEP".
- Employees will be required to sign a medical declaration stating that they are mentally and physically fit to work with children.
- Those in positions of management will be subject to an S128 check.

Where a Campion teacher has been dismissed (or would have been dismissed had they not resigned) and a prohibition order may be appropriate, consideration will be given to making a referral to the UK's Teaching Regulation Agency or to any other country's appropriate national body. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute", or a "conviction, at any time, for a relevant offence".

Review

The Child Protection and Safeguarding Policy and procedures will be reviewed annually during a meeting of the Board of Trustees (or an appropriate sub-committee delegated with this task) at which the DSLs and the nominated trustee will be present. The review will be formally minuted. The policy will also be reviewed in the light of statutory changes and after the raising of any Child Protection Concern.

Reviewed: October 2024

Next review: October 2025

Associated policies and documents

Anti-bullying Policy

Behaviour Policy
Health and Safety Policy
ICT Acceptable Use Policy
Whistle Blowing Policy
Staff Code of Conduct
Staff Handbook
Low Level Concern Policy
Intimate Care Policy

Further reading

Working Together to Safeguard Children (2023), Department for Education, available at https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf

Keeping Children Safe in Education, September 2024, Department for Education, UK, available at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Teaching online safety in school, Jan 2023, available at <https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools>

<https://safeguarding.network>

Public Sector Equality Duty
<https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty>

Contact Details for Relevant Agencies

Local Agencies

Police Department for Victims of Abuse
Tel: 210 6465370

Attorney General for Minors
2108827993

ΕΙΣΑΓΓΕΛΙΑ ΑΝΗΛΙΚΩΝ –
Αθήνα: Δ/νση: Πρώην Σχολή Ευελπίδων, κτίριο 16, Αθήνα,
Τηλ: 210 8827993
Πειραιάς: Φίλωνος και Σκουζέ, Πειραιάς, Τηλ: 210 4186001

Local link to **Interpol** is through the **Hellenic Ministry of Citizen Protection**
4 P. Kanellopoulou Street, Athens 10173
Tel. 210 6924558
www.yptp.gr

The NGO “Smile of the Child” www.hamogelo.gr

National Help Line for Children SOS 1056

Συνηγόρου του Παιδιού <http://www.0-18.gr/>

Χατζηγιάννη Μέξη 5, Αθήνα, TK 11528

cr@synigoros.gr

213 1306703 (Γραμματεία),

800.11.32000 (γραμμή για παιδιά)

Greek Bureau of Unicef :

Postal address:

Hellenic National Committee for UNICEF

8, A. Dimitriou & 37, J. Kennedy Streets

161 21 Kaisariani,

Athens

Greece

Visitors' address:

8, A. Dimitriou & 37, J. Kennedy Streets

161 21 Kaisariani,

Athens

Greece

Telephone: 210 72.55.555

International Agencies

International Task Force on Child Protection Education Portal

<http://www.icmec.org/education-portal/>

Appendix 1: Further information concerning Child Abuse

Neglect – The persistent or severe neglect of a child which results in serious impairment of the child's health or development.

Neglect can occur where parents/guardians fail to meet the basic and essential needs of their children such as food, clothing and medical care. Leaving small children alone and unsupervised is another example of neglect. Parents refusing or failing to give love and affection to their children is a case of emotional neglect.

Signs or symptoms which may possibly indicate neglect:

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poor school attendance or often late for school
- Poor concentration. Affection – demanding or attention-seeking behaviour
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones.

Physical Abuse is physical injury to a child, reasonable suspicion that an injury was inflicted by a third party or knowingly not prevented an injury from happening when in a position to do so. It involves any non-accidental injury where adults physically hurt, injure or kill a child. This can involve hitting, shaking, squeezing, burning and biting. It also includes giving a child poisonous substances, inappropriate drugs or alcohol.

Signs or symptoms which may indicate physical abuse:

- Bruising, inconsistent account of how bruising or injuries occurred
- Bald patches
- Burns or scalds
- Fear of going home or parents being contacted
- Fear of medical help
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying.

Sexual Abuse – When children and young persons are involved in sexual activities that they do not fully comprehend and which violate the social taboos of family roles. It occurs when the older person uses his/her power over the child/ young person to involve the latter in a sexual activity. It may involve:

- a) Sexual grooming
- b) Inappropriate exposure to sexual acts or materials
- c) Passive use of children and young persons as sexual stimuli for adults
- d) Subjection to exhibitionist activities, voyeurism or coercion into posing for pornographic materials

- e) Inappropriate sexual contact or acts between older individuals and the child/young person
- f) Intercourse as a result of rape, assault and coercion.

Signs or symptoms which may indicate sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate behaviour
- Anal or vaginal discharge, soreness or scratching
- Persistent complaints of stomach disorders or pains
- Eating disorders
- Attention-seeking behaviour including sexual harassment or molestation
- Regressive behaviour
- Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area
- Lack of trust of a familiar or particular adult
- Unusually compliant

Psychological/Emotional Abuse – persistent or severe emotional ill-treatment or rejection. This occurs where constant lack of love and affection, threats, verbal attacks, taunting, shouting, can lead to a child's loss of self-esteem. It can also include harassment or indifference on the basis of race, culture, gender or disability. Aspects of psychological and emotional abuse include:

- a) hostile rejecting/degrading (e.g. taunts)
- b) terrorising (e.g. threats or acts that induce fear)
- c) actively isolating (e.g. locking a child in a room for extended periods of time)
- d) exploiting/corrupting (e.g. teaching a child to steal)
- e) denying emotional responsiveness (e.g. denying affection and shows of love)

Signs or symptoms which may indicate psychological abuse:

- Rocking, banging head, regression
- Self-mutilation, drug or solvent abuse
- Fear of parents being contacted
- Running away, compulsive stealing
- Masturbation
- Eating disorders
- Soiling, smearing faeces, enuresis
- Sudden speech disorders, selective mutism
- Over-reaction to mistakes, continual self-deprecation
- Delayed physical/mental/emotional development.

A crisis can be the result of one incident or the progression and climax of years of torment and hiding.

Online abuse - The 4 key categories of risk

Establishing effective online safety strategies is based on identifying and addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Domestic abuse

All forms of domestic abuse can impact children both in the short term and long term. This may include;

- Children who witness domestic abuse
- Children can be victims and perpetrators in their own relationships too, including in teenage relationships
- The abuse can be physical, sexual, financial, psychological or emotional
- Ill treatment is a form of abuse.

See Annex A of KCSIE (2024) for additional information

Appendix 2: The role of the DSL

Raising Awareness:

- To monitor and annually review the effectiveness of the Child Protection and Safeguarding Policy and procedures to ensure that they comply with current best practice.
- To ensure that any deficiencies or weaknesses in child protection arrangements that come to their attention are remedied without delay.
- To ensure parents have access to the Child Protection and Safeguarding Policy procedures. The policy is available on the school website and a hard copy is provided on request.
- To ensure, where necessary, records are passed on to the receiving school or sought from a previous school when a pupil transfers.
- To act as a source of support, advice and expertise within school on matters of child protection and welfare.

Training and Support:

- To provide refresher training for all staff on an annual basis.
- To ensure that temporary and voluntary staff are aware of the arrangements for child protection and safeguarding.
- To ensure that all new staff and volunteers receive induction on child protection procedures (See “Briefing sheet for Temporary and Supply Staff”).
- To ensure that all bus monitors and extra-curricular club coaches are aware of the arrangements for child protection and safeguarding.

Referrals

- To have sound knowledge of the different forms of abuse and a clear understanding of the possible physical and behavioural indicators and know when it is appropriate to make a referral.
- To ensure that in all cases of actual or alleged harm to a pupil, the child protection procedures are followed.
- To inform the Headmaster of all cases of actual or suspected abuse. The only exception to this would be if the Headmaster were implicated in the concerns, in which case the nominated trustee would be informed.
- To act as a focal point for liaison with local authorised agencies, ensuring that appropriate information is available at the time of referral.
- To ensure that clear, detailed written records of welfare concerns about pupils are kept secure in a locked location.
- To ensure that those children who would benefit from early help are supported as appropriate.

Appendix 3: What to do if a child discloses

Receive:

- Listen sympathetically and with an open mind.
- Stay calm, conveying this through word and action.
- Never promise confidentiality, only discretion. It is important that the pupil understands from the outset that if they choose to disclose information that indicates actual or potential harm to themselves or others, then certain actions will need to be taken. If necessary, pause a child before he/she has begun what you anticipate might be a disclosure and remind them.
- Allow the child to talk and finish their story. Let them tell you what they want and no more.
- Do not ask any leading questions.

Respond:

- Where necessary clarify what has been said.
- Ensure that you have a full understanding of the facts as related by the pupil, perhaps by reporting back to the pupil for his/her confirmation.
- Never ask leading questions.
- When the pupil has finished, make sure they feel secure. Explain what you will do next and (where appropriate) the referral process.
- Action must be taken immediately if the pupil is in imminent danger.

Reassure:

- Acknowledge their courage in talking to you and reassure them that what they have said will be taken seriously.
- Remind them that the abuse is not their fault.
- Reassure them but do not promise what you may not be able to deliver – ‘Everything will be alright now’ – it may not be.

Record:

- Record as much as you can remember as soon as possible (preferably immediately) afterwards, using the pupil’s own words as far as possible. Include who was present and the date, time and location of the incident or disclosure.
- Complete a Cause for Concern Reporting Form (available in the Teacher file, Junior Staffroom or on Google Docs.) and give this, with any other accompanying information, to the DSL as soon as possible.

Report:

- Refer the matter within 24 hours or sooner and immediately if any pupil is in danger to the DSL.
- Do not discuss with parents/carers. The DSL will decide when parents/carers should be contacted and by whom.
- Do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.
- You have now fulfilled your duty and you should not take any further action.