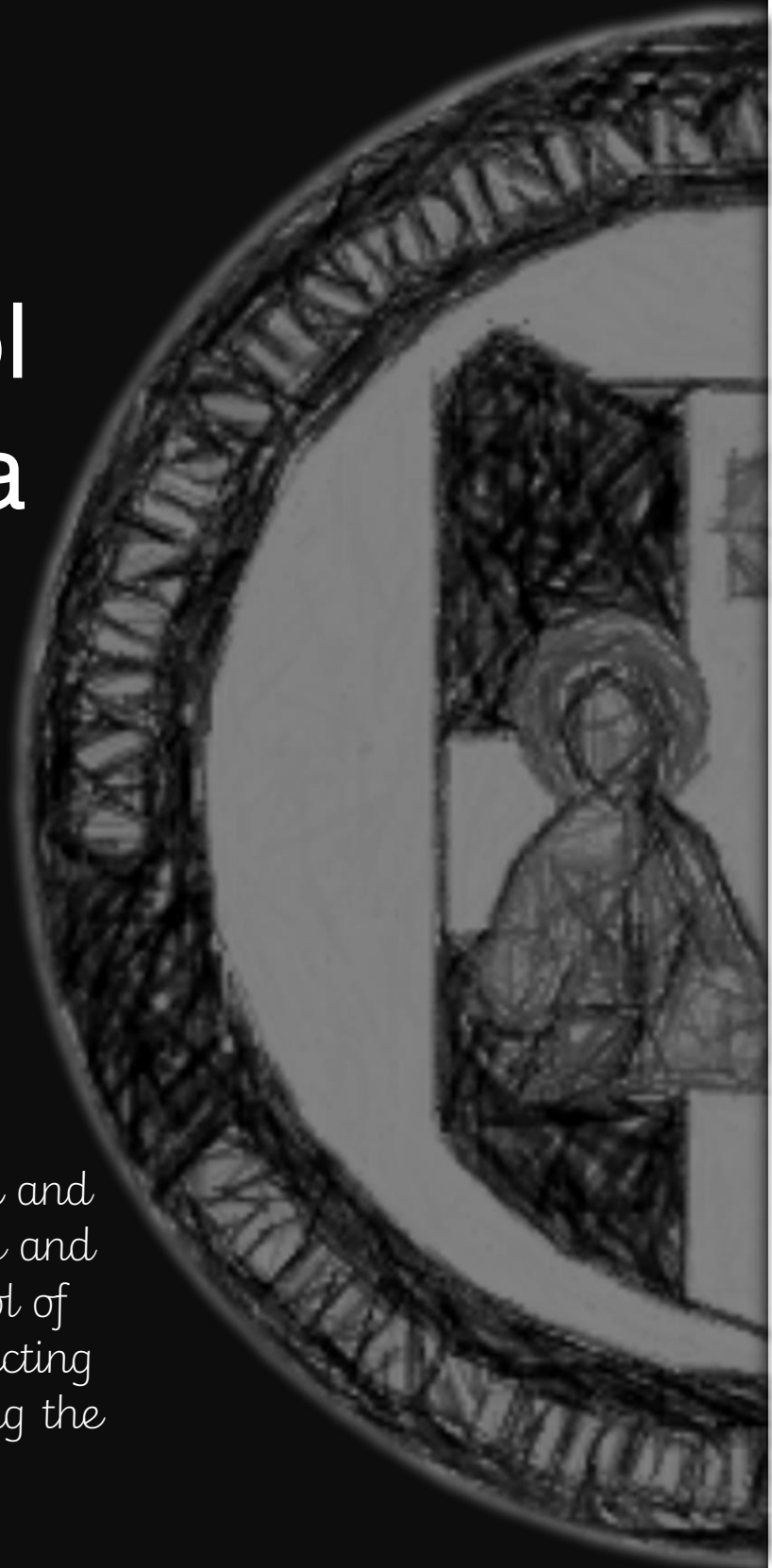


Greek School *of* Ayia Triada Birmingham

Child Protection

This document defines the term and sets out the principles, practices and procedures which Greek School of Ayia Triada will follow in respecting and valuing each child attending the school.



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1. This Policy: Introduction

The Greek School of Ayia Triada Birmingham was established 40 years ago with a vision of providing an after school learning environment for all Greek Cypriot, English Cypriots, Greek, Greek English children and with the aim of fostering the Greek Orthodox Ethos as well as of keeping up with their mother language, in a secure, safe and caring school setting, where all members of staff, Management Board members and volunteers are committed to safeguarding children. We continue to cherish this vision and we are proud of the reputation the School has for high standards of achievement in teaching and learning and for providing a caring and purposeful environment in which the individual needs and abilities of each child are recognised.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

DCSF 2022

[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Keeping-children-safe-in-education-2022.pdf)

Safeguarding is defined as: *protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes* (Working Together to Safeguard Children, DfE, 2018, p6).

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the whole school staff, members of MB and volunteers. All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- child protection policy, which should amongst other things also include the policy and procedures to deal with child-on-child abuse;
- behaviour policy which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- staff code of conduct should amongst other things, include low-level concerns, allegations against staff and whistleblowing as well as acceptable use of technologies, staff/pupil relationships and communications including the use of social media;
- safeguarding response to children who go missing from education; and also important that staff determine how best to build trusted relationships with children and young people which facilitates communication;

- role of the DSL including the identity of the DSL
- copy of Part One Keeping Children Safe in Education (2022) and should be signed to say it has been read and understood. ([Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106569/Keeping-Children-Safe-in-Education-2022.pdf))

In brief:

Purpose of the Child Protection Policy	<p>To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.</p> <p>To enable everyone to have a clear understanding of how these responsibilities should be carried out.</p>
Birmingham Safeguarding Children Partnership Procedures	<p>Our school follows the safeguarding procedures that the Birmingham Safeguarding Children Partnership BSCP which is a guide to procedures and practice for all agencies in Birmingham who are working with children and their families Home - Birmingham Safeguarding Children Partnership (lscpbirmingham.org.uk)</p>
School Staff & Volunteers and contract workers	<p>All school staff, including cover teachers, volunteers and members of MB have a responsibility to provide a safe environment in which children can learn.</p> <p>School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.</p> <p>All school staff will receive appropriate safeguarding children training, including online safety (which is updated regularly – Birmingham Safeguarding Children Partnership BSCP advises every three years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse and neglect and of the appropriate procedures to follow. In addition, all staff members should 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.</p> <p>Cover teachers and support, contractors and volunteers will be made aware of the safeguarding policies and procedures by the DSL, including The Child Protection Policy and the School code of conduct (staff/parents/visitors/volunteers)</p>
Mission Statement	<p>We aim to establish and maintain an ethos and culture where children, staff and volunteers feel safe and secure, are encouraged to talk, and are listened and responded to when they have a worry or concern (children) or have concerns about the safety and well-being of a child (adults). Every child should know that there are adults in the school whom they can approach if they are worried. Children, who have additional/unmet needs are supported appropriately. This could include referrals to Early Help Services or Child Protection Contact Referrals to specialist services if they are a child in need or have been/ are at risk of being abused and neglected.</p>

Implementation, Monitoring and Review of the Child Protection Policy

Children are taught effectively, appropriately, and thoroughly about safeguarding, including online, through teaching and learning opportunities, and as part of providing a broad and balanced curriculum (see Keeping Children safe in Education, DfE 2022, pg.33) [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106533/Keeping-children-safe-in-education-2022.pdf)

Staff members working with children are advised to maintain an attitude of **‘it could happen here’** and **‘it could be happening to this child’**, where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

The policy will be reviewed at least annually by the Management Board of the GSAT. It will be implemented through the school’s induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the DSL and through staff performance measures.

2. School Ethos

Each pupil’s welfare is of paramount importance. We will always take a considered and sensitive approach in order to support and safeguard all of our pupils. The Greek School of Ayia Triada is committed to safe-guarding and promoting the welfare of all children and young people both within the school environment and outside. Because of our contact with children and young people, teaching staff are particularly well placed to observe outward signs of abuse, changes in children’s behaviour or their failure to develop. We need, therefore, to be alert to the possibility of abuse occurring, aware of the procedures to be followed if they have suspicions and have the confidence to follow those procedures.

3. Statutory Framework

In order to safeguard and promote the welfare of children, the school and Trust will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002 (Section 175/157)
- *Outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.*
- Birmingham Safeguarding Children Partnership Procedures Manual (Electronic)
- Keeping Children Safe in Education (DfE, September 2022)
- Working Together to Safeguard Children (DfE 2018)

- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place).
- Serious Violence Strategy 2018
- Equality Act 2010 (including the Public Sector Equality Duty)
- The Human Rights Act 1998
- Apprenticeships, Skills, Children and Learning Act 2009
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2021)

4. School Commitment & Aims

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Ensuring that all hired staff is have a DBS
- Raising awareness of child protection issues with staff and equipping children with the skills needed to keep them safe.
- Implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his / her child protection plan.
- To establish and maintain an ethos where children and young people feel secure and are encouraged to talk, and are listened to.
- Establishing a safe environment in which children can learn and develop.
- Establish and maintain an environment where children feel secure, 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.
- To give opportunities for class or group discussions (when this is needed) about thoughts and feelings in an atmosphere of trust, acceptance and tolerance.

5. Roles and Responsibilities

- All adults working with or on behalf of children have a responsibility to protect and promote their welfare
- All staff and volunteers will be informed of their responsibilities in being alert to the signs of abuse and the procedures for referring concerns to the Headteacher and Chair of Management Board(or DSL if stated).
- The Headteacher and Chair of Management Board/DSL for child protection will receive

training on systematic basis.

- All new staff and volunteers will receive induction training and all staff will have refresher training every three years.
- Statistically children and young people with behavioural difficulties and disabilities are more vulnerable to abuse. With this in mind, staff and volunteers need to be particularly sensitive to signs of abuse.
- Greek School of Ayia Triada will support staff and volunteers by providing an opportunity to talk through their anxieties with a designated member of the Management Board.
- Staff and volunteers will have access to advice on the boundaries of appropriate behaviour (*outlined in Greek School of Ayia Triada's Volunteer and Staff Policies*).
- The Headteacher will also ensure that they keep an up to date list of their pupils who are Looked After Children (if any in the school) and those on the list of children subject to a child protection plan which will be regularly reviewed and updated.
- The Management Board is responsible for ensuring the annual review of the child protection policy and completing a report on the child protection activity within the school.

5.1. The Designated Safeguarding Lead

The MB of GSAT ensures the appointment of an appropriate **senior member** of staff, to the role of DSL.

During term time the DSL will always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be:

DSL: Dr S Tryfonos tryfonos.s@greeksat.org.uk 07403336121

A. The broad areas of responsibility for the DSL are:

- Managing Child Protection Contact Referrals and cases
- Completing Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the child/young person, Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern
- Liaise with the MB and Educational Team to inform them of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact Referral by liaising with relevant agencies
- Support staff who make Child Protection Contact Referrals and other service referrals

- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child or those currently working with a social worker.

B. Training Keeping Children in Education (DfE, 2022)

The DSL should undergo formal training specific to their safeguarding role and duties at least every two years. They should also undertake Prevent Awareness training every 3 years and Home Office online training on an annual basis at a minimum.

In-between formal training a DSL's knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). This training should provide the DSL with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- *Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements*
- *Have a working knowledge of how Birmingham conducts 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*
- *Understand the importance of the role the DSL has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children*
- *Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes*
- *Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers*
- *Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners*
 - *(Full details in Chapter one of Working Together to Safeguard Children)*
- *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*
- *Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college*
- *Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online*
- *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.*

C. Raising Awareness: The DSL should:

- *Ensure all staff including part time, contractors, volunteers and supply staff has access to, and understands the school or college's child protection policy and procedures, especially new and part-time staff*
- *Work with the Local Governing Bodies or proprietors to ensure that the school's or college's child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.*
- *Ensure the safeguarding and child protection policy is available publicly and that parents know that referrals about suspected abuse or neglect may be made and the role of the school/college in this.*
- *Link with Hertfordshire Safeguarding Children's Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements.*
- *Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff. The DSL/DDSL should have details of the child's social worker and the name of the virtual school's head in the authority that looks after the child.*

5.2. The management of safeguarding (The Management Board)

The Management Board must ensure that they comply with their duties under legislation. They must also have regard to KCSiE to ensure that the policies, procedures and training in their schools or colleges are always effective and comply with the law.

All members of MB should ensure that they will receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated

- *The Headteacher and MB should ensure that the policies and procedures, adopted by the school (particularly those concerning referrals of cases of suspected abuse and neglect), are understood and followed by staff.*
- *The MB should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements*
- *According to the Equality Act, schools **must** not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity,*

or sexual orientation (protected characteristics).

- *Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools in relation to safeguarding and promoting the welfare of children, governing bodies and managers should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.*
- *The Public Sector Equality Duty (PSED) is found in the Equality Act.*

Whole school approach to safeguarding

- The MB should ensure they facilitate a whole school approach to safeguarding. This means involving everyone in the school, and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the **best interests** of the child at their heart.
- Where there is a safeguarding concern, the MB and school head should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The school's safeguarding policies and procedures (some of which are listed below) should be transparent, clear, and easy to understand for staff, pupils, students, parents, and carers. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report, any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Safeguarding policies and procedures

These policies should include individual schools and colleges having:

- an **effective child protection policy**
- a **behaviour policy**, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- a **staff behaviour policy** (sometimes called the code of conduct) which should, amongst other things, include low-level concerns, allegations against staff and whistleblowing, plus acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.
- **appropriate safeguarding arrangements** in place to respond to children who go missing from education, particularly on repeat occasions
- the MB should take a proportionate risk-based approach to the level of information that is provided to staff, cover staff and volunteers.

In addition, the MB should ensure:

- **child protection files** are maintained as set out in Appendix C of KCSiE 2022
- **appropriate safer recruitment policies** in accordance with Part three of KCSiE 2022 are in place, embedded and effective and,

- where reasonably possible, schools and colleges hold **more than one emergency contact number** for each pupil or student. This goes beyond the legal minimum. It is good practice to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern
- The MB should ensure an appropriate **senior member** of staff, from the school, is appointed to the role of DSL. The DSL should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

Multi-agency working

The MB should ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

Safeguarding partners, the Birmingham Safeguarding Children Partnership (BSCP) are the organisations responsible for the partnership arrangements for keeping children safe will make arrangements to work together with appropriate relevant agencies, of which Schools and College are, to safeguard and promote the welfare of local children, including identifying and responding to their needs.

BSCP create a procedures manual which sets out how they will work together and with any relevant agencies. Working Together to Safeguard Children is very clear that all schools in the local area should be fully engaged, involved, and included in safeguarding arrangements.

The MB should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the safeguarding partners.

The School should work with local authority children's social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

The School should allow access for local authority children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

Information sharing

As part of meeting a child's needs, it is important for the MB to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required.

School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when

problems are first emerging, or where a child is already known to the local authority children's social care.

It is important that the MB is aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR.

This includes:

- *being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'*
- *understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk, and*
- *for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice. 119. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.*

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in the case where a child changes a school. For example, information that would allow the new school or college to continue supporting children

Staff Training

The MB should ensure that **all** staff undergo safeguarding and child protection training, including online safety, at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners (BSCP).

All staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually. Additionally completing the Safeguarding Quiz (Appendix 3) for refreshing their knowledge and also have a discussion on updates in legislation, contacts and information on keeping children safe in education and child protection.

Opportunities to teach safeguarding

The MB should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

6. Procedures involved when concerned

- Where it is believed that a child is suffering from, or is at risk of, significant harm, the Headteacher will follow the procedures set out in the BSCB procedures (e.g. the MASH, LADO, Safeguarding Children's Board-<http://www.lscbbirmingham.org.uk>). These procedures are aimed at reducing physical harm, sexual harm and abuse and neglect.
- Where it is believed that a child is suffering from, or is at risk of, significant harm, and where there is significant evidence of harm, teaching and support staff has duty of recording and reporting. There relevant forms to complete in such cases (Appendix 2 and Appendix 3)
- The Designated Safeguarding Lead (DSL) will ensure that telephone referrals to Social Care will be followed up in writing within 48 hours and that written records of any concern regarding a child's safety will be kept in a file in a locked safe in the headteacher's office.
- The Greek School of Ayia Triada will co-operate with all relevant external agencies in any enquiries regarding child protection matters, including providing information for case conferences, core groups and multi-agency planning meetings.
- Parents/carers will be advised of the intention to refer to Social Care and their views and co-operation sought, unless Greek School of Ayia Triada has good reason to believe that to do so would place a child at 1greater risk of harm.
- Information concerning Children at Risk will be shared with members of staff and volunteers on a "need to know" basis. The Headteacher will make a judgement in each individual case about who needs and has a right to access particular information.
- Where there are concerns about a child, a volunteer/staff member may be asked to keep a log of observations. This will be kept securely, separately from generally accessible pupil and class records.
- As we are a private community school we are not subjected to the Freedom of Information Act (2000) and therefore procedures cannot be released to parents or third parties unless certain conditions are fulfilled or a court order is in place or legal actions are also triggered against investigating certain case (s). For all investigated cases commitment to confidentiality is signed by all members of the Management Board. This commitment prevents any member of Management Board, or staff or volunteer to disclose any information concerning any case under investigation. Similarly, content of routinely called meetings of Management Board are not to be disclosed outside meeting room.

WHEN TO BE CONCERNED

All staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology maybe used to facilitate offline abuse. Children maybe abused by an adult or adults or by another child or children.

Physical abuse	
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	
Indicators in a child/ young person	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness

Emotional abuse	
<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.</p> <p>It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>	
Indicators in a child/ young person	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a ‘loner’ Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

Neglect	
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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.	
Indicators in a child/ young person	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Sexual abuse	
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.	
Indicators in a child/ young person	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in schoolwork habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the DSL. The DSL is most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to a safeguarding concern.

Any staff member should be able to make a Child Protection Contact Referral to Children's Services if necessary.

All staff should be aware of the process for making Child Protection Contact Referrals to Children's Services for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm - from abuse or neglect) that may follow a Contact Referral, along with the role they might be expected to play in such assessments.

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Options will then include:

- Managing any support for the child internally via the school or college's own pastoral support processes.
- Completing a Families First Assessment or making a request for early help support.
- A Child Protection Contact Referral for statutory services, as the child suffering / likely to suffer significant harm from abuse or neglect.

Extra Familial Harm/Contextual Safeguarding

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

A child-centered and coordinated approach to safeguarding

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, each professional should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

The MB, Head of School and staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

7. Dealing with disclosure, Record Keeping, Confidentiality

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality –

instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify what is being said.
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the DSL without delay (if a DSL is not available, staff must inform a senior member of staff or complete a child protection contact referral if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or Children's Services where necessary is not delayed)

Third Party Disclosures

It's everyone's responsibility to report concerns related to children and make referrals to Children Services and the Police if suspected that a child has been abused or is at risk of abuse.

Therefore, when safeguarding concerns are shared to the DSL in a school by a parent or member of the public, it is important to note that there is equal responsibility by the complainant to report the matter also directly rather than assume the responsibility is that of the school. If unsure of how to do this speak to the DSL / head teacher and they will advise accordingly.

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

If the school receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– *Allegations involving school staff/volunteers*.

Record Keeping

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL. Staff will:

- Record as soon as possible after the conversation. Use the schools Child Protection Recording system which may be electronic or using a record of concern sheet
- Ensure the date, time, place is recorded, and any noticeable non-verbal behaviour and the words used by the child.
- Use the body map on the school's recording system or the proforma body map available on Birmingham C Council- copy of this can be found on the teacher's guide, to indicate the position of any injuries and a clear description of the injury.
- Record statements and observations rather than interpretations or assumptions.
- Do not destroy the original records in case they are needed by a court.
- All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.

The DSL will have access to safeguarding records and will ensure that all records are managed in accordance with the Education (Pupil Information) (England) Regulations 2006.

Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in school, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

8. Allegations against Staff and Volunteers

An allegation/safeguarding concern is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way which indicates he or she would pose a risk of harm to children or
- Behaved or may have behaved in a way that indicated they may not be suitable to work with children.

This relates to members of staff, supply staff, and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children, this is to be referred to the headteacher, principal, proprietor of an independent school. This includes allegations reported or made by a child, parent or member of the public.

Where the headteacher or principal is the subject of an allegation or safeguarding concerns, this to be referred to the chair of Management Board, or the chair of Educational Team of the MB or proprietor of an independent school (the case manager).

Staff may consider discussing any concerns with the DSL and if appropriate make any referral via them.

The Chair of Governors in this school is:

NAME:

Mrs Katerina Jordanou

CONTACT NUMBER:

_____07710163513_____

In the absence a Member of the Educational Team of the MV, should be contacted.

NAME:

CONTACT NUMBER:

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO Threshold Guidance may be used to inform this decision – found at [Who to contact if you're worried about a vulnerable adult or child | Birmingham City Council](#)

Who to contact if you're worried about a vulnerable adult or child

If you're worried about somebody, please get in touch to let us know. We'll listen, and then decide what to do, based on what you've told us:

- If you're [worried about a child](#)
- If you're [a professional who works with children and are worried about a child](#)
- If someone you know is [being bullied](#)
- If you're [worried about a vulnerable adult](#)
- If you want to [report domestic violence](#)
- If you're [concerned about serious wrongdoing \(whistleblowing\)](#)
- Report possible [abuse or neglect of an adult](#) with care and support needs

Children's Services – 0300 123 4043

SOOHS (Out of Hours Service-Children's Services) – 0300 123 4043

If the allegation meets any of the four criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer (LADO) without delay and within 24 hours in line with HSCP CP procedures.

If it is decided that the allegation requires a child protection strategy meeting or a joint evaluation meeting, this will take place in accordance with section 5.1.5 of the Hertfordshire Safeguarding Children Partnership Procedures Manual.

If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support on how the allegations should be managed.

The Head Teacher should, as soon as possible, **following briefing** from the LADO inform the subject of the allegation.

9. Safe Recruitment

In order to safeguard and promote the welfare of its pupils and ensure that risk of harm is minimised, Greek School of Ayia Triada employs a safe recruitment and selection policy which complies with national and local guidance. All recruitment procedures involve the following:

- Job adverts clearly state that "Greek School of Ayia Triada is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment" All successful applicants (including volunteers) will need to undertake an enhanced DBS check. Employment records, references and qualifications will be verified for staff positions and references will be taken up for volunteers.
- All job descriptions state the main duties of the post, include the statement that 'all adults employed by Greek School of Ayia Triada are responsible for safeguarding and promoting the welfare of children s/he is responsible for, or comes into contact with'.
- The Person Specification will state the competencies and qualities required by the successful candidate and will state that the interview will thoroughly explore issues relating to safeguarding and promoting the welfare of children. Additionally, for short-listed candidates, any relevant issues relating to employment breaks or reference queries will be taken up at interview.
- The information pack for candidates will include; the application form, job description, person spec (see above) and Greek School of Ayia Triada's Child Protection Policy.
- When short-listing, the Greek School of Ayia Triada will pay particular attention to:
 - Missing information from application
 - Refusal of References from previous employers
 - unexplained gaps in employment discrepancies or repeated changes of employment and their commitment to train will be tested.
 - Incomplete application forms will not be accepted.
 - References will be sought before interviews take place. Open references and testimonials provided by applicants will not be accepted. No candidate will be appointed until a verified reference is received and scrutinised. For successful candidates, written references will be verbally verified.
- All applicants will undergo a face to face interview where questions pertaining to child protection will be asked and safeguarding procedures for safer recruitment will be fully applied.
- All candidates will be asked to bring identity proof with them e.g. a current driving licence or passport, a full birth certificate, plus a document such as a utility bill showing the candidate's current name and address.
- All candidates will be asked to bring documents confirming any educational and professional qualifications relevant to the post as well as all necessary and required documentation confirming their ID
- All interviews will be conducted by a minimum of two (usually undertaken by Members of Educational Board
- As well as the above checks (qualifications, references), all candidates will undergo an enhanced CRB check and check of DfES List 99, even if this has been recently carried out by a previous employer. All appointments are subject to these checks being satisfactory (*see Disclosure Pack*).
- Where there are serious concerns about an applicant's suitability to work with children, the facts will be reported to the police and the DfES Children's



- Safeguarding Operations Unit (formerly the Teachers' Misconduct Team).
- All appointed staff will undergo an induction process which includes information and written statements of; policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti racism, physical intervention/restraint, internet safety and professional conduct.
 - For volunteers, close attention will be taken to why the applicant would like to work with children and young people and follow up questions will be necessary prior to the appointment being made. Also a maximum of 6 weeks old DBS will be requested for accepting an applicant.
 - It might be necessary to request the contact details of another reference if there is any uncertainty of the appropriateness of the applicant to work with children and young people.
 - **Safeguarding Quiz-** at the beginning of each recruitment, teachers will be required to complete a safeguarding quiz. The quizzes will be reviewed by the Management of the school and any concerns will be dealt immediately. (online form on TEAMS)

10. Related Documents

- BSCB South West Procedures for Working with Children in Need ("Red Book") Protecting Children (A Handbook for Designated Child Protection Officers in schools) Birmingham City Council.
- What to do if you're worried a child is being abused, DoH (2003) http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4010283
- Dealing with Allegations of Abuse Against Teachers and Other Staff, DFES (2005) http://www.teachernet.gov.uk/_doc/9350/this%20one.doc
- Working Together to Safeguard Children, DoH (2006) http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4007781
- Safeguarding Children and Safer Recruitment in Education, DfES (2007) <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-04217-2006>

11. Essential Links

- **LADO** Local Authority Designated Officer (LADO) for Child Protection (contact the office nearest to the child's home):
Stop it Now! 08081000900
- This confidential helpline operates from 9am – 9pm Monday to Thursday and from 9am – 7pm on Friday. Website: www.stopitnow.org.uk. Stop it Now! is a confidential freephone helpline for people worried about their own sexual thoughts and feelings towards children or the sexual behaviour of others; parents and carers of young people with sexually worrying behaviour; and professionals needing help with difficult cases.
- Birmingham Safeguarding Children Partnership and Birmingham Safeguarding Children Board: **0121 464 2612**
- **POLICE** If you think a child is in immediate danger,

call the police on **111 or 112.**

- **NSPCC** If you're worried about a child's safety or welfare or if you need help or advice, ring our helpline on 0800 800 5000.

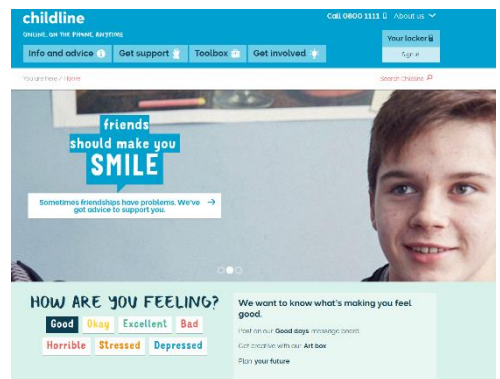
From the UK please email help@nspcc.org.uk
Textphone: 0800 056 0566

- Child Exploitation and Online Protection Centre:
<http://www.ceop.police.uk/>

Social Workers – contact Child Protection numbers above



- **Birmingham Children's Trust: Monday to Thursday: 8:45am to 5:15pm Friday: 8:45am to 4:15pm Telephone: 0121 303 1888**
(Emergency out-of-hours: 0121 675 4806)



- **Multi Agency Safeguarding Hub (MASH) by calling CASS:**

Telephone: 0121 303 1888

Email: MASH@birmingham.gov.uk

Emergency Duty Line: 0121 675 4806 (out of hours)

If any child lives outside of Birmingham, CONTACT the above numbers, they will give advice and contact numbers for other Boroughs should you need them.

fCAF form: www.birmingham.gov.uk/caf

Interagency referral form: www.lscbbirmingham.org.uk

- **The Duty Team (FOR LADO)**

Duty Line on: 0121 675 1669

Emergency Duty Line: 0121 675 4806 (out of hours)

- **Birmingham Safeguarding Children Board**

- Room B54, Council House Extension, Margaret Street

Birmingham, B3 3BU

TEL: 0121 464 2612

FAX: 0121 303 8427

Email: contactus@lscbbirmingham.org.uk

- **Ofsted** (Piccadilly Gate, Store Street, Manchester, M1 2W,
enquiries@ofsted.gov.uk, TEL: 0300 123 1231)

- **Cyprus Educational Mission in the UK**

22 Stuart Crescent, N22 5NN, London, Tel. 02088816982

Fax. 02083658257, Email: kea@schools.ac.cy

- **Police** In emergencies 999

www.west-midlands.police.uk/np/birminghamsouth/

Birmingham Safeguarding Children Board website

The website contains very useful and important information and we encourage staff to ensure that regular research the documents.

The DSL's and DSL support must visit the website on a regular basis and discuss any updates or changes, informing staff and updating this policy where necessary.

Reviewing

The efficacy of this procedures document will be reviewed every year by the governing body- The Greek School of Ayia Triada Management Board. Any amendments needed and any concerns arise will be dealt immediately

Note: This document includes information from various policy documents and it aims at providing you with brief information on our Child Protection Procedures

Key Links

Birmingham Safeguarding Children Board Procedures -
<http://www.lscbbirmingham.org.uk/>
 Every Child Matters – Safeguarding Children
<http://www.everychildmatters.gov.uk/socialcare/safeguarding/>

12. Version Control

Version	Date	Particulars
Reviewed	01/07/017	Reviewed and approved by MB no changes
Reviewed	01/09/2018	Reviewed and approved by MB no changes
Reviewed	01/09/2019	Reviewed and approved by MB no changes
Reviewed	01-09-2020	Reviewed and approved by MB no changes
Reviewed	24-09-2021	Reviewed and approved by MB no changes
Reviewed	20-09-2022	New Keeping safe children in Education July 2022 document- Policy updated to meet the new changes in the Act
Next Review		

Appendix 1

Commitment to Confidentiality and Data Protection Online form

Questions

Responses 40



Commitment to Confidentiality Declaration

Data Protection Act

All Members of Teaching, Volunteers as well as members of Management Board (MB) at the Greek of Ayia Triada Birmingham (GSAT) are committed to confidentiality and Data Protection of all information provided or shared within the school to the school including contact details, medical and any other information which is considered personal and confidential. Today we are signing a "Commitment to Confidentiality and Data Protection Declaration" which is a legal document. Any reporting of breaching this commitment should be referred to the designated members of the MB and investigation and legal action may be followed. Our GDPR Policy sets out the following commitments on protecting and safeguarding information of students and their families, particularly how information will be shared both within school and outside school:

1. **We will not share** information (with other agencies, organisations or individuals) that identify individuals and particularly pupils for any reason unless:
 - (a) We are asked to do so in written and Specific Purpose Consents are Requested and obtained by all involved.
 - (b) We are given specific instructions to do so by Cyprus Educational Mission, Greek Education Office of the Greek Embassy in London, or by any Educational Authority consents are obtained by all involved.
 - (c) We must do this by law, or requested by Court**
 - (d) We have special permission for research purposes***
2. **We will ensure**, through contract terms and staff training, that everyone who works for or on behalf of the GSAT understands their duty of confidentiality, what it means in practice and how it applies to all parts of their work (this includes Teaching and Support Staff, Members of MB and Volunteers).
3. **We will follow protocols of action** in case of report of breaches of our Data Protection policy and commitment to confidentiality (which may include misuse of data* and unauthorised sharing of information*, unauthorised access to person identifiable information* or information* discussed at critical meetings of the Management Board, or staff meetings or briefings, during working or even after leaving the school****)
4. **We will ensure that**, misuse of personal data and problems created because of this will be reported to authorise persons (in the Management Board and to the Headteacher) so that action is taken to rectify the problem and to ensure that the same problem does not occur again in the future.
5. **We will not share** information* that is on the agenda of discussion of the MB or of the Staff Meeting with anyone outside the school, individual or organisation, unless the conditions stated above are met. We will not share, discuss or communicate any information that involves any pupil or any person who is attending the school intentionally or unintentionally-unless reasons mentioned in section 1 above

Note: Information on this agreement is detailed in policies: Child Protection& GDPR

This form is signed only once and it is valid for the duration of employment or volunteer work, or service Children the UK GDPR | ICO

Data Protection Act 2020 gov website

Declaration:

I will be committed to the principles involved in Commitment to Confidentiality and Data Protection policy of the Greek School of Ayia Triada Birmingham. I also understand that breaching this policy may lead to legal actions.

1. Full Name:

Enter your answer

2. What is your role in School

- ☐ Member of Management Board
- ☐ Headteacher
- ☐ Teacher
- ☐ Teacher Assistant
- ☐ Temporary Staff
- ☐ Volunteer

3. Date signing this form:

Please input date (dd/MM/yyyy)



4. I fully understand the meaning of the following terms:

"personal information"

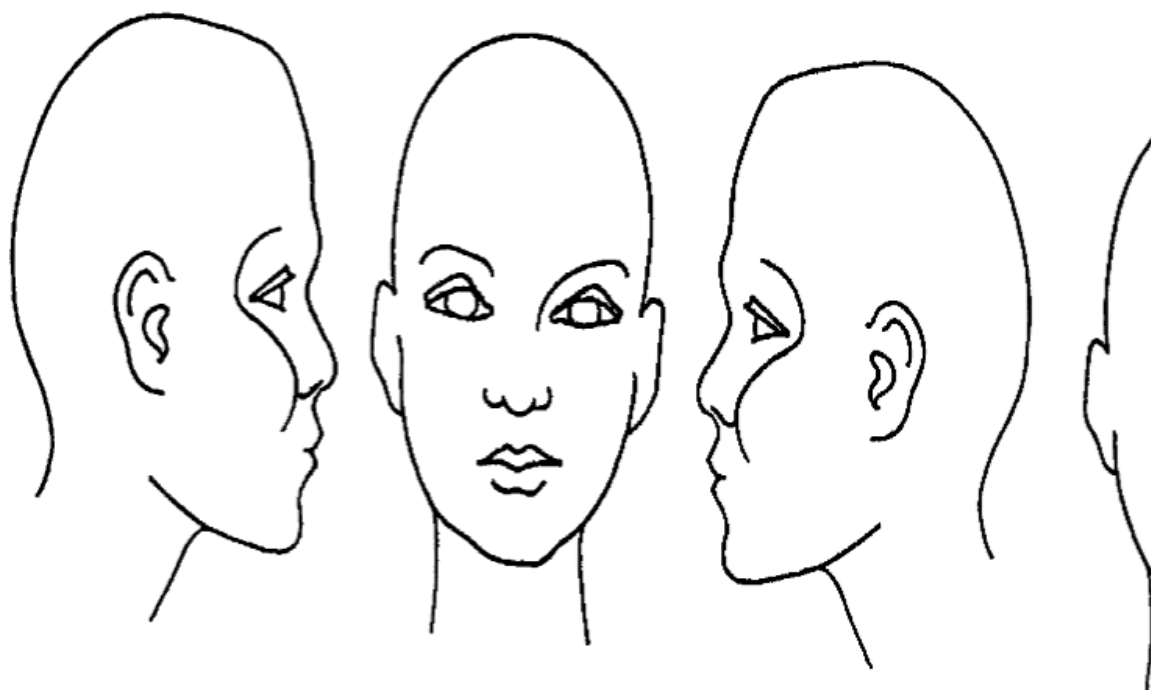
"data protection"

"legal duty and commitment to data protection" *

- ☐ Yes
- ☐ No

Appendix 2

Face Map: Child



When you notice an injury to a child, try to record the following information in respect of each mark:

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab? / any blistering? / any bleeding?
- Is the injury clean? or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?

Name of Child:

School child attends:

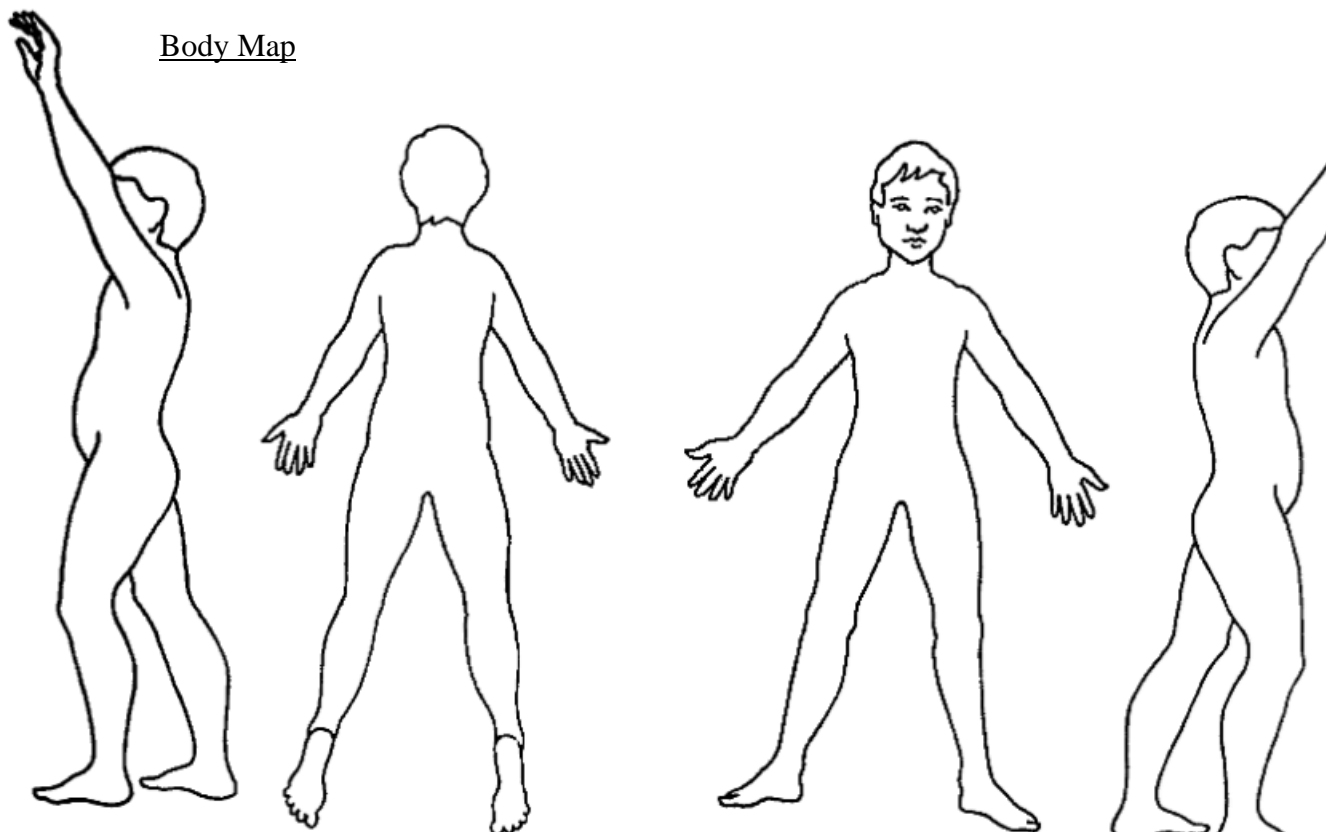
Date marks observed:

Name of adult completing this form:

Signature of adult completing this form:

Appendix 2

Body Map



When you notice an injury to a child, try to record the following information in respect of each mark:

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab? / any blistering? / any bleeding?
- Is the injury clean? or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?

Name of Child:

School child attends:


Date marks observed:

Name of adult completing this form:

Signature of adult completing this form:

Appendix 3

Safeguarding Quiz Answer Sheet



SAFEQUARDING CHILDREN IN EDUCATION

TEACHING STAFF QUIZ

As part of our CHILD PROTECTION POLICY- teaching staff are required to complete the Safeguarding Quiz- This is for all members of staff for reminding all needed to act on and also all needed to be done in case of emergency and of child protection cases

The Questionnaire is not about scoring is about baselining knowledge.

It is directly linked to our Child Protection Policy 2022

* Required

1. Teacher completing the quiz *

Enter your answer

2. Date Taken the Safeguarding Training: *

Please input date (dd/MM/yyyy)

3. Safeguarding Children in Education, Level of Training & Certification recently acquired: *

☐ Level 1

☐ Level 2

☐ Level 3-DSL

4. Question 1: What is the name of the document that all staff are expected to have read?

☐ Keeping Children Safe in Education

☐ Protecting Children from Abuse

☐ Working Together to Protect Children

5. Question 2: Which part of "Keeping Children Safe in Education" must all staff have read?

☐ Introduction

☐ Part 1

☐ Summary

6. Question 3: What title is given to the person in a school who is responsible for safeguarding, child protection and protecting the welfare of children?

☐ The Child Protection Officer

☐ The Designated Safeguarding Lead

☐ The Head of Children's Welfare

7. Question 4: Who is the Designated Safeguarding lead at Greek School of Ayia Triada Birmingham ? Who is the Deputy Designated Safeguarding Lead? (Please write answers in space provided)

a) Designated Safeguarding Lead:

b) Deputy Designated Safeguarding Lead: *


Enter your answer

8. Question 5: If a staff member has a safeguarding concern about a child, they should speak to... *

☐ The child's parent

☐ The Designated Safeguarding Lead

☐ Other colleagues in the school



9. Question 6: Who is allowed to contact Social Services directly? *

☐ The Designated Safeguarding Lead

☐ The Headteacher

☐ Anybody

10. Question 7: If a staff member has a safeguarding concern about another member of staff, they should speak to... *

☐ The Designated Safeguarding Lead

☐ The Headteacher

☐ The Chair of Governors

11. Question 8: Children includes everyone under the age of... *

☐ 14

☐ 16

☐ 18

12. Question 9: Early Help means... *

☐ Having something in place as soon as a child arrives in school in the morning

☐ As soon as a problem arrives at any point in a child's life

☐ Making referral calls early in the day

13. Question 10: It is OK to promise a child that you will not tell anyone about an allegation... *


☐ If they are upset

☐ If they ask you to before saying anything

☐ It is never OK to make this promise

14. Question 11: Which website provides useful information on the types of abuse? *

☐ NSPCC



Questions	Responses
<p><input type="radio"/> Immediately</p> <p><input type="radio"/> As soon as it is convenient</p> <p><input type="radio"/> When the Designated Safeguarding Lead is available</p>	
17. Question 14: If staff have concerns about safeguarding practices within school they should... *	<p><input type="radio"/> Keep quiet</p> <p><input type="radio"/> Raise their concerns and, if not taken seriously by senior leadership, follow whistle-blowing procedures</p> <p><input type="radio"/> Monitor and take notes</p>
18. Question 15: Where can a hard copy of all this information be found? *	<p><input type="radio"/> In a blue ring-binder in the staffroom and kitchen</p> <p><input type="radio"/> In the locked cupboard in the office</p> <p><input type="radio"/> In a red ring-binder in the staffroom and kitchen</p>
19. Question 16: the Acronym Test (Please write each acronym out in full in the space provided)	<p>a) LADO</p> <p>b) MASH</p> <p>c) NSPCC *</p> <p>Enter your answer</p>
20. ONLINE LEARNING SAFETY IS IMPORTANT? *	<p><input type="radio"/> YES</p> <p><input type="radio"/> NO</p> <p><input type="radio"/> I do not know</p>

“Prevent” Training

All staff need to complete *“Prevent”* training.

If you are unable to attend the *“Prevent”* training session you must complete the online version and print a copy of the certificate.