



THE
INTERNATIONAL SCHOOL
OF PAPHOS PRIVATE



a proud member of globeeducate

CHILD SAFEGUARDING & PROTECTION POLICY

2025-2026

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National Support for Children and Adolescents

Contact Number: 22 103 234

International Child Helpline: 116 111

Website: <https://www.gov.cy/>

<https://uncrcpc.org.cy/>

Cyprus Social Welfare Services

Contact Number 26 821 600/ 22 406 600

Website: http://www.dmsw.gov.cy/dmsw/sws.nsf/page01_en/page01_en?opendocument

This Policy is reviewed annually by the School Management Team led by the DSL. The DSL collates any input from pupils, parents, colleagues, Heads of Department, Heads of Year, Assistant Head Teachers, Careers Counsellor, External Examinations Officer, School Examinations Officer, Parents and Teachers Association. The collated input is forwarded to the Regional DSL and Chief Education Officer.

Expectations

Safeguarding is the responsibility of everyone in the organisation and we should always act in the best interests of the child.

All staff, whether teaching or non-teaching, volunteers or Globeducate Directors, play an important part in safeguarding for children. They are required to ensure that the correct procedures are followed, to protect children from abuse or further abuse.

All members of staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and should understand they have a responsibility to take appropriate action, and report concerns or allegations of risk of harm to students.

To this effect, all staff should be:

1. familiar with this safeguarding policy
2. alert to signs and indicators of possible abuse
3. able to record and report concerns as set out in this policy
4. able to deal with a disclosure of abuse from a student

In addition, all teaching staff are involved in the implementation of individual education programmes and integrated support plans.

All staff and volunteers in school must be familiar with, and understand, the school's safeguarding policy and have completed the mandatory Safeguarding training and certification.

If staff have any concerns about a child's welfare, they should act on them immediately. If staff are unsure, they should always speak to the Designated Safeguarding Lead (or Deputy).

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Introduction

Safeguarding is defined as:

1. providing help and support to meet the needs of children as soon as problems emerge
2. ensuring that children grow up with the provision of safe and effective care
3. taking *action* to enable all children to have the best life chances
4. preventing impairment of children's mental and physical health or development and
5. protecting children from maltreatment whether that is within or outside the home, including online

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates student health and safety; school behaviour and preventing bullying; supporting students with medical conditions; personal, health, social economic education; providing first aid and site security.

Child Protection is one element of safeguarding. It refers to those actions that are taken to protect specific children who may be suffering, or at risk of suffering, significant harm. Consequently, this policy should be read in alongside other policies relevant to the safety and welfare of our students.

For the purposes of this policy:

1. Staff refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
2. A volunteer is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
3. Parent refers to birth parents and other adults who are in a parenting role, for example step- parents, foster carers and adoptive parents.
4. Child refers to all children on our school roll and any child under the age of 18 who comes into contact with our school.

We use the terms "must" and "should" throughout the guidance. We use the term "must" when the person in question is required to do something and "should" when the advice set out should be followed unless there is good reason not to.

Any safeguarding concerns or disclosures of abuse relating to a child during the school day or outside of school hours are within the scope of this policy.

The School's Child Safeguarding Policy sets out to outline the actions that will be taken to ensure that all pupils are properly safeguarded in school and at home.

This Policy is based on the International Convention on the Rights of the Child with its Optional Protocols, adopted on 20.11.1989 by the United Nations, legislation relating to the Rights of the Child (in particular Articles 19 and 24), the European Convention on the exercise of Children's Rights, the Cyprus Commissioner for the Protection of Children's Rights Law. This policy also incorporates the UK best practice and NSPCC guidelines <https://learning.nspcc.org.uk/safeguarding-child-protection>

1. Children's Law (Chapter 352)
2. **National Strategy** and Action plan to Combat Sexual Abuse and Exploitation of Children and Child Pornography Law 2014 2016 – 2019
3. The International Convention on the Rights of the Child The Convention on Cybercrime (Ratification) Law of 2004
4. The Trafficking in Persons and the Exploitation and Protection of Victims Law of 2007

This policy is in line with the relevant the Republic of Cyprus legislation as given: http://www.moec.gov.cy/dme/programmata/scholiki_paravatikotita/nomothesia.html and as given: http://www.cylaw.org/nomoi/indexes/2019_1_147.html

The policy is in line with the Globeducate Safeguarding and Child Protection Policy <https://www.globeducate.com/footer/globeducate-policies>

The welfare of the child and the aim to create a culture of vigilance are at the heart of this Policy. This Policy emphasises the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding and protection.

All members of staff are duty bound to help ensure the wellbeing and safeguarding of all the school's pupils. Any member of staff can report any safeguarding **concerns via iSAMS Wellbeing module, MyConcern platform or in person or via email** as described further below.

'Keeping Children Safe – Child safeguarding standards and how to implement them' identifies safeguarding as:

"Child safeguarding is the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organisation has about children's safety within the communities in which they work, are reported to the appropriate authorities."

https://ec.europa.eu/info/sites/info/files/standards_child_protection_kcsc_en_1.pdf

Aim of the Policy

1. To help ensure children are able to develop in a safe environment
2. To identify children who may be suffering, or who may be vulnerable to significant harm and to take action to safeguard such children both in school and at home from the risk of significant harm
3. To take any appropriate action to ensure the wellbeing of children who may require support or protection
4. To create a culture of vigilance

This Policy is to be read and implemented in conjunction, where relevant, with the school's policies, Parents and Staff Handbooks.

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role in order to enable those children to have the best outcomes, to have optimum life chances and to enter adulthood successfully.

A child-centered and coordinated approach to safeguarding (Based on UK Dept for Education Statutory Guidance) is outlined below.

The School Commitment

Safeguarding and child protection is the responsibility of *everyone within the school*, although some staff have key responsibilities. We recognise that positive self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children and especially those at risk of, or suffering from, abuse.

Staff will therefore:

1. establish and maintain an ethos where children feel secure, are listened to, and encouraged to talk

2. ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty
3. ensure that every effort will be made to establish effective working relationships with parents, as well as with colleagues from other agencies

Recognising Abuse and Raising an Alert

Staff will be trained to be vigilant regarding the welfare of all children with whom their work brings them into contact. Staff will be trained to recognise the early signs of abuse in relation to children and young people and the importance of taking speedy action to prevent problems escalating.

Staff will have knowledge of the reporting structure in the school as well as how to seek guidance and support. See [Appendix 1](#).

Where a member of staff has reasonable grounds for concerns that a child may have been, is being or is at risk of being abused or neglected, the Designated Safeguarding Lead and Headteacher of Kindergarten & Primary/Secondary should always be contacted. If the symptoms of abuse are ignored, it could result in ongoing harm to the child. It is not necessary for a person to prove that abuse has occurred to report a concern. All that is required is that the person has reasonable grounds for concerns. The following information details the main types of abuse and how abuse and neglect can be recognised.

Reasonable grounds for a Child Protection concern include:

1. Evidence (e.g. injury or behaviour) that is consistent with abuse and is unlikely to have been caused any other way
2. Any concern about possible sexual abuse
3. Any concern regarding neglect (emotional, physical or affluent)

Child abuse can and does occur outside the family setting. Although it is a sensitive and a difficult issue, child abuse has occurred and does occur within institutions and may occur within other settings.

Evidence of Abuse (NSPCC guidance)

Abuse and neglect are forms of maltreatment of a child. A person may abuse or neglect a child either directly by inflicting harm, or indirectly, by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Evidence that a child may be being abused could include:

1. Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if sustained on part of a body not normally prone to such injuries.
2. A situation in which the explanation for an injury seems inconsistent or unlikely.
3. The child/young person describes what appears to be an abusive act involving him/her.
4. Unexplained changes in behaviour e.g. becoming withdrawn or displaying sudden outbursts of temper.
5. Inappropriate sexual awareness or engaging in sexually explicit behaviour.
6. Distrust of adults, particularly those with whom a close relationship would normally be expected.
7. Difficulty in making friends or not socialising with their peers.
8. Displaying variations in eating patterns including overeating or loss of appetite.
9. Loss of weight for no apparent reason.
10. Becoming increasingly dirty or unkempt.
11. It should be noted that this list is not exhaustive, and the presence of one or more indicators is not proof that abuse is taking place.

Types of Abuse

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

This Policy identifies 4 types of child abuse:

Physical Abuse

Physical abuse is deliberately hurting a child causing injuries such as bruising, broken bones, burns or cuts. Children who are physically abused may suffer violence in the form of being kicked, poisoned, burned, slapped, or having objects thrown at them. Parental assault where reasonable chastisement is not a defence.

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

Self-harming can take lots of physical forms, including cutting, burning, bruising, scratching, hair-pulling, poisoning, and overdosing. And once it starts, it can become a compulsion. It is, therefore, vital to identify such behaviour as soon as possible and to take action. It is often a way for young people to release overwhelming emotions. It is a way of coping. Whatever the reason, it should be taken seriously.

Sexual Abuse

A child is sexually abused when they are forced or persuaded to take part in sexual activity. This can be physical contact or can be online. Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse from both adults and other children. Upskirting and other inappropriate use of electronic devices (see online and mobile phone policies) are safeguarding issues.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment or emotional neglect of a child. Sometimes termed psychological abuse, it can seriously harm a child's emotional health and development. It can involve deliberately trying to scare or humiliate a child or isolate and ignore them.

Neglect

Neglect is the ongoing failure to meet a child's basic needs. A neglected child may be left hungry, dirty, without proper clothing, shelter, or supervision. They may be exposed to physical or emotional harm. They may not receive adequate care and attention from parents. (This may include affluent neglect.)

SAFEGUARDING ISSUES

Peer-on-Peer Abuse

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

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

At no time may any such sexual harassment (verbal and physical) be dismissed as mere banter. Any such cases must be treated as a safeguarding issue.

Serious Violence

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

Upskirting

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

Female Genital Mutilation (FGM)

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

Contextual Safeguarding

All staff should be aware that safeguarding incidents or behaviours can be associated with factors outside the home and school. All staff, but especially the DSL, should always consider the context within which such incidents and/or behaviours occur and be aware of any local risks e.g. incidents in a certain area of the local town. This is known as contextual safeguarding. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Missing children

A child that is missing from school or an educational activity offsite may be a warning of a safeguarding issue. Such cases may include neglect, abuse, mental health problems, substance abuse and other threats to the wellbeing of a child. Staff must raise their concerns if they suspect a deeper problem but first must follow the school's policy on attendance.

Children absent from education

Globeducate schools put in place appropriate safeguarding responses to children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of them being absent from education in future. As part of the admissions process, we request more than two emergency contact numbers for each student to ensure the school can make contact with a responsible adult when a child is identified as a welfare and/or safeguarding concern.

Children with Special Education Needs and Disabilities (SEND)

Students with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the student's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in students with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying. To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns.

Looked-after Children

When dealing with looked-after children and previously looked-after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group. The Designated Safeguarding Lead (DSL) ensures that the appropriate staff members have all the information they need about the child's status, contact arrangements with parents and care arrangements. This also includes their looked-after legal status, whether they are looked after under voluntary arrangements with consent of parents or

on an interim or full care order, and the child's contact arrangements with birth parents or those with parental responsibility, any delegated authority to carers as well as details of the child's welfare officer.

The safeguarding team is aware that a previously looked-after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked-after children safe.

The DSL also has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care.

Designated safeguarding leads should hold the details of the local welfare's point of contact appointed to guide and support students and should liaise with them as necessary regarding any issues of concern.

Types of Abuse and Specific Safeguarding Issues

All staff members should be alert to the signs of neglect and abuse (emotional, physical, sexual) and be aware of and know how to respond to the following specific safeguarding issues:

- | | |
|---|---|
| 1. Allegations involving sexual impropriety | 14. Hate crime |
| 2. Children and the court system | 15. Peer-on-Peer abuse |
| 3. Children with family members in prison | 16. Radicalisation and vulnerability to extreme viewpoints |
| 4. Child sexual exploitation (CSE) | 17. Sexual violence and sexual harassment between children in schools |
| 5. Child criminal exploitation | 18. Trafficking |
| 6. Gang involvement | 19. Human Produced Sexual Imagery or "Sexting" |
| 7. Domestic abuse | 20. AI Produced Sexual Imagery or "Sexting" |
| 8. Faith (& Spiritual) abuse | 21. Self-Harm |
| 9. Female Genital Mutilation (FGM) | 22. Suicide ideation |
| 10. Forced Marriage | |
| 11. Gangs and youth violence | |
| 12. Homelessness | |
| 13. So-called 'Honour-based' violence (HBV) | |

Mental Health

Any concerns regarding self-harm, eating disorders, suicidal thoughts or ideation should be raised with the School Counsellor immediately, who will in turn liaise with the DSL. Where it is suspected that a student's behaviour may be related to an on-going or emerging mental health problem, the School Counsellor will make a professional judgement about how best the student can be supported; this may include a 'suicide risk assessment'. This may include consultation with parents, the Pastoral Team, SMT or referral to other outside agencies.

Students who raise concerns about another child should be dealt with sensitively to minimise potential distress, however, staff members cannot promise confidentiality regarding the source of the concern, particularly if there the concern raised in isolation. Please see [Appendix 3](#).

Online safety

Students are safeguarded from potentially harmful and inappropriate online material by appropriate filters and monitoring systems without unreasonable restrictions as to what children can be taught regarding online teaching and safeguarding. The effectiveness of these filters and monitoring systems should be reviewed at least annually.

Curriculum – teaching about safeguarding

Our students access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. Our school curricula focus on areas of personal, social, health and citizenship education and specifically focus on the following objectives:

1. Developing student emotional and mental resilience, self-esteem and communication skills
2. Developing strategies for self-protection including online / 'e-safety' safety
3. Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent, including the age of consent for Years 10 – 13, see [Appendix 4](#))
4. Recognising when they are at risk and how to get help when they need it
5. Globeducate schools ensure that curriculum content and themes of all literature, texts, plays and material used with or performed to students are suitable for the age group of the students involved.
6. Pastoral programmes are in place to support all students in Globeducate schools. These may include topics such as Relationships & Sex Education, ways to stay safe and free from harm.

SCHOOL PROCEDURES

Globeducate schools are committed to positive academic, social and emotional outcomes for our students underpinned by a strong safeguarding ethos. All staff members have a responsibility to provide a safe environment in which children can learn. Globeducate is equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Code of Conduct sets out staff behaviours that should be avoided, as well as those that constitute safe practice, and supports our commitment to safeguarding children.

Staff are required to wear the official school Identification lanyard when on site during the school day.

All staff should maintain an attitude that 'it could happen here'. If staff have any concern about a child or young person, the interests of the child or young person will lie at the centre of actions. It is paramount that staff act immediately on any concerns.

One- to- One working

Situations of one-to-one working between members of staff and children should be avoided as far as is reasonably possible, however it is important to be realistic about the difficulties this would pose within our school environment.

An awareness of safeguarding risks decreases the chances of harm to children and prevents staff from being made vulnerable to allegations which may be difficult to refute.

Establishing clear limits and boundaries is vital to manage routines, protecting children and supporting the adults who provide their education and care. If one-on-one contact is appropriate, then it is important to assess any risk the situation presents and judge how best to avoid or minimise it. There will always be times when staff are required to work one to one with students, for example when driving a student/s in the school vehicle. If staff are involved in one to one working, the following good practice should be observed:

1. Inform someone about the activity, the location, the likely duration and let them know when it has ended.

2. Avoid working in isolated parts of the building and leave the door open if possible so you and the child can be seen.
3. Where this is not possible then alternative safeguards should be put in place, this might include a location in which the staff member and child are visible through a window or door panel or seat a student in the back of the school vehicle when transporting them.
4. Health and Safety risk assessments for all activities should include safeguarding considerations and actions put in place to minimise risks.
5. Where there are particular vulnerabilities for individual students which could impact on the way in which staff work with them, this should be shared between professionals on a need-to-know basis (see confidentiality procedures and sharing information protocols).

It must also be noted that victims of sexual harassment or sexual violence need to be reassured. They must be supported and kept safe. A victim must not be made to feel ashamed for reporting such harassment or violence.

The process below should be faithfully followed.

Initial reporting guidelines for staff

Notification of abuse or neglect is required when a person suspects, on reasonable grounds, that a child has been or is being abused or neglected.

The Designated Safeguarding Lead is the most appropriate person to advise colleagues on how to respond to safeguarding concerns. Staff members should never assume that another colleague or 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.

If in any doubt about sharing information, staff should speak to the DSL. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Disclosures of abuse including child- on- child allegations should be reported immediately to the DSL or the Headteacher of Kindergarten & Primary/Secondary School.

During term time, the DSL should always be available during school hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and students are encouraged to express and have their views given due weight in all matters affecting them.

Where a child is suffering, or likely to suffer, significant harm, the DSL will consider further actions required, including consultation with, and referral to, the Welfare Office.

Staff involved in supporting a child or receiving information about a safeguarding concern will be expected to play a part in any referrals/assessments. The options available for the child will then include managing any support via the school's own support processes; or a referral for statutory services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

Staff (e.g. the Pastoral Team and teaching staff) who have access to MyConcern platform enable them to report any safeguarding concerns they may have. Any other staff who have access to the school iSAMS can record via iSAMS wellbeing module. Ancillary staff that do not have access to iSAMS such as cleaning, guard, maintenance personnel are kept informed of the school safeguarding policy and procedures by the DSL/DDSL/Headteacher of Kindergarten & Primary/Secondary School and are trained to report in person and/or in writing any safeguarding concerns primarily to them or to any member of the School Management Team. Taking prompt action when it comes to reporting safeguarding concerns is paramount.

How to respond to a child's disclosure of abuse?

The staff member's role is not to investigate or verify the situation, but rather to collate as much as possible information and make the report and set in motion the process of getting help for the child.

Support of the pupil is important. To do that, the following recommendations are provided:

- a. Reassure the pupil that it is okay to speak about what has happened.
- b. Staff may ask the pupil if they would prefer to speak to the Welfare Office first or to a member of staff they feel confident speaking to.
- c. Tell the pupil what to expect. If you do not know, say so, but let the pupil know they can be supported by you.
- d. Project a calm, understanding and supportive attitude to the pupil.
- e. Avoid having the pupil repeat their explanation to different staff.
- f. Let the pupil know that you must tell the DSL to get help. Explain that you will have to tell another person because the pupil is at risk.

For example, you might say:

"If you tell me something that makes me feel that you are unsafe or at risk in any way, then I will need to tell someone else".

1. Reassure the pupil that it is not their fault.
2. Make clear, detailed notes of the conversation, if not directly then as soon as possible.
3. Respect the pupil's privacy by not discussing the situation in or out of school.
4. After reporting, it is important to maintain a supportive presence for the pupil.
- 5.

In addition, do note that:

1. It is important to understand the importance of early reporting.
2. A member of staff who reports in good faith is protected from civil liability
3. Reporting a disclosure is a request for an investigation.
4. It may occur that a child wishes to have a third-party friend or parent present before they offer any information. This is perfectly acceptable and should be encouraged. However, great care must be taken not to let the other person speak for the child, especially where that person is the child's parent. Where the accompanying person is related to the concern or allegation either directly or indirectly, they should not be permitted to accompany the child. This decision will need to be taken by the Designated Safeguarding Lead or Headteacher of Kindergarten & Primary/Secondary School.

General useful "DO/DON'T" advice checklist" for all staff when a pupil wishes to offer a disclosure:

DO

1. Be accessible
2. Listen carefully
3. Take it seriously
4. Reassure the pupil they were right to tell
5. Say what will happen next
6. Consult immediately with the DSL
7. Make a careful record of what was said
8. Let the pupil do the talking and only prompt with open question end questions e.g., "tell me about the incident", you may ask for clarification
9. Ask if a pupil would accept to speak to you and DSL or Head of Year or any other teacher in addition to you

DON'T

1. React strongly e.g., 'that's terrible!'
2. Speculate or accuse anyone
3. Tell the pupil you will keep their secret
4. Ask leading questions
5. Make promises you cannot keep
6. Stop the pupil from speaking freely
7. Jump to conclusions
8. Stop a pupil's disclosure to bring in DSL or another member of staff

- LISTEN carefully and do not try to interpret what they are saying or how they feel.
- REASSURE them that they will be taken seriously and that they will be supported.
- CLARIFY what they have told you but do not prompt or try to investigate. Instead use the words **Tell, Explain, Describe (TED)**.
- RECORD accurately and as soon as possible. Note the time, where you were and who was there. Only record what was said and not your opinion or thoughts.
- ASK how they feel and what would help them to feel supported going forward.
 - EXPLAIN what will happen next, what you will do, who you will tell and how they will be kept informed. *React calmly so as not to frighten the child*
 - *Tell the child she/he is not to blame and that it is right to tell.*
 - *Take what the child says seriously, recognising the difficulties inherent in interpreting what a child who has an impairment may be saying.*
 - *Give time to listen to the child without prompting. Ask open questions*
 - *Reassure the child but do not make promises of confidentiality that may not be feasible in the light of subsequent developments*

REPORT immediately to the Designated Safeguarding Lead and/or Headteacher of Kindergarten & Primary/Secondary.

The DSL will consider the relevant facts and concerns regarding the adult and child(ren), including any previous history and decide on the next course of action. This is usually done immediately, but sometimes it must be done after further consultation with other relevant people.

Report the allegation within one working day to:

Designated Safeguarding Lead

Secondary: Andrea Hadjialexandrou (andrea.hadjialexandrou@isop-ed.org)

Kindergarten/Primary: Maria Andreou (maria.andreou@isop-ed.org)

Headteacher of Kindergarten & Primary/Secondary:

Headteacher of Secondary: Claire Polycarpou (claire.polycarpou@isop-ed.org)

Headteacher of Kindergarten & Primary: Elena Kotsovos (elena.kotsovos@isop-ed.org)

Confidentiality

All information regarding concerns of possible child abuse or neglect should be shared only on a "need to know" basis in the interests of the child. The test is whether or not the person has any legitimate involvement or role in dealing with the issue. The assurance of confidentiality should **not** be given to a third party who imparts information. However, giving information to those who need to have that information for the protection of a child who may have been, is being, or is at risk of being abused or neglected is **not a breach** of confidentiality.

As part of its oversight and compliance, representatives of the Ministry of Education, Sport and Youth and/or Police authorities may require access to individual files. The International School of Paphos is required to cooperate fully should a **formal request** be made and provide such access.

It is generally considered good practice to inform the parent/guardian that a report is being made and the reasons for the decision to make the report. However, it is not necessary or appropriate to inform a parent/guardian that a report is being made in the following circumstances:

1. if by doing so, the child will be placed at further risk or
2. in cases where the family's knowledge of the report could compromise ISOP, Ministry of Education, Sport and Youth and/or Police ability to carry out a risk assessment or
3. if the reporter is of the reasonable opinion that by doing so it may place the reporter at risk of harm from the family.

Where there is any doubt as to whether to inform a parent/guardian that a report is being made concerning his or her child the advice of Social Welfare Service and/or Police shall be sought.

It is not the responsibility of school staff to assess or investigate or to make enquiries of parents/guardians, and in some cases, it could be counter-productive to do so. It is a matter for the Social Welfare Service and/or Police to assess and investigate suspected abuse and neglect and determine what action it shall take, this will always be considered after reporting to the Designated Safeguarding Lead and Headteacher of Kindergarten & Primary/Secondary who make the ultimate decisions.

In cases where school personnel have a concern about a child but are not sure whether a formal report should be made, the Designated Safeguarding Lead shall seek advice from the Social Welfare Service and/or Police.

In cases of emergency, where a child appears to be at immediate and serious risk, and it is not possible to make contact with the Social Welfare Service the Police shall be contacted immediately. This should be reported to the department for Combatting Domestic Violence and Child Abuse. Under no circumstances should a child be left in a dangerous situation pending a Social Welfare Service and/or Police intervention. If all else fails, contact local Police services.

If a student talks to you about any risks to their safety or wellbeing you will need to let them know that, to be able to help them, you will have to share the information with others. It is vitally important that confidentiality is never promised to a child.

Recording Procedure

1. Use the relevant Safeguarding Report Form to report concerns about pupils or staff within 24 hours.
2. Use iSAMS Wellbeing Module or MyConcern platform to report any safeguarding concerns you may have.
3. Be specific about the context in which the pupil made the disclosure. Record notes using the pupil's own words – important not to add your own interpretation and judgments (nor make separate notes about these).
4. Describe any injuries you see. Take the pupil to the School Nurse who should use the drawing of the body (attached in the policy) to mark and describe the injuries, bruises, cuts and or bleeding, and write a report. Do not take any photographs!
5. Sign all notes with the date and time as well as name of the signatory.
6. Make sure the relevant form and any notes are given to the DSL and that they are NOT in any of the pupil's regular school file.

7. A decision is made by the DSL (in consultation with the Headteacher of Kindergarten & Primary/Secondary School, if required), on appropriate action.
8. ANY CASE OF SEXUAL ABUSE MUST FOLLOW THE GUIDELINES IN [Appendix 7](#), WHICH INCLUDES REPORTING TO THE ATTORNEY GENERAL.

The procedure to be followed for child abuse cases:

1. Ensure the physical and emotional safety of the pupil – if the pupil faces danger by returning to the family (family abuse), an alternative living arrangement must be made. Welfare Office and Police (Violence in the family and child abuse office) should be contacted.
2. Assess and ensure that appropriate medical care is provided by the School Nurse or a doctor.
3. When/if it is safe and appropriate to do so, arrange a meeting with parents, including the Headteacher of Kindergarten & Primary/Secondary, if appropriate, in a timely fashion of the abuse being disclosed.
4. At the time of the meeting, the school may refer the child for counselling and support, via a school-approved mental health professional.
5. Following a report from the appropriate mental health professional, the case will be reviewed to see whether the pupil is fit to return to an academic environment and whether the relevant social services should be notified.
6. Only the DSL or Headteacher of Kindergarten & Primary/Secondary School can arrange a Parents Meeting (if deemed appropriate)
7. The school may collaborate with the outside professional/health services in providing support for the child in the school environment.
8. All reports or other actions must be kept confidential.
9. Each incident of possible abuse should constitute a separate referral.

Actions regarding Peer-on-Peer abuse

If a pupil is alleged to have carried out abuse, they may be suspended from school during the period of the investigation. The School's Anti-Bullying Policy from the Parent and Key Stage Handbook, will also apply, where relevant. The school will take appropriate action to thoroughly investigate any cases of such abuse and will take steps to ensure the safety and wellbeing of all pupils involved, including the ones who are the alleged offenders. If it is necessary for a pupil to be interviewed by the police, the school will ensure that the parents are informed as soon as possible.

The risks of peer-on-peer abuse will be minimised through the promotion of healthy relationships, respect of identity, matters relating to gender, race, LGBT+, harassment, bullying, safeguarding issues via the PSHE programme and any other opportunities such as assemblies and Form Time.

Staff must be vigilant in reporting any concerns regarding peer-on-peer abuse in line with this or the School's Anti-Bullying Policy from the Parent and Key Stage Handbook. Both the target and the perpetrator may be regarded as victims and appropriate steps will be taken in support of young people involved in such abuse. This will include restorative action on the part of the perpetrator.

Contextual factors

Efforts will be made to understand the context of the young person who is the perpetrator and his or her home environment, which may assist in understanding the behaviour. It will be recognised that broader environmental factors may be considered in ensuring the safety and wellbeing of a young person.

Immunity

The school shall not hold responsibility or fault any school employee making a report of abuse that is later judged to be false, unless it can be demonstrated that the person willfully and intentionally falsified a report. This could include reporting matters concerning members of staff.

Suspected or confirmed cases of physical and sexual abuse, physical neglect and emotional maltreatment must be reported. The reporter should have reasonable cause or reasonable suspicion to believe that abuse or neglect has occurred. The reporter is not required to have proof. Abuse that took place in the past must be reported as long as the child remains in the home of the abuser or, as long as the child is at risk of further victimisation from the abuser.

Physical Environment

The school must be a safe place for all pupils. This covers all aspects of school Health and Safety including fire safety, any evacuation of the premises, medical concerns, resource use.

Pupils should only use the toilet facilities designated for their use. No pupil should share the use of toilets specifically designated for staff use, wherever possible.

Procedures for handling disclosures of Teachers / Employee offenders

When a pupil discloses anything regarding the inappropriate behaviour of school personnel, the school must respond no differently than if the alleged offender is a parent, relative or other. Staff members have daily access to pupils and the emotional and physical safety of a pupil is determined by the access of the offender to the pupil; thus, disclosure of teacher offences must be handled immediately and with seriousness.

The integrity of a school and a system is not dependent on whether or not an offender exists, instead, the integrity of the school or system is dependent on whether and how that school responds when an alleged offender within the school is reported. It is the duty of the Headteacher of Kindergarten & Primary/Secondary School and Deputy Head Teachers/Assistant Deputy Head Teachers to prevent and deter sexual harassment, as well as to provide procedures for the resolution or prosecution of sexual harassment/abuse between teacher/employee and child. An allegation or concern includes witnessing another member of staff behaving towards a child or children in a way which indicates they will pose a risk of harm if they work regularly or closely with children.

Stage 1

1. An allegation of concern is reported to the DSL, who will discuss the case with the Headteacher of Kindergarten & Primary/Secondary School as soon as possible, preferably on the same day of the allegation being reported.
2. The pupil's parents must be informed immediately.
3. Restrictions must be immediately placed, if deemed necessary, on the teacher's access to the pupil, and possibly to all pupils.

Stage 2

1. The Headteacher of Kindergarten & Primary/Secondary must see the teacher concerned, with a witness within 24 hours.
2. The teacher is immediately isolated from the school, with no access allowed to the school, pending investigation.
3. The DSL and/or Headteacher of Kindergarten & Primary/Secondary School or appointed Deputy/Assistant Deputy Head Teacher must meet with the teacher, outside the school, if necessary, for further discussion within a further 48 hours.

4. Considering evidence, the Headteacher of Kindergarten & Primary/Secondary School will decide the appropriate course of action. This could include a Hearing with the Board of Directors. The decision on the course of action, including a hearing with the BoD will be completed within 10 days of the initial allegation.
5. Following the completion of the investigation and having reached its conclusions, the Headteacher of Kindergarten & Primary/Secondary School must take appropriate action. This will include a verbal warning/a formal warning/dismissal/re-instatement.
6. If the allegation is made against the Headteacher of Kindergarten & Primary/Secondary School, then this matter will be investigated by the Director.
7. Where the allegation or concern relates to the DSL, the member of school staff shall, without delay, report the matter to the Headteacher of Kindergarten & Primary/Secondary School and the Director. In such cases, the Headteacher of Kindergarten & Primary/Secondary School and/or Director, as appropriate, shall assume the role normally undertaken by the DSL and shall follow the reporting procedures.

Should the offender be deemed guilty

The Headteacher of Kindergarten & Primary/Secondary School will immediately report the suspected abuse to the police for investigation. This may involve criminal prosecution.

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

Safe Recruitment (also refer to the Contract of Employment)

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in our school. The school will ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children. At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Before any teacher is accepted, the following should have taken place:

Up to date police records (if relevant, from a teacher's country of origin and previous country of employment) should have been received and checked by the school.

Staff Code of Conduct is stipulated by the Contract of Employment, Parent Handbook and Staff Handbook. Staff are bound to adhere by signing their Contract of Employment.

Whenever possible, staff are to be interviewed before being appointed and are given the opportunity to disclose any information that would concern if they were to work in a school environment. In the job interview, value questions relating to Safeguarding will be asked. All written references and police/background checks are received by the HR department prior to the offer of employment.

Staff conduct and training

Standards of behaviour expected of staff are outlined within the Contract of Employment, Policies and Procedures and Teachers Handbook. It is expected that all staff read, sign, and comply with these standards.

Every year, all staff:

1. Are made aware of the school's policy and procedures regarding Child Safeguarding.
2. Have regular, mandatory Safeguarding training.
3. Are encouraged, invited to attend on-going training and awareness sessions.
4. New staff should have safeguarding training as part of the induction process.
5. All staff should be aware of the following areas:
 - When and where abuse occurs
 - Types of abuse – physical, emotional, sexual abuse, neglect, peer- on - peer abuse

- How to respond if they suspect that a child or young person is being or has been abused.
6. All staff will ensure they are familiar with this and the following policies: anti- bullying, online safety, attendance, mobile phones, behaviour. By signing the Employment Contract, staff indicate they have read/are familiar with and understood the above policies from the Parent Handbook and Teachers Handbook.
 7. Staff are responsible for reading any operating procedures and/or risk assessments that are in place within the school that relates to children.
 8. Staff are responsible for knowing the reporting lines and procedure and who to contact to express concerns about a child or a young person's welfare.

Managers will:

1. Ensure any training undertaken by staff is relevant and meets national and EU standards
2. Ensure staff receive a briefing on The International School of Paphos Policies and Procedures on an annual basis
3. Provide appropriate direction and coaching to ensure safeguarding awareness is integrated into practice
4. Complete risk assessments and/or local operating procedures where necessary
5. Act as DSL where appropriate
6. Undertake specialist safeguarding training to support their role every two years if possible.

The following code of conduct applies to all International School of Paphos staff, and volunteers working with children and young people whether they are acting in a paid or unpaid capacity.

1. Staff should always dress appropriately.
2. Avoid taking a young person alone in a vehicle on journeys, however short. Should any member of staff transport a student in the school vehicle they must review the lone working policy and risk assessment guidance. A senior member of staff must always be made aware and approve lone working and explicit parental consent must be given.
3. Unless circumstances make it impossible to comply, avoid taking a child to the toilet unless either (a) another adult is present or (b) another adult is aware (this may include a parent or colleague).
4. If you find you are in a situation where you are alone with a child or young person wherever practicable make sure that others can clearly observe you.
5. Never make suggestive or inappropriate remarks to or about a child, even in fun, as this could be misinterpreted.
6. If a child accuses a member of staff of abuse or inappropriate behaviour this should be reported immediately to the Designated Safeguarding Lead and the Headteacher of Kindergarten & Primary/Secondary.
7. The duty to report applies equally to complaints or accusations of historic, and not just recent, abuse/inappropriate behaviour.
8. Staff should remember that those who abuse children and young people can be of any age (even other children), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
9. Good practice includes valuing and respecting children as individuals, and the adult modelling of appropriate conduct, which would exclude bullying, aggressive behaviour and discrimination in any form.
10. Those dealing with any allegations of abuse or misconduct should adhere to the principles set out in the policy. Any information received should be acted upon sensitively, effectively and efficiently. Wherever possible, those making allegations should be given information about the outcome.

Temporary staff, which should include supply teachers, activity providers and volunteers or assistants, need to have child safeguarding briefings, and DSL/DDSL are responsible for this.

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

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

DSL is responsible for distributing via email and uploading the updated Child Safeguarding Policy on MyConcern and ensuring that all members of staff have signed off on it. Ancillary staff with no access to MyConcern must sign off training attendance registers.

Mobile Devices and Communication with Students

Personal mobile phones and non-school devices such as personal tablets or cameras should not be used by staff or students while in school unless in an emergency. Staff and students are not permitted to use mobile phones or any other mobile / recording devices in areas where students are changing.

Staff should avoid any contact with students outside school and should not give students their home address, personal phone number or e-mail address or send personal communications to students (i.e., communications not pertaining to school 'work' and professional matters), unless agreed by a senior manager.

Staff Record Keeping, Escalation and Whistle blowing procedures

Record keeping and information sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. Data Protection Acts and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. This includes sharing information without consent.

All Globeducate Schools must:

1. keep clear written records (including discussions, decisions made, and the reasons for those decisions) of all student safeguarding and child protection concerns.
2. ensure the records incorporate the wishes and views of the student
3. ensure information about students at risk of harm is shared with members of staff on a "need to know" basis. Children who change school will have their child protection information transferred to the DSL at their new school as soon as possible
4. Where appropriate, the DSL will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. This is particularly important where the information will allow the new school to continue supporting victims of abuse and have support procedures in place for when the child arrives.
5. Globeducate is committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the DSL may not share information if there are concerns that this would:
 - a) place a child at increased risk of significant harm
 - b) place an adult at increased risk of serious harm
 - c) prejudice the prevention, detection or prosecution of a crime

Escalating concerns

It is important for children to receive the right help at the right time to assess risks and prevent issues from escalating. Staff members must feel confident and able to professionally disagree and challenge decision-making, as this forms a part of their professional responsibility to promote the

best safeguarding practice. If, after a referral, the child's situation does not appear to be improving, the DSL and any staff involved should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school's safeguarding practice. Our whistleblowing procedures, which are reflected in staff training and our Staff Code of Conduct, are in place for such concerns to be raised with the Headteacher of Kindergarten & Primary/Secondary School.

All staff should remember that the welfare of a child is paramount and should not delay raising concerns because a report could jeopardise their colleague's career. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

The circumstances should be kept strictly confidential, and the school / parents/guardians should make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

In situations where there is deemed to be an immediate risk to children or there is evidence of a possible criminal offence, the school will want to involve the police immediately. Where there is no such evidence, the school will discuss the allegations with welfare services to determine whether police involvement is necessary. Where a crime may have been committed, discussions will be held with welfare services and the police may be informed. Allegations against a teacher who is no longer teaching at the school and any historical allegations of abuse will be referred to the police.

If a staff member feels unable to raise an issue with the Headteacher of Kindergarten & Primary/Secondary School, or if there is a concern against the Headteacher of Kindergarten & Primary/Secondary School, they may contact the Director of the School or Daniel Jones, the Globeduate Safeguarding Director: Daniel.Jones@globeduate.com

Teacher misconduct

For all cases involving serious professional misconduct, the Headteacher of Kindergarten & Primary/Secondary School has a statutory duty to make a referral to the appropriate authorities.

Directors: Monitoring and review

As key strategic decision makers and vision setters for the school, Globeduate Directors will make sure that policies and procedures are in line with local and national safeguarding requirements.

The Directors ensure that safeguarding is an agenda item for every board meeting. Headteachers of Kindergarten & Primary/Secondary School must ensure that safeguarding is an agenda item for Senior Management meetings.

The Directors ensure that this policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. Our Directors monitor schools' safeguarding and safer recruitment practice. The Globeduate Designated Safeguarding Officer will meet with the school DSLs every term and will work with senior leaders to make sure that robust safeguarding practices are in place:

New Staff

All staff including volunteers are informed of our safeguarding procedures during induction.

This includes:

1. Meeting the Designated Safeguarding Lead
2. Receiving a copy of the following documents which staff are required to read and sign:
3. The school's safeguarding and child protection policy
4. The staff code of conduct
5. The school's behaviour policy (for students)
6. A copy of the school's whistle blowing policy

Staff Training

Mandatory whole school safeguarding training occurs every September. In addition, all staff members receive safeguarding and child protection updates (via email & staff meetings) as necessary and at least annually. Staff also need to complete Attensi training from Globeducate.

Advanced training

The DSLs and The Headteachers of Kindergarten & Primary/Secondary School all receive advanced safeguarding training. This is updated at least every two years. Their knowledge and skills are refreshed at least annually, e.g. via e-bulletins or safeguarding networking events with other DSLs.

Safeguarding training for students

Safeguarding training is provided by the DSL to the school community. This includes appropriate action to take should they receive any allegations of abuse or have concerns about the safety and welfare of students.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training through Attensi/Globeducate. This training is updated every five years as a minimum.

The role of the Designated Safeguarding Lead

The role of the DSL is to take lead responsibility for managing safeguarding and child protection issues and cases as well as promoting students' wellbeing. This involves providing advice and support to other staff and liaising with appropriate external agencies specific to each country.

Information relating to individual child protection cases is confidential, although some information can be shared with relevant school staff where necessary. This should be done on a "need to know" basis. The DSL will work with their deputies and Headteacher of Kindergarten & Primary/Secondary School to form a collaborative safeguarding team.

The DSL must keep the Headteacher of Kindergarten & Primary/School School informed of all safeguarding and child protection issues in the school. Along with the Headteacher of Kindergarten & Primary/Secondary School, the DSL takes responsibility for supporting the school's safeguarding and child protection practice, procedures and professional development.

The Headteacher of Kindergarten & Primary/Secondary School should ensure that the DSL is given sufficient time and resources to carry out the role.

It is the responsibility of the Designated Safeguarding Lead to ensure that any deficiencies or weaknesses in Safeguarding and Child Protection arrangements are remedied without delay.

Suspensions should not be discussed with anyone other than those named on this document unless specifically requested by the child involved. It is good practice to ensure children feel supported through any safeguarding process; confidentiality should work to protect children and young people not to deny them support from wider members of staff. It is the role of the Senior

Management Team to ensure that any members of the wider staff team do not take on direct responsibility of dealing with an allegation and only take on a supporting role.

All reports should be kept in MyConcern, and if appropriate on wellbeing in ISAMS and within the Headteacher of Kindergarten & Primary/Secondary's office in a folder. All safeguarding reports should be kept in line with the schools Data Retention Policy. (50 years)

When child abuse or neglect is suspected, it is essential to have a written record of all the information available. School staff shall note carefully what they have observed and when they observed it. Signs of physical injury shall be described in detail and, if appropriate, indicated on the body chart which is attached to the **reporting a concern** form and the **child protection incident form**. See Appendix 1 and 2.

The role of the Regional Designated Safeguarding Lead

The role of the Regional DSL (RDSL) is to support the DSL safeguarding provision in schools within an individual country. This may also involve providing advice and support to other staff and liaising with appropriate external agencies specific to each country.

Information relating to individual schools and child protection cases is confidential and should therefore only be shared with the DSL and relevant staff members within individual schools. This should be done on a "need to know" basis. The RDSL must ensure the Headteacher of Kindergarten & Primary/Secondary School has been informed of all safeguarding and child protection issues in the school.

Safeguarding and social media/online behaviour

Any images of pupils that are of sexual nature and distributed on social media or other means is considered as child abuse images (child pornography). Staff who are aware of any pupil possessing such images should confiscate the device that contains the images and should immediately report this to the DSL/Deputy DSL. Any member of staff found in possession of such images will immediately be referred to the Police authorities.

Other types of online abuse include sexual harassment, verbal abuse, sexting, and grooming. Staff who become aware of such online behaviour will report their concerns or any disclosures to the DSL/Deputy DSL. Related policies include regarding anti-bullying, mobile phones and on-line safety are included in the Parent Handbook.

Online safety is an area which is addressed through the PSHE programme. The programme is reviewed annually, and its effectiveness assessed in relation to feedback from form tutors and pupils. Staff who deliver the PSHE programme have a duty in ensuring all pupils are aware of the risks in online behaviour and with regard to what to do in cases of concern.

Terrorism, extremist behaviour

Risks of terrorist attack are in general considered low in the context of Cyprus, despite its geographic location. Extremist behaviour from pupils, including threatening and provocative (verbal, online and physical) is not tolerated. Any such behaviour runs counter to the School's Mission Statement and young people whose behaviour is deemed provocative or threatening in this context will be dealt with in line with the school's discipline policies, online, behaviour and anti-bullying policies as given in the Parents Handbook. The PSHE programme also addresses issues related to respect, identity, terrorism, and extremism.

Visiting speakers/visitors to the school

All visitors complete a signing in/out form, wear a school Visitor ID and are provided with key safeguarding information including the contact details of safeguarding personnel in school. [Appendix 5](#) or [Appendix6](#) (English and Greek)

Scheduled visitors in a professional role are asked to provide evidence of their role and employment details (usually a photo identity badge) upon arrival at school. If the visit is unscheduled and the visitor is unknown to the school, the school will contact the relevant organisation to verify the individual's identity.

A biography of the speaker or institution must be provided with the purpose clearly defined as to the information the speaker/visitor wishes to communicate. The information must align to the values and ethos of the school. This must be discussed with the organiser prior to the visit. Whenever possible, a notice period of no less than one month be given prior to the speaker/visitor's proposed date at school.

An organiser for the visitor/speaker is provided who will be the liaison with school.

The organiser must ascertain that all information communicated by the visitor/speaker is lawful. School safeguarding procedures apply and visiting speakers should be asked to supply photographic identity from their institution when they arrive in Reception. They will be issued with the Safeguarding information for visitors to the school (this will also be available in Greek and English) and will be asked to familiarise themselves with these. They will be issued with a visitors' badge/lanyard which they must wear at all times. Visitors must be accompanied at all times whilst they are on the school site. During the visit/talk the organising member of staff must ensure that at least one member of staff is present during the visit/talk, who is required to monitor what is being said to ensure that it aligns with the values and ethos of the school. In the unlikely event that the speech does not meet this requirement, immediate action must be taken by the member of staff to balance the information given and this must be reported to a senior member of staff immediately after the talk/visit.

Safety Information for Visitors can be found on the school website:

<https://www.paphosinternationalschool.com/>

Off-site school trips/excursions/exchanges, on-site events risk assessment

Globeducate Schools carry out a risk assessment prior to any off-site visit. School documentation designates the specific roles and responsibilities of each adult, whether employed or volunteers. We use the Globeducate code of conduct for host families and work with Globeducate schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our students.

When pupils are taken off site on trips or excursions for sporting or educational purposes, a risk assessment must be carried out (in line with the current Risk Assessment procedures in place). This will include an assessment of the staff of any external agencies and will be in line with the Child Safeguarding policy of the school.

DSL/DDSL lead on Risk Assessment Procedures regarding off-site trips/excursions/on-site events. Risk Assessment folder is on OneDrive accessible to all staff members. The folder contains detailed Risk Assessment procedure and instructions in line with the Globeducate risk assessment procedure. Please see [Appendix 2b](#).

Canteen/Kitchen/Cafeteria staff

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

Work persons on the site/cleaners/bookshop sellers and similar visitors

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

Security of the School Site

It is the duty of the school to ensure all steps are taken to ensure the school premises are secure.

The school will ensure the safety and wellbeing of all pupils on site through practical steps that dictate safe traffic flow and access to the school site at all times.

All visitors to the school must report to Reception and must wear a Visitor's badge. Visitors must sign in on arrival and sign out on departure. All visitors should be given a Visitors Leaflet which will include an outline of our Child Safeguarding policy.

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

The use of reasonable force

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

Records of all Safeguarding cases are retained in the Headteacher of Kindergarten & Primary/Secondary School.

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

Appendices and Forms

CONFIDENTIAL DOCUMENTS

Appendix 1

Child Protection Incident Form

Name and position of Staff Member Completing Report	
Date and Time of Reporting	
Date and Time of Incident	
Location and Context of Incident	
Name of Child/Young Person	
Date of Birth	
Address	
Details: sequences of events, actual words used and observations:	
Action taken:	
Name of person reported to:	
Position:	
Contact details:	
Date and Time:	
Further Notes:	
Name and position of the person completing this report:	

ADULT SAFEGUARDING REPORT FORM

Adult Safeguarding Report Form

To be submitted to the Designated Safeguarding Lead

Name:	Position:
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Date & Time of the event/concern/incident:

Day:	Month:	Year:	Time:
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The Incident:

Describe the nature of the incident or concern:

Any other relevant information (witnesses, context)

Name and position of the person completing this report:

Guidance on completing Child Protection Incident Forms

It is important that concern forms are fully completed in a timely way. The details are important. To help the Designated Safeguarding Leads to respond appropriately, please follow the guidance below.

1. Enter all the admin details, including date of birth (we are asked for this when we report a concern to the Social Welfare Service or the police)
2. Include your full name (not initials)
3. Make sure the concern is given in detail, preferably in the child's own words
4. Don't report what other people have told you - they must write their own concern form
5. Only write about one child on each concern form (use a separate form for each child event if they are siblings)
6. Remember that concern forms may be used in court cases and as primary documents, so they must be complete and accurate.
7. Make sure you use a concern form to record your concern. Do not use any other form or piece of paper. Writing on the back of other forms can cause confusion and error. Additionally, a brief well-being concern should be raised on iSAMS.
8. If you jotted your notes down on a piece of paper whilst talking to the student or immediately afterwards, upload and attach to the wellbeing concern file.
9. Concern forms are kept in Teams/Isop Staff/Forms

For advice and guidance on a case contact the Designated Safeguarding Lead.

Secondary: Andrea Hadjialexandrou (andrea.hadjialexandrou@isop-ed.org)

Kindergarten/Primary: Maria Andreou (maria.andreou@isop-ed.org)

Tel: 26821700;

Please remember that Child Protection Incidences must be reported immediately to the DSLs and in their absence to Heads of Primary/Secondary School.

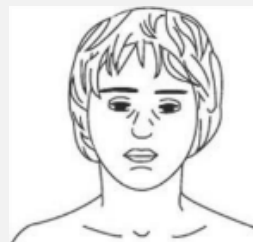
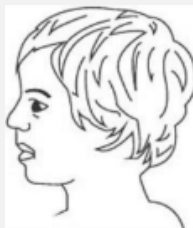
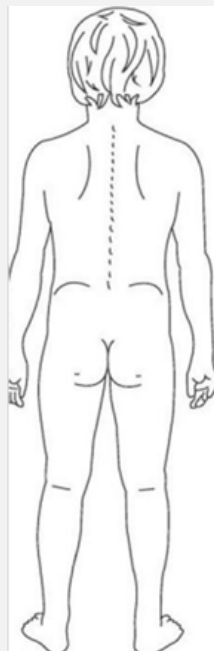
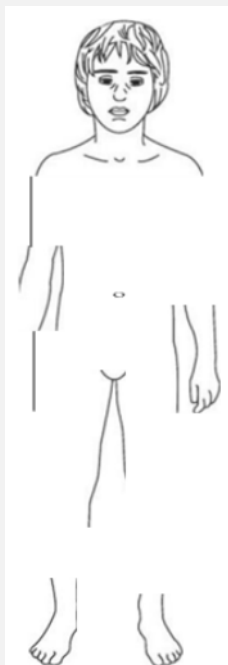
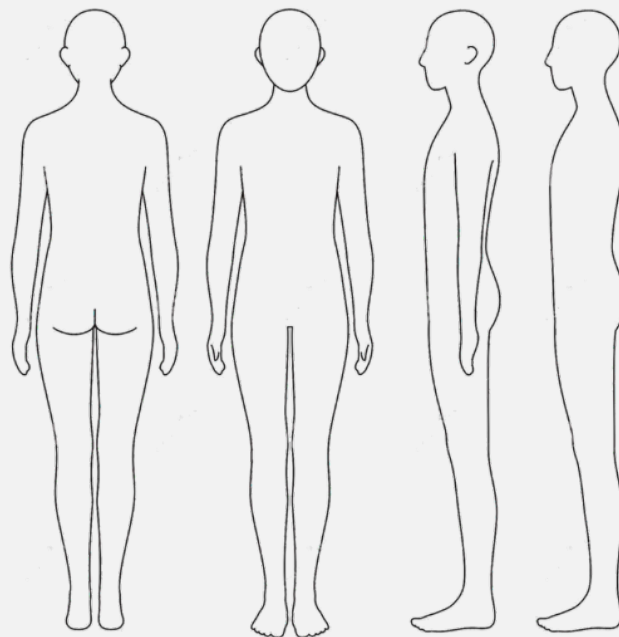
10. Please alert the Designated Safeguarding Leads to concerns as soon as possible. It can take several hours to deal with even urgent concerns and the earlier we start the better.
11. Finally, please sign, date and time the concern form.

Appendix 2a

Body Chart

Child's name _____

This chart must be used together with the Concern Form. Show clearly the location of your concern and label with a number and a brief description, eg. '1. Burn about 4cm' On the Concern Form 1 refers to the injury using the same number and description.



Observations made by: _____

Signed: _____

Date: _____

Once completed attach this body chart to the Concern Form

APPENDIX 2b-RISK ASSESSMENT should be completed as per the separate policy

Πηγή / Hazard (2)		(3)	(4)	(5)	Εκτίμηση Επικινδυνότητας / Risk Assessment (6)				(7)	
Ακριβής Πηγή Κινδύνου / Specific Hazard Area	Περιγραφή Πηγή Κινδύνου / Hazard Description	Πρόσωπο / Person	Κίνδυνος / Harm	Υφιστάμενα Μέτρα / Current safety measures	Σοβαρότητα / Severity (B)	Πιθανότητα / Likelihood (A)	Επικινδυνότητα / Risk	Action Needed ?	Προτεινόμενα Μέτρα Ασφαλείας / Recommended Safety Measures	
School Trips										
Bus Accident	Buses used on school trips must be in good operational condition, well maintained, and preferably of recent registration. Buses must be checked for compliance with at least the minimum safety requirements such as MOT, good tyre condition, etc. The driver must have a valid and appropriate License, have not been involved in any major accidents in the past, and have a clean criminal record.	Pupils, Teachers, Staff, Driver	Death, Serious Bodily Injury, Permanent Bodily Harm	Bus Checklist prior to departure, Driver and Vehicle Documentation Inspected and registered, Visual Inspection of the vehicle both internally and externally, Mandatory request for Seatbelts	5	1	5	No		
Supervision	Supervision must be adequate and safety instructions must be given to the students prior to departure	Pupils, Teachers, Staff, Driver	Serious Bodily Injury, Medical Assistance Required, Disciplinary misconduct	Minimum of 2 Escorts for any trip, 1 Escort for every 10 students for large number of participants, First Aid kit on every vehicle	3	1	3	No		
Destination	The area that is scheduled to be visited must be checked for its overall safety, including its compliance with the Health Department's provisions	Pupils, Teachers, Staff	Food Poisoning, Contagious Disease, Bodily Injury	Request the location's corresponding Certificates as well as Risk Assessment for Incoming Groups, Visit the area prior to the trip if possible and Inspection of the area upon arrival. Escorts to ensure they are familiar with the	2	1	2	No		

				nearest Medical Care Facility						
Emergency Incident	Accompanying staff must proactively discuss and plan their action plan in the event of an emergency (including severe weather, First Aid, transportation of injured individuals, Mass Threat, etc.), according to the nature of the destination.	Pupils, Teachers, Staff	Death, Concussion, Bruising, Lacerations, Coma, Burns	First Aid kit with every bus, Staff First Aid Training on an annual basis, Threat Protocols in place by MOEC and the Police Department	3	1	3	No		
Use of School Car	On occasion and depending on the number of students and teachers, the school's own cars may be used for trips within or outside Paphos. The potential risks are the same as with hiring a bus, with the exception of the driver and the escort, which in this case will be members of staff	Pupils, Teachers, Staff, Public	Death, Serious Bodily Injury, Permanent Bodily Harm	Road Tax (Annually), MOT (ever 2 yrs), Regular Service, Cleaning and Driving Check prior to every trip by Maintenance Team, Test Drive by member of staff who will be driving if not familiar with the vehicle, Car Insurance covering all members of staff and students when driven for school purposes	5	1	5	Yes		Continue Following Regular Maintenance, Inspection, Licensing and Insurance as per current practice.

Appendix 3

What to do if you believe a student might be at risk of self-harm or suicide

This guidance has been produced for everyone who engages directly with students in their day to day work and who may become aware of a student's suicidal thoughts or intentions. It is specifically aimed at professionals who do not necessarily have the training or expertise in the field of mental health and to ensure that all ISOP professionals have an understanding of the process to be followed where concerns about possible risk of self-harm or suicide exist.

Everyone has a responsibility to identify students at risk, including the risk of self-harm or suicide, and to share information when action may be required to protect a child or young person. Professionals may also have a role in the implementation of a co-ordinated Safety Plan or Risk Management Plan following completion of a detailed risk assessment by specialist mental health professional i.e. School Counsellor, external Psychologist or Social Welfare Service.

1.Principles and values

Any student, who expresses thoughts about self-harm or suicide, must be taken seriously and appropriate help and intervention should be offered without delay

1. It is acknowledged that suicide issues can be extremely challenging for practitioners, family members and communities
2. Assessments should be based on the unique experiences and feelings of each student and not on the perceptions of adults
3. Student should not be stigmatised or discriminated against because of self-harm or suicidal thoughts or behaviour
4. It is acknowledged that belief systems can impact on individual attitudes towards self-harm or suicide
5. A co-ordinated response by agencies is in the interests of students at risk of self-harm or suicide
6. Creating a safe and supportive environment should be a key aim
7. Conversations about self-harm or suicide risk with students should be held by those who know them best
8. Staff supporting students should be offered appropriate advice and support

2. Definitions

Suicidal behaviour is any deliberate action that has potentially life threatening consequences, such as taking an overdose. It can also include repeated risk taking which constitutes a risk of death.

Suicidal thoughts imply that someone is thinking about taking their own life. This differs from Student who, as part of normal growing up, might explore the meaning of life. Further conversations will usually establish whether someone is thinking about suicide.

Suicide is the act of deliberately ending one's own life. It is possible to die unintentionally as a result of a serious self-harm episode.

Self-harm is the term used when someone intentionally injures or harms themselves. It is a common pre-cursor to suicide and students who self-harm may kill themselves by accident.

Suicide prevention is the process of identifying and reducing the impact of risk factors associated with suicidal behaviour, and identifying and promoting factors that protect against engaging in suicidal behaviour.

Identifying risk factors

If a practitioner is concerned that a student is at risk of self-harm or suicide they should make a referral through the Wellbeing Manager and alert the Designated Safeguarding Lead (DSL). The process for doing so is set out in this guidance.

A risk assessment is only valid at the point that it is completed and needs to be updated in response to changing circumstances. Significant information can be obtained from the young person, but information will need to come from other sources, such as parents/carers, peers or professionals.

Risk factors give an indication of the potential for serious harm to occur, but cannot provide an accurate prediction of what will happen. Risk factors can be seen as 'alarm bells' – the more alarm bells that are ringing the greater the concern - however one significant risk factor can also trigger a student having suicidal thoughts or behaviour.

Personal History

1. Previous self-harm, suicidal thoughts or suicide attempt
2. Substance use
3. Evidence of mental health problems, especially depression, psychosis, post-traumatic stress disorder or eating disorder
4. History of experiencing physical, emotional or sexual abuse
5. Loss or bereavement – could include loss of relationships or social status (anniversaries can be significant)
6. Pressure on social media
7. Family factors – instability (divorce, separation, changes of care giver, repeated house moves), conflict, arguments, domestic violence
8. Family history of suicide, mental illness or substance misuse
9. Bullying

Personal functioning

1. Changes in anxiety levels, problem solving skills, social withdrawal, feelings of hopelessness, personal appearance, sleeping and eating habits
2. Altered mental states, e.g. feelings of agitation, hearing voices, delusional thinking, aggression, intoxication
3. Statements of suicidal intent: letters, comments, Facebook status, social media messages, text messages, etc.
4. Tendency to impulsive behaviour
5. Running away from home
6. Anger, hostility or anti-social behaviour
7. Use or increased use of drugs/alcohol
8. Feelings of ambivalence about the future e.g. no reason for living, no purpose in life
9. Difficulty in coping with exam stress

Verbal warning signs

1. 'I can't take it any more'
2. 'Nobody cares about me'
3. 'I can't see the point any more'
4. 'Everyone would be better off if I weren't here'
5. 'Nothing matters any more'
6. 'I'm going to top myself'

Suicide Risk Screening - Levels of Risk

High Risk	<ol style="list-style-type: none">1. Previous Self-harm or Suicide attempts2. Frequent suicidal thoughts which are not easily dismissed3. Specific plans with access to potentially lethal means, e.g. time, location and method4. Evidence of current mental health problems5. Significant or increasing drug or alcohol use6. Situation felt to be causing unbearable pain or distress
Medium Risk	<ol style="list-style-type: none">1. Self-harm or suicide thoughts are frequent but still fleeting2. No specific plan or immediate intent3. Known current mental health issue4. Use/increased use of drugs or alcohol5. Situation felt to be painful but no immediate crisis6. Previous, especially recent, suicide attempt7. Current self-harm or thoughts of self-harm
Standard Risk	<ol style="list-style-type: none">1. Self-harm or suicidal thoughts are fleeting and soon dismissed2. No plan of how they would attempt self-harm or suicide3. Fewer or no signs of low mood4. No self-harming behaviour5. Current situation felt to be painful but bearable

Referral pathway – suicidal thoughts and suicidal behaviour

'There is no evidence that asking a student whether they are having suicidal thoughts will put the thought in their mind if it were not there before. There is, however, a great deal of evidence to suggest that being able to talk to clients about suicide is extremely important in providing a safe space for them to explore their feelings.'

Rudd (2008), Barrio (2007)

If you have concerns that a student has self-harm or suicidal thoughts or behaviours you must follow the steps as laid out in this guidance.

Information Gathering conversation

You will need to start the conversation by explaining the reasons for your concern, these questions aim to guide you through a conversation in which you can find out about suicide risk, which will inform your next actions. The conversation should be supportive and take account of the student's individual situation and his/her needs. Ideally, the conversation should be held by the worker who knows him/her best.

If the student does not engage with the conversation, then follow advice in Section: 'Students who do not engage'.

If there are no concerns about suicidal thoughts or behaviour and Standard Risk of suicide is indicated:

1. If the student is standard risk in respect of self-harm or suicide but has additional needs then refer to the School Counsellor who will undertake a risk safety assessment
2. If the student is standard risk in respect of suicide but has other needs which impact on their safety or welfare, please complete an ISAMS wellbeing referral and alert the DSL
3. If the student is standard risk in respect of suicide but is showing early signs of mental health and emotional problems, please refer to the School Counsellor via ISAMS wellbeing manager

If your conversations indicate Medium or High Risk of suicide:

1. Explain limits of confidentiality and consent to share issues
2. Contact the DSL/Line Manager for consultation and/or referral

You should also:

1. Liaise with parents/carers following the guidance from the DSL or Headteacher of Kindergarten & Primary/Secondary

Immediate Medical Attention

1. If suicidal actions have been disclosed or if the level of self-harm has resulted in a significant physical injury (e.g. recent overdose or serious cutting) it is important to ensure that the young person is assessed urgently in order to ascertain whether any immediate medical treatment is required. Take the young person to the Accident and Emergency department at the local hospital or consider dialing 112 and asking for an ambulance.
2. Inform the student's parents/carers.
3. Complete a Child Protection Incident form as soon as possible and upload to ISAMS wellbeing manager.

If a young person tells you they are imminently about to take their own life

1. Do not leave the student on their own.
2. If urgent assistance is required contact the Nurse via the emergency mobile number.
3. Contact the DSL for a report to be made to Social Welfare Service

Safety Planning

You could also consider helping the student to put together a safety plan.

SAMPLE SAFETY PLAN

SCHOOL SAFETY PLAN	
Name of student:	
Form Group:	
Completed by (staff):	
Date:	
Causes: Things that tend to set me off (make me feel mad, sad, upset):	
Warning signs that I am mad, sad, upset (how can I/others tell):	
I am responsible for my behaviour and if life becomes overwhelming, I'm upset, and I want to harm myself in any way, I will do the following:	
Coping strategies: things or activities that I can do to help me calm myself at school.	
1.	
2.	
3.	
4.	
While at school, the adults I can contact for support are:	
Name:	Location:
Name:	Location:
While at home or away from home, the adults I can contact for support are:	
Name:	Phone:
If I feel suicidal, I will call the Cyprus Samaritans on +35777777267 or the Cyprus Youth Board helpline on 1410.	
Student signature:	

It is best to complete this with the student before a crisis so they can refer to it as a protective measure

Important things to remember

DO	<ol style="list-style-type: none">1. Take self-harm and suicide gestures seriously2. Listen, be non-judgmental and think about what you say3. Ask direct questions early on to establish the level of risk4. Ask about other problems such as bullying, substance misuse, bereavement, relationship difficulties, abuse....5. Check how and when parents/carers will be contacted6. Encourage contact with friends, family, trusted adults7. Ensure immediate support for the student is in place and that medical attention is provided if necessary8. Consult with specialist services for advice9. Make sure you record your assessment, concerns and actions on ISAMS wellbeing manager10. Make appropriate referrals11. Engage with processes for developing Risk Management and Safety Plans12. Ensure actions to manage risk are implemented13. Consider protective factors and provide ongoing opportunities for support and monitoring14. Respond to escalating concerns about the risk of suicide
Do Not	<ol style="list-style-type: none">1. Promise confidentiality2. Make assumptions or react without considering all of the risks3. Dismiss what the student is saying4. Presume that a student who as threatened to harm themselves in the past will not do so in the future5. Disempower the student6. Dismiss self-harm or expression of suicide thoughts as attention seeking

Students who do not engage

If a student is at risk of significant harm you have a duty to share concerns and information relevant to the risk. Some students do not wish to engage with specialist services but may choose to engage with other professionals. If a student is at high risk of suicide and does not wish to engage with the school counsellor:

1. Seek guidance from your line manager and designated safeguarding lead
2. Complete the safeguarding concern form and open a referral ISAMS wellbeing manager /MyConcern
3. Agree what actions should be taken with the DSL and record these on MyConcern

Engagement with parents and carers

Consider with the student how and when parents/carers can be contacted. When parents/carers are informed they can become part of the assessment, safety planning and risk management. Informing parents/carers can be very stressful for the student. Some students may be relieved that someone else liaises with their parents/carers and engages with them to be supportive.

Parents/Carers may need some additional advice on how to best support their child.

1. If the student does not wish their parents/carers to be informed then workers should explore the reasons for this so that concerns of the student may be able to be addressed. The worker should seek the support of their manager. A consultation with the DSL about whether parents should be informed as part of safeguarding the student may be very helpful.
2. If the student has disclosed that their self-harm or suicidal thoughts/intentions are a response to alleged abuse by their parents/carers then workers should consult their line manager and the designated safeguarding lead and follow ISOP procedures for reporting child protection concerns without delay.
3. Consult designated safeguarding leads about what action to take next if parents of the student who is at risk of suicide will not engage with any professional.

Looking after yourself

When you are supporting students with suicidal thoughts/feelings, it can be challenging and create a range of feelings in ourselves, such as anxiety, fear, confusion, sadness, frustration, hopelessness and powerlessness. You need to think about ways of looking after yourself when supporting young people in situations such as these.

Be sure you look after yourself by sharing your load with your manager/senior lead and ask for support when you need it.

Ensure that you attend your supervision meetings. Students who display suicidal thoughts should be referred to the School Counsellor for specialist support and intervention. The School Counsellor will receive Clinical Supervision to ensure the emotional as well as professional reflection is undertaken.

Links between self-harm and suicide

In the majority of cases self-harm appears to be a way of coping rather than an attempt at ending life. It may be an attempt to communicate with others, to influence or to secure help or care from others, or a way of obtaining relief from a difficult or overwhelming situation or emotional state. In these circumstances, somewhat paradoxically, the purpose of the self-harming behaviour is to preserve life, although this can be a difficult concept for practitioners to understand.

A small minority of young people who repeatedly self-harm may go on to attempt suicide, although this may not what they intend to do and death can occur accidentally. The difference between self-harm and suicide is not always clear, however. Self-harm is a common precursor to suicide for the relatively small numbers of young people who make deliberate attempts to end their lives and so repeated incidents of self-harm should be considered a risk factor when assessing the risk of suicide.

In their separate forms, self-harm and suicide generally differ in terms of the intent that lies behind the behaviours.

Practitioners should feel able to communicate with young people about their self-harming behaviours. It is important to gather information about self-harm and the young person's thought processes associated with the behaviours in order to start to understand the risks; either of serious risk to the young person's health or wellbeing, of the risk of death by misadventure, or the risk of intentional suicide.

Guidance on sharing information

The purpose of sharing information is to ensure young people who are at risk from suicidal thoughts and behaviour receive help and support appropriate to their level of need.

Seven Golden Rules to sharing information (Information Sharing: HM, March 2015 UK)

1. Remember that the GDPR 2018, Privacy and Human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

The most important consideration is whether sharing information is likely to safeguard and protect a child. If at any stage you are unsure about how or when to share information, you should seek advice and ensure that the outcome of the discussion is recorded. If there are concerns that a child is suffering or likely to suffer harm, then follow the relevant procedures without delay.

Appendix 4

Age of Consent in Cyprus

The age of consent in Cyprus is 17 years old. The age of consent is the minimum age at which an individual is considered legally old enough to consent to participation in sexual activity.

Individuals aged 16 or younger in Cyprus are not legally able to consent to sexual activity, and such activity may result in prosecution for statutory rape or the equivalent local law.

Cyprus statutory rape law is violated when an individual has consensual sexual contact with a person under age 17.

Cyprus does have a 'close-in-age' exemption. Close in age exemptions, are put in place to prevent prosecution of individuals who engage in consensual sexual activity when both participants are significantly close in age to each other, and one or both partners are below the age of consent.

"Consensual sexual activities , as prescribed in subsections (1) and (3) of section 6, sub sections (3) of sections 7, sub sections (1) and (5) of section 8, and subsections (1) and (2) of sections 9 **between two children who have not reached the age of consent and are close in age and degree of psychological and physical development or maturity**, in so far as the activities did not involve any abuse or violence or exploitation or coercion, **shall not be a criminal offence pursuant to this law**".

It is very important that our students, particularly those in years 11, 12 and 13 understand the law regarding age of consent in Cyprus. International students for example are likely to come from countries which have different age of consent laws.

The senior management team are responsible for ensuring that Safeguarding and Child protection awareness is integrated into the curriculum. Although PSHE programmes will specifically address healthy relationships as part of the formal curriculum, all teaching staff are expected to address issues around healthy relationships if they arise and/or seek additional support.

Appendix 5 – visitors guide in English

No child should suffer harm, either at home or at school. Everyone who works in our school has a responsibility to make sure that all our young people are safe.

This leaflet has been given to you to make sure you understand what is expected of you. Please ask the school's Safeguarding Lead if you are unclear about anything in it, and keep the leaflet in a safe place, so that you can read it again if you need to.

If you are worried about the safety of any young person in our school, you **must** report this to the Safeguarding Lead or the Head of School.

Globeducate Safeguarding and Welfare Officer:
Katherine Tyler
Katherine.tyler@globeducate.com

Board Member responsible for Safeguarding:
Daniel Jones
Daniel.jones@globeducate.com



GLOBEDUCATE'S KEY PRINCIPLES

Globeducate's educational vision is based on four fundamental principles:

Educational Excellence
Skills and Competencies
Character
Global Perspectives

PREPARING OUR STUDENTS FOR SUCCESS WITHIN THE GLOBAL COMMUNITY

SAFEGUARDING AND CHILD PROTECTION ADVICE FOR VOLUNTEERS & VISITORS

We extend a warm welcome to everyone who enters our school. Members of our community, including visitors and volunteers, are expected to show respect and kindness towards others.

Child Protection Advice

Thank you for your visit or interest in becoming a volunteer. As a school we are committed to safeguarding and meeting the needs of children and we hope this leaflet will provide some useful advice and information when working with children at our school.

What are my responsibilities?

All those who come into contact with children through their every day work whether paid or voluntary have a duty to safeguard and promote the welfare of children.

It is a requirement, also, that you inform the Head of School immediately if you become subject to any criminal investigation, caution or conviction. This helps to protect you as well as the young people in your care.

It is your responsibility to read our Safeguarding Policy which can be found on our website.

What should I do if I am worried about a child?

If whilst working with a child you become concerned about:

- Comments made by a child
- Marks or bruising on a child
- Observation of possible peer on peer abuse
- Changes in the child's behaviour or demeanour

Please report these concerns to the class teacher, who if they feel it is appropriate will pass the information on to the school's Safeguarding Lead.

What should I do if a child discloses that s/he is being harmed by an adult or peer?

Although the likelihood of this is small, it is important to know what to do in such an eventuality as children rarely lie about such matters.

- 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 do not make promises that might not be possible to keep
- Do not promise confidentiality but explain to the child that you may have to tell their teacher or Principal in order that they can provide appropriate help
- **Do not interrogate the child or ask leading questions**
- Reassure the pupil that it is not their fault
- Stress that it was the right thing to tell
- Do not ask the child to write a statement
- Do not criticise the alleged perpetrator

Immediately record details of the disclosure, including wherever possible the exact words or phrases used by the child.

Please ensure you have signed and dated the record.

What should I do if the alleged abuser is a member of the school staff?

You should report such allegations to the Principal or Head of School.

What should I do if the alleged abuser is the Principal or Head of School?

You should report such allegations to the Board Member with Responsibility for Safeguarding. Contact Daniel Jones directly at Daniel.jones@globeducate.com or on 0034608801427.

How do I ensure that my behaviour is always appropriate?

Appropriate relationships with children should be based on mutual trust and respect.

As a volunteer or regular visitor you may well be working closely with children sometimes on a one to one basis.

Children, especially when they are young, are often spontaneously affectionate and tactile and it is important not to alienate them through lack of response or by appearing to reject this. You should, however, be careful about touching pupils.

If you are working with a pupil on his/her own always ensure that the door is left open or that you can be visible to others.

Do not photograph pupils, unless requested to by the class teacher, exchange emails or text messages, or give out your own personal details. Any unprofessional contact with pupils (e.g. through a social networking site) may leave you vulnerable to an allegation of abuse being made against you.

Please help us to safeguard the children in our care by following these guidelines.

Appendix 6 – visitors guide in Greek

Πολιτική Ευημερίας και Προστασίας

Έντυπο Επισκεπτών

Για πληροφορίες: www.paphosinternationalschool.com

Ευχόμαστε η επίσκεψή σας στο Σχολείο μας να είναι ευχάριστη, ασφαλής και να σας παράσχει τις πληροφορίες που χρειάζεστε. Παρακαλούμε όπως διαβάσετε και εφαρμόσετε τις πιο κάτω οδηγίες, που στόχο έχουν τη διατήρηση ενός ασφαλούς σχολικού περιβάλλοντος, εδώ στο χώρο του International School of Paphos. Για οποιεσδήποτε διευκρινήσεις, μη διστάσετε να επικοινωνήσετε μαζί μας.

Πρόσβαση στις Σχολικές Εγκαταστάσεις:

1. Με Βάση τις οδηγίες του Υπουργείου Παιδείας, Αθλητισμού και Νεολαίας, δεν επιτρέπεται να επισκέπτεται το σχολείο κανένα πρόσωπο που δεν έχει άμεση σχέση με τη διεξαγωγή των εργασιών ή την προαγωγή του έργου του σχολείου, χωρίς εξουσιοδότηση.
 2. Όλοι οι εξουσιοδοτημένοι επισκέπτες και εξωτερικοί συνεργάτες που εισέρχονται στο σχολείο θα πρέπει να εγγράφονται κατά την άφιξή τους στο Ηλεκτρονικό Σύστημα Εγγραφής Επισκεπτών, και ακολούθως να παραλαμβάνουν την κονκάρδα επισκέπτη με το κίτρινο χρώμα η οποία θα πρέπει να φοριέται κατά την παραμονή σας στις εγκαταστάσεις μας για να είναι ορατή από το προσωπικό και τους μαθητές μας.
 3. Αν κατά την παραμονή σας στις εγκαταστάσεις μας έρθετε σε απευθείας επαφή με μαθητές, δύναται να σας ζητηθεί η παρουσίαση ταυτότητας. Αν αυτό δεν καταστεί δυνατό, ενδέχεται να μη σας επιτραπεί η επαφή με μαθητές.
 4. Κατά την αναχώρησή σας, παρακαλούμε όπως επιστρέψετε την κονκάρδα επισκέπτη και σημειώσετε την αποχώρησή σας στο Ηλεκτρονικό Σύστημα.
- Φωτογράφιση/βιντεοσκόπηση/ζωντανή μετάδοση:
Απαγορεύεται η φωτογράφιση, βιντεοσκόπηση ή ζωντανή μετάδοση εντός των εγκαταστάσεων του Σχολείου μας.
 - Διαδικασίες σε περίπτωση έκτακτης ανάγκης:
Σε περίπτωση έκτακτης ανάγκης, παρακαλούμε όπως ακολουθήσετε τις οδηγίες του ατόμου το οποίο επισκέπτεστε και/ή των Υπεύθυνων Πυρασφάλειας, στα πλαίσια του ισχύοντος

Σχεδίου Δράσης. Αν υπάρξει ανάγκη εκκένωσης του κτιρίου, πρέπει να εγκαταλείψετε το κτήριο από την πλησιέστερη έξοδο, ακολουθώντας τις σχετικές οδηγίες.

Παραμείνετε με το άτομο που επισκέπτεστε, μέχρι να σας συνοδεύσει στον χώρο συγκέντρωσης επισκεπτών, προκειμένου να καταγραφεί η παρουσία σας. Σε κάθε περίπτωση, μην θέσετε τον εαυτό σας σε κίνδυνο και μην επιχειρήσετε να εισέλθετε εκ νέου στο κτήριο εκτός κι αν δοθεί η βεβαίωση πως αυτό θα ήταν ασφαλές.

- **Πρώτες Βοήθειες:**

Σε περίπτωση που νιώσετε αδιαθεσία κατά την παραμονή σας στις εγκαταστάσεις μας, ενημερώστε το μέλος του Προσωπικού που σας συνοδεύει για να λάβει τα απαραίτητα μέτρα και να επικοινωνήσει με τα αρμόδια άτομα για την περαιτέρω φροντίδα σας.

- **Ευημερία και Προστασία:**

Όλοι οι εξωτερικοί συνεργάτες που εισέρχονται στο σχολείο πρέπει να συμμορφώνονται με τους κανονισμούς περί ασφάλειας και υγείας που αφορά την εργασία τους και στη βάση της Εκτίμησης Κινδύνου που διατηρούν και την οποία πρέπει να καταθέσουν στο Τμήμα Ασφάλειας και Υγείας του Σχολείου μας εκ των προτέρων.

Ως επισκέπτες, είναι σημαντικό να ακολουθείτε τις οδηγίες ασφάλειας και υγείας που ισχύουν στις σχολικές εγκαταστάσεις.

- **Οδηγίες Ευημερίας και Προστασίας για Επισκέπτες:**






Όλοι οι ενήλικες που επισκέπτονται ή εργάζονται στο σχολείο διαδραματίζουν σημαντικό ρόλο. Η συμβολή σας είναι σημαντική στην διασφάλιση της ευημερίας και προστασίας των παιδιών, με τη συμμόρφωσή σας στις πιο κάτω οδηγίες:

1. Μην ξεκινάτε προφορική ή φυσική επαφή με μαθητές, εκτός αν αποτελεί μέρος του λόγου της επίσκεψής σας και είναι ευπρεπής.
2. Μη δίνετε προσωπικές πληροφορίες στους μαθητές όπως τον αριθμό του τηλεφώνου σας ή τη διεύθυνσή σας.
3. Μη δίνετε στους μαθητές τη διεύθυνση του ηλεκτρονικού σας ταχυδρομείου, παρά μόνο αν είναι επαγγελματική και μέρος του λόγου της επίσκεψής σας και λάβετε σχετική έγκριση εκ των προτέρων.
4. Μη δίνετε στους μαθητές πληροφορίες για τους προσωπικούς σας λογαριασμούς στα ηλεκτρονικά μέσα κοινωνικής δικτύωσης και αποφύγετε την οποιαδήποτε επικοινωνία με μαθητές μέσω αυτών.

5. Αν υποψιάζεστε ότι κάποιος μαθητής βρίσκεται σε κίνδυνο, να το αναφέρετε αμέσως στο άτομο-μέλος του Προσωπικού που επισκέπτεστε στο σχολείο ή στο/στη Βοηθό Διευθυντή/ρια ή στο/στη Διευθυντή/ρια, μέσω της Γραμματείας. Μη συζητάτε τις ανησυχίες σας με τον μαθητή και μην προβείτε σε διερεύνηση.
6. Αν κάποιος μαθητής σας εξομολογηθεί ότι βρίσκεται σε κίνδυνο, μην του υποσχεθείτε εμπιστευτικότητα. Εξηγήστε του ότι πρέπει να αναφέρετε το περιστατικό και πληροφορήσετε αμέσως το άτομο που επισκέπτεστε ή/και το/τη Βοηθό Διευθυντή/ρια ή το/τη Διευθυντή/ρια.
7. Περισσότερες πληροφορίες αναφορικά με την Πολιτική Ευημερίας και Προστασίας μπορείτε να βρείτε στην ιστοσελίδα του σχολείου μας, καθώς και στον Οδηγό Σπουδών και Κανονισμών 2025-26.

Appendix 7 – guidance for reporting sexual abuse

TEACHER ACTIONS: Report to the Competent Authorities and Services

-  1. Contact the school administration to report the incident.
-  2. Immediately notify by phone the Special Investigation Team of the Police at **22 808442** or at the ICF (weekends, holidays and where deemed extremely urgent during non-working hours)
-  3. Notify the SWS immediately by phone and in writing using the Form based on circular γππ10880
-  4. Send a written report to the Attorney General's Office within 7 days
-  5. The school informs the relevant Educational Psychologist.

Dr. Christina Ioannou & Polina Themistokleous,

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