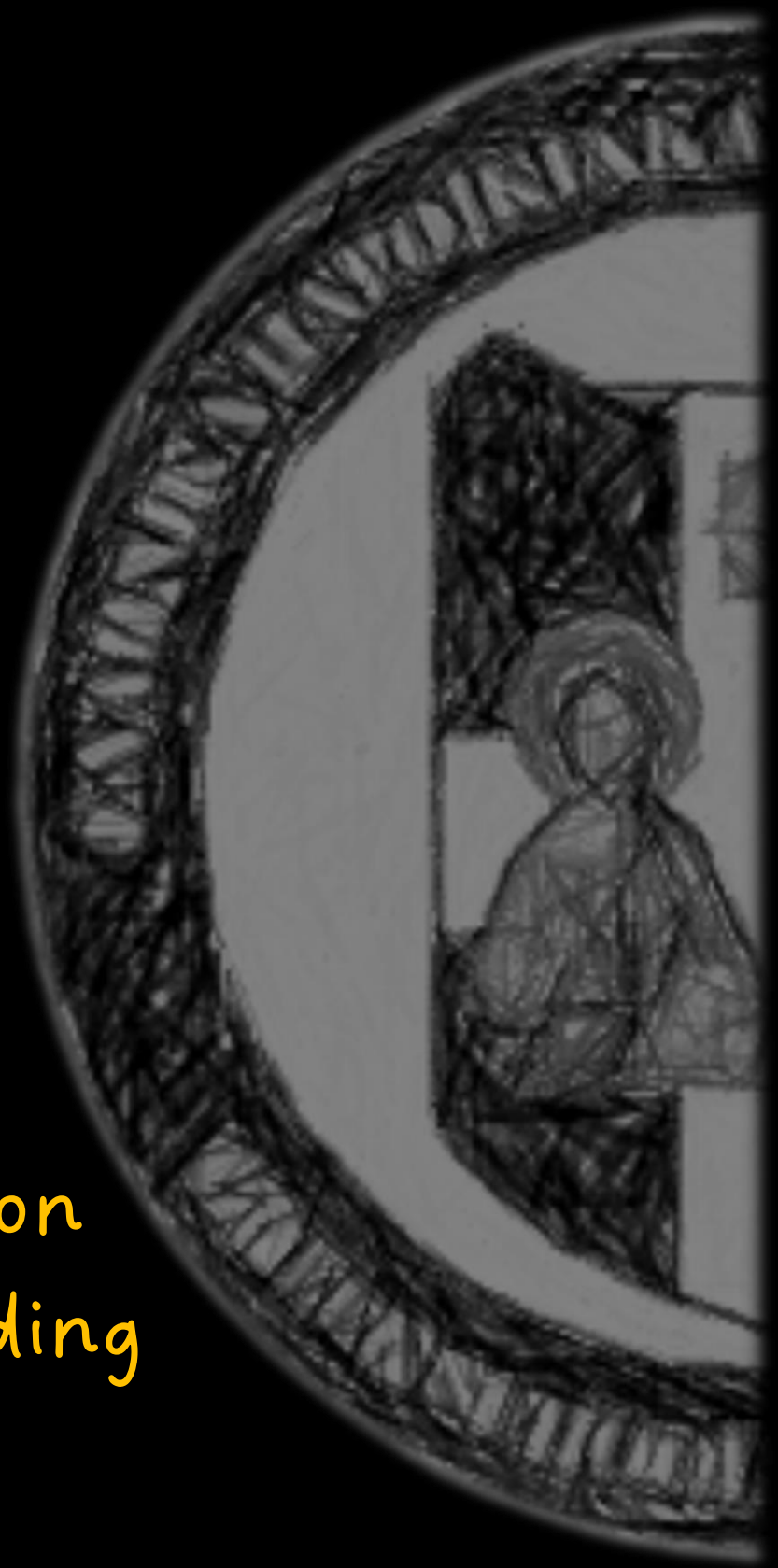


**Greek School
of
Ayia Triada
Birmingham**

**Child Protection
and Safeguarding
Policy**



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Implementation, Review and Monitoring

The implementation of our Child Protection and Safeguarding Policy will involve regular discussion at governing body meetings, ensuring that all staff members are fully informed of its contents and procedures. This will be facilitated through staff training sessions and dissemination of policy documentation.

Monitoring and review of this policy will occur annually as a standard practice. Additionally, any significant changes to legislation, guidance, or local procedures will prompt immediate review and updates to the policy as necessary.

Date of Review: April 2024

Next Review: April 2025

Designated Safeguarding Lead: Dr S Tryfonos

1. Safeguarding Ethos

1.1. Importance of the policy

At Greek School of Ayia Triada Birmingham, safeguarding is fundamental to our ethos, and it is the responsibility of the Trust to safeguard and promote the welfare of children. This principle underpins all our safeguarding efforts.

In line with this principle, we are committed to providing a safe and inclusive environment for all our children, irrespective of age, ability, culture, race, language, religion, gender identity, or sexual orientation. Every child within our school community has equal rights to support and protection.

Our safeguarding culture is reinforced by this policy and the procedures outlined within it. This policy applies to all staff, volunteers, and governors, each of whom receives training on its contents and their safeguarding duties. We review and update this policy annually to ensure alignment with changes in legislation, guidance, and best practice.

It is important to read this policy alongside our other safeguarding policies, as outlined in Appendix Two, to ensure a comprehensive understanding of our safeguarding practices and procedures.

1.2. Safeguarding practices

We collaborate closely with our local safeguarding partners to prioritize the welfare of children and safeguard them from harm. This collaboration includes offering coordinated early help when additional needs of children are identified and contributing to inter-agency plans that provide additional support to the child.

All members of our staff share equal responsibility for acting upon any suspicion or disclosure that may indicate a child is at risk of harm. Any pupils or staff involved in child protection or safeguarding issues will receive appropriate support.

Our robust safeguarding culture ensures that we treat all pupils with respect and involve them in decisions that affect them. We foster positive, respectful, and safe behaviour among pupils, setting a positive example through our own conduct.

Recognizing safeguarding and child protection concerns often begins with identifying changes in pupils' behaviour. We understand that these changes may be indicators of abuse, neglect, or exploitation. Challenging behaviour may also be an indicator of abuse.

All staff members are trained to reassure children that their concerns and disclosures will be taken seriously, and that they will receive the necessary support to ensure their safety and well-being.

2. Safeguarding Legislation and Guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Keeping Children Safe in Education (2023)
- Working Together to Safeguard Children (2018)
- What to do if you're worried a child is being abused (2015)
- The Teacher Standards 2012
- The Safeguarding Vulnerable Groups Act 2006
- Section 157 of the Education Act 2002
- The Education (Independent School Standards) Regulations 2014

3. Roles and Responsibilities

Designated Safeguarding Lead: Dr S Tryfonos

Deputy Designated Safeguarding Lead: Mrs D Fragou

Trained Staff: All members of Staff are Level 1 and Level 2 trained.

3.1. Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) assumes primary responsibility for safeguarding and child protection, including online safety, within the school. The DSL's duties encompass a wide range of responsibilities, including ensuring that child protection policies are effectively communicated, understood, and implemented by all staff members. Additionally, the DSL collaborates with the board of trustees and the local governing body to ensure that the Trust's child protection policies undergo annual review and that procedures are regularly evaluated and updated as necessary.

Furthermore, the DSL serves as a key source of support, guidance, and expertise for all staff on matters related to child protection and safeguarding. Acting as the primary point of contact with the three safeguarding partners—the police, health authorities, and social care agencies—the DSL is responsible for making and managing referrals to children's social care, the police, or other relevant agencies when required.

Additionally, the DSL actively participates in strategy discussions and inter-agency meetings to ensure a coordinated approach to safeguarding practices. Moreover, the DSL liaises with the "case manager" and designated officer(s) at the local authority in the event of allegations against staff members, ensuring compliance with relevant protocols and procedures.

The DSL also plays a pivotal role in staff development by making them aware of training opportunities and local safeguarding arrangements available through the local safeguarding partner arrangements. Moreover, the DSL ensures the transfer of child protection files to a child's new school when necessary.

Lastly, the DSL maintains communication with the Executive Headteacher/Headteacher regarding ongoing inquiries under section 47 of the Children Act 1989 and police investigations. They are also mindful of the requirement for children to have an Appropriate Adult in relevant circumstances, ensuring compliance with legal and procedural requirements.

3.2. The Deputy Designated Safeguarding Lead

Our Deputy DSL(s) undergo the same level of training as the DSL and assist(s) the DSL in managing safeguarding matters on a daily basis. While the Deputy DSL(s) play(s) a crucial role in supporting the DSL, the primary responsibility for child protection ultimately rests with the DSL.

3.3. The Safeguarding Member of Management Board

- The safeguarding Member of Management Board plays a vital role in providing both support and constructive challenge to the DSL and the school/trust leadership in the management of safeguarding, with the overarching aim of enhancing the safety and wellbeing of the children. This role encompasses several key responsibilities, including:
 - Familiarizing oneself with the requirements outlined in the Governance Handbook and Keeping Children Safe in Education 2023.
 - Offering both support and challenge to the DSL regarding the standards of safeguarding within the school/trust.
 - Ensuring that consistent and compliant safeguarding practices are implemented throughout the school/trust.
 - Providing regular reports to the board of trustees regarding the standard of safeguarding within the school/trust.
- Additionally, the DSL and the safeguarding governor/trustee maintain regular meetings to discuss safeguarding issues and collaboratively devise strategies to continuously improve safeguarding practices within the school/trust.

4. Children who may be particularly vulnerable

Some children at Greek School of Ayia Triada Birmingham are more susceptible to abuse due to various factors such as social exclusion, isolation, discrimination, and prejudice. To ensure equitable protection for all our pupils, we prioritize special consideration for children who:

- Are vulnerable due to their race, ethnicity, religion, disability, gender identity, or sexuality.
- Are susceptible to being bullied or engaging in bullying.
- Are at risk of sexual exploitation, forced marriage, female genital mutilation, or radicalization into extremism.
- Reside in chaotic or unsupportive home environments.
- Lead transient lifestyles or reside away from home in temporary accommodation.
- Are impacted by parental substance abuse, domestic violence, or parental mental health needs.

5. Children with Special Educational Needs and Disabilities

Children with special educational needs and/or disabilities (SEND) or certain health conditions may encounter unique safeguarding challenges. Recognizing abuse and neglect in this group of children can be complicated due to various factors, including:

- Assumptions that indicators of possible abuse, such as changes in behavior, mood, or injuries, are solely attributed to the child's disability without further investigation.
- Increased susceptibility to peer group isolation compared to other children.
- The potential for children with SEND and disabilities to be disproportionately affected by behaviors such as bullying, even if they do not outwardly exhibit signs of distress.
- Communication barriers and the challenges associated with addressing them effectively.

Our staff undergo comprehensive training to recognize and understand these additional barriers to safeguarding, ensuring that children with SEND are appropriately protected and supported..

6. Children missing education.

Children missing education, especially when it occurs repeatedly, can serve as a potential indicator of abuse and neglect at Ayia Triada Birmingham. This includes risks such as sexual abuse or exploitation, child criminal exploitation, mental health

issues, and the risk of involvement in activities like traveling to conflict zones, female genital mutilation, or forced marriage. Our staff are vigilant to these risks and are trained to identify signs of concern.

We maintain close monitoring of attendance, absence, and exclusions, with our Designated Safeguarding Lead (DSL), taking appropriate action, including notifying the local authority, particularly in cases where children go missing repeatedly or for extended periods during the school day.

7. Mental Health.

Regarding mental health, Ayia Triada Birmingham recognizes the vital role schools play in supporting the mental wellbeing of pupils. Joanna Turner serves as the Mental Health Lead in our school. All staff members are informed that mental health problems can indicate that a child has experienced or is at risk of experiencing abuse, neglect, or exploitation. Furthermore, staff understand that adverse childhood experiences can significantly impact a child's mental health, behavior, and educational progress.

If staff members are concerned about a child's mental health and see it as a safeguarding issue, they will discuss it with the DSL or a deputy. Additionally, Ayia Triada Birmingham has a designated Senior Mental Health Lead or a leader undergoing Senior Mental Health Lead training to ensure appropriate support and intervention for pupils' mental health needs.

8. Children who are lesbian, gay, bi or trans (LGBT)

Children who identify as lesbian, gay, bisexual, or transgender (LGBT) face unique challenges, but their identity itself is not inherently a risk factor for harm. However, children who are LGBT, or those perceived to be LGBT, may be at risk of being targeted by their peers. This risk is heightened when these children lack a trusted adult with whom they can confide.

Our staff are committed to breaking down barriers and creating a safe environment where LGBT children feel comfortable speaking out and sharing their concerns. We strive to foster an inclusive and supportive atmosphere where all children are respected and valued for who they are.

9. Child on Child Abuse

- 9.1. At Ayia Triada Birmingham, Child-on-Child abuse, where one child harms another, is absolutely unacceptable and will be treated with the utmost seriousness. We will not tolerate or dismiss it as mere 'banter', 'just joking', 'a normal part of growing up', or excused by the phrase 'boys being boys'. While statistics indicate that boys are more likely to

be perpetrators and girls more likely to be victims, all allegations will be handled uniformly, regardless of the genders involved. It is imperative that all staff members are well-informed about the school's policies and procedures for addressing child-on-child abuse. They must uphold an attitude of vigilance, recognizing the potential for such incidents to occur within our school community.

- 9.2.** All staff should be clear about the school's policy and procedures for addressing child-on-child abuse and maintain an attitude of 'it could happen here'
- 9.3. Child on Child abuse may take various different forms:**
- Physical abuse, including shaking, hitting, biting, kicking, or hair pulling
 - Bullying, encompassing cyberbullying, prejudice-based bullying, and discriminatory bullying
 - Sexual violence and harassment, such as rape, sexual assault, inappropriate sexual comments, language, remarks, or jokes
 - Coercing someone into sexual activity without consent, which may include forcing them to strip, touch themselves sexually, or engage in sexual activity with a third party
 - Upskirting, involving taking a picture under a person's clothing without their knowledge for sexual gratification or to cause humiliation, distress, or alarm
 - Consensual and non-consensual sharing of nude or semi-nude images and/or videos, also known as sexting or youth-produced sexual imagery, including pressuring others to share sexual content
 - Abuse in intimate personal relationships between peers, known as teenage relationship abuse, which may involve a pattern of physical, sexual, or emotional abuse
 - Initiation/hazing rituals used to induct newcomers into sports teams or school groups, often involving potentially humiliating or abusive trials with the aim of creating a bond.
- 9.4. Various gender-specific issues may arise in cases of Child-on-Child abuse,** such as girls experiencing sexual touching or assault, or boys being subjected to initiation/hazing-type violence.
- 9.5.** All staff are aware that even in the absence of reported cases of Child-on-Child abuse, such abuse may still be occurring but going unreported.
- 9.6. Minimizing Risk:** To mitigate or prevent the risk of Child-on-Child abuse, we implement the following measures:
- Cultivating an open and supportive environment where children feel secure and empowered to express their concerns and fears.
 - Utilizing assemblies to delineate acceptable and unacceptable behaviors.

- Incorporating Relationships and Sex Education (RSE) and Personal, Social, Health, and Economic (PSHE) lessons to educate and reinforce our messages, utilizing methods such as storytelling, role-playing, discussions on current affairs, and other suitable activities.
- Ensuring thorough supervision of the school premises, particularly in areas where children may be vulnerable.

9.7. All allegations of Child-on-Child abuse must be meticulously documented on CPOMS under the designated category "Behaviour/Child-on-Child abuse." The school will adhere to both the Behaviour Policy and Anti-Bullying Policy to effectively manage such incidents. The DSL will meticulously review CPOMS reports and proceed as follows, conducting an investigation if necessary:

- **Information Gathering:** Immediate discussions will be held with children and staff to gather pertinent details.
- **Action Determination:** If there is a suspicion that any child is at risk of significant harm, a referral will be promptly made to children's social care. The DSL will collaborate with children's social care to determine the subsequent steps, which may involve involving the police. In other instances, the school may implement its behaviour policy in conjunction with the Child Protection and Safeguarding Policy.
- **Parental Notification:** While concerns are typically discussed with parents, the paramount concern is the safety and well-being of the pupil. Therefore, if the school deems that notifying parents could pose a risk to the child or exacerbate the situation, guidance will first be sought from children's social care and/or the police before parental contact is made.
- **Documentation:** All concerns, discussions, decisions, and the rationale behind them will be meticulously documented in writing, preferably using CPOMS. These records will be treated confidentially, securely stored on the school's child protection and safeguarding systems, or in the child's separate child protection file. The documentation will provide a comprehensive summary of the concern, details of the follow-up process, actions taken, decisions made, and the eventual outcome.

In cases involving allegations of a sexual nature, the school will strictly adhere to the statutory guidance outlined in Part 5 of Keeping Children Safe in Education 2023.

Children can report allegations or concerns of Child-on-Child abuse to any staff member, who will promptly relay the information to the DSL in accordance with this policy. To ensure children can easily report their concerns, the school has implemented a confidential reporting system—further details of which are available upon request.

9.8. Supporting those involved:

Our staff are committed to providing unwavering support to all victims of sexual violence or harassment, assuring them that their reports are taken seriously, irrespective of when they come forward. Victims are assured that they will be safeguarded and supported throughout the process. Under no circumstances will victims be made to feel culpable or ashamed for reporting such incidents.

Equally Serious Treatment:

Instances of abuse occurring online or outside of school premises are accorded the same gravity as those within school grounds. We acknowledge the complexities associated with sexual violence and harassment in online settings, including the potential for widespread abuse across various social media platforms leading to repeated victimization.

Tailored Support:

The support extended to harmed pupils is tailored to their individual circumstances and the nature of the abuse endured. This may encompass counseling, mentoring, or engaging in restorative justice initiatives aimed at facilitating healing and resolution.

Support for Perpetrators:

Recognizing the multifaceted nature of such incidents, we also extend support to pupils who have caused harm. Efforts are made to understand the underlying reasons for their actions, with a focus on addressing and rectifying any problematic behaviors. Consequences for the harm inflicted or intended are addressed in a manner aimed at promoting accountability and fostering positive change.

10. Serious Violence

All staff at Greek School of Ayia Triada Birmingham are trained to identify indicators that children may be at risk of or involved in serious violent crime. These indicators include increased absenteeism, changes in social circles involving older individuals or groups, a notable decline in academic performance, indications of self-harm or significant changes in overall well-being, and signs of assault or unexplained injuries. Additionally, unexplained gifts may suggest that children have been approached or are associated with individuals involved in criminal activities.

Furthermore, staff are briefed on various risk factors that heighten the likelihood of involvement in serious violence. These factors encompass being male, frequent or permanent school absences, experiences of maltreatment, and engagement in previous offending behaviours such as theft or robbery.

11. Child Criminal Exploitation

At Greek School of Ayia Triada Birmingham, we recognize the serious threat posed by Child Criminal Exploitation (CCE) to the safety and well-being of our students. CCE refers to situations where children and young people are manipulated, coerced, or forced into criminal activities by individuals or gangs. This section of our Child

Protection and Safeguarding policy outlines our commitment to preventing, identifying, and responding to instances of CCE to ensure the protection of our students.

11.1. Understanding Child Criminal Exploitation:

CCE can manifest in various forms, including but not limited to drug trafficking, county lines involvement, theft, burglary, violence, and sexual exploitation. Perpetrators of CCE often prey on vulnerable children, exploiting their vulnerabilities for financial gain or to further their criminal enterprises. Factors contributing to vulnerability include social deprivation, family dysfunction, substance misuse, mental health issues, and peer pressure.

11.2. Identification of Child Criminal Exploitation:

Staff members are trained to recognize the signs and indicators of CCE, which may include:

- a) Sudden changes in behavior, attitude, or demeanor.
- b) Unexplained absences from school or persistent truancy.
- c) Unexplained injuries or signs of physical harm.
- d) Possession of expensive items or large amounts of cash.
- e) Association with known perpetrators of crime or involvement in criminal networks.
- f) Signs of grooming or manipulation by older individuals or groups.
- g) Decline in academic performance or disengagement from school.
- h) Signs of substance misuse or drug-related paraphernalia.
- i) Expression of fear, anxiety, or reluctance to discuss certain topics.

11.3. Preventative Measures

To mitigate the risk of CCE, we implement proactive measures, including:

- a) Providing comprehensive education on the dangers of criminal exploitation through the curriculum, including topics such as online safety, peer pressure, and personal boundaries.
- b) Promoting a culture of openness and trust where students feel comfortable reporting concerns to trusted adults.
- c) Engaging with external agencies and partnerships to access support services for vulnerable students and their families.
- d) Conducting regular risk assessments to identify students at heightened risk of CCE and implementing tailored intervention strategies
- e) Educating parents and caregivers on recognizing the signs of CCE and providing guidance on safeguarding their children from exploitation.

11.4. Response and Procedures

In the event of suspected or disclosed CCE, staff members follow the established reporting procedures, which include:

- a) Documenting and reporting concerns using the school's designated safeguarding channels.

- b) Providing immediate support and reassurance to the affected student while ensuring their safety.
- c) Liaising with external agencies, such as children's social care, the police, and relevant support services, to initiate appropriate interventions.
- d) Collaborating with parents and caregivers to address the underlying vulnerabilities and develop a holistic support plan for the student.
- e) Maintaining confidentiality while adhering to statutory requirements for information sharing and reporting.

11.5. Training and Professional Development

All staff members undergo regular training and professional development sessions to enhance their knowledge and understanding of CCE, including:

- a) Recognizing the signs and indicators of CCE.
- b) Understanding the underlying factors contributing to vulnerability.
- c) Implementing effective safeguarding measures to prevent CCE.
- d) Responding appropriately to disclosures or suspicions of CCE.
- e) Collaborating with external agencies and support services to safeguard students at risk of exploitation.
- f) Maintaining confidentiality and adhering to statutory reporting requirements.

12. Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a reprehensible form of child sexual abuse that encompasses various forms of sexual contact and non-contact activities aimed at exploiting children for the gratification of others. These activities may include physical contact, such as assault by penetration or non-penetrative acts like masturbation, kissing, and inappropriate touching. Non-contact activities may involve the production or viewing of sexual images, exposure to sexual content, or grooming for abuse. CSE can occur over time, often without the child's immediate awareness, through the circulation of sexual images or videos on social media platforms.

CSE can affect any child who has been coerced into engaging in sexual activities, including those aged 16 and 17 who may legally consent to sex. Victims of CSE may not always recognize they are being exploited, as perpetrators may manipulate them into believing they are in a genuine romantic relationship. The consequences of CSE are profound, with long-lasting adverse effects on a child's physical and emotional well-being. Furthermore, CSE may be connected to child trafficking, compounding the harm inflicted on the child

Indicators of CSE:

- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or pregnancy

Education and Awareness

At Greek School of Ayia Triada Birmingham, we integrate education on the risks of criminal and sexual exploitation into our Relationships and Sex Education (RSE) and health education curriculum. It is essential to empower students with knowledge and awareness to recognize coercive and exploitative relationships and to understand the impact of CSE on their well-being.

Response and Reporting:

All staff members are trained to recognize the indicators of CSE and are obligated to report any concerns immediately to the Designated Safeguarding Lead (DSL). Our school community is committed to taking swift and decisive action to protect children from the harms of criminal and sexual exploitation, ensuring their safety and well-being are prioritized at all times.

Conclusion:

Child Sexual Exploitation is a grave violation of children's rights and requires a concerted effort to prevent and address effectively. Through education, awareness-raising, and robust safeguarding measures, we strive to create a safe and supportive environment where children can thrive free from the scourge of exploitation.

Monitoring and Review:

Our Child Protection and Safeguarding policy is subject to regular review and evaluation to ensure its effectiveness in addressing the risks associated with CCE. Monitoring mechanisms include:

1. Conducting internal audits and assessments to evaluate the implementation of safeguarding procedures related to CCE.
2. Seeking feedback from staff, students, parents, and external stakeholders on the efficacy of preventative measures and response protocols.
3. Staying abreast of emerging trends and developments in CCE through engagement with relevant research, training, and guidance materials.
4. Making necessary revisions and updates to the policy in response to changes in legislation, guidance, or best practice recommendations.

County Lines Exploitation: Understanding and Response

County Lines refers to the operations of gangs and organized criminal networks involved in the distribution of illegal drugs across different regions using dedicated mobile phone lines. Children and vulnerable adults are often exploited to transport, store, and sell drugs and money, with perpetrators employing coercion, intimidation, violence, and weapons to maintain control over their victims.

County Lines exploitation involves taking advantage of power imbalances to manipulate, coerce, or deceive children. This exploitation can occur due to various factors outlined in our safeguarding policy.

Children can be recruited into county lines operations in various settings, including schools and colleges. Indicators of county lines involvement include repeated episodes of missing from home or school, among others.

Specific indicators of criminal exploitation may include children found away from home, involvement in drug-related activities such as receiving requests for drugs or handling money, or being exposed to techniques like concealing drugs internally to avoid detection.

All staff at Greek School Ayia Triada are trained to recognize the indicators of criminal exploitation and to respond promptly to safeguard children at risk. Increased absences, particularly those coinciding with trafficking incidents for drug transportation, are key indicators to be vigilant of.

Conclusion:

At Greek School of Ayia Triada Birmingham, safeguarding our students from the threat of Child Criminal Exploitation is a paramount concern. By fostering a vigilant and proactive approach, implementing preventative measures, and providing robust

response protocols, we strive to create a safe and nurturing environment where all students can thrive free from the dangers of exploitation.

13. Sharing “Nudes” and “Semi-nudes”

Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or carried out offline between devices via services like Apple’s AirDrop. The term "nudes" is adopted due to its prevalent recognition among young individuals, encompassing a spectrum of image-sharing occurrences. Additionally, alternate expressions utilized by youth may include colloquialisms such as "dick pics" or simply "pics," while educational discourse may employ terms like "sexting," "youth-produced sexual imagery," and "youth-involved sexual imagery."

It's imperative to recognize that motivations behind the creation and dissemination of nudes and semi-nudes aren't solely rooted in sexual or criminal intent. Instances may involve consensual exchanges between individuals in relationships or even coercion within such contexts. Moreover, situations arise where:

- Individuals misattribute or fabricate nude content, falsely claiming it to be from a peer.
- Digital manipulation techniques are employed to alter images or incorporate individuals into pre-existing nude material.
- Images are misused to exploit peers, such as through online sales or non-consensual sharing for the purpose of public humiliation.

In addressing incidents involving nude or semi-nude content, a structured approach is necessary:

- Staff encountering a child with a device containing such content will refrain from viewing it and promptly report the incident to law enforcement.
- The Designated Safeguarding Lead (DSL) will be promptly notified, initiating discussions with relevant staff members and potential interviews with the involved children.
- Parents will be promptly informed and engaged in the process, except where doing so could jeopardize a child's safety.
- If there are concerns regarding harm to a young person, immediate referral to law enforcement and/or children's social care services will be made.

The UK Council for Internet Safety's updated guidelines from December 2020 provide a framework for managing incidents involving the sharing of nudes and semi-nudes, which the school will adhere to in addressing such issues.

14. Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks, we have appropriate filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk. These filtering and monitoring systems are reviewed regularly to ensure their effectiveness.

The filtering and monitoring systems block harmful and inappropriate content, and we take care to ensure that they do not unreasonably impact on teaching and learning. The systems are reviewed regularly (at least annually) to ensure their effectiveness, and staff have been identified and assigned suitable roles and responsibilities to manage these systems. We also have effective monitoring strategies in place to meet the safeguarding needs of our pupils.

We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe. We will also inform parents and carers of what we are asking children to do online, including the sites they need to access, and with whom they will be interacting online.

Online safety risks can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content such as pornography, fake news, misogyny, self-harm, suicide, radicalisation and extremism
- **Contact:** being subjected to harmful online interaction with other users such as peer to peer pressure and adults posing as children or young adults to groom or exploit children
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images, sharing other explicit images and online bullying
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing or financial scams.

All staff are aware of these risk areas and should report any concerns to the DSL

15. Domestic Abuse

The Domestic Abuse Act 2021 introduces a legal definition of domestic abuse and recognises the impact of domestic abuse on children if they see, hear or experience the effects of abuse.

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. It includes people who have been or are married, are or have been civil partners, have agreed to marry one another or each have or have had a parental relationship in relation to the same child. It can include psychological, physical, sexual, financial and emotional abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. This means children can also be victims of domestic abuse.

Children can witness and be adversely affected by domestic violence in their home life. Experiencing domestic abuse and exposure to it can have a serious emotional and psychological impact on children, and in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Where police have been called to a domestic violence incident where children are in the household and experienced that incident, the police will inform the DSL. This ensures that the school has up to date safeguarding information about the child.

All staff are aware of the impact domestic violence can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL.

16. Honour-based abuse

So-called 'honour-based' abuse (HBA) encompasses actions taken to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff are aware of these dynamic and additional risk factors and we take them into consideration when deciding what safeguarding action to take.

If staff are concerned that a child may be at risk of HBA or has suffered from HBA, they should speak to the DSL.

17. Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse with long-lasting harmful consequences.

FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break. If staff are concerned that a child may be at risk of FGM or who has suffered FGM, they should speak to the DSL. Teachers are also under legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers will personally report the matter to the police as well as informing the DSL.

18. Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse. Forced marriage is illegal.

Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.

Forced marriage is not the same as arranged marriage, which is common in many cultures.

If staff are concerned that a child may be at risk of forced marriage, they should speak to the DSL.

19. Radicalisation and Extremism

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. The DSL has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

Children are vulnerable to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy. Our staff are trained to identify those at risk of being radicalised or drawn into extremism.

If staff are concerned that a child may be at risk of radicalisation or being drawn into extremism, they should speak to the designated safeguarding lead and/or the school's Prevent Single Point of Contact (SPOC).

20. Staff and Pupil Relationships

Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of 18.

We provide our staff with advice regarding their personal online activity and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious disciplinary issue if staff breach these rules.

Our **Staff Code of Conduct** sets out our expectations of staff and is signed by all staff members.

21. Safeguarding concerns and allegations made about staff, contractors, and volunteers.

If a safeguarding concern or allegation is made against a member of staff, supply staff, contractor or a volunteer, our set procedures must be followed. Our safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers policy and procedure can be accessed here [www.greeksat.org.uk- whistle blowing and the full procedure for managing such allegations or concerns are set out in Part Four of Keeping Children Safe in Education 2023.

Allegations and concerns raised in relation to staff, supply staff, contractors and volunteer's policy and procedure can be accessed via the Managing Allegations policy. This is available via the school local drive. The full procedure for managing such allegations or concerns are set out in Part Four of Keeping Children Safe in Education 2023. Safeguarding concerns or allegations made about staff who no longer work at the school will be reported to the police.

22. Whistle-blowing.

It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the Executive Headteacher/headteacher, unless the complaint is about the Executive Headteacher/headteacher, in which case concern should be reported to the CEO or the Chair of the Board of Directors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

The Trust's Whistleblowing Policy allows staff to raise concerns or make allegations and for an appropriate enquiry to take place.

23. Staff and MB training

Our staff receive appropriate safeguarding and child protection training which is regularly updated (every two years). In addition, all staff receive safeguarding and child protection updates on a regular basis to ensure they are up to date and empowered to provide exceptional safeguarding to our pupils.

New staff and volunteers receive a briefing during their induction which covers this Child Protection and Safeguarding policy and our Code of Conduct policy, how to report and record concerns and information about our DSL and Deputy DSLs.

- Our governors/trustees receive appropriate safeguarding and child protection (including online) training at induction which equips them with the knowledge to provide strategic

challenge to test and assure themselves that there is an effective whole trust approach to safeguarding. This training is updated at least annually.

- **Our** safeguarding member of MB/trustee receives additional training to empower them to support and challenge the Designated Safeguarding Lead and support the delivery of

24. Safer Recruitment

1. The Management Board and the Headteacher are responsible for ensuring we follow recruitment procedures that help to deter, reject or identify people who might harm children. When doing so we check and verify the applicant's identity, qualifications and work history in accordance with Keeping Children Safe in Education 2023 and the local safeguarding partner arrangements.
2. All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare guidance and their obligations to disclose to us relevant information that could lead to disqualification.
3. We ensure that our volunteers are appropriately checked and supervised when in school. We check the identity of all contractors working on site and requests DBS checks where required by Keeping Children Safe in Education 2022. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.
4. When using supply staff, we will obtain written confirmation from supply agencies or third party organisations that staff they provide have been appropriately checked and are suitable to work with children. On occasions supply teachers are employed for cover teaching or cover days through direct application for work to school and we always complete all checks and DBS before start of work. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.
5. GSAT maintains the single central record of recruitment checks undertaken in our school.

25. Site Security

Visitors are asked to sign in at the school reception and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site. Visitors who have not undergone the required checks will be escorted at all times.

26. Child Protection Procedures

26.1. Recognising Abuse

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education 2023 refers to four categories of abuse. **These are set out at Appendix One** along with indicators of abuse.

26.2. Taking Action

Any child could become a victim of abuse. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary, call 999
- complete a record of concern form and report your concern to the DSL as soon as possible
- share information on a need-to-know basis only and do not discuss the issue with colleagues, friends or family

26.3. If you are concerned about a child's welfare

Staff may suspect that a pupil may be at risk. This may be because the pupil's behaviour has changed, their appearance has changed, or physical signs are noticed. In these circumstances, staff will give the pupil the opportunity to talk and ask if they are OK.

If the pupil does reveal that they are being harmed, staff should follow the advice below.

Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated, or being threatened, which could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to our DSL if they have concerns about a child.

26.4. If a pupil discloses to you

If a pupil tells a member of staff about a risk to their safety or wellbeing, the staff member will:

- remain calm and not overreact
- allow them to speak freely
- not be afraid of silences
- not ask investigative questions
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not automatically offer physical touch as comfort
- let the pupil know that in order to help them they must pass the information on to the DSL
- tell the pupil what will happen next
- complete the **concern form** and pass it to the DSL as soon as possible
- report verbally to the DSL even if the child has promised to do it by themselves

26.5. Notifying Parents:

The school will normally seek to discuss any concerns about a pupil with their parents. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are notified.

27. Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

28. Reporting directly to child protection services

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if they are convinced that a direct report is required or if the DSL, the deputies, the head teacher are not available and a referral is required immediately.

29. Confidentiality and sharing of information.

Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with the DSL or Executive Headteacher/headteacher. If the concern is in relation to the Executive Headteacher/headteacher then the member of staff would contact the Chair of MB. If the concern is in relation to the Chair of MB then the member of staff would contact the V. Chair of the MB. This is in line with the GSATs Whistle Blowing Policy.

29.1. Sharing information

- 29.1.1. The DSL will normally obtain consent from the pupil and/or parents to share child protection information. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for deciding to do so.
- 29.1.2. Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.
- 29.1.3. Information sharing decisions will be recorded, whether or not the decision is taken to share.
- 29.1.4. The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where

that information may help to protect a child. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Data Protection Officer.

29.2. Storing information

29.2.1. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. It will be stored and handled in line with our GDPR Policy.

29.2.2. Our GDPR Policy available to parents and pupils on request.

30. Special Circumstances

30.1. Looked After Children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

30.2. Children who have social worker

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decision about safeguarding and promoting the child's welfare.

30.3. Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with statutory guidance

30.4. Children staying with host families

30.4.1. The school may make arrangements for pupils to stay with host families, for example during a foreign exchange trip or sports tour. When we do, we follow the guidance set out in the statutory guidance to ensure hosting arrangements are as safe as possible.

30.4.2. Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where pupils stay with host families abroad we will agree with the partner schools a shared understanding of the safeguarding arrangements. Our DSL will ensure the arrangements are sufficient to safeguard our pupils and will include ensuring pupils understand who to contact should an emergency occur

or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

30.4.3. Some overseas pupils may reside with host families during school terms, and we will work with the local authority to check that such arrangements are safe and suitable.

30.5. Private Fostering Arrangements

30.5.1. A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

30.5.2. Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will tell the DSL and the school will notify the local authority of the circumstances.

Appendix A

Four categories of abuse

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

0 Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

0.0 Indicators of physical abuse

The following may be indicators of physical abuse:

- have bruises, bleeding, burns, bites, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- An injury that is not consistent with the account given
- Symptoms of drug or alcohol intoxication or poisoning
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

1 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

1.1. Indicators of emotional abuse

The following may be indicators of emotional abuse:

- The child consistently describes him/herself in negative ways
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Inappropriate emotional responses,
- Fantasies
- Self-harm
- drug or solvent abuse
- Running away
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis

2. Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

2.1 Indicators of sexual abuse

The following may be indicators of sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Aggressive behaviour including sexual harassment or molestation
- Reluctance to undress for PE or swimming
- Anal or vaginal discharge, soreness or scratching
- Bruises or scratches in the genital area
- Reluctance to go home
- Refusal to communicate
- Depression or withdrawal
- isolation from peer group
- Eating disorders, for example anorexia nervosa and bulimia
- self-harm
- substance abuse
- acquire gifts such as money or a mobile phone from new 'friends'

3 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);

- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect if, or unresponsiveness to, a child's basic emotional needs.

Indicators of neglect

The following may be indicators of neglect:

- Constant hunger or stealing, scavenging and/or hoarding food
Frequent tiredness
Frequently dirty or unkempt
Poor attendance or often late
- Poor concentration
Illnesses or injuries that are left untreated
Failure to achieve developmental milestones or to develop intellectually or socially
Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
The child is left at home alone or with inappropriate carers

Appendix B

Related safeguarding policies

- Staff behaviour/code of conduct
- Physical intervention and the use of reasonable force
- Behaviour
- Intimate care
- Communication and Raising Concerns
- Anti-Bullying policy
- Whistleblowing
- SEN
- Attendance
- Recruitment and selection
- Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers
- Online Safety
- GDPR

Appendix C

Key Contacts

<p>Safeguarding Children Procedures Children's Advice & Support Service (CASS) If you suspect or believe that a child is suffering or is likely to suffer significant harm or any form of mistreatment or abuse, you should report your concerns immediately to the Children's Advice & Support Service (CASS).</p> <p><i>Contact details</i> Monday to Thursday: 8:45am to 5:15pm Friday: 8:45am to 4:15pm Telephone: 0121 303 1888</p> <p><i>Emergency out-of-hours</i> Telephone: 0121 675 4806</p>	<p>Training and general enquiries Email: BSCP.ContactUs@birminghamchildrenstrust.co.uk Tel: 0121 464 2612 Mon – Thurs: 08:45 – 17:15 Friday: 08:45 – 16:15</p>
<p>Birmingham Single Point of Access Emergency Duty Team Single Point of Access Referral Management 1 Priestley Wharf Holt Street Birmingham B7 4BN Fax: 0121 615 2963 Email: bchnt.imtreferral@nhs.net Fax and Emails will only be picked up:</p> <ul style="list-style-type: none"> Monday – Friday, 8.00 am – 5.00 pm Saturday and Sunday, 8.00 am – 12.00 pm <p>Malcolm Parker Head of Risk Management and Emergency Planning 0121 466 7269</p> <p>Keith Hewitt Emergency Planning & Business Continuity Manager 0121 466 7270</p>	<p>CASS contact details (Child Advice and Support Services)</p> <ul style="list-style-type: none"> Monday to Thursday: 8:45am to 5:15pm Friday: 8:45am to 4:15pm Telephone: 0121 303 1888 <p>CASS emergency out-of-hours</p> <ul style="list-style-type: none"> Telephone: 0121 675 4806 <p>Local Authority Designated Safeguarding Lead</p> <p>Juddith Beddow</p>
<p>Birmingham Early Help</p> <p>If you are worried about a child, call Birmingham's Children's Advice and Support Service on 0121 303 1888.</p> <p>In an emergency, including child abuse, contact the Police on 999.</p>	<p>https://www.birminghamchildrenstrust.co.uk/homepage/63/worried_about_a_child</p> <p>The Children's Advice and Support Service (CASS) provides a single point of contact for professionals and members of the public who want to access support or raise concerns about a child.</p> <p>Monday to Thursday: 8:45am to 5:15pm Friday: 8:45am to 4:15pm Telephone: 0121 303 1888 Emergency out-of-hours Telephone: 0121 675 4806</p>
<p>Erdington Police Station erdington@westmidlands.police.uk 999 <u>Birmingham Central police station</u> Snow Hill Queensway, Birmingham B4 6NQ (Sat Nav users please use B4 6AT) Opening times: 24 hours</p>	<p>Police Child Abuse Investigation Unit Live Chat https://www.west-midlands.police.uk/contact-us/live-chat</p>