



**PASCAL**  
Private Kindergarten



**PASCAL**  
Private Primary School  
Larnaka



# **Child Safeguarding Policy**

## **2023/24**

*Last review 01/06/2023*

## PASCAL Private Primary School Mission Statement

PASCAL Education aims to offer education that develops intellectually as well as physically active and creative young individuals who will leave school with an understanding that learning is a lifelong process in which they are active participants. Individuals who are able, with their acquired critical thinking skills, compassion, and knowledge to work towards creating a better world in which awareness and understanding of different cultures is a prerequisite for progress and success.

PASCAL Private Primary School aims for its pupils to know that in the today's rapidly changing world it is an absolute necessity to be able to anticipate change as much as to respond to it adequately and timely.

Pupils are encouraged to take an interest in issues of importance to the global community, such as human rights and the environment and to accept their shared responsibility as global citizens.

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**National Support for Children and Adolescents telephone:** Contact Number 116 111 and website:

<http://www.cyprus.gov.cy/portal/portal.nsf/gwp.getCategory?OpenForm&access=0&SectionId=citizen&CategoryId=Family%20and%20Child&SelectionId=National%20Service&print=0&lang=en>

**Cyprus Social Welfare Services telephone:** 22406709

<https://eige.europa.eu/gender-mainstreaming/structures/cyprus/social-welfare-services-sws-ministry-labour-and-social-insurance>

**Police emergency number:** 112

**Hope For Children Helpline** (provides support to children facing any type of abuse, neglect as well as support to parents seeking guidance on issues related to their children): 1466

email: info@uncrcpc.org

**Citizen communication helpline number** (direct police contact for help/information/complaints): 1460

**Crime Combating Department: Safeguarding Sub-Directorate number** 22808442

email: domviol.childabuse@police.gov.cy

**Commissioner for Children's Rights Cyprus number** 22873200 email: [childcom@ccr.gov.cy](mailto:childcom@ccr.gov.cy)  
website: [www.childcom.org.cy](http://www.childcom.org.cy)

This Policy is reviewed annually by the School Management Team led by the DSL. The DSL collates any input from pupils, parents, colleagues, Key Stage Coordinators, Assistant Head Teachers, Parents and Guardians Association.

## Contents

<b>INTRODUCTION</b> .....	5
<b>Aims of Policy</b> .....	5
<b>Definitions of Abuse</b> .....	6
<b>A. Physical Abuse</b> .....	6
<b>B. Sexual Abuse</b> .....	6
<b>C. Emotional Abuse</b> .....	6
<b>D. Neglect</b> .....	6
<b>SAFEGUARDING ISSUES</b> .....	7
<b>Peer-on- Peer Abuse</b> .....	7
<b>Serious Violence</b> .....	7
<b>Up skirting</b> .....	7
<b>Female Genital Mutilation (FGM)</b> .....	7
<b>Contextual Safeguarding</b> .....	7
<b>Missing children</b> .....	8
<b>SCHOOL PROCEDURE</b> .....	8
<b>Initial reporting guidelines for staff</b> .....	8
<b>How to respond to a child’s disclosure of abuse?</b> .....	8
<b>Recording Procedure</b> .....	9
<b>Actions regarding Peer-on-Peer abuse</b> .....	10
<b>Contextual factors</b> .....	11
<b>Immunity</b> .....	11
<b>Physical Environment</b> .....	11
<b>Procedures for handling disclosures of Teachers / Employee offenders</b> .....	11
<b>Safe Recruitment (refer to the Contract of Employment)</b> .....	12
<b>Staff conduct and training</b> .....	13
<b>Safeguarding and social media/online behaviour</b> .....	13
<b>Terrorism, extremist behaviour</b> .....	14
<b>Visiting speakers/visitors to the school</b> .....	14
<b>Off-site trips/excursions</b> .....	15
<b>Canteen staff</b> .....	15
<b>Deliveries to the School</b> .....	15
<b>Work persons on the site/cleaners/bookshop sellers and similar visitors</b> .....	15
<b>Security of the School Site</b> .....	15
<b>The use of reasonable force</b> .....	15
<b>BODY OUTLINE</b> .....	17
<b>CHILD SAFEGUARDING REPORT FORM</b> .....	18
<b>ADULT SAFEGUARDING REPORT FORM</b> .....	19

## INTRODUCTION

The School's 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 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>

Also, it is in line with the relevant the Republic of Cyprus legislation as given: [http://www.moec.gov.cy/dme/programmata/scholiki\\_paravatikotita/nomothesia.html](http://www.moec.gov.cy/dme/programmata/scholiki_paravatikotita/nomothesia.html) and as given: [http://www.cylaw.org/nomoi/indexes/2019\\_1\\_147.html](http://www.cylaw.org/nomoi/indexes/2019_1_147.html)

**The welfare of the child is 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. The policy is in line with the Globeduate Safeguarding Policy and the provisions of PASCAL Private Primary & Kindergarten School Study Guide, Rules and Regulations 2023-24.

All members of staff are duty bound to help ensure the wellbeing and safeguarding of all the school's pupils.

### **Aims of Policy**

- To help to ensure children are able to develop in a safe environment
- 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
- To take any appropriate action to ensure the wellbeing of children who may require support or protection

**This Policy is to be used in conjunction, where relevant, with the school's policies stated in the Study Guide, Rules and Regulations 2023-24 and the Staff Handbook 2023-24.**

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 optimum life chances and to enter adulthood successfully.

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

## **Definitions of Abuse**

(Based on the NSPCC definitions - UK)

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.

**This Policy identifies 4 types of child abuse:**

### **A. 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.

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

Note: Self-harming: 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.

### **B. 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.

### **C. 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.

### **D. 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.

## 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 a suspicion for instance, through a disclosure from a student or adult, such concerns will immediately be referred to the DSL.

### Contextual Safeguarding

Safeguarding concerns may be associated with incidents from outside the school environment. This is centred upon possible threats to the wellbeing of children from wider social or family contexts. Efforts will be made to obtain as much relevant background on individual pupils which may be related to their safety or overall wellbeing.

### **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 firstly must follow the school's policy on attendance taking.

## **SCHOOL PROCEDURE**

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.

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 below process 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.

Anyone aware of such a situation must report it immediately to the relevant Head of Year or DSL/Deputy DSL for further investigation.

Staff must not assume a colleague will take action on a case of concern. Any information regarding a safeguarding case must be shared with the DSL/Deputy DSL.

### **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:

- Reassure the pupil that it is okay to speak about what has happened.
- Staff may ask the pupil if they would prefer to speak to the Social Services first or to a member of staff, they feel confident speaking to.
- Tell the pupil what to expect. If you do not know, say so, but let the pupil know they can be supported by you.
- Project a calm, understanding and supportive attitude to the pupil.
- Avoid having the pupil repeat their explanation to different staff.
- 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”.*

- Reassure the pupil that it is not their fault.
- Make clear, detailed notes of the conversation.
- Respect the pupil’s privacy by not discussing the situation in or out of school.
- After reporting, it is important to maintain a supportive presence for the pupil.

In addition, do note that:

- It is important to understand the importance of early reporting.
- A member of staff who reports in good faith is protected from civil liability
- Reporting a disclosure is a request for an investigation.

General useful “DO/DON’T’ advice checklist” for all staff when a pupil wishes to offer a disclosure:

#### **DO**

- ✓ Be accessible
- ✓ Listen carefully
- ✓ Take it seriously
- ✓ Reassure the pupil they were right to tell
- ✓ Say what will happen next
- ✓ Consult immediately with the DSL
- ✓ Make a careful record of what was said
- ✓ Let the pupil do the talking and only prompt with open question end questions e.g., “tell me about the incident”
- ✓ Ask if a pupil would accept to speak to you and DSL or Assistant DSL or any other teacher in addition to you

#### **DON’T**

- ✗ React strongly e.g., ‘that’s terrible!’
- ✗ Speculate or accuse anyone
- ✗ Tell the pupil you will keep their secret
- ✗ Ask leading questions
- ✗ Make promises you cannot keep
- ✗ Stop the student from speaking freely
- ✗ Jump to conclusions
- ✗ Stop a pupil’s disclosure in order to bring in DSL or another member of staff

#### **Recording Procedure**

1. Use the relevant **Safeguarding Report Form** to report concerns about pupils or staff.
2. Be specific about the context in which the pupil made the disclosure. Record notes using the pupil’s own words – try not to add your own interpretation and judgments (nor make separate notes about these).
3. Describe any injuries you see. Take the pupil to the First Aider/PE teacher 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.

4. Sign all notes with the date and time as well as name of the signatory.
5. 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 files (portfolio).
6. A decision is made by the DSL (in consultation with the Head Teacher, if required), on appropriate action.

***The procedure to be followed for child abuse cases:***

- 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. Social services should be contacted.
- Assess and ensure that appropriate medical care is provided by the EMS or doctor.
- When/if it is safe and appropriate to do so, arrange a meeting with parents, including the Head Teacher, if appropriate, in a timely fashion of the abuse being disclosed.
- At the time of the meeting, the school may refer the child for counselling and support, via a school-approved mental health professional.
- 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.
- Only the DSL or Head Teacher can arrange a Parents Meeting (if deemed appropriate)
- The school may collaborate with the outside professional/health services in providing support for the child in the school environment.
- All reports or other actions must be kept confidential.
- 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 Good Behaviour and Discipline policies from the Study Guide, Rules and Regulations 2023-24, 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 minimized 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 periods.

Staff must be vigilant in reporting any concerns regarding peer-on-peer abuse in line with this or the School's Good Behaviour and Discipline policies from the Study Guide, Rules and Regulations 2023-24. 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 responsible 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 wilfully 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 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 student 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 Head Teacher and Assistant 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 Head Teacher 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 Head Teacher 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 Head Teacher or appointed Assistant Head Teacher must meet with the teacher, outside the school, if necessary, for further discussion within a further 48 hours.
4. Considering evidence, the Head Teacher 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 Head Teacher must take appropriate action. This will include a verbal warning/a formal warning/dismissal/re-instatement.
6. If the allegation is made against the Head Teacher, then this matter would be investigated by the Director.

### ***Should the offender be deemed guilty***

The Head Teacher 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 (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.

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 professional code of conduct is stipulated by the Contract of Employment, Study Guide, Rules and Regulations 2023-24 and Staff Handbook 2023-24. 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 give 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, Study Guide, Rules and Regulations 2023-24 and Staff Handbook 2023-24. It is expected that all staff read, sign, and comply with these standards.

Every year, all staff:

- Should be made aware of the school's policy and procedures regarding Child Safeguarding.
- Have regular, mandatory Safeguarding training.
- New staff should have safeguarding training as part of the induction process.
- 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.

All staff will ensure they are familiar with this and the following policies: anti-bullying, online safety, missing child, mobile phones, behaviour. By signing the Employment Contract, staff indicate they have read/are familiar with and understood the above policies from the Study Guide, Rules, and Regulations 2023-24.

Staff who do not have a lead safeguarding role, including the Head Teacher should receive such training at least every two years.

Temporary staff, which should include supply teachers, activity providers and volunteers or assistants, need to have child safeguarding briefings.

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 they 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.

### **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 regarding anti-bullying, mobile phones and on-line safety are included in the Study Guide, Rules and Regulations 2023-24.

Online safety is an area which is addressed through our Curriculum. Staff have a duty in ensuring all students 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 Study Guide Rules and Regulations 2023-24. The PSHE programme also addresses issues related to respect, identity, terrorism, and extremist

### **Visiting speakers/visitors to the school**

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: [www.pascal.ac.cy](http://www.pascal.ac.cy)*

### **Off-site trips/excursions**

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.

### **Canteen staff**

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

### **Deliveries to the School**

Drivers or delivery personnel should be accompanied at all times by the relevant staff member taking the delivery.

### **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 students 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**

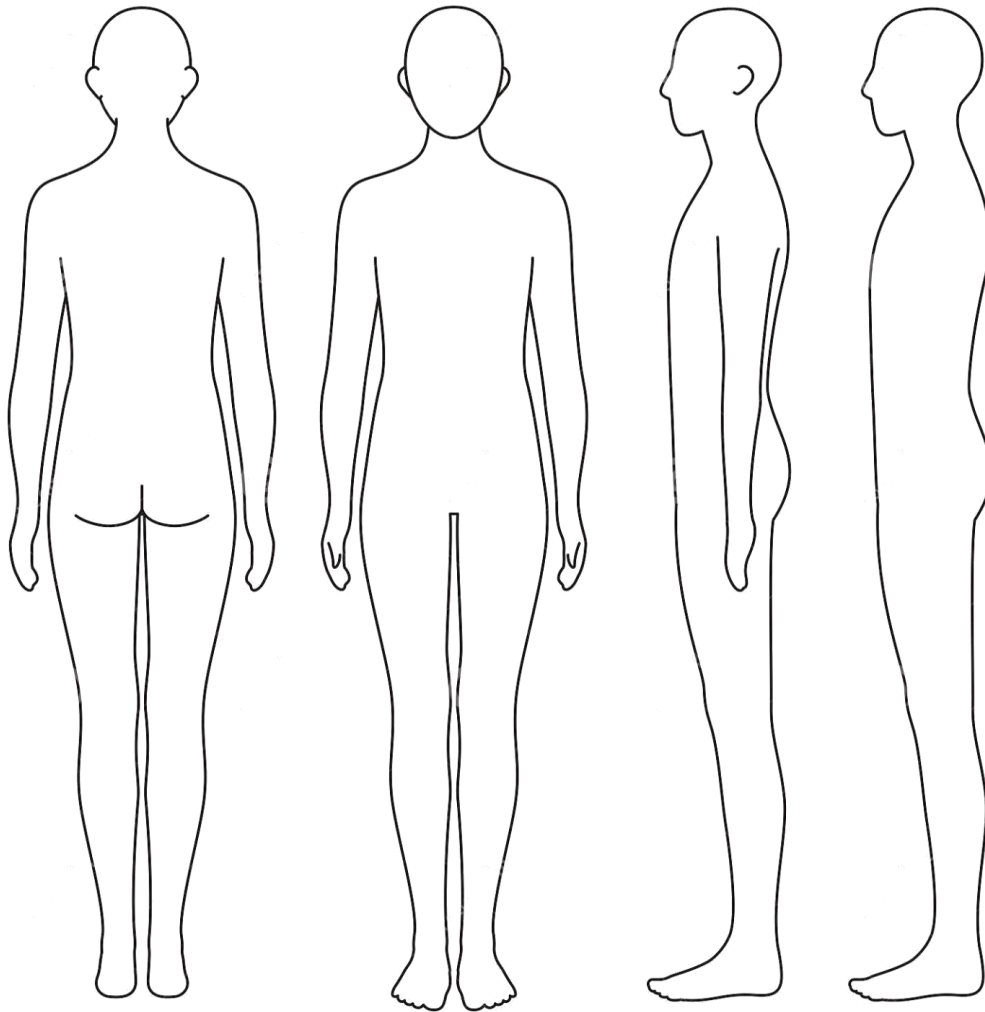
There are circumstances in which it will be necessary for members of staff to use reasonable force (physical contact) in safeguarding children and young people. This may involve guiding a pupil to safety to break up a fight. Reasonable is defined as no more force than is required. In the case of a fight, 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 under lock and key in the Office of the DSL. The DSL and SEND Coordinator (who by default has access to all confidential and sensitive information) hold the keys to these records.

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.



**BODY OUTLINE**



CHILD SAFEGUARDING REPORT FORM

<b>Child Safeguarding Report Form</b> To be submitted to the Designated Safeguarding Lead
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<b>Pupil's Name:</b>	<b>Form:</b>
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<b><i>Date &amp; Time of the event/concern/incident:</i></b>			
<b>Day:</b>	<b>Month:</b>	<b>Year:</b>	<b>Time:</b>

<b><i>The Incident:</i></b>
-----------------------------

<b><i>Describe the nature of the incident or concern:</i></b>
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<b><i>Any other relevant information (witnesses, context)</i></b>
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<b><i>Name and position of the person completing this report:</i></b>
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## ADULT SAFEGUARDING REPORT FORM

### Adult Safeguarding Report Form

To be submitted to the Designated Safeguarding Lead

<b>Name:</b>	<b>Position:</b>
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***Date & Time of the event/concern/incident:***

<b>Day:</b>	<b>Month:</b>	<b>Year:</b>	<b>Time:</b>
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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:***



**PASCAL**  
Private Kindergarten



**PASCAL**  
Private Primary School  
Larnaka