



PROTECTION AND SAFEGUARDING POLICY FOR CHILDREN AND ADULTS AT RISK



28/10/2025

Key information

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Introduction

The governors of the Greek Community School of Newcastle with the Cypriot and Greek Educational Missions in the United Kingdom and EFEPE, an umbrella organisation of Greek supplementary community schools in the UK, recognise their responsibility to safeguard and promote the welfare of children within the legal framework of the Children Acts 1989 and 2004, and the Care Act 2014. We are committed to protecting all individuals who use our services, ensuring their safety, well-being, and right to live free from harm or abuse.

At the Greek School of Newcastle, we believe that safeguarding is everyone's responsibility. We are committed to safeguarding and promoting the welfare of both children and adults at risk.

For children, this means:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

For adults, this means:

- Protecting adults at risk from abuse, neglect, and exploitation.
- Promoting the well-being and autonomy of adults, ensuring they are supported to make informed decisions wherever possible.
- Creating a safe environment where adults feel respected and valued.
- Taking prompt and effective action when there are concerns about the safety or well-being of an adult.

1. At the Greek School of Newcastle:

- We respect one another
- We value the wellbeing of all staff, volunteers and children
- We value cooperative working
- We value diversity
- We have a duty of care towards all our students
- We have a duty to safeguard all students during their learning time at our school
- We have a duty to make sure that all our staff are trained on Safeguarding Children
- We have a duty to report safeguarding concerns to our local Safeguarding Board

2. Roles & Responsibilities

2.1. The Board of Trustees or else known as the School Board will ensure that:

1. They keep up to date with Government guidance on keeping children, adults at risk, staff and volunteers safe in out of school settings.
2. They assess the impact of this policy in keeping students safe.
3. They receive and consider regular reports from the Headteacher about the effectiveness of Safeguarding and Child Protection at the school.
4. They regularly review this policy, ensuring it complies with all law, regulation and good practice.

2.2. The Headteacher or DSL will ensure that:

1. All staff and volunteers are informed about the School's safeguarding policy, including provisions for protecting children and adults at risk, as well as the Staff Code of Conduct.
2. The policies and procedures adopted by the School to safeguard and promote the welfare of students are fully implemented and followed by all staff and volunteers. All staff and volunteers understand and comply with our Staff Code of Conduct.
3. Safer recruitment and selection of staff and volunteers is practised. The School's recruitment and selection policies and processes adhere to the Department for Education (DfE) guidance for out-of-school settings, by checking staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.
4. All staff and volunteers attend Safeguarding training at regular intervals.
5. Parents / carers are aware of our duty to promote the safety and welfare of the children by making our statutory obligations clear in the Parents' Information Packs.
6. The School fosters a culture whereby all staff, volunteers and visitors feel confident and know how to raise a concern about poor or unsafe practice. Such concerns are addressed discreetly and effectively and we will work closely with the relevant local authority, should there be a concern.
7. The School has appropriate procedures to ensure that there is no risk to children/adults at risk from visitors and will exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise students and staff (Prevent Duty).

All staff will:

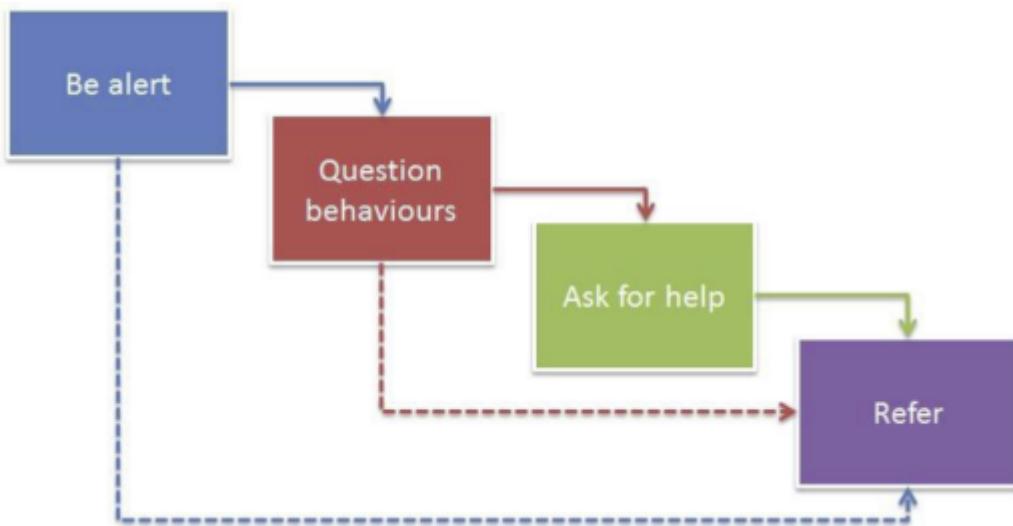
- Provide a safe environment where children/adults at risk can learn and thrive, feeling comfortable and confident.

- Follow our Staff Code of Conduct and safe working practices.
- Attend training sessions / briefings as required to ensure that they are aware of signs indicating that there could be a risk to children's welfare; if necessary, they will follow relevant policies and procedures.
- Be approachable and respond appropriately to any disclosures, following the School's reporting procedures.
- Contribute to the teaching of safeguarding in the curriculum, as required.
- Attend multi-agency meetings, if appropriate.

Procedure

Reporting concerns:

There are four key steps to follow to help all staff identify and respond appropriately to possible abuse and/or neglect:



If an incident occurs or is suspected, all staff should take personal responsibility for reporting the allegation and not assume that somebody else will take action or share information that might be critical in keeping children and adults at risk safe.

The Designated Lead (DSL) is Ms. Louiza Meffan, who also serves as the Head Teacher. Deputy DSL is Maria Panteli. Any safeguarding allegations must be reported directly to her and escalated to the Board of Trustees. It may not always be appropriate to go through all four stages sequentially. If a child or adult at risk is in immediate danger or at risk of harm, staff should refer to the appropriate social care services and/or the police and inform the DSL. Before doing so, staff should try to establish the basic facts. However, it will be the role of social workers and the police to investigate cases and make a judgement on whether there should be a statutory intervention and/or a criminal investigation.

Staff should record, in writing, all concerns and discussions about the welfare of a child or adult at risk, the decisions made, and the reasons for those decisions. The School will keep and maintain up-to-date information on registered children and adults at risk, including their address, guardians (where applicable), attendance, referrals to, and support from other agencies. The record will also include a chronology of any other significant events in a child's or adult's life.

Should there be a concern, disclosure, or expression of disquiet made by a child or adult, this will be taken seriously and acted upon as quickly as possible to safeguard their welfare. All staff and volunteers must:

- Not act shocked.
- Document the disclosure as accurately as possible.
- Be clear with the child or adult that they cannot promise to keep disclosures secret.
- Reassure the individual that they will do everything they can to protect them.

3. Confidentiality and information sharing

Staff will ensure that confidentiality is adhered to, and they will not disclose any information about children/adults at risk to any third-party individuals under any circumstances. Information about children/adults at risk will only be shared with other members of staff on a need-to-know basis.

All staff and volunteers understand that they have a professional responsibility to share information with other professional agencies if it is in the best interests of the children/adults at risk in order to safeguard them.

The School will record each report and will share it with relevant authorities, if requested.

Informing parents/carers

Our responsibility is to safeguard and promote the welfare of all the children in our care. The School aims to do this in partnership with parents / carers and expects them to provide up-to-date contact details. In most cases, parents / carers will be informed when concerns are raised about the safety and welfare of their children and given the opportunity to address any concerns raised.

Managing allegations against staff and volunteers

The School adheres to the DfE guidance for out-of-school settings when dealing with allegations made against staff and volunteers. The School has a Complaints Policy in place to handle allegations against members of staff and volunteers in line with current national guidance.

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective

protection for the children or adults at risk while at the same time providing support for the person against whom the allegation is made.

The School will ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower (see School's Staff Code of Conduct).

Peer-on-peer abuse

All staff and volunteers at Greek School of Manchester are committed to the prevention, early identification and appropriate management of peer-on-peer abuse both within and beyond the School. In particular, the School:

- believes that in order to protect children or adults at risk it should (a) be aware of the level and nature of risk to which its students are or may be exposed and puts in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; (b) take a contextual whole-school approach to preventing and responding to peer-on-peer abuse;
- regards the introduction of this policy as a preventative measure and does not feel it is acceptable to merely take a reactive approach to peer-on-peer abuse in response to alleged incidents of it;
- recognises the increasing national concern about this issue and wishes to implement this policy in order to ensure that all our students are safe;
- encourages parents to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the School to ensure that appropriate and prompt action is taken in response;
- monitors incidents that involve bullying and will revisit those by holding restorative conversations between the children, informing the parents/carers and by checking on repetitive behaviours. If persistent, such behaviour will be reported to parents as per our Behaviour for Learning Policy.

4. Safer Recruitment and Selection of Staff

The Headteacher and the Board of Trustees will ensure that all staff and volunteers have been enhanced DBS-checked.

5. E-Safety

E-safety is a safeguarding issue and not an ICT issue. The purpose of internet use at the School is to help raise educational standards, promote children's and adult's achievement,

and support the professional work of staff, as well as enhance our information management and business administration. The School has a duty to provide children and adults with quality access to online learning as part of their learning experience and will work with students and parents to promote good practice in keeping children safe online in line with the [DfE guidance for out-of-school settings](#).

6. The roles of Designated Lead and Teacher for safeguarding and protection

Designated Lead for safeguarding and protection:

The Designated Lead for safeguarding and child or adults at risk protection is **Ms Despina Terpsiadou** and all members of staff should be aware of who this person is and what their role is. She is the first person, staff and volunteers report cases to and it is her responsibility to discuss the situation with the relevant agencies, such as Children Service.

The Designated Lead should act as a source of advice and coordinate action within the school over student protection issues. The designated teacher should also deal with allegations made against staff and volunteers, in collaboration with the school board. The designated teacher should ensure that all staff and volunteers receive appropriate child safeguarding training. She will collaborate in regards to any issues with the **Senior Safeguarding Officer, Katerina Skoufa, Member of the Board**.

Each school should have arrangements in place for when the Designated Lead (DSL) is absent. In this case, the **Deputy Designated Teacher for Safeguarding and Protection, Ms Georgia Kara**, will collaborate with the Senior Safeguarding Officer to ensure continued safeguarding support.

Both these roles in order to be effective, the designated members of staff must attend appropriate child protection training.

7. Recognising signs of abuse

It can often be difficult to recognise abuse. The signs listed in these guidelines are only indicators and many can have reasonable explanations. Children may behave strangely or seem unhappy for many reasons, as they move through the stages of childhood or their families experience changes. It is nevertheless important to know what could indicate that abuse is taking place and to be alert to the need to consult further.

Someone can abuse a child by actively inflicting harm or by failing to act to prevent harm. Abuse can take place within a family, in an institutional or community setting, by telephone or on the Internet. Abuse can be carried out by someone known to a child or by a complete stranger.

If you are worried about a child, it is important that you keep a written record of any physical or behavioural signs and symptoms. In this way you can monitor whether or not a pattern emerges and provide evidence to any investigation if required.

Physical Abuse

Physical abuse can involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child.

Signs that indicate physical abuse include:

- Bruising in or around the mouth, on the back, buttocks or rectal area
- Finger mark bruising or grasp marks on the limbs or chest of a small child
- Bites
- Burn and scald marks; small round burns that could be caused by a cigarette
- Fractures to arms, legs or ribs in a small child
- Large numbers of scars of different sizes or ages

Emotional Abuse

According to NSPCC, emotional abuse is any type of abuse that involves the continual emotional mistreatment of a child. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child.

Emotional abuse is often a part of other kinds of [abuse](#), which means it can be difficult to [spot the signs](#) or tell the difference, though it can also happen on its own.

Emotional abuse includes:

- humiliating or constantly criticising a child/adult
- threatening, shouting at a child/adult or calling them names
- making the child/adult the subject of jokes, or using sarcasm to hurt a child/adult
- blaming and scapegoating
- making a child/adult perform degrading acts
- not recognising a child's or adult's own individuality or trying to control their lives
- pushing a child/adult too hard or not recognising their limitations
- exposing a child/adult to upsetting events or situations, like [domestic abuse](#) or drug taking
- failing to promote a child's social development
- not allowing them to have friends
- persistently ignoring them
- being absent
- manipulating a child/adult
- never saying anything kind, expressing positive feelings or congratulating a child/adult on successes
- never showing any emotions in interactions with a child, also known as emotional neglect.

Signs of emotional abuse

According to NSPCC, there might not be any obvious physical signs of emotional abuse or neglect. And a child might not tell anyone what's happening until they reach a 'crisis point'. That's why it's important to look out for signs in how a child is acting.

As children grow up, their emotions change. This means it can be difficult to tell if they're being emotionally abused. But children who are being emotionally abused might:

- seem unconfident or lack self-assurance
- struggle to control their emotions
- have difficulty making or maintaining relationships
- act in a way that's inappropriate for their age.

Signs in babies and toddlers

According to NSPCC, babies and pre-school children who are being emotionally abused and neglected might:

- be overly-affectionate to strangers or people they don't know well
- seem unconfident, wary or anxious
- not have a close relationship or bond with their parent
- be aggressive or cruel towards other children or animals.

Older children might:

- use language you wouldn't expect them to know for their age
- act in a way or know about things you wouldn't expect them to know for their age
- struggle to control their emotions
- have extreme outbursts
- seem isolated from their parents
- lack social skills
- have few or no friends

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, causing damage to their health and development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from harm or danger, or failing to access appropriate medical care and treatment when necessary.

It can exist in isolation or in combination with other forms of abuse.

Signs of physical and emotional neglect can include:

- Inadequate supervision; being left alone for long periods of time
- Lack of stimulation, social contact or education
- Inadequate nutrition, leading to ill-health
- Constant hunger; stealing or gorging food
- Failure to seek or to follow medical advice such that a child's life or development is endangered
- Inappropriate clothing for conditions

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact, both penetrative and non-penetrative, or involve no contact, such as watching sexual activities or looking at pornographic material.

Encouraging children to act in sexually inappropriate ways is also abusive. Under the Sexual Offences Act 2003, any sexual activity – contact or non-contact – with a child under the age of 13, is a crime.

Signs of sexual abuse include:

- Allegations or disclosure
- Genital soreness, injuries or discomfort
- Sexually transmitted diseases; urinary infections
- Excessive preoccupation with sexual matters; inappropriately sexualized play, words or drawing
- A child who is sexually provocative or seductive with adults
- Repeated sleep disturbances through nightmares and/or wetting

Older children and young people may additionally exhibit:

- Depression
- Drug and/or alcohol abuse
- Eating disorders; obsessive behaviours
- Self mutilation; suicide attempts
- School/peer/relationship problems

8. What to do with your concerns

In the event that a child or adult at risk makes an allegation or disclosure of abuse against an adult or another child or young person, it is important that you:

- Listen to them and/or closely observe their presentation and behaviour;
- Let them know that you take what they are saying seriously;
- Do not attempt to question or interview them yourself;
- Let them know that you will need to tell someone else in order to help him or her. **Do not promise to keep what they tell you secret;**
- Inform your designated child protection officer as soon as possible;

- Make a written record of the incident or events (see Appendix A).

Sometimes you may just feel concerned about a child/adult but do not know whether to share your concerns or not. In this situation you should always raise your concerns with your designated protection officer, who will help you to decide what to do.

The responsibility for investigating allegations of abuse, whether they result from the disclosure of a child or the concerns of an adult, lies with social workers where the child normally lives and the Police Child Abuse Investigation Team (CAIT). It is the responsibility of the Designated Lead to make a referral to these agencies, but if you judge the situation to be an emergency and/or you require urgent advice in the absence of the designated officer, you must report your concerns directly, using the contacts listed at Appendix B of this document.

The Children's Service also employs Child Protection Advisors (CPAs), who you can contact in office hours for further specialist guidance.

The Duty social worker or CPA will advise you when or whether to inform the child's parents or carers about any concerns. If they decide to pursue a child protection investigation, you should:

- Work closely and collaboratively with all professionals involved in the investigation, in order to keep the child safe
- Attend a child protection conference if you are invited. You will be asked to provide information about your involvement with the child, which is why it is important to keep records of your concerns
- Attend any subsequent child protection review conferences

9. Allegations made against staff or volunteers

Any allegation or concern that an employee or volunteer has behaved in a way that has harmed, or may have harmed, a child/adult at risk is taken seriously and dealt with sensitively and promptly, regardless of where the alleged incident took place.

Depending on the situation, an appropriate response may involve:

- the police investigating a possible criminal offence
- your local child protection services making enquiries and/or assessing whether a child is in need of support
- your organisation following the relevant disciplinary procedures with individuals concerned.

You should also make sure any children//adults at risk involved are given appropriate support.

All allegations should be brought to the notice of the Designated Lead immediately.

The following actions should be taken:

- Make sure that the child/adult at risk in question is safe and away from the alleged abuser
- Contact the Children's Service Referral & Assessment Team relevant to where the child lives
- Contact the parents or carers of the child//adult at risk if advised to do so by the social worker/officer in charge of allegations
- Irrespective of any investigation by social workers or the police, you should follow the appropriate disciplinary procedure; the member of staff will either be asked to carry out other duties away from the school setting or be suspended pending the completion of the investigation.
- Consider whether the person has access to children'/adults at risk anywhere else and whether those organisations or groups need to be informed;
- Act upon the decisions made in any strategy meeting.
- All incidents should be investigated internally after any external investigation has finished, to review organisational practice and put in place any additional measures to prevent a similar thing happening again.

If an allegation is made that a staff member or volunteer has:

- behaved in a way that has harmed, or may have harmed a child/adult at risk
- possibly committed a criminal offence against, or related to, a child/adult at risk
- behaved towards a child or children/adults at risk in a way that indicates they may pose a risk of harm to children/adults at risk
- Behaved in a way that indicates they may not be suitable to work with children//adults at risk

We must report this within 24 hours to the Local Authority Designated Officer (LADO) for Newcastle Local Authorities within one working day. If you have immediate child protection concerns contact Northumbria Police 999; or Children's Social Care, Initial Response Service, 0191 2772500; Children's Social Care, Emergency Duty Team on 0191 2787878 outside of office hours.

For more information or to make a referral contact

Melanie Scott, LADO, 0191 2774636 melanie.scott@newcastle.gov.uk

NSCB Website: http://newcastlescb.proceduresonline.com/chapters/p_man_alleg.html.

10. Health & Safety

ΕΛΛΗΝΙΚΟ ΠΑΡΟΙΚΙΑΚΟ ΣΧΟΛΕΙΟ ΤΟΥ ΝΙΟΥΚΑΣΤΛ

GREEK COMMUNITY SCHOOL OF NEWCASTLE

The Greek Community School of Newcastle's Health & Safety policy is set out in a separate document, reflects the consideration we give to the protection of our students both within the school environment and when away from the school when undertaking school trips and visits. We confirm that project premises, play equipment and play areas are safe and suitable.

11. Insurance

We the Greek School of Newcastle confirm that we have relevant insurance in place.

12. Date of Next Review

This Policy will be reviewed annually or in light of any developments in equality legislation or good practice.

13. List of Appendixes

Appendix A – Cause of Concern Form

Full Name of Child:

DOB:

Time of concern:

Date of concern:

Place of concern:

Concern:

Detailed Account: (Please bullet point. Do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Safeguarding Lead)

Member of Staff completing form:

Role / Title:

Please provide a copy to the Designated Safeguarding Lead

ΕΛΛΗΝΙΚΟ ΠΑΡΟΙΚΙΑΚΟ ΣΧΟΛΕΙΟ ΤΟΥ ΝΙΟΥΚΑΣΤΛ

GREEK COMMUNITY SCHOOL OF NEWCASTLE

Full Name of Adult at risk

DOB:

Time of concern:

Date of concern:

Place of concern:

Concern:

Detailed Account: (Please bullet point. Do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Safeguarding Lead)

Member of Staff completing form:

Role / Title:

Please provide a copy to the Designated Safeguarding Lead