

# CHILD PROTECTION AND SAFEGUARDING POLICY

Polish Saturday School in Stratford-upon-Avon

Headteacher: Mrs Renata Barys

Nominated Governor: Mrs Ewa Stadnyk

Date of Policy Agreement: 26 October 2018

## Contents

Policy statement.....	3
The purpose of policy.....	3
We will seek to safeguard children by.....	3
A code of conduct.....	3
Recognizing the signs and symptoms of abuse.....	4
Bullying.....	5
Cyber bullying.....	5
Child sexual exploitation.....	5
Peer on peer abuse.....	5
Female Genital Mutilation.....	6
Forced marriage.....	7
Radicalisation.....	7
When a child has been abused.....	7
What to do if someone discloses an abusive act or experience.....	8
Named people for child protection.....	8
The roles and responsibilities of the named people.....	9
Stages to follow if you are worried about a child.....	9
Whistle blowing.....	9
Recording and managing confidential information .....	10
Responsibilities of Management Committee.....	10
Safer Recruitment.....	10

## **Policy statement**

Our school believes that it is always unacceptable for a child to experience abuse of any kind. It's our responsibility to safeguard the welfare of all children. We recognize that the welfare of any child is of greatest importance. All children regardless of age, gender, racial heritage, religious belief, disability, have the right to equal protection from all types of harm or abuse. Working in partnership with children and their parents, guardians and other agencies is essential in promoting children's welfare.

## **The purpose of policy**

- To provide protection for the children who receive supplementary educational services in Polish Saturday School in Stratford-upon-Avon.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child may be experiencing or be at risk of harm.

This policy applies to all staff, including paid staff and volunteers or anyone working on behalf of Polish Saturday School.

## **We will seek to safeguard children by:**

- Valuing them, listening to and respecting them.
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Sharing information about child protection and good practice with children, parents, staff and volunteers.
- Sharing information about concerns with agencies who need to know and involving parents and children appropriately.
- Providing effective management for staff and volunteers through supervision, support and training.

We are also committed to reviewing our policy and good practice annually.

## **A code of conduct**

### YOU MUST:

- Treat all children with respect.
- Provide an example of good conduct you wish others to follow.
- Encourage positive, respectful and safe behavior among children.
- Maintain appropriate standards of conversation and interaction with and between children.
- Ensure that whenever possible, there is more than one adult present during activities with children or at least that you are within sight or hearing of others.
- Respect a child's right to personal privacy.
- Remember that someone else might misinterpret your actions no matter how well intentioned.
- Be aware that even physical contact with a child may be misinterpreted.
- Recognize that special caution is required when you are discussing sensitive issues with children.
- Be alert to changes in child's behavior and to signs of abuse and neglect.
- Challenge unacceptable behavior and report all allegations or suspicions of abuse.

YOU MUST NOT:

- Have inappropriate physical or verbal contact with children.
- Allow yourself to be drawn into inappropriate attention –seeking behavior or make suggestive or derogatory remarks or gestures in front of children.
- Jump to conclusions about others without checking facts.
- Either maximize or minimize about child abuse issue.
- Show favoritism to any individual.
- Rely on your good name or that of the organization to protect you.
- Take a chance when common sense, policy or practice suggests another more prudent approach.

**Recognizing the signs and symptoms of abuse**

It is generally accepted that there are four main forms of abuse. The following definitions are taken from “Working Together to Safeguard Children” 2018.

**Physical abuse**

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/guardian fabricates the symptoms of, or deliberately induces illness in a child.

**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 as a result of maternal substance abuse. It may also include neglect of a child's basic emotional needs.

**Sexual abuse**

Involves forcing or enticing 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 include non-contact activities, such as involving children in looking at or in the production of sexual online images, watching sexual activities or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.

**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 children that they are worthless or unloved, inadequate or valued only in so far 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 the 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, though it may occur alone.

## **Bullying**

Bullying may be defined as deliberately hurtful behavior, usually repeated over a period of time, where it is difficult for those who are bullied to defend themselves. The three main types of bullying are:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. racist or homophobic remarks, threats, name calling)
- Emotional (e.g. Isolating an individual from the activities and social acceptance of their peer group)

Bullying can cause considerable distress to children, to the extent that it affects their health and development or at the extreme causes them significant harm (including self harm).

## **Cyber bullying**

This is when a person or a group of people threaten, tease or embarrass someone else by using a mobile phone, the internet or other technologies. Those who take part in this often target their victims by putting a comment to a photo on a blog or asking their friends to send it to other people. It can also include email- sending messages that can be threatening or upsetting.

## **Child sexual exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of power to force, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. It may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). Child sexual exploitation can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

### *Signs of child sexual exploitation:*

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

## **Peer on peer abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting,

kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

### Sexual violence and sexual harassment between children.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

### Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts;

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes;
- displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment: sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages on social media;

### The response to a report of sexual violence or sexual harassment.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead.

### **Female Genital Mutilation**

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 in the UK and a form of child abuse with long-lasting harmful consequences.

### FGM mandatory reporting duty for teachers.

The Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

## **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is where violence, threats is used to cause a person to enter into a marriage. Threats can be physical, emotional or psychological. Some communities use religion and culture as a way to force a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. They can contact the Forced Marriage Unit on 020 7008 0151 or email [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk) to report it.

## **Radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

Radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and talk to the designated safeguarding lead (or deputy) or make a referral to the Channel programme.

### Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Guidance on Channel is available at: Channel guidance and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

### The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015). This duty is known as the Prevent duty (to prevent people from being drawn into terrorism).

## **When a child has been abused.**

There are a number of circumstances under which staff might have concerns that a child has been or is being abused:

- A child may tell about abuse they have experienced.
- A third party - parent, relative, guardian, friend, neighbor, teacher - sharing concerns.

### Staff may also become concerned through observing:

- A bruise or injury which is unusual, for example on a part of the body which is not normally prone to such injuries (e.g. the cheeks).
- Injuries which require but have not received medical attention.
- Cigarette burns or bite marks.

- Unexplained changes in behavior either over time or suddenly (e.g. aggression or becoming withdrawn).
- Running away from home.
- None attendance at school or activities.
- Reluctance to get changed or for example wearing long sleeves in hot weather.
- The young person appears not to trust certain adults with whom you would normally expect them to have a close relationship.
- Child becoming unusually dirty or unkempt.
- Changes to eating patterns.
- Self harm or attempts to self harm.
- Sexually inappropriate behavior or knowledge.

The above list is not exhaustive.

### **What to do if someone discloses an abusive act or experience**

If a child confides to someone that he is being or have been abused they have placed that person in a position of trust.

#### *The person concerned should:*

- Be clear that they cannot keep secrets and that they have to pass on information if they think a child has been or is being harmed.
- React calmly. Panic may frighten or silence the child.
- Reassure the child it was right to tell.
- Make it clear the child not to blame.
- Take what is said seriously recognizing that there may be difficulties in interpreting what is said by a child.
- Keep questions to an absolute minimum to ensure a clear and accurate understanding of what is being said. Only ask questions in order to clarify what is being said. It is up to social services and the police to investigate the matter fully.
- Make a full record of what is being said, heard or seen as soon as possible.
- Do not delay in passing information on to the Headteacher, who is also Designated person for child protection, deputy designated person, nominated governor, police or social services.

### **NAMED PEOPLE FOR CHILD PROTECTION**

**Designated Person:** Renata Barys

Mobile number: 07746678105

Email: [szkola@england.pl](mailto:szkola@england.pl)

**Deputy Designated Person:** Monika Pawlowska

Mobile number: 07702196215

Email: [szkola@england.pl](mailto:szkola@england.pl)

**Nominated Governor:** Ewa Stadnyk

Mobile number: 07800512979

Email: [ewaszycko@poczta.fm](mailto:ewaszycko@poczta.fm)



## **The roles and responsibilities of the named people are:**

- To ensure that all staff are aware of what they should do and who they should go to if they are concerned that a child may be subject to abuse or neglect.
- Ensure that any concerns about a child are acted on, clearly recorded, referred on where necessary and followed up to ensure the issues are addressed.
- To ensure all staff read Keeping children safe in education, part 1 September 2018, Child Protection and Safeguarding Policy.

## **Stages to follow if you are worried about a child:**

### **Stage 1**

- Initially talk to a child about what you are observing. It is okay to ask questions, *for example: "I've noticed that you don't appear yourself today, is everything okay?"* But never use leading questions.
- Listen carefully to what the child has to say and take it seriously.
- Never investigate or take sole responsibility for a situation where child talks about matters that may be indicative of abuse.
- Always explain to children that any information they have given will have to be shared with others.
- Record what was said as soon as possible after any disclosure.
- The person who receives the allegation or has the concern should complete a form and ensure it is signed and dated.
- Pass the form to Designated Person (or deputy) for Child Protection.
- Respect confidentiality.

### **Stage 2**

- The Designated person should take immediate action if there is a suspicion that a child has been abused or likely to be abused. In this situation the Designated Person should contact the Children's services or Police. If a referral is made direct to Social Care this should be followed up in writing within 24 hrs.

Parents / guardians will need to be informed about any referral to Children's Team (Social Care) unless to do so would place the child at an increased risk of harm.

## **Whistle blowing**

### *Managing allegations made against a member of staff or volunteer.*

Any allegations made against a member of staff should be discussed with the Local Authority Designated Officer (LADO) who is based within the Child Protection Unit (01926742372 or 07769165444).

If the allegation is about a lead person in our organization then the matter should again be discussed with Nominated Governor or the LADO.

The worker must ensure that the child is safe and away from the person against whom the allegation is made.

Regardless of whether a police and/or Children's Team (Social Care) investigation follows, an internal investigation should take place and consideration is given to the operation of disciplinary procedures. This may involve an immediate suspension and/or ultimate dismissal dependent on the nature of the incident.

## **Recording and managing confidential information.**

A form for recording concerns/allegations of abuse, harm and neglect is attached to the guidelines. The person who receives the allegation or has the concern should complete and sign this form. Then the person who completed the form needs to hand it to the Designated Person for Child Protection, deputy designated person or Nominated Governor.

In regard to Data Protection Act 2018, Polish Saturday School in Stratford-upon-Avon commitment:

- to manage and store all the confidential information safely;
- to process confidential information fairly and lawfully and in accordance with your rights;
- to keep all confidential information secure.

All children have rights to confidentiality unless the organization considers they could be at risk of abuse and/or harm.

## **Responsibilities of Management Committee:**

- Provide written guidance to all staff and Management Committee members.
- Ensure everyone understands their legal duties and responsibilities.
- Management Committee should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken to safeguard and promote children's welfare. This should include child protection policy. The child protection policy should be updated annually and be available publicly via the school website.

### Management Committee also:

- Develop a clear framework for behavior management towards any children.
- Provide information about procedures to follow if an allegation is made.
- Ensure all workers have training to recognize the signs and symptoms of abuse.
- Ensure that all staff have enhanced DBS checks.
- Ensure all workers understand that physical punishment or threat of physical punishment must never be used.
- Ensure that workers understand that verbal humiliation of children is unacceptable.

## **Safer Recruitment**

- Write a clear job description (what tasks the applicant will do) and a role profile (what skills the person will be expected to have).
- Use application forms to assess the candidate's suitability for the role. This makes it easier to compare the experience of candidates and helps us to get all of the important information we need to ask.
- Make it clear that we have a commitment to safeguarding and protecting children.
- Have a face-to-face interview with pre-planned and clear questions. Include a question about whether they have any criminal convictions, cautions, other legal restrictions or pending cases that might affect their suitability to work with children.
- Check the candidate's identity by asking them to bring photographic ID.

- Check the candidate actually holds any relevant qualifications they say they have.
- Apply for a **Criminal Records Bureau check (DBS)**.
- Take up 2 references. Ask specifically about an individual's suitability to work with children.
- Provide a copy of our safeguarding/child protection procedures.

### **Reviewing Policies and procedures**

The policy reviewed annually and signed by the Management Committee.

A copies of our Policies and Procedures are available to all staff and parents.

### **Reviewed by:**

Designated person for child protection: Mrs Renata Barys

Date: 20.10.2018

Naminated Governor: Mrs Ewa Stadnyk

Date: 20.10.2018

## **Useful Contacts/ Documents**

**MASH** (for urgent concerns) 01926414144  
**MASH** (out of hours) 01926886922  
**LADO** 01926742372 / 07769165444

**WSCB Warwickshire Safeguarding Children Board** guidance "Information Sharing in Child Protection" [www.Warwickshire.gov.uk/wscbresources](http://www.Warwickshire.gov.uk/wscbresources)

**The NSPCC Child Protection Helpline** is a free 24-hour service available in all languages that provides counseling, information and advice to anyone concerned about a child at risk of abuse. Telephone: 0808 800 5000  
Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **Safe network**

[www.safenetwork.org.uk](http://www.safenetwork.org.uk). This website is also very helpful for a wide range of help and advice on child protection issues for smaller community groups including an online guide to developing your Safeguarding standards.

**Domestic Violence Helpline:** 08082000247

**The Forced Marriage Unit:** 020 7008 0151 or email [fmufco@fco.gov.uk](mailto:fmufco@fco.gov.uk)

### **Safeguarding Children and Safer Recruitment in Education .**

Department for Education and Skills Guidance published in 2011.

### **Working Together to Safeguard Children 2018**

HM Government- a guide to inter agency working to safeguard and promote the welfare of children.

**Keeping children safe in education**, September 2018