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|  | **Polish Saturday School Worcester** |
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**John Paul II**

**Polish Saturday School**

Worcester, UK

Email: mon751@wp.pl/

schoolworcester@gmail.com

Telephone: 07445458848

07730015019

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| **Based at:**St Joseph’s Catholic Primary SchoolChedworth DriveWorcesterWR4 9PG |

**Safeguarding/Child Protection Policy**

This policy is reviewed at least annually by the governing body and was

Last reviewed on Date: September 2021

Next Review Date: September 2022

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| **Key Personnel: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****The Designated Safeguarding Lead (DSL) is Mrs M Wasilewska**Contact details: email: monikawas1@wp.pl Telephone: 07445458848**The deputy DSL(s) is Mrs M Pow**Contact details: email: mon51@wp.plTelephone: 07445458848**The Acting Headteacher is Mrs M Wasilewska**Contact details: email: monikawas1@wp.plTelephone: 07445458848 |

**Other named staff and contacts:**

* Family Front Door: **01905 822666** (core working hours)

 Out of hours or at weekends: **01905 768020**

**Objective :**

To contribute to the personal safety and welfare of all children attending by promoting child protection awareness, good practice and sound procedures.

**Safeguardig statement:**

The safety and well-being of the children at John Paul II Polish Saturday School is our first priority. Children cannot learn unless they feel happy and safe. We adhere to stringent Safeguarding procedures to protect the welfare of all children who come here.

John Paul II Polish Saturday School policy Safeguarding & Child Proctection policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2020 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools ), the Non-maintained Special Schools (England) Regulations 2015 (for non-maintained special schools) and the guidance contained in [Working Together to Safeguard Children 2018](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf), the DfE’s statutory Guidance “[Keeping Children Safe in Education September 2021](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999348/Keeping_children_safe_in_education_2021.pdf)

This policy is based on the following principles:

* the welfare of the child is paramount
* all children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity, have the right to protection from abuse
* all suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately
* staff/volunteers are trained to understand the nature of abuse and to be alert to matters of concern
* all staff/volunteers working in our school have a responsibility to report concerns to the designated person with responsibility for safeguarding/child protection at the school

**We aim to safeguard children by:**

* adopting guidelines through procedures and a code of conduct for staff/volunteers
* sharing information and good practice with children/young people, parents and carers and staff/volunteers
* sharing information about concerns with agencies who need to know, and involving parents and children/young people appropriately
* following carefully the procedures for recruitment and selection of staff/volunteers
* providing effective management for staff/volunteers through support, supervision and training
* reviewing our policy and good practice regularly

**The role of the named responsible person:**

Every supplementary school or place of worship should have a named person who acts as the designated safeguarding/child protection person, who must undergo suitable training. It is the responsibility of this person to make themselves available for consultation by staff, volunteers, visitors, children and their families.

Contact details:

 Email: mon751@wp.pl, schoolworcester@gmail.com

Telephone: 07445458848, 07730015019

The details of the named responsible person and information about their duties should be shared in the school, so that everyone (including parents/carers) is aware of who to talk to if they have concerns.

In the absence of the designated person, a deputy must be identified.

**The named person’s role includes:**

* ensuring that this policy is implemented throughout the school
* ensuring that all necessary enquiries, procedures and investigations relating to safeguarding/child protection are carried out
* reporting results of screening enquiries and preserving ‘need to know’ levels of confidentiality and access to secure records
* ensuring that all confidential records relating to child protection matters are kept secure
* liaising with social services at a formal and informal level on child protection matters, also with the police
* reporting allegations and suspicion of abuse to the appropriate authorities
* ensuring that there is adequate induction and training relating to child protection matters
* ensuring that each activity carried out by the school is sound in terms of child protection as regards personnel, practices and premises
* checking all incident reports made by staff/volunteers, countersigning them and making such reference to the appropriate authority as is appropriate

**Good practice**

Before any activity starts, the designated person shall ensure that adequate safeguarding/child protection procedures are in place, as follows:

* Each parent must fill out a consent form for each child attending the school
* A register must be kept of all children attending the school’s activities, including information about arrival and departure times
* Children are the responsibility of their parents until 9am and as soon as the children have been dismissed from school
* Parents have a duty to inform school of any other adult collecting their child from school
* A signing-in diary must be kept for all adults on the premises (staff members, volunteers, parents and visitors)
* Team members will record any unusual events on the accident/incident form or in the sign in diary, unless this includes anything confidential
* Where possible, staff/volunteers should not be alone with a child, although it is recognised that there may be times when this may be necessary or helpful
* The school recognises that physical touch between adults and children can be healthy and acceptable in public places. However, staff/volunteers will be discouraged from this in circumstances where an adult and child are alone together
* All team members should treat all children with dignity and respect in their attitude, language and actions

**Outings and trips**

* All vehicles hired for outings must be insured, roadworthy and fitted with seatbelts
* All drivers should travel with at least one escort. Drivers and escorts should have up-to-date CRB checks and should have been subject to appropriate recruitment procedures. All drivers and escorts should agree to abide by these guidelines
* A roll call will be taken at the start of a journey and again before beginning the return journey; if the group is travelling in more than one vehicle, children will be encouraged to travel in the same vehicle there and back
* Staff/volunteers accompanying trips will carry the contact numbers for the home organisation and emergency services in the event of an alert being necessary
* If a child goes missing while on a trip, staff/volunteers should instigate an immediate search. If the child cannot be found , the appropriate security staff/volunteers and the police should be notified

* If, having notified security staff/volunteers and the police, the child cannot be found, the parents/carers of the child must be notified immediately

The care of the remaining children is paramount. It is imperative that they return to the home site as quickly as possible, while a senior staff/volunteer member remains at the visit site to co-ordinate contact between security staff/volunteers and the child’s parents/carers.

**Safe recruitment**

All staff/volunteers will be appointed by at least two members of the management committee.

Most staff members (but not volunteers) will work alone with children, providing that they have up to date DBS.

**All staff/volunteers will:**

* be given a clear job description or role description, setting out expectations for their work and conduct
* show that they meet the person specification for the post or role
* fill in a form on first appointment and review annually if necessary at the start of each school year, to update their personal details, any change of circumstance, previous and current work/volunteering experience and qualifications
* be required to produce a recent enhanced DBS check on appointment or to have one made through the Disclosure and Barring Service, giving photographic and other evidence of identity and including a formal declaration of any criminal convictions
* be taken through the safeguarding/child protection policy and procedure on induction, followed by annual training to remind them of procedures and important concepts
* be supervised by a named manager

**Responding to allegations of abuse**

Allegations against a member of staff/volunteer

The school will fully support and protect anyone who, in good faith, reports their concern that a colleague is, or may be, abusing a child. Where there is a complaint against a member of staff/volunteer, there may be three types of investigation: criminal investigation, safeguarding/child protection investigation or disciplinary/misconduct investigation. The results of the police and child protection investigation may well influence the disciplinary investigation, but this will not necessarily be the case.

Concerns about poor practice

If, following consideration, the allegation is clearly about poor practice, this will be dealt with as a misconduct issue.

If the allegation is about poor practice by the school’s designated person, or if the matter has been handled inadequately and concerns remain, it should be reported to the chair of the school management committee, who will advise how to deal with the allegation and whether or not the school should initiate disciplinary proceedings.

Internal enquiries and suspension

The designated person will make an immediate decision about whether any individual accused of abuse should be temporarily suspended, pending further police and social services inquiries.

Irrespective of the findings of the social services or police inquiries, the school will assess all individual cases to decide whether a member of staff or volunteer can be reinstated and how this can be handled sensitively. This may be a difficult decision, particularly where there is insufficient evidence to uphold any action by the police. In such cases, the school must reach a decision based upon the available information. This might suggest that, on a balance of probability, it is more likely than not that the allegation is true. The welfare of the child/young person must remain of paramount importance throughout.

**What to do if you suspect that abuse may have occurred:**

1.You must report your concerns immediately to the named responsible person at your school.

The named responsible person will:

* obtain information from staff/volunteers, children/young people or parents/carers who have safeguarding/child protection concerns and record this information
* assess the information quickly and carefully and ask for further information, as appropriate
* consult with a statutory safeguarding/child protection agency such as the local social services department or the NSPCC to clarify any doubts or worries
* ensure that the parents/carers of the child are contacted as soon as possible, following advice from the social services department
* make a referral to a statutory child protection agency or to the police without delay

If the school’s named responsible person is the subject of the suspicion/allegation, the report must be made to the chair of the management committee, who will refer the allegation to social services.

2. Suspicions will not be discussed with anyone other than those named above.

3. It is the right of any individual to make direct referrals to the child protection agencies. If, for any reason, you believe that the designated people have not responded appropriately to your concerns, then it is up to you to contact the child protection agencies directly.

4. If a child makes a disclosure of abuse:

* make notes as soon as possible (ideally within one hour of being told)
* write down exactly what the child/young person has said, what you said in reply and what was happening immediately before you were told (for example, what activity was taking place)
* record dates, times and when you made the record
* keep all your handwritten notes secure
* report your discussion to the designated person as soon as possible
* if the named responsible person is implicated, you need to report to the second designated person
* if both are implicated, report to social services
* do not discuss your suspicions or allegations with anyone other than those nominated above
* the named responsible person must consider carefully whether or not it is safe for a child to return home to a potentially abusive situation, and if necessary, they should take immediate action to contact social services in order to discuss putting safety measures into effect

**Allegations of physical injury or neglect**

If a child has a symptom of physical injury or neglect, the named responsible person will:

* contact social services for advice in cases of deliberate injury or concerns about the safety of the child, but they must not inform the parents/carers
* seek emergency medical attention if necessary
* inform the child’s doctor of any suspicions of abuse
* in other circumstances, speak with the parent/carer and suggest that medical help/attention is sought for the child/young person
* if appropriate, encourage the parent/carer to seek help from social services
* if the parent/carer fails to act, seek advice from the Worcester Safeguarding Children’s Board
* in the case of real concern contact Worcestershire Family Front Door

**Allegations of sexual abuse**

In the event of allegations or suspicions of sexual abuse, the named responsible person will:

* contact the social services duty social worker for children and families directly, but must not speak to the parent or to anyone else
* seek advice from the Local Safeguarding Children Board
* collect and clarify the precise details of the allegation or suspicion and provide this information to social services, but should not attempt to carry out any investigation into the allegation or suspicion of sexual abuse
* while allegations or suspicions of sexual abuse should normally be reported to the named responsible person, their absence should not delay referral to social services

**Responding to a child making an allegation of abuse**

* It is important not to make promises that you may not be able to keep. Do not say that you will keep confidential what a child is about to tell you, as you may have a duty to share it with others .
* Explain that it is likely that the information will need to be shared with others.

* Stay calm and listen carefully to what the child/young person is saying.
* Allow the child to continue at their own pace.
* Ask questions for clarification only and at all times avoid asking questions that suggest a particular answer.
* Reassure the child that they have done the right thing in telling you.
* Tell them what you will do next and with whom the information will be shared.
* As soon as possible, record in writing what was said, using the child’s own words.
* Make a note of the date, time, any names mentioned and to whom the information was given, and ensure that the record is signed and dated.

Helpful statements to make:

* ‘I believe you (showing acceptance of what the child/young person says).’
* ‘Thank you for telling me.’
* ‘It’s not your fault.’
* ‘I will help you.’

Do not say:

* ‘Why didn’t you tell anyone before?’
* ‘I can’t believe it!’
* ‘Are you sure that this is true?’
* ‘Why? Who? When? Where?’

Never make promises you can’t keep.

**Appendix 1**

Definitions of abuse

These definitions are based on those from ‘*Working together to safeguard children’* (Department of Health, Home Office, Department for Education and Employment, 1999).

Physical abuse

* Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing harm to a child/young person
* Physical harm may also be caused when a parent/carer feigns the symptoms of, or deliberately causes, ill health to a child/young person whom they are looking after. This situation is commonly described as factitious, fabricated or induced illness in children/young people or ‘“Munchausen syndrome by proxy’
* A person might do this because they enjoy or need the attention they get through having a sick child/young person
* Physical abuse, as well as being the result of a deliberate act, can also be caused through omission or the failure to act to protect

Emotional abuse

* Emotional abuse is the persistent emotional ill treatment of a child/young person, such as to cause severe and persistent adverse effects on the child’s/young person’s emotional development. It may involve making a child/young person feel or believe that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of the other person
* It may feature expectations being imposed on a child/young person that are inappropriate for their age or stage of development. It may also involve causing a child/young person to feel frequently frightened or in danger, or the exploitation or corruption of a child/young person
* Some level of emotional abuse is involved in all types of ill treatment of a child/young person, though it may occur alone

Sexual abuse

* Sexual abuse involves forcing or enticing a child/young person to take part in sexual activities, whether or not the child/young person is aware of, or consents to, what is happening. The activities may involve physical contact, including penetrative acts such as rape, buggery or oral sex, or non-penetrative acts such as fondling
* Sexual abuse may also include non-contact activities, such as involving children/young people in looking at, or in the production of, pornographic material, or watching sexual activities, or encouraging children/young people to behave in sexually inappropriate ways
* Boys and girls can be sexually abused by both males and females, whether adults or other children/young people

Neglect

* Neglect is the persistent failure to meet a child’s/young person’s basic physical and/or psychological needs, that is likely to result in the serious impairment of the child’s/young person’s health or development. It may involve a parent or a carer failing to provide adequate food, shelter or clothing, leaving a child/young person at home alone or failing to ensure that a child/young person gets appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s/young person’s basic emotional needs
* It is accepted that, in all forms of abuse, there are elements of emotional abuse and that some children/young people are subjected to more than one form of abuse at any time

These four definitions do not minimise other forms of maltreatment.

Note

Recent guidance identifies other sources of stress for children/young people and families, such as social exclusion, domestic violence, the mental illness of a parent/carer or drug and alcohol misuse. These may have a negative impact on a child/young person’s health and development and may be noticed by an organisation caring for a child/young person. If it is felt that a child/young person’s well-being is adversely affected by any of these situations, the same procedures should be followed.

Recognising and responding to abuse

The following signs may or may not be indicators that abuse has taken place but the possibility should be considered.

Physical signs of abuse may include:

* any injuries not consistent with the explanation given for them
* injuries which occur to the body in places which are not normally exposed to falls or games
* unexplained bruising, marks or injuries on any part of the body
* bruises which reflect hand marks or fingertips (from slapping or pinching)
* cigarette burns
* bite marks
* broken bones
* scalds
* injuries which have not received medical attention
* neglect, undernourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care
* repeated urinary infections or unexplained stomach pains

Changes in behaviour which can also indicate physical abuse may include:

* fear of parents/carers being approached for an explanation
* aggressive behaviour or severe temper outbursts
* flinching when approached or touched
* reluctance to get changed in front of others – for example, wearing long sleeves in hot weather
* depression
* withdrawn behaviour
* running away from home

Emotional signs of emotional abuse may include:

* a failure to thrive or grow, particularly if a child/young person puts on weight in other circumstances – for example, in hospital or away from their parents/carers
* sudden speech disorders
* persistent tiredness
* development delay, in terms of either physical or emotional progress

Changes in behaviour which can also indicate emotional abuse include:

* obsessions or phobias
* sudden underachievement or lack of concentration
* inappropriate relationships with other children and/or adults
* being unable to play
* attention-seeking behaviour
* fear of making mistakes
* self-harm
* fear of the parent/carer being approached regarding their behaviour

Physical signs of sexual abuse may include:

* pain or itching in the genital/anal area
* bruising or bleeding near genital/anal areas
* sexually transmitted disease
* vaginal discharge or infection
* stomach pains
* discomfort when walking or sitting down
* pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

* sudden or unexplained changes in behaviour, such as becoming withdrawn or aggressive
* fear of being left with a specific person or group of people
* having nightmares
* running away from home
* sexual knowledge which is beyond the child’s/young person’s age or developmental level
* sexual drawings or language
* bed-wetting
* eating problems such as overeating or anorexia
* self-harm or mutilation, sometimes leading to suicide attempts
* a child/young person saying they have secrets that they cannot tell anyone about
* substance or drug abuse
* suddenly having unexplained sources of money
* not being allowed to have friends (particularly during adolescence)
* acting in a sexually explicit way with adults

Physical signs of neglect may include:

* constant hunger, sometimes stealing food from other children/young people
* being constantly dirty or smelly
* loss of weight or being constantly underweight
* inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect include:

* complaining of being tired all the time
* not requesting medical assistance and/or failing to attend appointments
* having few friends
* mentioning being left alone or unsupervised

**Appendix 2**

All personnel should be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense examples of how to create a positive culture and climate.

Good practice means:

* always working in an open environment (for example, avoiding private or unobserved situations and encouraging open communication with no secrets)
* treating all children/young people equally, and with respect and dignity
* always putting the welfare of each child/young person first
* maintaining a safe and appropriate distance with children/young people (for example, it is not appropriate for staff/volunteers to have an intimate relationship with a child/young person or to share a room with them)
* building balanced relationships based on mutual trust, empowering children/young people to share in the decision-making process
* making school activities and other off-site activities, fun, enjoyable and safe
* keeping up to date with technical skills, qualifications and insurance
* involving parents/carers wherever possible – for example, by encouraging them to take responsibility for children/young people in changing rooms
* ensuring that parents/carers, staff/volunteers, coaches or officials work in pairs, if groups have to be supervised in changing rooms
* ensuring that, when mixed groups are taken away, they are always accompanied by a male and a female member of staff/volunteer (but remember that same-gender abuse can also occur)
* ensuring that, at tournaments or residential events, adults do not enter children’s/young people’s rooms or invite children/young people into their rooms
* being an excellent role model, including not smoking or drinking alcohol in the company of children/young people
* giving enthusiastic and constructive feedback rather than negative criticism
* recognising the developmental needs and capacity of children/young people and not pushing them against their will
* securing written consent from parents/carers for staff to act in loco parentis, if the need arises to administer emergency first aid and/or other medical treatment
* keeping a written record of any injury that occurs, along with the details of any treatment given
* requesting written consent from parents/carers, if it is necessary for staff/volunteers to transport children/young people in their cars

Practices to be avoided

The following should be avoided except in emergencies. If cases arise where these situations are unavoidable, it should be with the full knowledge and consent of the person in charge in the club or of the child/young person’s parents – for example, if a child/young person sustains an injury and needs to go to hospital, or if a parent/carer fails to arrive to pick up a child/young person at the end of a session.

* Avoid spending excessive amounts of time alone with children/young people away from others
* Avoid being in a situation where you are alone with a child, e.g. taking a child/young person to an event, or dropping them off in your car

The following should never be sanctioned. You should never:

* engage in rough, physical or sexually provocative games, including horseplay
* use corporal/physical punishment to manage behaviour
* allow or engage in any form of inappropriate touching
* allow children/young people to use inappropriate language unchallenged
* make sexually suggestive comments to a child/young person, even in fun
* reduce a child/young person to tears as a form of control
* allow allegations made by a child/young person to go unchallenged, unrecorded or not acted upon
* do things of a personal nature for children/young people or disabled adults that they are able do for themselves
* invite or allow children/young people to stay with you at your home unsupervised

Please note

It may sometimes be necessary for staff/volunteers to do things of a personal nature for children/young people, particularly if they are young or disabled. These tasks should be carried out only with the full understanding and consent of parents/carers and of the child involved.

There is a need to be responsive to a person’s reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices, where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing or where there is physical contact – for example, lifting or assisting a child to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

**Appendix 3**

Reporting allegations or suspicions of abuse

If you have any concerns about a child/young person being abused, you should inform the designated person named below:

Organisation: John Paul II Polish Saturday School in Worcester

Name: Mrs Monika Wasilewska

Job/role: Acting Head Teacher

Email: monikawas1@wp.pl, schoolworcester@gmail.com

Important contacts outside the organisation

* Family Front Door: **01905 822666** (core working hours)

 Out of hours or at weekends: **01905 768020**

* Police Emergency number: 999
* Worcester Police station: 101
* NSPCC Child Protection Helpline: 0808 800 5000, help@nspcc.org.uk
* ChildLine: 0800 111

**Reporting suspected abuse**

Confidential recording sheet

Organisation: …………………………………………………………………………………..

Name of person reporting: …………………………………………………………………………………………………

Name of child/young person: ………………………………………………………………………………………………….

Age and date of birth: ………………………………………………………………………………………………….

Ethnicity: …………………………………………………………………………………………………

Religion:

…………………………………………………………………………………………………

First language:

 ………………………………………………………….………………………………………

Disability: …………………………………………………………………………………………………

Parent’s/carer’s name(s): …………………………………………………………………………………………………

Home address: …………………………………………………………………………………………………

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Postcode:

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Tel:

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Are you reporting your own concerns or someone else’s? Please give details.

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Give a brief description of what has prompted the concerns – include date, time and an outline of specific incidents.

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Any physical signs? Behaviour signs? Indirect signs?

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Have you spoken to the child/young person? If so, what was said?

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Have you spoken to the parent(s)/carer(s)? If so, what was said?

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Has a specific person been alleged to be the abuser? If so, please give details.

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Have you consulted anyone else? Please give details.

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Name of person reported to: ………………………………………………………………………………………………

Date of reporting: …………………………………………………………………………………………………

Signature of person reporting: …………………………………………………………………………………………………

Today’s date: …………………………………………………………………………………………………

Action taken: ……………………………………………………………………………………………………………………………………………………………………………………………….……

**Organisation details:**

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| **Name:** John Paul II Polish Saturday School **Based at:**St Joseph’s Catholic Primary SchoolChedworth DriveWorcesterWR4 9PG**Headteacher:** Mrs Monika Pow (Maternity Leave)**Acting Headteacher:** Mrs Monika Wasilewska**Email:** monikawas1@wp.pl, schoolworcester@gmail.com**Telephone:** 07445458848, 07730015019 |

Adapted from National Resource Centre for Supplementary Education (NRCSE) www.suplementaryeducation.org.uk