



POLISH SATURDAY SCHOOL IN YORK

GOVERNED BY

YORK POLISH ORGANISATION

SAFEGUARDING POLICY



(This policy was updated in September 2023)

1. INTRODUCTION

1.1 The school fully recognises the contribution it makes to Child Protection.

There are three main elements to our policy: -

- a) Prevention through the teaching support offered to pupils.
- b) Procedures for identifying and reporting cases, or suspected cases of abuse. This includes Domestic Abuse. Because of our day to day contact with children, school staff are well placed to observe the outward signs of abuse; and
- c) Support for those pupils and parents/carers who may have been abused.

1.2 This policy applies to all staff, trustees, volunteers and users working in the school and its directors. It is recognised by this school that all staff that come in to contact with children can often be the first point of disclosure for a child. This first point of contact is an important part of the child protection process, and it is essential that all staff are aware of and implement the school's procedures as noted in this policy.

2. A NAMED PERSON(S) FOR SAFEGUARDING

Name of Safeguarding Lead:

Katarzyna Lenc

Mobile Number: 07707016268

E-mail: yorkpolishschool@gmail.com

Significant immediate concerns, contact the police on 999

Concern that a child is vulnerable or at risk of significant harm, contact the Multi-Agency Safeguarding Hub (MASH) in York on 01904 551900 and select option 3 or email MASH@york.gov.uk.

Outside office hours, at weekends and on public holidays contact the emergency duty team on 01609 780780.

To make an early help referral or access advice for a family, you contact the MASH Early Help Team on 01904 551900 and select option 2 or email them at earlyhelp@york.gov.uk

3. RECOGNISING THE SIGNS AND SYMPTOMS OF ABUSE

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

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.

SEXUAL ABUSE: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may 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.

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, or unresponsiveness to, a child's basic emotional needs.

Possible signs of abuse include:

- Unexplained or suspicious injuries such as bruising cuts or burns, particularly if situated on a part of the body not normally prone to such injuries or the explanation of the cause of the injury is does not seem right.
- The child discloses abuse or describes what appears to be an abusive act.
- Someone else (child or adult) expresses concern about the welfare of another child.
- Unexplained change in behaviour such as withdrawal or sudden outbursts of temper.
- Inappropriate sexual awareness or sexually explicit behaviour.
- Distrust of adults, particularly those with whom a close relationship would normally be expected.
- Difficulty in making friends.

Eating disorders, depression, self-harm or suicide attempts.

4. BECOMING AWARE OF A SAFEGUARDING ISSUE

- a third party or anonymous allegation is received;
- a child or young person's appearance, behaviour, play, drawing or statements cause suspicion of abuse and/or neglect;
- a child or young person reports an incident(s) of alleged abuse which occurred some time ago;
- a written report is made regarding the serious misconduct of a worker towards a child or young person.

4.1 PREVENTION

This school recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children at our school. The school will, therefore: -

- a) Establish and maintain an ethos where children feel secure and encouraged to talk and share their concerns and will be listened to;
- b) Ensure that children know that all adults in this school can be approached if they are worried or concerned about matters that concern them or their siblings or friends;
- c) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life.

5. WHAT TO DO IF YOU ARE CONCERNED ABOUT A CHILD

Stage 1

- Initially talk to a child/young person 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 young person has to say and take it seriously. Act at all times towards the child as if you believe what they are saying.
- It is not the responsibility of groups to investigate incidences of suspected child abuse but to gather information and refer only.
- Always explain to children and young people that any information they have given will have to be shared with others, if this indicates they and or other children are at risk of harm;
- Notify the organisation's Named Person for safeguarding (above)
- Record what was said as soon as possible after any disclosure; The person who receives the allegation or has the concern should complete a pro-forma and ensure it is signed and dated.
- Respect confidentiality and file documents securely;

Stage 2

- The Named person(s) should take immediate action if there is a suspicion that a child has been abused or likely to be abused. In this situation the Named Person should contact the police and/or the Duty and Advice Team. If a referral is made direct to the Duty and Advice team this should be followed up in writing within 24 hrs.
- NB Parents / carers will need to be informed about any referral to Multi-Agency Safeguarding Hub (MASH) unless to do so would place the child at an increased risk of harm.

6. SAFE RECRUITMENT

Ensuring that a clear process for recruiting staff and volunteers reduce this risk. Even if we know someone very well we ensure that they go through the same recruitment and selection process as a paid worker.

- Use CV to assess the candidate's suitability for the role.
- 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 **DBS check** for all staff who have contact with children or have access to our records, including volunteers, trustees, and committee members. *NB Access to the Bureau's services is available to all groups working with children, either directly as registered bodies or through umbrella groups. It is likely that if small your group will have to go through an umbrella body to access checks – you can seek information directly from DBS (<https://www.gov.uk/disclosure-barring-service-check/overview>)*
- **Always** check any references they provide. Ask specifically about an individual's suitability to work with children.
- Provide them with a copy of our safeguarding procedures.

7. MANAGEMENT AND SUPERVISION OF STAFF/VOLUNTEERS

PROCEDURES

At this school, we will follow The City of York Safeguarding Children Partnership (CYSCP) Procedures and other guidance and protocols that have been endorsed and agreed by the City of York Safeguarding Children Board (<https://www.yor-ok.org.uk/Referral.pdf>).

The school will: -

- a) Ensure it has a named designated senior member of staff who has undertaken the appropriate training in line with agreed national and local requirements. This school will also nominate a named deputy who will be the central contact in times when the designated person is absent. In the unlikely event that both are absent or unavailable, the MASH will act as a contact point for other staff;
- b) Recognise the role of designated person and arrange support and training. The school will look to the CYSCP (<https://www.saferchildrenyork.org.uk/>) and in particular the Authority's Child Protection Officer for Education (CPO) for guidance and support in all child protection matters in assisting the school's designated person;

- c) Ensure that all members of staff, including permanent, part time, trustees and adult volunteers, along with any temporary staff, knows:-
- i) The name and contact details of both the designate and deputy person responsible for child protection;
 - ii) That it is the named designated person and/or their deputy or MASH who have the responsibility for making child protection referrals.
 - iii) The designated person and deputy will seek advice from the CPO and or Social Services Duty and Assessment Team if necessary when a referral is being considered; **IF IN DOUBT, A REFERRAL MUST BE SENT.** That the referring person will ensure that the CPO will be sent a copy of the referral as soon as it is practically possible.
- d) Ensure that all members of staff are aware of the need to be alert to signs of all abuse and know how to respond to a pupil who may disclose abuse. That all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school.
- e) Ensure that parents have a clear understanding of the responsibility placed on the school and its staff for child protection by setting out their obligations in school prospectus and other forms of communication. In particular there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school.
- f) Provide training for all staff so that they know:-
- i) Their personal responsibility;
 - ii) To be cognisant of agreed local procedures (CYSCP);
 - iii) The need to be vigilant in identifying suspected cases of abuse; and
 - iv) How to support a child who discloses abuse, particularly the do and don'ts.
- g) Notify the CPO and Social Services if:-
- i) A pupil on the Child Protection Register is excluded either for a fixed term or permanently; and
 - ii) If there is an unexplained absence of a pupil on the Child Protection Register of more than two Saturdays;
- h) Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters, including attendance at initial and review Child Protection conferences and core groups; and support these with the submission of written reports;
- i) Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to agencies responsible for formal investigation;

Ensure that all records and files are kept secure and in locked locations. The designated person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the designated person to ensure that any transfer of records is conducted via the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information';

8. ALLEGATIONS AGAINST STAFF

All Groups should have procedures in place to ensure that any allegation made against a member of staff is dealt with appropriately.

Any allegations made against a member of staff should be discussed with the Local Authority Designated Officer (LADO).

If the allegation is about a lead person in your organisation then the matter should again be discussed with the LADO.

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

Regardless of whether a police and/or Multi-Agency Safeguarding Hub (MASH) 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 dependant on the nature of the incident.

The contact details of the LADO can be found at <https://www.saferchildrenyork.org.uk/allegations-against-childcare-professionals-and-volunteers.htm>

9. RECORDING AND MANAGING CONFIDENTIAL INFORMATION

Confidentiality

The school and staff are fully aware of confidentiality issues if a child divulges that they are or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff (that is all staff at this school) have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school i.e. not discussed with other staff. Staff need to be aware that it may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

10. DISTRIBUTING/ REVIEWING POLICIES AND PROCEDURES

York Polish Organisation will provide an open and well-publicised means by which adults, children and young people can voice their concerns about abuse or inappropriate conduct or behaviour. The Safeguarding policy will be made available to young people and a copy of York's child protection referral flow chart will be displayed within York Polish Organisation.

11. RESPONSIBILITIES OF MANAGEMENT COMMITTEES

- Provide written guidance to all staff and committee members
- Ensure everyone understands their legal duties and responsibilities
- :
- Develop a clear framework for behaviour management towards any children or young people
- Provide information about procedures to follow if an allegation is made
- Ensure all workers have training to recognise the signs and symptoms of abuse
- Ensure that all staff have enhanced DBS checks.
- Have correct policies in place covering your activities eg: health and safety
- Understand what good safeguarding practice is and take responsibility for ensuring this is undertaken by all staff within your organisation
- 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

12. TRAINING

The school will be cognisant of national and local training requirements and guidance, which will include City of York Safeguarding Children Board guidance, advice and training opportunities.

- 12.1 The school will ensure that the Designated Person for Child Protection (DSP) will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development.
- 12.2 All staff will be regularly updated during the year as appropriate from the designated person but will receive specific awareness raising training within a 2-3 year period.
- 12.3 It will be a recommendation that the Governing Body will also receive awareness raising training.