



Established 1949

The Polish Saturday School in Manchester

Polska Szkoła Przedmiotów Ojczystych im. św. Stanisława Kostki w Manchesterze®

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Child Protection Policy

Code of conduct for staff and volunteers

All staff and volunteers are responsible for children and young people attending the school while on the school premises and must make sure that the health and safety policy of the school is adhered to.

Under no circumstances should visitors be allowed to wander around the premises unaccompanied when children and young people are present.

Children should not be collected by people other than their parents or carers unless notification has been received.

If a child is not collected after a school session, it is reasonable to wait approximately half an hour for a parent or carer to arrive. If the parent or carer cannot be contacted, staff should contact Manchester Social Services or the police and request assistance.

YOU MUST:

- Treat all children and young persons with respect.
- Provide an example of good conduct you wish others to follow.
- Ensure that, whenever possible, there is more than one adult present during activities with children and young persons or at least that you are within sight or hearing of others.
- Respect a child or young person's right to personal privacy and encourage children, young persons and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like.
- Remember that someone else might misinterpret your actions, no matter how well intentioned.
- Be aware that even physical contact with a child or young person may be misinterpreted.
- Recognise that special caution is required when you are discussing sensitive issues with children and young persons.
- Operate within the organization's principles and guidance and any specific procedures.
- Challenge unacceptable behaviour and report all allegations or suspicions of abuse.
- You should give guidance and support to inexperienced helpers

YOU MUST NOT:

- Have inappropriate physical or verbal contact with children or young persons.
- Allow yourself to be drawn into inappropriate attention seeking behaviour or make suggestive or derogatory remarks or gestures in front of children or young persons.
- Jump to conclusions about others without checking facts.
- Either exaggerate or trivialise a child or young person's abuse issue.
- Show favouritism to any individual.
- Rely on your good name or that of the organisation to protect you.
- Believe „it could never happen to me“
- Take a chance when common sense, policy or practice suggests another more prudent approach.

Measures to prevent bullying behaviour

The school community aims to create a caring environment where children feel safe, with respect, open dialogue and communication between all members of the school staff, pupils and parents.

We always respond: the school always responds to any aggression or violence and ensures that both victims and aggressors receive help. The school does not tolerate any form of bullying behavior:

- 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)
- Cyberbullying (e.g. threatening tease or embarrass using mobile phones, internet or other technologies)

The school policy on mobile phones and devices is that these are to be switched off during school lessons.

Teachers are aware of problems: The school supports teaching staff so that they have the necessary knowledge to resolve conflicts and are aware of sanctions which may be actioned, according to the school's discipline policy, which is part of the behaviour policy.

Parents are involved: the school involves parents in working together against any form of bullying.

Definitions of abuse and responding to allegations of abuse

It is generally accepted that there are four main forms of abuse. The following definitions are based on those from "Working Together to Safeguard Children" (Department of Health, Home Office, Department for Education and Employment, 2010)

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

A) Physical signs of abuse

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

The 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
- 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

Changes in behaviour which can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched, reluctance to get changed
- Depression, withdrawn behaviour

B) Emotional signs of abuse

This 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.

The physical signs of emotional abuse may include:

- A failure to thrive or grow
- Sudden speech disorders
- Persistent tiredness
- Development delay, either in terms of physical or emotional progress

Changes in behaviour which can also indicate emotional abuse include:

- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Being unable to play or attention seeking behaviour
- Self-harm
- Fear of parent being approached regarding their behaviour

C) 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 physical signs of sexual abuse may include:

- 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 e.g. becoming withdrawn
- Fear of being left with a specific person or group of people
- Eating problems, self-harm
- Saying they have secrets they cannot tell anyone about

D) Neglect

This 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.

The physical signs of neglect may include:

- Constant hunger, sometimes stealing food from other children, or constantly dirty
- Inappropriate dress for the conditions
- Mentioning being left alone or unsupervised

Children or young persons with disabilities or special needs

Special care and attention will be given to all children and young persons with disabilities and/or special needs. They are often at increased risk of abuse and neglect because:

- They have fewer outside contacts than other children
- They receive intimate personal care possibly from a number of carers
- They have an impaired capacity to resist or avoid abuse
- They have communication problems making it difficult to tell others what is happening
- They may be inhibited about complaining because of a fear of losing support
- They may be especially vulnerable to bullying and intimidation

What to do if you suspect that abuse may have occurred

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

- Be clear that they cannot keep secrets and that they have to pass on information if they think a child or young person has been or is being harmed in some way.
- React calmly. Reassure the child or young person they were right to tell.
- Make it clear the child or young person is not to blame.
- Take what is said seriously, recognising that there may be difficulties in interpreting what is said by a child.
- Make a full record of what is being said, heard or seen as soon as possible (ideally within 1 hour of being told).
- You should write down exactly what the child has said and what you said in reply and what was happening immediately before being told.
- You should record the dates, times and when you made the record.
- 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.
- All hand written notes should be kept securely.
- You must report the concerns immediately to the Designated Person or Head Teacher.

All records are subject to the Data Protection Act (1998). If there is any doubt as to the rights of any party to access information, the school may seek legal advice prior to releasing any information.

Allegations against staff and volunteers

All staff and volunteers should be aware of their duty to raise concerns about the attitude or actions of colleagues.

- If a member of staff or a volunteer has concerns or suspicion that a child has been abused they will raise this with the Head Teacher or the Designated Person for child protection, who will then take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- If a child makes an allegation against a member of staff or volunteer, the Head Teacher should be immediately informed.
- The Head Teacher will discuss the allegation with the Designated Person for child protection and then, if in agreement, with Manchester Social Services.
- The Head Teacher and the Chair of the Management Committee will manage the suspension of adults where necessary from the school premises. The Local Authority Designated Officer (LADO) will be informed if this takes place. The LADO is responsible for the management and oversight of all allegations within their authority from all organisations that offer a service to children.

Designated Persons for Child Safeguarding and Protection

A Designated Person is nominated by The Polish Saturday School in Manchester for Child Safeguarding and Protection. In the absence of the Designated Person the matter should be brought to the attention of the Head Teacher.

Where there are concerns about a child, a staff member or volunteer may be asked to keep a log of observations. This will be kept securely and separately from generally accessible pupil and class records.

Suspicious will not be discussed with anyone other than those nominated above.

The roles and responsibilities of the Designated Persons are:

- To ensure that all staff and volunteers are aware of what they should do and who they should go to if they are concerned that a child or young person may be subject to abuse or neglect.
- Ensure that any concerns about a child or young person are acted on, clearly recorded, referred on where necessary and, followed up to ensure the issues are addressed.
- To ensure that they attend the relevant training course.

If you are worried about a child or young person:

- The Designated Person(s) should take immediate action if there is a suspicion that a child or young person has been abused or likely to be abused. In this situation the Designated Person should contact the police and/or Manchester Social Services.
- Parents or carers will need to be informed about any referral to Manchester Social Services unless to do so would place the child at an increased risk of harm.

Recruitment and appointment of staff and volunteers

In recruiting and appointing staff and volunteers, the school's procedures include the following:

- A clear job description sets out the tasks and responsibilities involved and a defined role profile will list the competencies and skills that the person is expected to have.
- Job adverts will clearly state that "the Polish Saturday School in Manchester is committed to safeguarding and promoting the welfare of children and young people and therefore expects all staff and volunteers to share this commitment"
- All applicants should apply in writing and their application must cover their personal details, previous and current work/volunteering experience and the names of two references.
- We will request to see documentation of any qualifications detailed by the applicant.
- We will interview applicants that meet the requirements of the role profile for which they are applying using pre-planned and clear questions. Any relevant issues relating to employment breaks or reference queries will be taken up at interview.
- All successful applicants will be asked to provide identity proof such as a current passport, a birth certificate, plus a document such as a utility bill showing the applicant's name and current address.
- All successful applicants, whether being recruited as staff or volunteers, will need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. They can then only be offered a job subject to a successful Enhanced Disclosure and Barring Service (DBS) check.
- References will be requested for applicants asking about the person's suitability to work with children and young people, and which will need to be scrutinised and verified.
- We will ensure that our successful applicant obtains an Enhanced DBS certificate from the Disclosure and Barring Service. They will need to show the Enhanced DBS certificate before we will confirm them in post.
- All appointed staff will undergo an induction process which includes the provision of information on school policies and procedures relating to safeguarding and child protection.

- All new members of staff and volunteers should be clear about their responsibilities and wherever possible, work to an agreed job description.
- All staff and volunteers will carry an identification badge whilst on the school premises or engaged in supporting activities.

Support and training for staff and volunteers

We are committed to the provision of safeguarding and child protection training for all our staff and volunteers.

- We have an induction period for new members of staff and volunteers that will include sessions on the child protection policy, behaviour policy, health and safety and equal opportunities.
- Any new appointment is also conditional on completion of a successful probationary period of three months.
- The Head Teacher organises periodic supervision of probationary appointments and provides support as appropriate.
- Regular training including child safeguarding training encourages the professional development of our staff and volunteers.

School 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.
- A roll call will be taken at the start of a journey and again before commencing the return journey; if travelling in more than one vehicle, children will be encouraged to travel in the same vehicle there and back.
- Staff and volunteers accompanying trips will carry the contact numbers for the parents or carers of the participants, the organisers of the event and emergency services in the event of an alert being necessary.
- If a child goes missing while on a trip, staff should instigate an immediate search. If the child cannot be found within half an hour, the appropriate site staff and the police should be notified.
- If, having notified site staff and the police, the child cannot be found, the parents or carers of the child will 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 member remains at the visit site to coordinate contact between site staff and the child's parents or carers.

The Children Act 1989

The Children Act 1989, which came into force in October 1991, provides the legal basis for child protection.

All staff and volunteers with responsibilities for safeguarding children or young persons, should be familiar with the Ten Principles enshrined in the Act.

The ten principles of the Children's Act

1. **Paramountcy** – The child's welfare should be the paramount consideration for a Court determining any question with respect to a child.
2. **Delay** – In any proceedings in respect of a child's upbringing the Court must have regard to the principle that any delay in determining the question is likely to prejudice the child's welfare.
3. **No Order** – A Court must not make an Order in respect of a child unless it considers that to make an Order would be better for the child than not doing so.
4. **Individuality** – All children should be treated as individuals. Their opinions should be listened to and all decisions should take account of the wishes and feelings of the child.
5. **Placement** – Central to the Act are the linked principles that: children are generally best brought up by their families and a child's upbringing is primarily the responsibility of its parents.
6. **Partnership** – The Local Authorities should strive to work in partnership with the child, (if of sufficient understanding) the parents carers and other relevant interested parties provided this approach is consistent with the child's welfare.
7. **Participation** – Children (if they have sufficient understanding), parents, carers and other relevant interested parties should all be given the opportunity to participate actively in the decision making progress.
8. **Consultation** – Before any decision is made which would affect a child, the child (if of sufficient understanding), the parents, carers and other relevant interested parties should be consulted.
9. **Accountability** – Closely linked to partnership, participation and consultation, the principle of accountability says that successful partnership will only be achieved if parents and children are made aware of powers and duties and any action that the Local Authority (or other agencies) might take.
10. **Consultation/Co-operation, Co-ordination** – Central to the Children Act and crucial to effective Child Protection work is the principle that all the Departments of the Local Authority, and the other relevant Agencies (including Voluntary Organisations) should consult, co-operate and co-ordinate their activities so as to achieve the best outcome for the child.

Useful Contacts

POLICE

If a child is at immediate risk - please contact the police on 999

Manchester Children's Services – Child Protection

If you have concerns regarding a child or a family, please telephone the Manchester Contact Centre on 0161 234 5001 or email mcsreply@manchester.gov.uk

The number for general enquiries is Tel: 0161 234 3330 contact numbers for team members can be found at <http://www.manchesterscb.org.uk/mscb-team.asp>

For information about safeguarding training courses, please contact the office on 0161 234 3330. Alternatively email us at mscb@manchester.gov.uk

NSPCC

NSPCC Child Protection Helpline is a free 24-hour service available in all languages that provides counselling, information and advice to anyone concerned about a child at risk of abuse.

Tel: 0808 800 5000 (free 24 hour service)

Email: help@nspcc.org.uk

CHILDLINE

Childline 08001111 (a free 24 hour helpline for children)

Manchester Safeguarding Children Board (MSCB)

The MSCB is a statutory Board. Its main objective is to co-ordinate and ensure the effectiveness of work that is done to safeguard and promote the welfare of children and young people under the age of 18 in Manchester.

The MSCB is responsible for overseeing the 'Staying Safe' element of the Children and Young People's Plan but also has a statutory responsibility to support and challenge all agencies in relation to how they safeguard and promote the welfare of children and young people as they deliver their services.

For more information see: www.manchesterscb.org.uk

Manchester Safeguarding in Education

Ragnhild Stamshamn

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This policy was updated on 26.02.2023

Form for recording allegations or concerns about children

Please use this form as a prompt, recording any additional information on the back or on another sheet of paper. Forms can be handwritten or typed and printed off, but they must be signed, dated and timed.

Child's details (name, address, contact number, age / DOB etc.):

Child's parents or guardian's details, including contact number (where known):

Details of person reporting suspicion / allegation / concern to you, including contact number (this may be the child):

Describe what the suspicion/allegation/concern is here (using child's words where possible):

Describe fully any signs, symptoms you or others have observed (include here what the child has told you):

Where did this occur (as far as you know)?

When did this happen (as far as you know)?

If some earlier signs/symptoms were noticed before today, when and where was this?

Record details of anyone else who may have been present or have relevant information:

Record who has been informed and whether the parents / carers have been consulted and any actions agreed:

Signed:

Date and Time: _____ Job title: _____ Telephone Number: _____

Designated Person for Child Safeguarding and Protection

The Designated Person at the Polish Saturday School in Manchester for Child Safeguarding and Protection is:

Mrs. Danuta Antonik

Tel: 061 976 2411

In the absence of the Designated Person at the Polish Saturday School in Manchester for Child Safeguarding and Protection all such matters must be brought to the attention of:

Agnieszka Herba

Tel: 07587 823714

This page was updated on 26.02.2023