

Polish British Academy of Warsaw
Primary School
and
Kids' Academy Preschool
Safeguarding Internal Policy



Headmistress: Maria Fiedorczuk-Piechota

Governors: Magdalena Eysmont (DGS), Monika Konieczna-Kowalczyk

Approval date: 1st December 2020

Policy is: PUBLIC

Whole School Child Protection Policy

“We instill in our students the principles of respect and tolerance towards various other cultures, nationalities, religions and traditions. We teach them to cherish our differences surrounding us in the modern world.”

Rationale

Polish British Academy of Warsaw fully recognises its responsibility to protect children.

Our policy applies to all staff, governors, pupils, teachers and volunteers working in the school.

Aims

- To ensure we practise safe recruitment practices that include checking the suitability of staff and volunteers that work with our students
- To raise awareness of child protection issues and to equip pupils with the skills needed to keep them safe
- To develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse
- To support pupils who have been abused in accordance with their individual child protection plan
- To establish a safe environment in which students can learn and develop

Strategy for implementation

The School will :

- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to
- Ensure students know that there are adults at the school whom they can approach if they are worried

- Include opportunities in the PSHE curriculum for students to develop the skills they need to recognise and stay safe from abuse
- Ensure that there are designated members of staff responsible for Child Protection and Safeguarding (DSL: Aleksandra Przybyszewska, DGS: Magdalena Eysmont)
- Ensure every member of staff (including temporary and supply staff and volunteers), knows the name of the designated person responsible for child protection and their role
- Ensure all staff, student teachers and volunteers understand the need of being alert to the signs of abuse and responsibility for referring any concerns to the DSLs
- Keep written records of concerns about students, even when there is no need to refer to the matter immediately
- Ensure all records are kept securely, separate from the main pupil file
- Develop and then follow procedures when an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed and a background check, including Police Clearance and references follow-up, is carried out

Strategies for support

We recognise that students who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of students at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupils through:

- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- Meetings and workshops with the school psychologist
- Liaison with other agencies if possible after discussion with the DSLs

The school will consider taking disciplinary action against any member of staff, or agent of the school, where it believes students are at risk of abuse from that member of staff, even in cases where there is to be no criminal prosecution.

Reporting cases of abuse

The school recognises that it is not responsible for an official investigation. If the matter warrants reporting to the local authority, this will be in accordance with the Polish law – either through the local Social Department or Nationwide Emergency Service for Victims of Domestic Violence "Blue Line", and if necessary the police.

Unexplained absence

- The school will endeavour to make enquiries about students who are removed from school or go missing without reasonable explanation – particularly when concerns have already been raised
- Information related to concerns about certain students will be passed on to the new school by the DSL

Staff Recruitment Policy

It is a requirement for all the applicants to submit their Police Clearance Certificate as well as provide at least two reference contact details to the school. All references have to complete a form (Appendix 1), in which they inform the school about the applicant's previous employment.

In order to ensure equal opportunities, the school:

- seeks to provide equality, fairness and respect for all in our employment, whether temporary, part-time or full-time
- does not discriminate the applicants because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex and sexual orientation
- oppose and avoid all forms of unlawful discrimination. This includes in pay and benefits, terms and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, leave for parents, requests for flexible working, and selection for employment, promotion, training or other developmental opportunities

Reporting Staff who are unsuitable to work with children

The DSL will inform the appropriate safeguarding authority about a staff member whose services are no longer used because of being considered unsuitable to work with children. The authority will be notified within one month from the last day of the staff member's employment.

Child Protection

Whole School Safeguarding Procedures

The school's Designated Safeguarding Lead is Ms Aleksandra Przybyszewska and the school's Designated Governor for Safeguarding is Ms Magdalena Eysmont

Child Abuse

The basis of all child abuse is the failure to recognise a child's basic needs and respond to them. Our duty as professionals is to be open to the possibility that various forms of abuse may take place, to identify the indicators of such abuse and to ensure that our concerns are transmitted to others. Any delay in doing so might leave the child open to further and possibly more serious abuse and might result in a possible loss of evidence which could have been used to improve the child's position. We recognise that because of the day-to-day contact with children, school staff are ideally placed to observe the outward signs of abuse. It is the role of the DSL to keep a secure record, to monitor and to refer cases as necessary to the DGS. These documents are to be kept separate from the child's academic file.

Child abuse may consist of:

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 or carer simulates the symptoms of, or deliberately causes, ill health to a child whom they are looking after. This situation is commonly described as factitious illness by proxy, induced or fabricated illness

Neglect

- 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
- It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment

Emotional Abuse

- Emotional abuse is the persistent emotional ill-treatment 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
- It may feature age or developmentally inappropriate expectations being imposed on children
- It may involve 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 ill-treatment of a child, though it may occur alone. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Sexual abuse

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening
- The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts
- They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways

A child who witnesses abuse is also considered to have been abused.

Role of the DSL

To be responsible for child protection and safeguarding issues and to ensure that communication with relevant authorities and parties concerned is maintained.

Role of the staff

Teachers are responsible for children whilst a child is in their care. Responsibilities include protecting a child and promoting their welfare. Any member of staff who has a strong suspicion of abuse should report their concerns to the DSL immediately.

The most important thing to remember: REFER ON – do not keep information to yourself.

Dealing with disclosure

1. Always stop and listen straight away to anyone who wants to tell you about incidents or suspicions of abuse.

If you have any doubts or suspicions, please inform the designated member of staff (Headmistress) or, in the event of her absence, Ms. Magda Eysmont or Monika Konieczna-Kowalczyk. It is a requirement that all concerns should be recorded however minor.

School staff should not investigate reports of physical or sexual abuse themselves. Alleged victims, perpetrators, those reporting abuse and others involved will not be interviewed by school staff beyond the point at which it is clear that there is an allegation of abuse.

2. Do not give a guarantee of confidentiality. Talk through the issue of confidentiality with the child. You can guarantee that you will only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken; that you will never tell anyone who does not have a clear 'need to know'; and that you will personally take whatever steps you can to protect the informing student or adult from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made.

3. Remain calm, do not panic or express shock.

4. Reassure the child – tell them they are doing the right thing and that you are pleased they are confiding in an adult. Praise them for having the courage to talk about it with someone.

5. Let the child know that you will do your best to protect and support them.

6. Explain that you would like to make notes of what they are telling you and write a short account of what is being said.

7. Do not project or assume anything, let the child tell their story; leave your own assumptions out. Listen carefully – do not prompt responses.
8. Let the child know they are believed.
9. Use age specific language. Ask for clarification for any meaning or words you don't understand.
10. Avoid asking leading questions like, 'Who hit you?' Instead try, 'How did you get that mark?' or 'Is there anything else you want to say?' Open questions normally begin with "what" "where" "how" "who", also "tell me", "explain to me" and "describe to me"
11. Closed questions that could afford the answer Yes or No should also be avoided upon disclosure.
12. Avoid making any criticism of the alleged perpetrator in front of the student.
13. Check that you have a full understanding of what the child has told you before the end of the discussion.
14. Explain to the student that it is necessary, in order to help him or her, you will have to tell certain other parties. Assure them however that this will not be general knowledge within the school community.
15. Ensure the student is taken to a sympathetic, appropriate environment when they leave you. Do not leave them on their own. Ensure that the child is not left in a situation where they may be pressured to change their story.
16. Report the information immediately to the designated member of staff who must then report it to the appropriate authority within 24 hours if necessary.
17. After reporting the allegation to the DSL, the staff member should also make a written record (Safeguarding form on the drive) as soon as possible of what they have been told. It is important that the information is recorded in as much detail as possible so that the child does not have to repeat the details of abuse unnecessarily.
18. Maintain confidentiality. Do not discuss this with any other members of staff, children or people outside of school. It will be considered a breach of school protocol if you do this.
19. Follow any instruction given by the DSL with regard to:

- Informing a student's parents
- Informing student of next steps
- Medical examination or treatment for the student
- Immediate protection needed for a student who has been the victim of abuse, a student who has given information about abuse and a student against whom an allegation has been made
- Informing people at School (including any other members of staff) of the allegation
- Attending case conferences

Role of the Head of School

1. Consider suspension from duty, pending investigation, any staff member alleged to have abused a student or students. In the event that the allegation is made against the Headteacher of School or involves the Head of School the teacher will inform the Principals who will take responsibility for the following actions.
2. Take any necessary steps for the longer-term protection and support of each student who has made allegations of abuse, or is alleged to have suffered from abuse.
3. Ensure that any student being interviewed by the police has a supportive member of staff of their own choice to accompany them.
4. Ensure cooperation by the school in any subsequent investigation by local authorities or police.
5. Make arrangements where feasible for any student who has been the subject of abuse to receive any necessary continuing counselling and support by agreement with his parents where appropriate.
6. Cooperate with Designated Safeguarding Lead to ensure that the appropriate authorities are informed.

Staff Welfare

PBA understands that staff who identify or who are disclosed to may find the whole matter distressing. The school will make every effort to help that member of staff, for example by providing paid leave or counselling.

Training

The school recognises the importance of ensuring staff are made aware of Child Protection and Safeguarding policy and procedures on an annual basis at the beginning of each academic year, so that all those working with children understand their responsibilities and are familiar with expected practice.

The school is committed to providing those with child protection responsibility appropriate training on a regular basis to ensure that they are up to date with UK and Polish policy and practice.

Appendix 1 of the Safeguarding Internal Policy

Reference Form

Polish British Academy of Warsaw

***Wymagane**

1. Applicant's name and surname *

2. Job title *

3. Beginning date of employment *

Przykład: 7 stycznia 2019

4. End date of employment *

Przykład: 7 stycznia 2019

5. Nature of work, specific duties, responsibilities: *

6. Reason for leaving employment? If dismissed please supply details: *

7. During employment was the applicant the subject of a disciplinary procedure? *

Zaznacz tylko jedną odpowiedź.

Yes

No

8. If yes, please supply full details and outcome:

9. Would you re-employ the applicant? *

Zaznacz tylko jedną odpowiedź.

Yes

No

10. If no, please state reasons why:

11. Do you have any other information you feel would be relevant to an employer?

12. Please tick which box accurately applies to the applicant: *

Zaznacz tylko jedną odpowiedź w rzędzie.

	Outstanding	Good	Satisfactory	Unsatisfactory
General Conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitude to Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. If the above are "Satisfactory" or "Unsatisfactory" for any category, please state your reasons below:

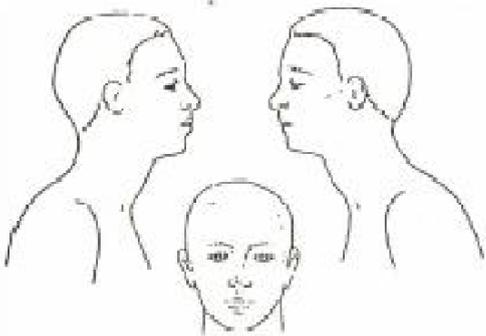
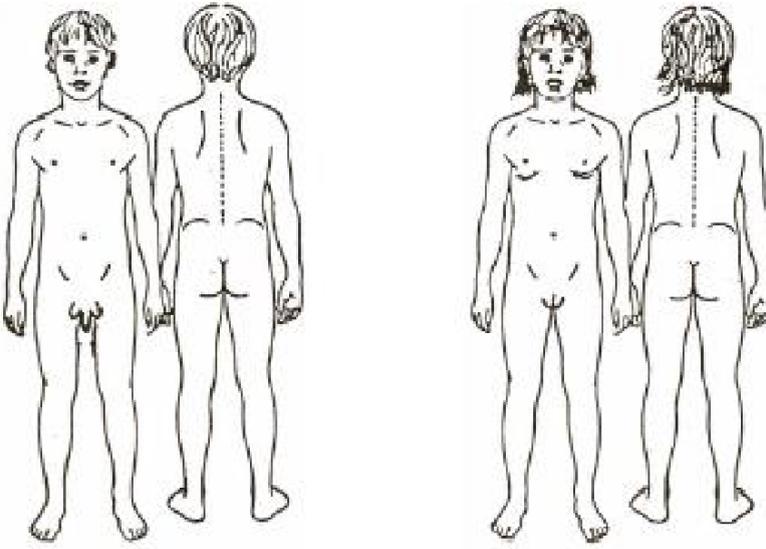
14. Your name and surname *

15. Position held *

16. Company name *

Appendix 2 of the Safeguarding Internal Policy

Body maps for child protection issues



BODY MAPS FOR CHILD PROTECTION ISSUES

Name: _____

Male / Female

Date of Birth: _____ **Date of Examination:** _____

Illustrate any concern regarding physical injury on this sheet. Indicate the position of any bruising or abrasions and approximate age where possible. Show size, shape and colour of marks observed. Bruising fades from pink-purple-blue-brown-yellow. Do not remove clothing for the purpose of the examination. Record accurately as this may be a legal document. Pass to the DSL on completion.