



**Address: The Ursuline Academy
Morland Road,
Ilford,
Essex,
ID1 4JU**

Email: info@polskaskolailford.co.uk

Safeguarding Children & Child Protection Policy

Date adopted: 09.10.2025

Date for review: 10.10.2026

Signed: Mrs Monika Hoch-Zielonka

The following named responsible persons have been nominated by Polish Saturday School Forest Gate Ilford to refer allegations or suspicious of neglect or abuse to the statutory authorities.

Head Teacher Monika Hoch-Zielonka

m.hoch-zielonka@polskaskolailford.co.uk

Deputy Head Teacher - Anna Martin

a.martin@polskaskolailford.co.uk

In an absence of the named responsible person, the matter should be brought to the attention of the third named responsible person.

The third responsible person is: Mrs. Justyna Fronc / Chair Governor

The social services for the area is: 02087085897 / Redbridge Social Services / Social Welfare
<https://www.mylocalservices.co.uk>

In case of emergency, during the evening or at weekends, please call the Emergency Duty Team on 020 8708 5897.

In case of emergency the telephone number to be used is: **999**



Child protection policy

Objective

To ensure that the personal safety of all children attending the Saturday School is at the top of management agenda through promoting the child protection awareness, good practice and putting in place sound procedures.

Policy statement

All involved in St. Jadwiga The Queen Polish Saturday School Forest Gate-Ilford believe that children have the right to be treated equally and to learn in a safe and friendly environment.

This policy is based on the following principles:

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

We aim to safeguard children people by:

- Adopting child protection guidelines through procedures and a code of conduct for staff/volunteers
- Sharing information about child protection and good practice with children/young people, parents and careers 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 child protection person, who must undergo child protection training. It is the responsibility of this person to make themselves available for consultation by staff, volunteers, visitors and children and their families.

The name of the named responsible person and information about their duties should be displayed 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 child protection 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 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 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.
- 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 DBS 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 within half an hour, 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/volunteers member remains at the visit site to co-ordinate contact between security staff/volunteers and the child's parents/carers.

Use of premises by other organisations

In the event of a room or rooms on the premises being used by other organisations, the letting agreement should ensure that the hiring organisation works to approved child protection procedures and/or that those hiring the room(s) read and agree to abide by these guidelines.

Safe recruitment

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



Most staff and all volunteers will work in teams or in open environments where they are not alone with children. Where necessary, staff members (but not volunteers) may work alone with children, providing that they have completed a satisfactory probationary period.

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 annually at the start of each school year, to update their personal details, previous and current work/volunteering experience and qualifications
- supply the names of two referees, who will be contacted personally
- be required to produce a recent 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 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 and observed at work by the school's co-ordinator.

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, 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 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.

Step-by-step guidance for staff/volunteers on dealing with their earliest concerns is provided on the card 'What to do if you are worried that a child is being abused'. This guidance is produced by the Department of Health and endorsed by the local authority. Copies of the card must be available to every member of staff and volunteer.

The named responsible person will:

- obtain information from staff/volunteers, children/young people or parents/carers who have child protection concerns and record this information
- assess the information quickly and carefully and ask for further information, as appropriate
- consult with a statutory 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 Safeguarding Children Board
- in the case of real concern, contact social services for advice.

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.
- Find an appropriate early opportunity to 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. Do not say I will keep this as a secret.

Support for dealing with the aftermath of abuse

Consideration should be given to the kind of support that children, parents/carers and members of staff/volunteers may need. Use of helplines, support groups and open meetings will maintain an open culture and help the healing process. **The Directory of the British Association for Counselling is available from the British Association for Counselling at 15 St John's Business Park, Lutterworth, Leicestershire LE17 4HB, United Kingdom. Phone: 01455 883300. The phone lines are open Monday to Friday from 10:00 AM to 4:00 PM.**

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 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.

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 abuse

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.

Sexual abuse

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.

Neglect

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



Good practice guidelines

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, inside/outside school
- 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 (First aid staff)
- requesting written consent (e-mail, sms, message, paper copy) 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.

Practices never to be sanctioned

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
- share a room with a child/young person
- 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,
- 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 to 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:

St. Jadwiga The Queen Polish Saturday School Forest Gate-Ilford

Name: Mrs Monika Hoch-Zielonka

Job/role: Head Teacher

Address: info@polskaszkolailford.co.uk

&

Name: Mrs Anna Martin

Job/role: Deputy Headteacher

Address: info@polskaszkolailford.co.uk

&

Name: Mrs. Justyna Fronc

Job/role: Chair Governor

Address: info@polskaszkolailford.co.uk

***** All Reports needs to be handed to the School's Secretary.**

Important contacts outside the organisation



- Local Safeguarding Children Board: www.kscb.org.uk
- Social services office: Redbridge Social Services | Social Welfare
Address: 128-142 High Road, Ilford, Essex, Ilford, IG1 1DD
Contact number: Tel: 0843 273 4559

Reporting suspected abuse

Confidential recording sheet

Organisation:

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Name of person reporting:

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Name of child/young person:

.....

Age and date of birth:

.....

Ethnicity:

Religion:

First language:

Disability:

.....

Parent's/carer's name(s):

.....

Home address:

Postcode:

Tel:

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:

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Date of reporting:

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Signature of person reporting:

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Today's date:

Action taken:

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Notes
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Policy agreed on behalf of the management committee

Signed: Mrs Monika Hoch-Zielonka, Mrs Anna Martin & Mrs Justyna Fronc

Date: 09.10.2025

Additional information:

Future review dates: 10.10.2026

Whistle Blowing

All staff are aware of their duty to raise concerns about the management of student Protection, which may include the actions and attitudes of colleagues.

Physical Intervention

Refer to the school Behaviour for Learning Policy and Restraint Guidelines.

We recognise that touch can be appropriate in the context of working with children, and we regularly revisit 'safe practice' with staff to ensure that they are clear about their professional boundary. See Guidance on Safer Working Practices (DFE)

Anti-bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or to condone bullying may lead to consideration under child protection procedures. This includes all forms; cyber, racist, homophobic and gender related bullying. We keep a record of all known bullying incidents. All staff are aware that children with SEND and/or perceived differences are more susceptible to being bullied / victims of abuse.

Racist Incidents

Our school policy on anti-racism is set out in a separate document and acknowledges that repeated racist incidents or a serious single incident may lead to consideration under child protection procedures.

Prevention



We recognise that schools play a significant part in preventing harm to young people by providing them with lines of good communication with trusted adults, supportive friendship groups, relevant information and an ethos of protection.

The school will therefore:

- Work to establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with students e.g. through safety questionnaires, participation in antibullying week, asking students to talk about their school experience
- Ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Health and Safety

Our Health & Safety, Educational Visits and e-safety Policies set out in a separate document, reflect the consideration we give to the protection of our children both physically within the school environment, in relation to internet use and when away from the school undertaking school trips and visits.

All these documents are available at school

Address: The Ursuline Academy

Morland Road,

Ilford,

Essex,

ID1 4JU

Email: info@polskaskolailford.co.uk



Poniżej jest nowy dokument do zatwierdzenia

St. Jadwiga Polish Saturday School – Forest Gate / Ilford

Safeguarding and Child Protection Policy 2025 – 2026

(Updated 15th October 2025 – Review 15th October 2026)

🌿 **“Every child has the right to be safe and to grow up free from fear.”** 🌿

🌿 „Każde dziecko ma prawo do bezpieczeństwa i życia bez lęku.” 🌿

— UNICEF, United Nations Convention on the Rights of the Child (1989)

English

version:

Guided by the principles of the United Nations Convention on the Rights of the Child and rooted in our Polish cultural and educational values, we are committed to creating an environment where every child feels safe, valued, and respected. Safeguarding at St. Jadwiga Polish Saturday School is not only a statutory duty — it is a moral commitment shared by all staff, governors, volunteers, parents, and our wider community. We believe that every pupil, regardless of background, ability, or circumstance, has the right to learn and develop in an atmosphere of care, trust, and dignity.

Wersja

polska:

Kierując się zasadami Konwencji o Prawach Dziecka ONZ oraz naszymi polskimi wartościami kulturowymi i edukacyjnymi, zobowiązujemy się do tworzenia środowiska, w którym każde dziecko czuje się bezpieczne, szanowane i doceniane. Ochrona dzieci w Polskiej Szkole Sobotniej im. Św. Jadwigi nie jest jedynie obowiązkiem prawnym — to moralne zobowiązanie, które łączy wszystkich pracowników, członków zarządu, wolontariuszy, rodziców i naszą społeczność. Wierzymy, że każdy uczeń, niezależnie od pochodzenia, zdolności czy sytuacji życiowej, ma prawo do nauki i rozwoju w atmosferze troski, zaufania i godności.

1. Statement of Intent / Mission



St Jadwiga Polish Saturday School is fully committed to safeguarding and promoting the welfare of all pupils. We recognise our moral and statutory responsibility to provide a safe and welcoming environment in which every child is respected and valued. We expect all staff, governors, volunteers and visitors to share this commitment and to put the welfare and safety of pupils first.

We believe:

- *Safeguarding is everyone's responsibility.*
- *Early intervention saves lives.*
- *Children are best protected when adults act quickly, collaboratively, and transparently.*

This policy applies to all pupils, staff, governors, volunteers, contractors and visitors to the school.

Safeguarding Culture, Inclusion and Pupil Voice

At St Jadwiga Polish Saturday School, safeguarding is not viewed as a single policy or procedure but as the foundation of our entire school culture. Every member of our community — teachers, teacher assistants, volunteers, governors, parents and pupils — shares responsibility for protecting children and creating an environment in which they feel safe, respected and heard. Our ethos is rooted in care, trust and mutual respect, guided by our Polish Catholic heritage and the values of empathy, responsibility and service to others.

We believe that every child has the right to be listened to and to express concerns freely. Children are regularly reminded that there are trusted adults they can talk to if something worries them — whether it happens at school, at home or online. The school provides age-appropriate opportunities for pupils to share their thoughts through class discussions, well-being check-ins and the “trusted adult” system. Feedback from pupils influences how safeguarding and pastoral care are delivered, ensuring that children’s voices truly shape our practice.

Safeguarding is also embedded throughout the curriculum. Lessons in Polish language, religion and history explore themes of respect, consent, empathy, equality and personal safety. Assemblies, school celebrations and community events provide further opportunities to reinforce messages about kindness, anti-bullying and digital responsibility. We actively promote safe, healthy friendships and encourage children to recognise and report unsafe situations, both in person and online.

Inclusion and accessibility are central to our safeguarding work. We welcome pupils with a range of needs and do our best to make reasonable adjustments within the limits of our part-time, voluntary setting. When additional support is required, the school cooperates with parents and external professionals to identify the most appropriate help, ensuring that every pupil feels valued, understood and safe. Staff



receive guidance on how to recognise signs of vulnerability or additional need and how to respond with sensitivity and consistency.

Our safeguarding practice is strengthened through reflective leadership and active governance. The Governing Body receives regular reports from the Designated Safeguarding Lead, monitors compliance with statutory duties, and ensures that safeguarding remains a standing agenda item at every meeting. Governors participate in training and school visits focused on child protection, online safety and staff welfare. Together with the Headteacher and DSL, they promote a transparent culture of accountability and continuous improvement.

Ultimately, safeguarding at St Jadwiga the Polish Saturday School is a shared commitment — to protect, to listen, and to nurture. Through strong relationships, clear procedures and a caring community spirit, we aim to ensure that every child entrusted to our school is not only safe, but able to thrive with confidence, dignity and joy.

Designated Safeguarding Team

Role	Name	Contact email
Designated Safeguarding Lead (DSL)	Monika Hoch-Zielonka	bezpieczenstwo@polskaskolailford.co.uk
Deputy DSL	Anna Martin	bezpieczenstwo@polskaskolailford.co.uk
Safeguarding Governor	Justyna Fronc/Magdalena Maciejewska	info@polskaskolailford.co.uk

Local Authority Contacts – **London Borough of Redbridge:**

- **Children’s Social Care (Referral & Advice Line):** 020 8708 3885
- **Emergency Duty Team (out of hours):** 020 8708 5897
- **LADO (Local Authority Designated Officer):** 020 8708 5350 | lado@redbridge.gov.uk
- **Police (non-emergency):** 101 | **Emergency:** 999
- **NSPCC Helpline:** 0808 800 5000

2. Legal Framework and Guidance

This policy is in line with and should be read alongside:



- *Keeping Children Safe in Education (KCSIE) 2025*
- *Working Together to Safeguard Children (2023)*
- *Prevent Duty Guidance (2015, updated 2024)*
- *Education Act 2002 – Section 175*
- *Children Act 1989 & 2004*
- *Data Protection Act 2018 / GDPR*
- *Redbridge Safeguarding Children Partnership Procedures*

The school also acknowledges guidance from *Ofsted* and *NSPCC* on best practice and promotes a culture of openness and accountability.

3. Principles

1. The welfare of the child is paramount.
2. All children—regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity—have equal rights to protection.
3. All staff have a responsibility to identify concerns early and provide help for children.
4. We maintain a safe environment where children feel secure, are encouraged to talk, and are listened to.
5. Safeguarding includes preventing harm, protecting from abuse, promoting welfare, and enabling recovery.

4. Roles and Responsibilities

The DSL will:

- Manage all safeguarding and child-protection concerns.
- Liaise with Redbridge Children's Social Care, LADO and other agencies.
- Ensure records are accurate, secure and timely.
- Lead on staff training and ensure all staff understand their duties.
- Report termly to the Governing Body on safeguarding activity.

Deputy DSLs will:

- Support the DSL in all functions and take lead when the DSL is absent.

The Governing Body will:

- Approve the safeguarding policy annually.
- Appoint a named Safeguarding Governor.
- Monitor implementation and compliance.
- Ensure safer recruitment procedures are in place.



All Staff and Volunteers must:

- Read *Part 1 of KCSIE 2025* and confirm understanding.
- Report all concerns immediately to the DSL or Deputy DSL.
- Never promise confidentiality to a child.
- Record concerns using the school's safeguarding form.

5. Recognising Abuse and Neglect

Staff are trained to recognise signs of abuse as defined in *KCSIE 2025*:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Other safeguarding issues include:

- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (County Lines)
- Serious Violence
- Domestic Abuse
- FGM (Female Genital Mutilation)
- Forced Marriage
- Honour-Based Abuse
- Bullying and Peer-on-Peer Abuse
- Online and Cyber Abuse
- Radicalisation / Extremism
- Mental Health Concerns
- Children Missing in Education

Staff must always act on the principle **“It could happen here.”**

6. Procedure for Reporting Concerns

If a member of staff is concerned about a child:

1. **Record** the concern immediately using the *Safeguarding Concern Form*.
2. **Report** directly to the DSL or Deputy DSL without delay.
3. **Do not investigate** or question the child in depth.
4. The DSL will assess and, if appropriate, refer to *Redbridge Children's Social Care* within 24 hours.



5. In urgent cases (where a child is at immediate risk of significant harm), staff must contact the police (999) or Children's Social Care directly.

All actions and decisions must be recorded and dated. The DSL is responsible for follow-up, feedback and ensuring that parents/carers are involved where appropriate.

7. Specific Safeguarding Issues

We recognise that safeguarding goes beyond child protection and includes a wide range of potential risks to children's welfare.

Staff are expected to be aware of the following issues and follow appropriate reporting procedures:

- **Child Sexual Exploitation (CSE)** – Children and young people who are sexually exploited often do not recognise themselves as victims. The DSL will liaise with Redbridge MASH and local police if concerns arise.
- **Child Criminal Exploitation (CCE) and County Lines** – Staff should be aware of indicators such as unexplained gifts, travel, or association with older peers.
- **Serious Violence** – Signs may include increased absence, injuries, or unexplained gifts. The school promotes early help and intervention.
- **FGM (Female Genital Mutilation)** – Teachers have a legal duty to report directly to the police any disclosure or suspicion of FGM in a girl under 18.
- **Forced Marriage and Honour-Based Abuse** – Immediate referral to the DSL; contact with Forced Marriage Unit if necessary.
- **Domestic Abuse** – Staff are alert to behavioural changes and the impact of domestic abuse on children's wellbeing.
- **Children Missing from Education (CME)** – Repeated or prolonged absence must always be followed up.
- **Mental Health** – Concerns about emotional wellbeing or self-harm should be reported to the DSL and discussed with parents/carers and relevant agencies.

8. Online Safety

The school recognises that technology plays an important role in education and daily life. We are committed to teaching pupils how to stay safe online and to protecting them from online harm.

Our approach includes:

- Filtering and monitoring software on all school devices.
- Acceptable Use Agreements for staff, pupils, and parents.



- Age-appropriate online safety lessons within the PSHE / Citizenship curriculum.
- Workshops for parents about social media, gaming and digital wellbeing.
- Annual staff training on digital safeguarding, sexting, and cyberbullying.
- Clear procedures for responding to online incidents (sexting, grooming, cyberbullying).

The school follows guidance from the *UK Council for Internet Safety (UKCIS)* and *DfE Teaching Online Safety in Schools (2019)*.

9. Safe Recruitment

St Jadwiga the Queen Polish Saturday School follows *Safer Recruitment* practices in line with *KCSIE 2025*.

We ensure that:

- All staff and volunteers have enhanced DBS checks.
- At least one person on each interview panel has completed Safer Recruitment training.
- References are verified and employment history checked.
- Identity and qualifications are confirmed before appointment.
- Contractors and visitors are checked and supervised appropriately.
- Single Central Record (SCR) is maintained and audited termly by the Safeguarding Governor.

Any allegations against staff or volunteers managed in line with *Part 4 of KCSIE 2025* are reported immediately to the **Head Teacher** and referred to the **Local Authority Designated Officer (LADO)**. Where the Head Teacher is the subject of concern, the **Chair of Governors** takes responsibility for liaison with the LADO. All cases are logged and outcomes recorded confidentially.

10. Curriculum and Empowerment

Safeguarding is woven throughout the curriculum.

Through lessons, assemblies, and community projects, pupils learn:

- how to recognise and report unsafe situations,
- the importance of respect, consent, and personal boundaries,
- how to stay safe online,
- where to seek help and advice.

The school works closely with Polish community organisations, the parish, and local agencies to promote positive mental health and a sense of belonging.

11. Contextual Safeguarding and Early Help



Safeguarding at St Jadwiga Polish Saturday School recognises that children may face risks not only within the home but also within their wider environment and community. The Designated Safeguarding Lead (DSL) monitors local and contextual risks specific to the Polish community in Redbridge and surrounding areas, including online influences, peer pressure, and cultural barriers that may prevent disclosure.

Staff are encouraged to record *low-level concerns* to build an early picture of a child's wellbeing. The school actively engages with the **Redbridge Early Help Team** to provide family support before issues escalate to statutory thresholds. All Early Help referrals are discussed with parents unless doing so places the child at further risk.

12. Risk Assessment & Educational Visits

All off-site activities and events are subject to detailed *risk assessments*.

- Staff leading trips must complete the *Educational Visit Form* and submit it to the DSL and Head Teacher for approval.
- Individual risk assessments are completed for pupils with SEND, medical or behavioural needs.
- The DSL reviews safeguarding measures before every major event.

13. Staff Training and Continuous Learning & Development

- **All staff** and volunteers receive safeguarding training on induction and at least **annually** thereafter.
- **DSLs and Deputy DSLs** complete accredited multi-agency training every two years and participate in **supervision meetings each half-term**.
- **Governors** receive termly safeguarding briefings and an annual workshop on *KCSIE* changes.
- Training logs are reviewed by the Safeguarding Governor each term.

Topics include peer-on-peer abuse, contextual safeguarding, online harm, child mental health, Prevent Duty, FGM, sexual harassment, and record-keeping protocols.

14. Record Keeping and Confidentiality

The DSL ensures that all records comply with *Data Protection Act 2018* and *UK GDPR*. The school adheres to the *Data Protection Act 2018*, *UK GDPR*, and *Information Sharing Guidance (DfE 2023)*. Safeguarding records are kept securely in a locked and/or password-protected system and transferred safely when pupils leave the school.



Key principles:

- Information is shared on a “need-to-know” basis in the child’s best interests.
- Records include a clear chronology of events and actions taken.
- DSL reviews all logs fortnightly to ensure consistency and quality.

All safeguarding records are:

- accurate, up-to-date, signed, and dated,
- stored securely (locked or password-protected),
- shared only with those who need to know,
- transferred confidentially when a pupil leaves the school.

15. Whistleblowing and Culture of Safety

We foster a culture where staff can raise concerns without fear of reprisal.

- Staff can report concerns about other colleagues directly to the Headteacher, DSL, or Chair of Governors.
- If the concern involves the Headteacher, it should be reported to the Chair of Governors or directly to the LADO.
- The NSPCC Whistleblowing Helpline (0800 028 0285) is available for anonymous advice.
- Whistleblowing procedures are part of staff induction and handbook.

16. Multi-Agency Working

If required we will cooperate fully with **Redbridge Safeguarding Children Partnership (RSCP)**.
Also we are ready to cooperate with:

- Social Services,
- Police,
- Health professionals,
- Education Welfare,
- Local voluntary and community agencies.

The DSL will share relevant information and attend case conferences if required.

17. Monitoring, Evaluation & Review



- The DSL and Safeguarding Governor review all safeguarding incidents each term to identify trends and areas for improvement.
- The policy is reviewed annually by the Governing Body (next review: **October 2026**).
- Feedback from staff, pupils, and parents informs continuous improvement.

18. Prevent Duty and Radicalisation

The school fulfils its *Prevent Duty (2015)* obligations by:

- Raising staff awareness of radicalisation indicators.
- Including British Values and respect for diversity.
- Monitoring attendance, behaviour, and online activity concerning patterns.
- Referring any concerns to the **DSL**

19. Contacts & Useful Numbers

Service	Contact
Redbridge Children's Social Care	020 8708 3885
LADO	020 8708 5350 lado@redbridge.gov.uk
Police	101 / 999
NSPCC	0808 800 5000
Childline	0800 1111
Prevent Advice Line	020 7340 7264

18. Approval



Role	Name	Signature	Date
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