



SAFEGUARDING AND CHILD PROTECTION POLICY



Polish Saturday School of Maria Konopnicka, Swindon

**This Policy Statement will be reviewed annually,
and next in September 2026.**



Safeguarding and Child Protection Policy

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1. Policy statement and scope

The school is committed to safeguarding and promoting the welfare of all pupils. We believe that all children have the right to grow up safe, free from abuse and neglect, and to achieve the best possible outcomes.

Scope: Applies to all staff, trustees, contractors, external providers, and volunteers (including parent volunteers), and to all activities on and off site.

Principle: The child's best interests come first; safeguarding is everyone's responsibility; a child-centred approach is adopted at all times.

Standards: The policy aligns with Keeping Children Safe in Education (KCSIE 2024), Working Together to Safeguard Children (latest), Children Acts 1989/2004, Education Act 2002 s.175, Data Protection Act 2018 and UK GDPR, and the Counter-Terrorism and Security Act 2015 (Prevent Duty).

2. Saturday School Specific Measures

Hired Premises: Follow venue safety procedures.

Arrival/Dismissal: Only authorised adults may collect children.

Breaks: Supervised at all times.

Parent Volunteers: Briefed on safeguarding; DBS if required.

Language Barriers: Provide translation where needed.

Bilingual Safety Education: Lessons in Polish and English.



3. Trustees, roles, and responsibilities

3.1 Trustees and leadership

Strategic duty: Ensure a robust safeguarding culture, compliant policies, and effective implementation; approve and annually review this policy.

Oversight: Ensure the DSL and deputies have sufficient time, resources, and training; maintain an accurate Single Central Record (SCR).

Escalation: Ensure use of Swindon Safeguarding Partnership escalation procedures where professional disagreement arises.

3.2 Designated Safeguarding Lead (DSL) and deputies (DDSLs)

Appointed DSL: Magdalena Rayson.

Deputies: Ewa Hawrylo, Anna Tomaszek, Joanna Brejna, Dorota Freeman, Agnieszka Furtak, Angelika Kardasz, Beata Maciorowska.

Core responsibilities: Receive concerns; assess risk; make referrals to Contact Swindon/police/LADO/DBS; support staff; keep secure, accurate records; liaise with partners; ensure staff training; promote a listening culture and children's voice; maintain oversight of online safety.

3.3 All staff and volunteers

Reading duty: Read KCSIE Part 1 (and Annex B where relevant); sign to confirm understanding.

Action duty: Recognise signs of abuse and neglect; record and report concerns immediately; act if a child is at risk of immediate harm by calling 999.

Conduct duty: Follow the Staff Code of Conduct and safer working practice, including online behaviour and boundaries.

4. Safer recruitment and conduct

4.1 Safer recruitment

Adverts and packs: Include safeguarding statement, role expectations, and regulated-activity status.

Applications: Use application forms to capture full employment history with explanations for gaps.

Screening: Obtain and scrutinise at least two references (including most recent employer); verify identity, right to work, and qualifications.



Checks: Conduct enhanced DBS (with children's barred list where appropriate); Section 128 checks for management and trustees; overseas checks where applicable; online due diligence in line with KCSIE.

Interviews: Include safeguarding questions and scenarios; probe conduct and attitudes to safeguarding.

Volunteers: Risk assess supervision; if in regulated activity or frequent contact, obtain enhanced DBS; keep risk assessments on file.

Single Central Record (SCR): Maintain up-to-date evidence of identity, DBS, barred list where applicable, right to work, qualifications, references, and Section 128 (as relevant).

4.2 Staff Code of Conduct and safer working practice

Boundaries: Maintain professional boundaries; no private messaging or social media connections with pupils; no one-to-one closed-door situations without visibility.

Physical contact: Only for safety, first aid, or agreed care plans; be proportionate, age-appropriate, and recorded if unusual.

Communications: Use school-approved accounts/devices only; no personal devices for pupil images or data.

Transport: Staff should not transport pupils in personal vehicles. Any unavoidable exception requires prior written approval, risk assessment, business insurance, and two adults present where possible.

Photography and video: Obtain parental consent in advance; use school devices; store images securely; never publish pupils' full names with images.

5. Recognising risk and specific vulnerabilities

5.1 Categories of abuse and neglect

Physical abuse: Hitting, shaking, poisoning, suffocation, fabricated or induced illness.

Emotional abuse: Persistent emotional maltreatment; bullying; making a child feel worthless, frightened, or inadequate.

Sexual abuse: Forcing or enticing a child to take part in sexual activities, contact or non-contact, including online grooming and exposure to pornography.

Neglect: Persistent failure to meet basic physical/psychological needs, including supervision, nutrition, clothing, hygiene, medical care, safety, and emotional warmth.



5.2 Contextual and extra-familial harms

Risks: Child Criminal Exploitation (CCE), County Lines, Child Sexual Exploitation (CSE), serious youth violence, online harms, radicalisation, harmful peer dynamics.

Approach: Consider the wider context (community, online, transport routes, hired premises); share intelligence with agencies.

5.3 Additional vulnerabilities

Groups at heightened risk: SEND and health needs; young carers; pupils with mental health concerns; children missing education; children with a parent in prison; those affected by domestic abuse, substance misuse, or homelessness; migrants and EAL learners facing language barriers; private fostering arrangements.

So-called 'honour-based' abuse: Includes Female Genital Mutilation (FGM) and forced marriage; understand indicators and mandatory duties.

Peer-on-peer abuse: Bullying, sexual violence and sexual harassment, harmful sexual behaviour; adopt zero tolerance; support both victim and alleged perpetrator in line with risk assessment.

6. Procedures for reporting and referrals

6.1 If a child is in immediate danger

Emergency action: Call 999 and inform the DSL as soon as possible.

Out-of-hours: Contact Emergency Duty Service via Contact Swindon.

6.2 Reporting a concern (non-emergency)

Record: Use the school safeguarding concern form immediately; record facts, dates, direct quotes; sign and date.

Inform: Pass to the DSL/DDSL without delay (the same day).

Assess: DSL assesses risk and decides on Early Help, Section 17 (Child in Need), Section 47 (significant harm), or no referral with school monitoring.

Refer: DSL submits a Request for Help and Support to Contact Swindon when thresholds are met; chase within 24–48 hours if no response.



6.3 Speaking to a child (disclosure)

Listen: Remain calm; allow the child to speak freely; do not ask leading questions.

Explain: No promises of confidentiality; explain you must share with the DSL to keep them safe.

Record: Write exact words used by the child as soon as possible; sign and date; give to the DSL.

Inform: Tell the child what will happen next.

Information sharing

Principle: Share with those who need to know in order to safeguard; do not delay sharing to seek consent if doing so places a child at risk.

Legal basis: UK GDPR and the Data Protection Act 2018 permit proportionate sharing for safeguarding purposes; record decisions and rationale.

6.4 Specific mandatory duties

FGM mandatory reporting: If a teacher discovers (by visual disclosure or direct disclosure from the child) that FGM has been carried out on a girl under 18, they must report to the police themselves (via 101/999) and inform the DSL.

Rape/serious sexual offences: Report to the police; preserve evidence; safeguard and support the child; follow KCSIE guidance on managing sexual violence and harassment.

7. Allegations against staff/volunteers and low-level concerns

7.1 Allegations that meet the harm threshold

Criteria: Behaviour that has harmed or may have harmed a child; possible criminal offence; behaviour indicating a risk of harm; unsuitability to work with children.

Immediate steps: Inform the headteacher immediately (or Chair of Trustees if the allegation concerns the headteacher). Do not investigate.

LADO contact: Notify the Local Authority Designated Officer within one working day; follow LADO advice on strategy and next steps.

Police/social care: Liaise as directed; consider suspension only where necessary to protect children or the integrity of the process.

Confidentiality: Manage information on a strict need-to-know basis; support for both the child and the member of staff; keep records securely.



7.2 Low-level concerns

Definition: Any concern that an adult's behaviour towards a child does not meet the harm threshold but is inconsistent with the Code of Conduct.

Examples: Over-familiar language; one-to-one communication via personal devices; gifts; boundary blurring.

Process: Report to DSL; record and evaluate; take proportionate action (guidance, training, supervision, or escalation to LADO if pattern/risk emerges).

Culture: Encourage self-reporting and early challenge to maintain professional boundaries.

8. Operational safeguards for Saturday school contexts

8.1 Hired premises and site safety

Venue liaison: Follow the venue's health and safety, fire, and security procedures; ensure access to site risk assessments and evacuation plans.

Checks: Conduct pre-session walk-through; identify first aid points, exits, muster points, toilets; report defects to venue and record actions.

Room security: Keep external doors controlled; maintain accurate room lists and register locations.

8.2 Arrival, dismissal, and supervision

Registration: Take registers at start of each session and after every movement between rooms/activities.

Ratios: Maintain age-appropriate supervision ratios; ensure cover for staff absence.

Authorised collectors: Release pupils only to named, authorised adults; verify identity where unknown; keep an up-to-date collection list; late/non-collection procedure in place.

Movement: Supervise transitions between classes; use corridor supervision where feasible; set clear rules for toilets/breaks.

8.3 Breaks, clubs, and off-site activities

Break duty: Allocate specific staff to supervise designated areas; dynamic risk assessment for playgrounds/shared spaces.

Trips/visits: Complete written risk assessments; obtain consent; ensure staffing ratios, first aid, medical plans, and emergency contacts; follow venue provider rules.



8.4 Online safety and digital systems

Network use: Comply with the host venue's filtering/monitoring; supervise screen use; restrict access to approved sites.

Acceptable Use: Staff and pupil acceptable use rules; no personal devices for safeguarding records or images; report online incidents to the DSL.

Education: Deliver age-appropriate online safety content in Polish and English; engage parents with guidance.

8.5 First aid and medical needs

Provision: Ensure trained first aiders on site each session; first aid kits accessible and checked termly.

Care plans: Keep up-to-date medical information and care plans; obtain written consent for medication; store securely; record administration.

8.6 Photography, images, and media

Consent: Obtain parental consent at enrolment for images/recordings; maintain an opt-out list accessible to staff.

Usage: Use only school devices; store images securely; limit retention; no full names published with images.

8.7 Transport and collection safety

Private cars: Discourage staff transporting pupils; any exceptions require prior written approval, risk assessment, and parental consent.

Non-collection: If a child is not collected and parents/carers cannot be contacted within a reasonable period, follow the DSL's escalation plan and consider Contact Swindon advice.

8.8 Records, data protection, and confidentiality

Safeguarding files: Maintain separate, secure, and confidential pupil safeguarding files (chronology of concerns, referrals, actions, outcomes).

Access: Restricted to DSL/DDSL and, where appropriate, headteacher/trustees; log all access.



Retention: Retain in line with statutory and best practice retention schedules; delete securely when the retention period ends.

Transfer: Where appropriate to the child's safety, share relevant safeguarding information with the next setting or agency in a timely, secure manner.

Data principles: Process data lawfully, fairly, and transparently; ensure accuracy, minimisation, security, and accountability; maintain a safeguarding privacy notice.

9. Training, curriculum, and partnership working

9.1 Training and induction

Induction: Before starting, all adults receive safeguarding induction, the Code of Conduct, how to report concerns, and local contacts.

Refresh: Whole-staff annual updates; DSL/DDSL training at least every two years; trustees training periodically.

Records: Keep training logs; ensure volunteers receive proportionate training and supervision.

9.2 Pupil education and voice

Curriculum: Integrate safeguarding themes (including online safety, consent, respectful behaviour) in Polish and English across age groups.

Listening culture: Provide safe opportunities to express concerns; promote pupil leadership/ambassador roles where feasible.

9.3 Early Help and multi-agency working

Early Help: Identify needs early; offer school-level support; engage with Early Help services via Contact Swindon.

Referrals: Make timely referrals to children's social care and police; attend and contribute to multi-agency meetings (e.g., child protection conferences, core groups, MARAC).

Escalation: Use Swindon Safeguarding Partnership procedures where professional disagreement persists.



10. Monitoring, review, and local contacts

10.1 Monitoring and audit

Quality assurance: Termly sample audits of records; incident debriefs and learning reviews; check compliance with safer recruitment and SCR.

Reporting: DSL provides termly safeguarding reports to trustees (anonymised).

Review: Annual policy review or sooner if legislation/guidance changes or learning indicates.

10.2 Key local contacts

Contact Swindon (Children's Services): contactswindon@swindon.gov.uk | 01793 464646 (Out of hours: 01793 436699)

LADO (Local Authority Designated Officer): lado@swindon.gov.uk | 01793 463854

Police (Emergency/Non-emergency): 999 / 101

Prevent referrals (Wiltshire Police): Preventreferrals@wiltshire.police.uk

NSPCC Whistleblowing Advice Line: 0800 028 0285 | help@nspcc.org.uk

School DSL and DDSLs: Contact via the school office; ask for the DSL team.



11. Appendices

Appendix A: Indicators of abuse and neglect

Physical abuse indicators: Unexplained injuries; injuries with patterns; inconsistent accounts; fear of going home.

Emotional abuse indicators: Developmental delay; low self-esteem; over-compliance; extremes of behaviour.

Sexual abuse indicators: Age-inappropriate sexual behaviour or knowledge; STIs; pregnancy; secrecy; avoidance of a particular person.

Neglect indicators: Poor hygiene; persistent hunger; untreated medical issues; inadequate clothing; frequent lateness/absence.

Domestic abuse indicators: Witnessing parental conflict; regression; anxiety; physical injuries from intervening; controlling dynamics at home.

CCE/CSE indicators: Unexplained money/gifts; going missing; new older associates; substance use; multiple phones; taxi use; secrecy.

Serious violence indicators: Carrying weapons; injuries; affiliation signs; fear of certain areas; sudden decline in attainment.

Radicalisation indicators: Isolation; fixation on extremist narratives; sudden behaviour change; accessing extremist content.

Appendix B: Responding to a disclosure or concern – quick guide

Step 1 – Listen: Reassure; avoid shock; no promises of confidentiality.

Step 2 – Record: Write verbatim quotes; date/time; your name/signature.

Step 3 – Report: Give to DSL immediately; if immediate danger, call 999.

Step 4 – DSL decision: Early Help, Section 17, Section 47, police, or monitor.

Step 5 – Follow-up: DSL records outcome; staff continue to notice and support.

Appendix C: Referral thresholds

Early Help: Emerging needs; parenting support; low-level attendance/behaviour concerns; community-based risks without immediate harm.



Section 17 (Child in Need): Disability; significant unmet needs; deteriorating mental health; family dysfunction requiring coordinated support.

Section 47 (Significant harm): Physical/sexual abuse; severe neglect; immediate safety risks; serious domestic abuse; high-risk CCE/CSE.

Appendix D: Low-level concerns – examples and response

Examples: Favouritism; unnecessary physical contact; secret communication; ignoring boundaries; using personal social media.

Response: Log promptly with DSL; pattern analysis; provide guidance/training; escalate to LADO if threshold met or pattern suggests risk.

Appendix E: Safer recruitment checklist (summary)

Pre-advert: Role analysis; regulated activity; checks required.

Advert/pack: Safeguarding statement; role profile; person specification.

Shortlisting: Address gaps; online screening; agree questions.

Interviews: Safeguarding scenarios; values and conduct; panel notes.

Pre-appointment: DBS/barred list; identity; right to work; references; qualifications; overseas/Section 128 as applicable.

Onboarding: Induction; KCSIE read; Code of Conduct; training; probation.

Appendix F: Records and data – minimum contents

Concern form fields: Pupil details; date/time; reporter; factual description; body map (if used); actions taken; DSL decision; referral details.

Safeguarding file: Chronology; assessments; meeting minutes; plans; correspondence; outcomes.

Access log: Who accessed; when; purpose.



SAFEGUARDING


Educational and Cultural
Centre Swindon CIO
Charity no. 1183960

If you have any concerns about a child or an adult's safety, welfare or general wellbeing, please ensure that you speak with a member of our safeguarding team straight away.



ANNA TOMASZEK Deputy DSL & Children's Commissioner & Deputy Head Teacher	JOANNA BREJNA Deputy DSL & Head Teacher	AGNIESZKA FURTAK Deputy DSL & Trustee	EWA HAWRYLO Headteacher & Deputy DSL	MAGDALENA RAYSON Designated Safeguarding Lead	DOROTA FREEMAN Deputy DSL & Trustee	ANGELIKA KARDASZ Deputy DSL & Head Teacher	BEATA MACIOROWSKA Deputy DSL & Chair of Health and Safety
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SAFE CHILDREN

Concerns about children's welfare
and emotional wellbeing

SAFE ENVIRONMENT

Concerns about health, safety &
premises

EMERGENCY DUTY SERVICE FOR SWINDON

01793 466903
or 01793 466900 (out of hours)

SAFE ADULTS

Concerns about adults & leadership

IF A CHILD IS IN IMMEDIATE DANGER,
CALL THE POLICE ON 999
STRAIGHT AWAY

safeguarding.szkolaswindon@gmail.com



SAFEGUARDING

Quick Reference Contacts Guide

Title	Name	Contact Number
Designated Safeguarding Lead	Magdalena Rayson	07922 880403 safeguarding.szkołaswindon@gmail.com
Headteacher & Deputy DSL	Ewa Hawryło	07486 525943 dyrektor.szkołaswindon@gmail.com
Deputy DSL & Children's Commissioner & Deputy Head Teacher	Anna Tomaszek	07701 057968 at.szkołaswindon@gmail.com
Deputy DSL & Deputy Head Teacher	Joanna Brejna	07872 973302 Jb.szkołaswindon@gmail.com
Deputy DSL & Deputy Head Teacher	Angelika Kardasz	0 7554 433003 akk.szkołaswindon@gmail.com
Deputy DSL & Chair of Parent Council	Agnieszka Furtak	07988 161287 af.szkołaswindon@gmail.com
Deputy DSL & Chair of Health and Safety	Beata Maciorowska	07872 168796 bm.szkołaswindon@gmail.com
Deputy DSL & Trustee	Dorota Freeman	07714 843736 df.szkołaswindon@gmail.com

Early Help Hub	Jane Griffiths Early Help Service Manager jgriffiths@Swindon.gov.uk 01793 466479 EHHub@swindon.gov.uk
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Children's Social Care	01793 466903
Emergency Duty Service	Swindonmash@swindon.gov.uk Telephone: 01793 466903 (during normal office hours, which are 8.30 am to 4.40 pm Monday to Thursday and 8.30am to 4.00pm Friday)
Emergency Duty Service	Available outside office hours on 01793 466900

	Name	Contact number
Headteacher	Ewa Hawryło	07486 525943
Chair of Trustees	Anna Wilczek-Cannon	07493443798
Local Authority Designated Officer (LADO)		01793 463854
Police		101 /999
NSPCC Whistle-blowing Helpline		0800 028 0285