



Abridged version of Safeguarding Policy for Volunteers

January 2025

INTRODUCTION

De Vaarboom provides weekly Dutch language primary school lessons in person on a Saturday morning. The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

We respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. Our values are compassion and kindness. This is the responsibility of every adult employed by, or volunteering to support the school function.

The full version of the safeguarding policy is available on the school website, and we encourage all volunteers to make themselves familiar with it. This document acts as a summary of key points and must be read and signed by all volunteers. This policy is reviewed every 2 years.

SAFEGUARDING POLICY

De Vaarboom Dutch school in Cambridge fully recognises the responsibility it has under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. Although we teach pupils who ordinarily may reside in other counties, we will reference only Cambridge County Council in this policy document.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2024) and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015).

De Vaarboom has in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- creating and maintaining a safe learning environment for children and young people;
- providing clear policy statements for parents/guardians, staff and pupils on this;
- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children, including a designated safeguarding lead (DSL)

PREVENTION

The school will establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to. In addition, we will ensure that all school staff challenge instances of prejudice related behaviour and look out for any occurrences of child-on-child abuse, such as bullying.

In some cases, staff may need to apply first aid, accompany a younger pupil to the toilet, or apply sun cream during outdoor activities. Under these and related circumstances, staff and volunteers will communicate with the pupil in question and seek consent. If a child asks for help which requires physical touch, staff and teachers will try to meet the needs of the pupil. It is expected that any parents that object to any tactile interaction between their child and the staff or volunteers raise this with the class teacher.

Under some circumstances, the pupils may seek physical contact with staff and volunteers. Example may be sitting on a lap or holding hands. Whilst staff and volunteers will expressly not seek or encourage such dynamics, we will act to ensure that the pupils are comfortable and communicate at all times with them.

The school agrees that some tactile interactions with the younger school population may occur. Where staff feel they can no longer manage a child's behaviour in that regard, the parents will be called and asked to pick up their child from the school.

PROCEDURES

We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website: <http://www.safeguardingcambspeterborough.org.uk/children-board/>

- The Designated Safeguarding Lead (DSL) is Nicole Klaassen
- The Deputy Designated Safeguarding Lead (DDSL) is Odette Sijben
- The nominated Board member for Safeguarding is Alexander Doust

All members of staff, volunteers and Board members must know who the Designated Safeguarding Lead and Deputies are. The DSL is responsible for updating members of staff and the Board on any changes and/or updates to national safeguarding legislation.

RECORD KEEPING

The school will keep clear, detailed, accurate, written records of concerns about children, even where there is no need to refer the matter to Social Care immediately. All electronic records are stored securely on the school Office 365 SharePoint platform and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

CONFIDENTIALITY AND INFORMATION SHARING

Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018. The school will ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately. The Designated Safeguarding Lead/Deputies will disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.

SUPPORTING CHILDREN

The school is committed to creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community and to applying the school's behaviour policy effectively. As the school operates once a week only, including a selection criterion for joining the school, with parents paying school fees, and being responsible for drop-offs and pick-up, it is more likely that the pupil's regular weekday schools will be in a better position to pick up on the items in the list above. However, we remain committed to vigilance. For pupils with special needs, educational or otherwise, the school will agree best practice with parents and ensure these are communicated on a need-to-know basis.

SAFE RECRUITMENT

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in Education', 2024. For details, please refer to the school's Safe Recruitment Policy.

WHAT TO DO IN THE EVENT OF AN ALLEGATION

Any allegation of abuse made against a member of staff (including Board members and volunteers) that meets the harms threshold as set out in Keeping Children Safe in Education, 2024, Part Four, Section One, will be reported straight away to the DSL. In cases where the Head Teacher (Coordinator) or DSL is the subject of an allegation, it will be reported to the safeguarding contact from the Board. Where the school identifies a child has been harmed, or that there may be an immediate risk of harm to a child or if the situation is an emergency, the school should contact children's social care and as appropriate the police immediately.

Staff (including Board members and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. The school is committed to ensure that any disciplinary proceedings against staff, Board members or volunteers relating to child protection matters are concluded in full.

CONCERNS THAT DO NOT MEET THE HARMS THRESHOLD

Low level concerns that do not meet the harms threshold should be reported to a member of staff who has completed designated safeguarding training. In cases where the Head Teacher (coordinator) is the subject of an allegation, it will be reported to the Board. All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken.

The school promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including Board members and volunteers) are dealt with promptly and appropriately. The school expects all volunteers to be aware of the need for maintaining appropriate and professional boundaries during their time in the school as covered by the 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022).

USE OF MOBILE PHONE AND IMAGING TECHNOLOGY

No photographs are to be taken of any of the pupils during school hours or activities unless by a member of staff. No parent can post any school photos, whether a screenshot or image file, on social media. For pupils over the age of 13, their permission must be granted in addition to that of the pupil's parents.

GOVERNING BODY SAFEGUARDING RESPONSIBILITIES

The governing body fully recognises its responsibilities with regards to safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

SIGNED

The volunteer confirms to have read, understood and to abide by the contents of the policy

Signed by the volunteer

Date

First Name / Last Name

Appendix A

Categories of abuse

Abuse a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Neglect - 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 occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved / Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

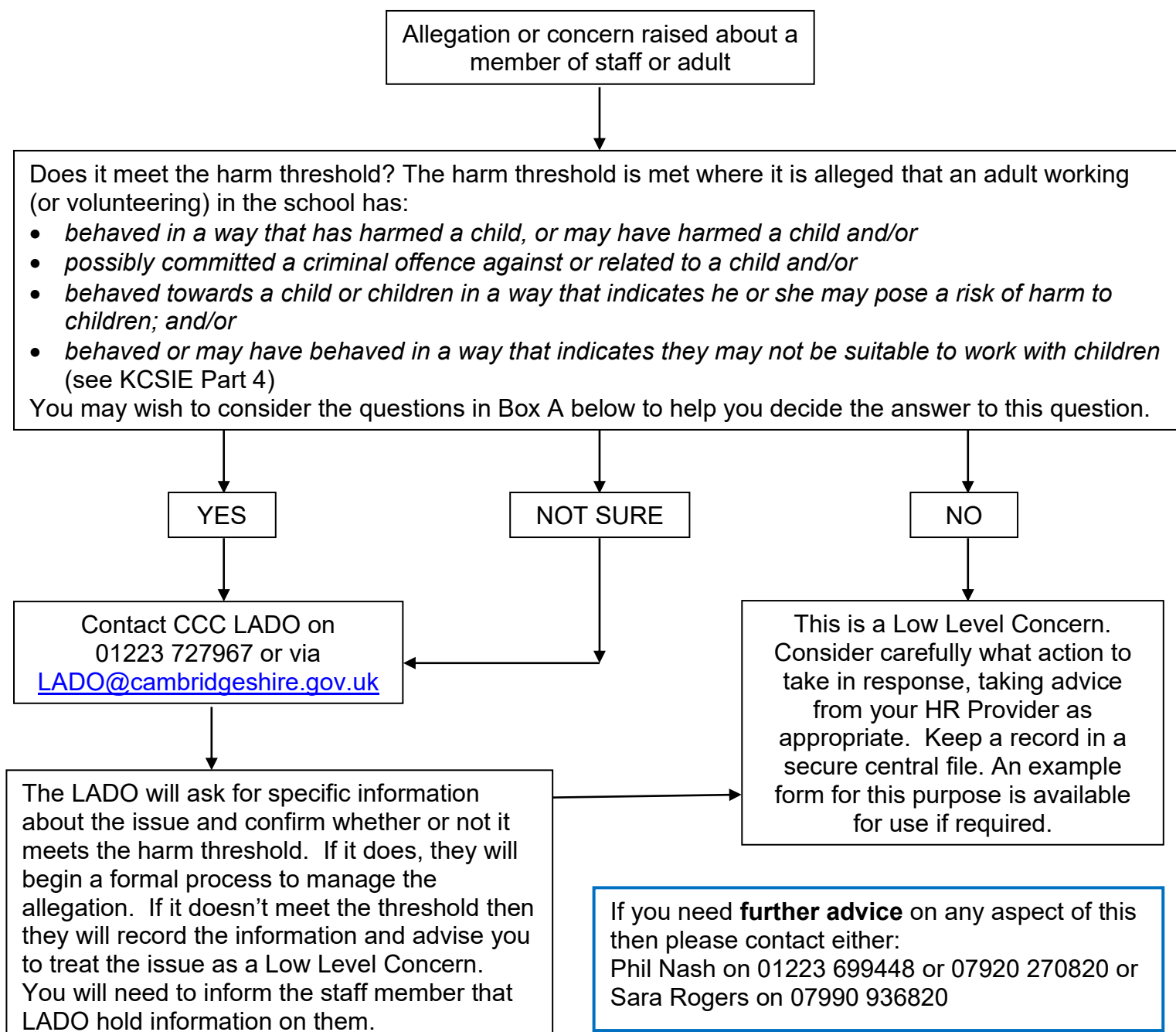
This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Appendix B

Dealing with Allegations or Concerns about an Adult Working with Children



Box A:

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in school or out of school?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

Appendix C

HOW TO RECORD CONCERNS

Original to Organisation (Child Protection Coordinator),

Copy to applicant

Information passed to the social services or the police must be as helpful as possible, hence the necessity for making a detailed record at the time of the disclosure/concern.

Information should include the following:

- The name of the child.
- Age of suspected individual, date of birth, home address and telephone number if known.
- Is the person making the report expressing their own concerns or those of someone else?
- What is the nature of the allegation? Include dates, times, any special factors and other relevant information. Make a clear distinction between what is fact, opinion or hearsay.
- A description of any visible bruising or other injuries. Are behavioural signs or indirect signs evident?
- Witnesses to the incidents.
- The child's account, if it can be given, of what has happened and how any bruising or other injuries occurred.
- Have the parents/carers been contacted? If so what has been said?
- Has anyone else been consulted? If so record details.
- If it is not the child making the report has the individual concerned been spoken to? If so what was said?
- Has anyone been alleged to be the abuser? If yes, record details of the allegation made, including the identity of the alleged abuser, the person making the allegation and the time and date.

Report concerns about the welfare of a child to

- Cambridgeshire County Council – see details in Appendix D.

If you **would like to get confidential and anonymous information**, call

- National Society for the Prevention and Cruelty of Children, NSPCC. Call 0808 800 5000 or by email to help@NSPCC.org.uk
- Childline on 0800 1111
- Cambridgeshire council safeguarding emergencies: 01733 23472
- Emergency duty service (out of hours emergency help): 01481 725111

Appendix D

Useful Contacts - Cambridgeshire and Peterborough

Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Inter-Agency Procedures

Education Safeguarding Team	ecps.general@cambridgeshire.gov.uk
Police Child Abuse Investigation Unit	Tel: 101

Useful Contacts - Cambridgeshire

Education Safeguarding Manager – Sara Rogers	sara.rogers@cambridgeshire.gov.uk
Early Help Hub (EHH)	Tel: 01480 376666
Customer Service Centre – social care referrals	Tel: 0345 045 5203
Emergency Duty Team (out of hours)	Tel: 01733 234724
Local Authority Designated Officer (LADO)	lado@cambridgeshire.gov.uk
	Tel: 01223 727967
Senior Leadership Adviser – Phil Nash	Tel: 01223 699448

Relevant Documents

“Keeping Children Safe in Education: Statutory guidance for schools and colleges” (September 2024)

“Guidance for Safer Working Practice for those working with children and young people in education settings” (February 2022)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (May 2024)

“The Prevent Duty, Departmental advice for schools and childcare providers” (September 2023)

“Revised Prevent Duty Guidance: for England and Wales” (2023)

“Sharing nudes and semi-nudes: advice for education settings working with children and young people” (UKCIS, March 2024)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March 2015)

“When to Call the Police: guidance for schools and colleges,” (National Police Chief Council)

“Working Together to Safeguard Children: Statutory guidance on multi-agency working to help, protect and promote the welfare of children” (Dec 2023)

The Threshold Framework ‘Accessing the Right Help at the Right Time’ (2023)