

# Eerde Safeguarding and Child Protection Policy



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## Introduction:

Eerde International Boarding School (hereafter referred to as Eerde) recognizes the moral and statutory responsibility to act, at all times, in the absolute best interest of the student through providing a safe and welcoming environment where all children are respected, valued and where each individual can thrive.

As the safety and protection of students is of paramount importance to everyone in this school. At all times we will ensure what is best in the interests of all students.

Systems, training and safe practice are developed through adherence to the Dutch Protocol for Domestic Violence and Child Abuse (Meldcode/ Veilig thuis) and through benchmarking against best safeguarding practice in the international boarding schools worldwide (School en veiligheid, BSA and CIS as reference) as well as best practice internationally and in the Netherlands.

Procedures described in this policy apply to all staff, parents/guardians of both current and prospective students at Eerde, volunteers, visitors and governors as



well as to children, both on and off the school premises, whilst they are the responsibility of Eerde

We believe that 'everyone who comes into contact with young people and their families has a role to play in safeguarding. Therefore, we believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

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## Aims:

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- To ensure that all school personnel are aware of what action to take when dealing with a child protection issue.
- To have in place the appropriate personnel to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse
- To ensure all school personnel know the names of the Designated Safeguarding Lead and associated staff such as the Deputy Designated Safeguarding Lead(s) - The Committee for Support and Safeguarding
- to organise and update training regularly to maintain the level and practice of Safeguarding in our schools
- to be aware of the Dutch Meldcode (Child Abuse Protocol) and Confidential Inspector of the Dutch Inspectorate (Vertrouwsen Inspecteur) and refer to them if required for training and advice as and when necessary
- To create and provide a learning environment that is safe, secure, warm and welcoming for students combined with sound security systems and procedures.
- To be alert to the additional safeguarding challenges to children with special educational needs and disabilities.
- To establish and maintain an ethos where students, parents/ guardians and staff feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.
- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents/ guardians, educational agents and support agencies.



## Roles and Responsibilities:

### Role of the Supervisory Board

The Supervisory Board:

- delegated powers and responsibilities to the School Director to ensure all school personnel and stakeholders are aware of and comply with this policy;
- delegated responsibility to the School Director to appoint a Committee for Support and Safeguarding, including a Designated Safeguarding Lead (DSL) and an appropriate number of Deputy Designated Safeguarding Leads (DDSL);
- supports the School Director and DSL/DDSLs in investigating any reported safeguarding concerns, in line with the Eerde procedures and protocols, as outlined in this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a Link Governor to visit the school regularly, to liaise with the School Director and the coordinator and to report back to the Supervisory Board;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### Role of the School Director

The School Director will ensure that:

- this policy and all safeguarding procedures are implemented and followed by all staff;
- this policy and procedures are in keeping with Child Abuse Protocol (Meldcode);
- there is a trained Committee for Support and Safeguarding in place (in Safeguarding and Child Protection) including a named DSL (Designated Safeguarding Lead) and at least two Deputies (DDSLs), one covering school and the other covering boarding, who will be responsible for safeguarding and child protection at all times;
- that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with this policy and the school whistleblowing policy;
- the formal procedures for conducting Criminal Record Checks on adults who work with children, including volunteers, are carried out and logged ;



- key staff who are regularly engaged in recruitment are trained in 'Safer Recruitment' practices;
- up to date copy of the Safeguarding and Child Protection Policy is always accessible and available;
- this policy and related procedures are implemented and reviewed, at least annually;
- all Supervisory Board members are appropriately informed about Safeguarding and Child Protection practice and procedures at Eerde;
- the Director CEO is held to account regarding their Safeguarding and Child Protection duties;
- fully investigate any reported safeguarding concerns in line with the Eerde procedures/protocols;
- the Supervisory Board is informed about any safeguarding issues;
- ensure the regular meeting of the Safeguarding Committee, on a at least monthly basis;
- monitor the effectiveness of this policy.

### **Role of the Senior Management Team**

The Senior Management Team will:

- work closely with the Designated Safeguarding Lead & Committee for Support and Safeguarding to ensure the effective implementation of this policy;
- provide assistance in whatever capacity required to prevent or deal with safeguarding or child protection issues;
- ensure that student safeguarding is given paramount priority at all times, encouraging all school personnel to maintain a constant level of vigilance;
- provide leadership and vision in respect of safeguarding children and equality.
- ensure the effective implementation of this policy as well as any other related procedures and that these are followed by and adhered to by all adults, including external contractors, visitors and all those who have access to the children at the school.
- ensure that there is a trained Committee for Support and Safeguarding in place (in Safeguarding and Child Protection) including a named DSL (Designated Safeguarding Lead) and at least two Deputies (DDSLs), one covering school and the other covering boarding, who will be responsible for safeguarding and child protection at all times.
- fully investigate any reported safeguarding concerns in line with the Eerde procedures
- ensure that regular training and updates for all staff take place and maintain a log of attendance



## Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) will ensure that:

- this policy and all related procedures are implemented effectively;
- a Committee for Support and Safeguarding is in place to oversee safeguarding in school and boarding and that they meet on, at least, a monthly basis;
- there is sufficient time and resources available to ensure and enable the DSL and Deputy DSLs to carry out their roles effectively;
- opportunities to teach children about keeping safe, including online safety, are built into their pastoral well-being curriculum/program and are consistently covered and updated to reflect developments in society, in technology and in politics;
- promote safeguarding across Eerde to ensure it is embedded in the environment, including encouraging a culture of listening to and taking into account the wishes and feelings of children;
- staff feel able to raise concerns about unsafe and poor practice at Eerde and that these concerns are dealt with in accordance with this policy and the Whistleblowing Policy.

The Designated Safeguarding Lead (DSL) will:

- act as a first point of contact for staff on issues of safeguarding;
- fully investigate any reported safeguarding concerns in line with the Eerde procedures;
- inform the School Director of Safeguarding issues;
- fully support the implementation and understanding of this policy as well as related procedures, and to advise staff when changes to the policy and/or procedures occur;
- understand and take note of the contents of the Meldcode and act in accordance with the corresponding step-by-step plan;
- lead and contribute to the annual review of this policy and provide termly reports to the School Director;
- communicate and inform parents of raised concerns and obtain permission from parents to gather information from outside agencies, where appropriate;
- inform the School Director as well as parents (where safe to do so) when a report is made to the Veilig Thuis, authorities or vertrouwens inspecteur (confidential inspector);
- develop and maintain effective reporting as well as recording systems for all safeguarding issues and ensure relevant information is shared with any external agencies or new schools where appropriate, in line with requirements as stated in the Data Protection policy of Eerde;
- liaise with the Committee for Support and Safeguarding on a monthly basis (or more immediately, should the need arise) to discuss safeguarding issues at Eerde;



- ensure the Deputy DSLs are appropriately trained and in the absence of the DSL will carry out the functions necessary to ensure the ongoing safety and protection of all children at Eerde.

### **Role of the Committee for Support and Safeguarding (CSS) and DDSLs**

The Committee for Support and Safeguarding (CSS) is chaired by the Designated Safeguarding Lead (and in their absence the School Director) and consists of the following members:

- Head of Welfare and Student Support
- Head of Student Life and Enrichment
- Boarding Parent - Safeguarding

These members act as Deputy Designated Safeguarding Leads as well as fulfilling specific functions within the Safeguarding Structure of the School.

### **The role of the Deputy Designated Safeguarding Leads (DDSLs), they:**

- Will act as a support to the DSL and to staff on all matters of safeguarding and child protection;
- Will deputise in the absence of the Designated Safeguarding Lead in addressing issues that arise;
- Will serve as a second and third opinion on matters relating to how to follow procedures should an issue arise;
- Offer advice and support in supporting students on the safeguarding register;
- Supports in the training of staff;
- Periodically update their own training in order to offer expertise.

### **The Committee for Support and Safeguarding will:**

- Meet on a regular basis, at least monthly and in case of emergency or as and when needed, to discuss the needs of students and any actions which need to be taken;
- Create and review support plans for students;
- Draw on their own areas of expertise to help ensure the best course of action is always followed;
- Will work collaboratively to provide a strong presence amongst the school, advise on safeguarding matters and take action when required;
- Review this policy and related policies and protocols at least annually to ensure they continue to be effective and serve the needs of students;
- Ensure staff and students are aware of the safeguarding protocols in school and have someone to talk to when necessary;
- Will act as a point of contact for concerns and discuss them in a way which allows for close monitoring and support of students.



### **The Head of Welfare and Student Support:**

- Is also Learning Support Coordinator in school, and therefore, well placed to ensure information about learning support is included in safeguarding discussions;
- Oversees the development and execution of Learning Support Plans and Welfare Support Plans with teaching staff and the CSS;
- Is a key point of contact for teaching staff and students in school on welfare and learning support.

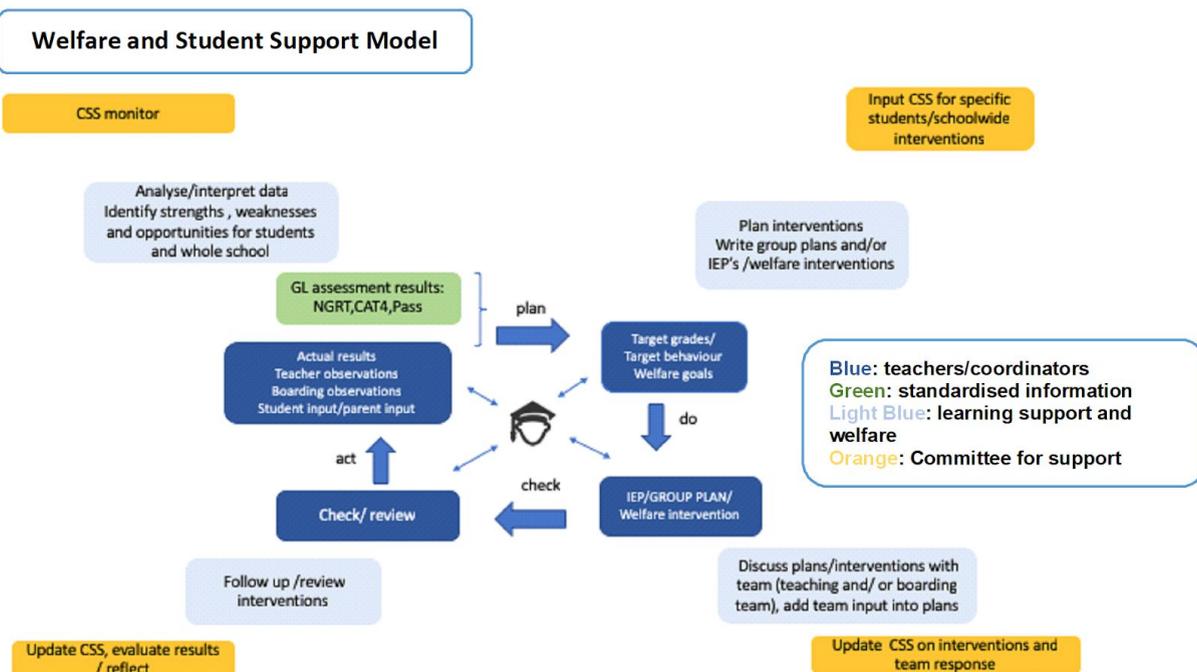
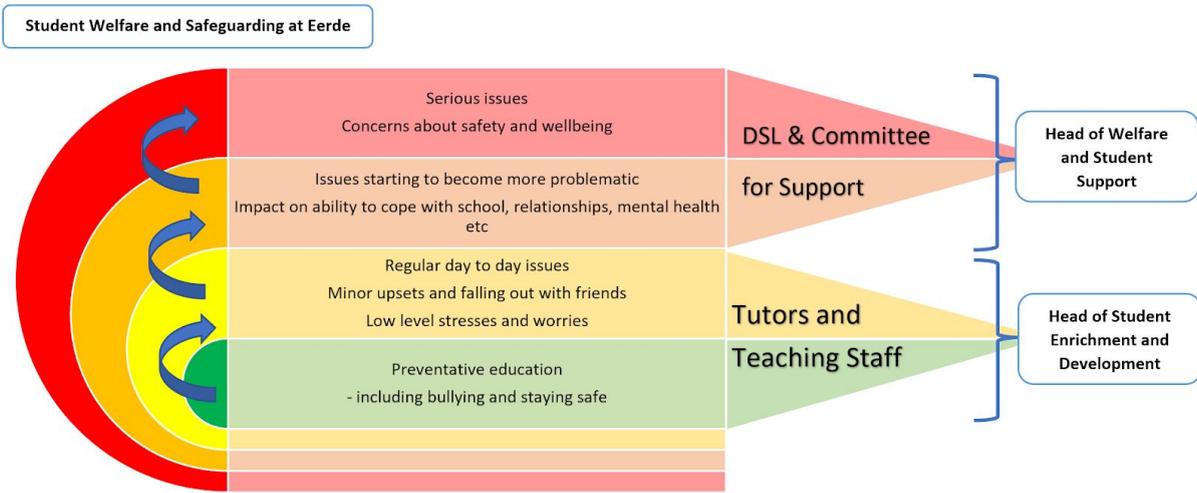
### **The Head of Student Life and Enrichment:**

- Coordinates the Tutor Programme in school, and therefore, oversees the preventative education offered by the school;
- Oversees the prevention of bullying through preventive measures and education;
- Liaises closely with the CSS on the Tutor Programme and how it responds to the needs of students on an ongoing basis;
- Coordinates the Student Representative Council and liaises with them, feeding back to the CSS the student perspective and input;
- Is a key point of contact for teaching staff and students in school on preventative education, student voice and bullying.

### **The Boarding Parent for Safeguarding:**

- Represents the Boarding Parents and acts as liaison between them and the CSS;
- Is well placed to offer input from Boarding on how students are in their home life;
- Is a behavioural expert who can offer input on behavioural and pedagogical matters;
- Is a key point of contact for boarding staff and students in boarding.





### Role of the Confidential Counsellor/ Independent Listener

The Confidential Counsellor/ Independent Listener:

- Is an educational welfare professional with experience in dealing with safeguarding issues;
- Is not employed by Eerde IBS as a member of staff and is not constrained contractually in any way, including maintaining confidentiality;
- May be paid in exchange for offering this service, but only in so far as to compensate for the time taken in undertaking this role on a freelance basis;



- Offers staff and students the option to talk to someone who is not a member of the organisation, if they feel they need to (note - available during normal office hours)
- Will act in the best interests of students at all times;
- Will inform the DSL and CSS of any issues they are made aware of, unless they feel it puts students in danger or is absolutely inappropriate to do so;
- Have the contact details of the HR Manager, School Director, Link Governor and Supervisory Board Member for Safeguarding in order to escalate issues if necessary;
- Will contact the appropriate external authorities such as Veilig Thuis or the Vertrouwens Inspecteur, in line with the Meldcode, if it is absolutely necessary and cannot be done in collaboration with the school.

### **Role of the HR Manager**

The HR Manager is responsible for:

- Ensuring safer recruitment procedures are followed for all staff and volunteers at the school;
- Liaising with the School Director and CSS when any issues arise with staff members;
- Ensuring that the correct procedures are followed with regard to any disciplinary actions or investigations of staff members;
- Ensuring there is in place a Whistleblowing Policy which is made available to staff and outlines how staff may raise the alarm if they are concerned about other staff members or the institution as a whole;
- Ensuring there is in place a Staff Code of Conduct, devised and updated in liaison with the DSL and CSS, which is circulated to staff and issued at the point of induction to new staff;
- Ensuring that the induction process for new staff includes the appropriate level of Safeguarding Training, as well as any other training required for the role and that new staff are aware of the Eerde Safeguarding Policy and reporting procedures;
- Ensuring that Safeguarding training and any associated training necessary for individual roles is updated on a regular basis as per Eerde Policies and/or regulatory requirements.

### **Role of the Principal and Course Coordinators**

The Principal and Course Coordinators will:

- Support this policy and its implementation across the school;
- Liaise closely with the DSL and CSS on safeguarding issues where necessary;
- Ensure that Support Plans are followed and offer input in their creation to assist students in their school life and learning;



- Assist in communication with parents where necessary;
- Coordinate responses to behavioural issues;
- Keep the DSL and CSS informed of any issues which may affect the welfare of a student;
- Support the Tutor Programme and all welfare, health and safety education offered to students;
- Attend regular meetings to discuss the support of students in need;
- Always promote a safe and positive environment for students.

### **Role of External Youth and Healthcare Providers**

Eerde works with HK Zorg, who provide psychology, psychiatry and mental health support for students. Eerde may request their involvement when dealing with safeguarding and child protection issues.

Eerde may also enlist the services of other external agencies for things such as staff training, student workshops or educational support.

HK Zorg and any other external providers offering services to Eerde undertake to:

- Act in the best interests of students at all times;
- Work closely with Eerde on all matters;
- Inform the DSL and/or CSS of any issues they are made aware of, unless they feel it puts students in danger or is absolutely inappropriate to do so;
- Have the contact details of the HR Manager, School Director, Link Governor and Supervisory Board Member for Safeguarding in order to escalate issues if necessary;
- Will contact the appropriate external authorities such as Veilig Thuis or the Vertrouwens Inspecteur, in line with the Meldcode, if it is absolutely necessary and cannot be done in collaboration with the school.

### **Role of The Boarding Team**

The Boarding Team will:

- take the lead in communicating with the DSL and CSS should an issue arise;
- provide their professional opinion in cases of any physical or emotional symptoms or neglect, document any visible signs of it or injuries;
- support the child and act as an advocate when talking to the DSL and CSS;



- will serve as a second and third opinion on matters relating to how to follow procedures should an issue arise;
- meet regularly with the committee for support and safeguarding to discuss students;
- act as a source of support, advice and expertise to staff on issues related to safeguarding, which may fall in their field of expertise.

## Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- be alert to possible signs of abuse
- be aware of acting on a 'it may be nothing, but...' gut feeling (onderbuikgevoel), using your intuition.
- be responsible, personally, for familiarising themselves with the safeguarding procedures and know to whom they should report a suspicion of abuse
- manage disclosures in an appropriate and efficient manner
- consult the DSL if any signs or signals may be indicative of child abuse
- following consultation with the DSL, implement arrangements made such as monitoring, parental contact or others agreed on by the DSL and CSS
- document, as accurately and as soon as possible, all suspicions or disclosures of child abuse or any safeguarding needs
- report any concerns they have on any aspect of the school community

**It is the responsibility of all staff to report any and all suspicions or disclosures of child abuse/domestic violence immediately to the DSL. They must not act on this information alone nor be concerned about future consequences of this discussion.**

## Role of Students

Students must be made aware:

- of basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;
- of how to keep themselves safe;
- of what child abuse means and that it is wrong;
- of the personnel that exist in school to which they can report concerns

Students will be surveyed on Safeguarding as part of a regular student feedback system in school.



## Role of Parents/Carers

Parents/carers are:

- asked to work with the school to establish good home-school relationships;
- aware that we have a responsibility for the welfare of all our students;
- Asked to inform the school of any concerns they may have about a child's welfare of safety;
- aware that we have a duty to involve the Dutch Authorities if we have any concerns about a child;
- aware they will be informed of our actions, where necessary and appropriate.

## Role of the Data Protection Officer (if necessary)

The Data Protection Officer will:

- have expert knowledge of data protection law and practices;
- inform the school and school personnel about their obligations to comply with the GDPR and other data protection laws;
- ensure data management is strengthened and unified;
- monitor compliance with the GDPR and other data protection laws, in line with the Eerde IBS Data Protection Policy.

## Student Consultation

We wish to consult our students and to hear their views and opinions as we acknowledge and support [Article 12 of the United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.

Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.

The methods will include:

- A Student Council (which will meet regularly and also be consulted by the Principal)
- An appointment system and means of contact with the Principal and key staff members
- Operating an 'open door' policy in school whenever possible



- Student Questionnaires (on a variety of matters relating to the school and/or and social issues)
- Open Class discussion (on a variety of matters relating to the school and/or and social issues)

Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends Eerde International Boarding School will be encouraged and given the opportunity to provide feedback on every aspect of school life during their time with us.

A separate policy exists for student consultation which explains these processes in more detail.

# Eerde IBS

# Safeguarding and

# Child Protection

# Policy Manual



## Introduction and Context

Safeguarding and promoting the welfare of children is best defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

### Child protection:

We understand that 'safeguarding is what we do for all children, whilst child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.

Eerde believes that all students deserve the opportunity to achieve their full potential and the purpose of all intervention is to safeguard and promote the welfare of the student. Although the policy refers to 'children and students', we believe that protection of all young people is paramount. This is particularly true as many of Eerde's students are away from their home environments and may be emotionally vulnerable. For those staff who engage with students who are from cultures different to those of the professionals, assumption and stereotyping must not be part of our practice and every effort must be made to ensure that



cultural issues are understood and that each individual case is dealt with on its own merits.

We want all of our students to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional wellbeing;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of students is the responsibility of all school personnel and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

## Early help

We are particularly alert to the potential need for early help for a young person who:

- is disabled and/or has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from their place of residence;
- is misusing drugs or alcohol;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has been in care either in the Netherlands or another country;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is suffering or at risk of suffering unacceptance of sexuality or gender orientation (this may be due to family/ religious/ cultural belief systems).



## Definitions and types of Abuse

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children and young people is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

### The 4 Main Types of Abuse

We understand abuse to be the maltreatment of a child. While:

- **physical abuse** is a 'form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child';
- **emotional abuse** is the 'persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.';
- **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';
- **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.'.

*(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE))/The Dutch Protocol for Domestic Violence and Child Abuse (Meldcode)*

### Contextual safeguarding

We have a duty to ensure school personnel have the skills, knowledge and understanding to keep looked after children safe and to be alert to the additional safeguarding challenges to children with special educational needs and disabilities.

We are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between young people outside the school. We must consider, at all times, the context within which such incidents and/or behaviours occur. This is known as 'contextual safeguarding',



which simply means assessments of young people should consider whether wider environmental factors are present in a young person's life that are a threat to their safety and/or welfare.'

### Child Sexual Exploitation

We are aware that child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.' We will report any concerns we may have regarding a student being possibly sexually exploited.

### Radicalisation, Polarisation and Extremism

We are aware that radicalisation refers to the process by which a person comes to adopt extreme political, social or religious ideas and aspirations. Many associate radicalisation with islamic extremists, but the problem is not isolated to one particular religion, or even to religion in general. There are right wing, left wing, animal rights, environmental and many other types of extremists. All have gone through a process of radicalisation which has led them to reject diversity, tolerance and freedom of choice. This radicalisation can lead to violence or violent extremism towards those who do not agree with them or their ideology.

Advice on radicalisation, polarisation and extremism can be found on the website of the Social Stability Expertise Unit (ESS): <https://www.socialestabiliteit.nl/>  
They can be contacted for advice on how to address and report suspected cases of radicalisation.

### Peer on peer abuse

We are aware that safeguarding issues can manifest themselves via peer on peer abuse in the form of bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.



## Sexting

### Staff responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or Vertrouwens Inspecteur/ Veilig Thuis
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services



- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or Vertrouwens Inspecteur/ Veilig Thuis if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 12
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the CSS and School Director and other members of staff as appropriate, may decide to respond to the incident without involving the police or Vertrouwens Inspecteur/ Veilig Thuis.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or Vertrouwens Inspecteur/ Veilig Thuis, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to Vertrouwens Inspecteur/ Veilig Thuis and/or the police immediately.

### **Informing parents**



The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through the school's police liaison at Ommen Police (see below key contacts).

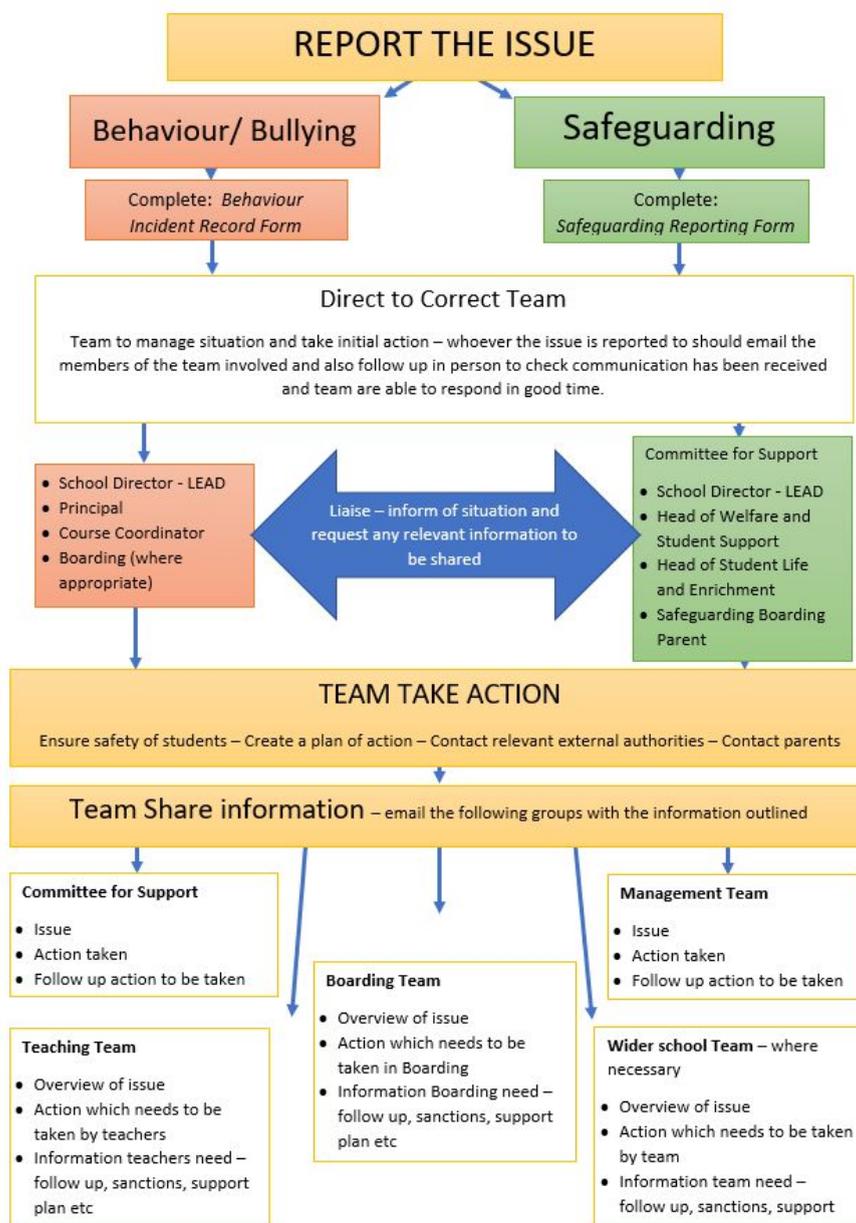
### **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded.

**A comprehensive list of types of abuse and specific safeguarding issues, including signs and indicators is included in *APPENDIX 1 of this policy - Signs and Indicators of Abuse.***

## Disclosures and Reporting





- If there are reasons to suspect that a student has been abused or neglected the member of staff must report it to the Designated Safeguarding Lead. In his or her absence the report should be made to the Deputy Designated Safeguarding Leads. If neither of these members of staff are available then any concern should be reported to the School Director and Principal;
- If the allegation is against a member of staff, the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead should follow guidelines written in **Appendix 7 - Allegations against members of staff**



- The Designated Safeguarding Lead will in the first instance discuss the concern with the CSS and School Director. If the Designated Safeguarding Lead in discussion with the CSS and School Director are in any doubt as to whether their concerns provide sufficient grounds for a child protection investigation they must consult with Veilig Thuis or the Vertrouwens inspecteur. Advice can also be sought from HK Zorg.
- The Designated Safeguarding Lead should only inform the parents / carers of the student of any concerns if it safe to do so
- If the student discloses sexual abuse or sexual abuse is suspected the student must not be questioned and the parents must not be informed until Veilig Thuis and the Police Child Protection Team has been informed and advice given.
- Information will be shared on a 'need to know' basis and must be treated in absolute confidence. Staff must not discuss the allegation with the student, family members or colleagues.
- The Designated Safeguarding Lead must keep a written record of all contact with other agencies.
- All paperwork relating to child abuse must be kept in a locked cabinet.

**Full details of the process for dealing with disclosures and reporting can be found in *Appendix 2 - Disclosures and Reporting Procedure; Appendix 3 - Reporting Form; and Appendix 4 - DSL Reporting Form***

## Allegations of abuse made against other students

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk



- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a student makes an allegation of abuse against another student:

- The allegation must be recorded and the DSL/ CSS informed
- The DSL will contact the Vertrouwens Inspecteur and follow their advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

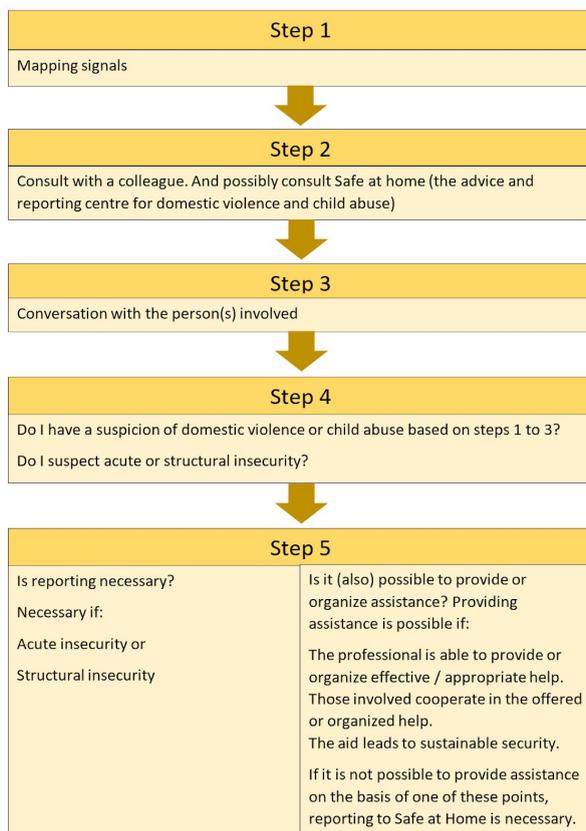
We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## Meldcode (reporting code), Veilig Thuis (safe at home) and local authorities

The Dutch Protocol for Domestic Violence and Child Abuse (Meldcode) has clear guidelines on what schools, Governing Bodies and Local Education Authorities (LAs) should do if they suspect that a child has been abused or assaulted. It is not, however, the responsibility of teachers and other staff in schools to investigate suspected abuse. They should not take action beyond that agreed in the procedures established in the Dutch Protocol for Domestic Violence and Child Abuse (Meldcode) .





Details of the Meldcode can be found here:

<https://www.rijksoverheid.nl/onderwerpen/huiselijk-geweld/meldcode>

An English version can be found here, but please note, changes made in January 2019 are not reflected in this document:

<https://www.government.nl/documents/reports/2013/03/14/model-reporting-code-domestic-violence-and-child-abuse>

The Designated Safeguarding Lead and Committee for Support and Safeguarding are responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by The Dutch Protocol for Domestic Violence and Child Abuse (Meldcode) . They must also be able to deal with allegations made against members of staff.

**Meldcode:** is the five-step reporting code for domestic violence and child abuse in the Netherlands.

**Veilig Thuis:** is the advisory and reporting centre for domestic violence and child abuse in the Netherlands



**Vertrouwens Inspecteur:** Department of the Dutch school inspection which advises schools in safeguarding children

## Vertouwens inspecteur/ confidential inspector of the Dutch inspection for schools

We will inform the Local Authorities and “de vertrouwens inspecteur” the confidential inspector (of the Dutch school inspection) of any allegations of abuse by any member of the school personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations. Allegations that fall within these categories can be presented to the confidential inspector. He/she will listen, inform and if necessary advise. The allegation will be registered in a confidential file of the confidential inspector. If necessary, the confidential inspector can also advise in the process of submitting a formal complaint or making a declaration. In the event that there is a suspicion of sexual abuse (sex crime) the consultation and reporting should be dealt with by the local authorities.

## Key Contacts

Safeguarding Contacts	Name	Phone/email
Main School Switchboard	Eerde International Boarding school	T +31 (0)529 451452 E info@eerdeibs.nl
Designated Safeguarding Lead - DSL	TBC - currently covered by School Director and Link Governor	TBC
Deputy Designated Safeguarding Lead - School - DDSL	Merel Dickson (Head of Welfare and Student Support)	mdickson@eerdeibs.nl



Deputy Designated Safeguarding Lead - School - DDSL	Gerdien Ort (Head of Student Life and Enrichment)	gort@eerdeibs.nl
Deputy Designated Safeguarding Lead - Boarding - DDSL	Aniel Khoenkhoen (Boarding Parent)	akhoenkhoen@eerdeibs.nl
School Director	Niki Holterman	nholterman@eerdeibs.nl
School Principal	Robert de Bruin	rdebruin@eerdeibs.nl
HR Manager	Pamela Glancy	pglancy@eerdeibs.nl
Link Governor	Amy Ramsey	aramsey@eerdeibs.nl
Vertrouwens Inspecteur - for concerns about abuse in schools	Vertrouwens Inspecteur	0900 111 3 111
Veilig Thuis - for domestic violence and abuse at home	Veilig Thuis	0800 2000
Onderwijs inspectie (educational school inspector) in case of suspension	<a href="https://www.onderwijsinspectie.nl/onderwerpen/meldpunt-inspectie">https://www.onderwijsinspectie.nl/onderwerpen/meldpunt-inspectie</a>	088-669 60 60
Social Stability Expertise Unit (ESS) radicalisation, polarisation and extremism	<a href="https://www.socialestabiliteit.nl/">https://www.socialestabiliteit.nl/</a>	(070) 333 4555 ESS@minszw.nl
Doctor	Dr. Andriessen General practice Carrousel	Doctor 0529-451462 Urgent 0529-455511
Emergency services	Call 112 in all acute emergencies	Police: 0900 88 44 Fire: 088 119 70 00 Ambulance: 038 468 45 00
Police Liaison - Ommen Police	Janet Fur House & Jeanine Meulenkamp	0900 - 8844 janet.bonhuis@politie.nl jeanine.meulenkamp@politie.nl
Confidential Counsellor/ Independent Listener	Tamara Norden (office hours only)	0529-700200 Tamara Norden: t.norden@hk-zorg.nl

## Monitoring and Support

The Committee for Support meets on a regular basis, usually every 2 weeks, to discuss all students who are on “the radar”. A list of these students is kept by the CSS and discussions, actions etc are recorded on this list.

Students requiring ongoing support may also be subject to a Support Plan (**Appendix 6**) which will be circulated to relevant staff in order to communicate how support needs to be offered.



For students at risk or who pose a risk to others a Risk Assessment (**Appendix 5**) will be completed and circulated to relevant staff.

Students who are subject to ongoing investigations or under the care/ protection of external authorities will be monitored and supported in line with the advice given and in collaboration with the external authority.

Where appropriate, parents/ carers will be kept informed of the arrangements in place including regular updates and the advice of external authorities. It is our aim to work with parents/ carers as much as possible to provide a safe and nurturing environment for students.

## Record Keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL/ CSS.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or Veilig Thuis are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

## Notifying parents



Where appropriate, we will discuss any concerns about a student with the student's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the Veilig Thuis/ Vertrouwens Inspecteur before doing so.

In the case of allegations of abuse made against other students, we will normally notify the parents of all the students involved.

## Training

Training will be organised by the school and will take place for school personnel, volunteer helpers and anyone in close contact with students.:

- on induction to the school
- during newly qualified teacher induction
- throughout the academic year

All school personnel must undertake appropriate Child Protection training at least annually including:

- child protection awareness
- recognising signs of abuse
- handling disclosures

Every year the Designated Safeguarding Lead and HR Manager will organise awareness raising sessions on safeguarding and child protection for all school personnel including:

- All aspects of this policy
- Updates to legislation and key guidance
- Contextual Safeguarding
- Early Help
- Updates on specific areas such as - recognising and reporting/dealing with:
  - Physical abuse



- Emotional abuse
- Sexual abuse
- Neglect
- Bullying, including cyberbullying
- Children missing from education
- Child sexual exploitation
- Child criminal exploitation
- Domestic abuse
- Drug and alcohol use
- E-safety
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (including mandatory reporting)
- Forced Marriage
- Gangs and youth violence
- Gender based violence/ violence against women and girls
- Human/ child trafficking
- So-called 'honour based' violence
- Mental health and self-harm
- Preventing radicalisation
- Peer on peer abuse
- Sexting
- Sexual violence and sexual harassment between young people

At least every 2 years safeguarding leads – Designated Safeguarding Lead, Deputy Designated Safeguarding Leads (CSS Members), Principal and School Director – will:

- Attend a full advanced safeguarding/child protection course; or
- Attend a refresher safeguarding/child protection course

Organised by an appropriate and recognised body such as the Boarding School Association, CIS or local authority safeguarding provider.

Annually, safeguarding leads – Designated Safeguarding Lead, Deputy Designated Safeguarding Leads (CSS Members), Principal and School Director – will undertake appropriate updates to their training which may include:



- Attending training sessions on specific issues
- Online training
- Review of statutory and government guidance for safeguarding

## Staff Safeguarding Code of Conduct

The [Eerde Staff Handbook](#) contains a Staff Safeguarding Code of Conduct - this outlines expectations of staff with regard to their conduct around school and with students.

It is key that staff are made aware of this Code of Conduct as it not only helps to protect students, but also staff from unnecessary or unfounded allegations of inappropriate behaviour.

## Whistleblowing

Staff have a responsibility to speak out, if they suspect any wrongdoing is taking place - whether that be criminal offences, breaches of financial management, failure to comply with legal or statutory obligations or, and most importantly in the case of this policy, if they believe that student or staff health and safety may be in danger.

Please also see ***Eerde Whistleblowing Protocol***

Please also see ***Appendix 7 - Allegations against members of staff***

## Reasonable Force and Restraint

Force should only ever be used as a last resort in all cases. It should never be used as a form of punishment or sanction.

Details of the acceptable use of reasonable force can be found in:

***Eerde Behaviour Policy\_Appendix 2 Reasonable Force***

## Staff Recruitment



Eerde IBS has in place a **Safer Recruitment Policy** which outlines all checks and procedures in place to ensure that our recruitment process includes all necessary checks and vetting to ensure staff employed by the school either as volunteers, contractors or employees are safe to work with children and young people.

## Associated Policies and Publications

This policy has been written with reference to and in accordance with the following policies and publications:

- Eerde IBS Staff Handbook and Safeguarding Code of Conduct
- Eerde IBS Anti-Bullying Policy
- Eerde IBS Behaviour and Conduct Policy
- Eerde IBS E-Safety Policy
- Eerde IBS School and Boarding Guide
- Eerde IBS Boarding Parent Handbook
- Eerde IBS Sickness and Medicines Policy
- Eerde IBS Health and Safety Policy
- Eerde IBS Safer Recruitment Policy
- Eerde IBS Learning Support Policy
- Eerde IBS Personal Development, Extra-Curricular and Enrichment Policy
- Eerde IBS Role of the Tutor
- Eerde IBS Whistleblowing Protocol

## Equality Impact Assessment

We are also committed to [Articles 2 and 14 of the United Nations Convention on the Rights of the Child](#) and therefore, have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Therefore, this policy has been equality impact assessed to ensure that it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.



This policy affects or is likely to affect the following members of the school community (✓)		Students	School Personnel	Parents/carers	Board	School Visitors	Wider School Community					
		✓	✓	✓	✓	✓	✓					
Question	Protected Characteristics								Conclusion			
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'			
	YES										Yes	No
	NO	✓	✓	✓	✓	✓	✓	✓				✓
	UNSURE											
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'			
	YES	✓	✓	✓	✓	✓	✓	✓			Yes	No
	NO										✓	
	UNSURE											
<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.											

## Policy Review

Annual Policy Review Sheet - Appendix A:

Review Date	Primary Reviewer Name (Policy Coordinator)

This Appendix A should be completed **annually** by the Policy Coordinator.

<b>Date of Last Review:</b>	
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<b>Date of Next Review:</b>	
<b>Is this policy being implemented fully, with all outlined procedures followed as prescribed?</b>	YES/NO
<b>If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...</b>	
<b>How are staff made aware of this policy?</b>	
<b>Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?</b>	
<b>Monitoring the Effectiveness of the Policy</b>	
<b>Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...</b>	

