

Eerde Safeguarding and Child Protection Policy



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Introduction

Eerde International Boarding School (hereafter referred to as Eerde) recognizes there is no greater responsibility for a school than providing a safe and healthy environment in which to learn. We understand the moral and statutory responsibility to act, at all times, in the best interest of the child. We do this through providing a safe and welcoming environment where all children can thrive by being respected and valued.

Systems, training and safe practice are developed through adherence to the Dutch Protocol for Domestic Violence and Child Abuse (Meldcode/ Veilig thuis). Eerde is also aligned with the recommendations of the International Task Force on Child Protection. At Eerde we hold ourselves to a high standard in relation to child safeguarding and child protection and are committed to the safety of all by creating a culture of transparency and speaking out against unsafe practices around children. This Safeguarding and Child Protection Policy is based on international law and on the United Nations Convention on the Rights of the Child of which the Netherlands is a signatory.

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

Safeguarding the welfare of children and young people is everyone's responsibility and so we expect all staff, volunteers, and visitors to share in this commitment. Therefore, 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.

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 (Vertrouwswen 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 Designated Safeguarding Governor
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Designated Safeguarding Governor

The Designated Safeguarding Supervisory Board Member will ensure that:

- to visit the school regularly;
- to liaise with the School Director and the DSL ensuring the policy is implemented;
- to report back to the Supervisory Board regarding safeguarding matters;
- to liaise with the Director and DSL on all allegations against member of staff at the school;
- to be the point of referral should there be an allegation against the Director.



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.
- 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;

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 one of the DDSLs) and consists of the following members:

- Designated Safeguarding Lead/ Academic Director
- Operations Director
- IGCSE Coordinator
- Welfare Officer
- 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 twice 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 Learning Support:

- As Learning Support Coordinator in school, is 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.
- Whilst not a member of the CSS does attend the meetings to advise on matters regarding Learning Support.

Role of the Confidential Counsellor/ Independent Listener

The Confidential Counsellor/ Independent Listener (Vertrouwenspersoon):

- 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 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;
- Ensure the maintenance of an up to date staff safeguarding register that is in place containing all necessary information regarding their safety to work with Children including but not being limited to past criminal checks, records of references taken, records of trainings that have been completed and emergency contact details.
- 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;
- Ensure that all staff read and sign the Safeguarding and Child Protection Policy and Staff Code of Conduct.
- 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 Coordinators (IB, IGCSE, IMYC, IPC)

The 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 Breintje Beer, 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.

Breintje Beer 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 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 encouraged to act on their intuition even if this is a 'it may be nothing, but...' gut feeling (onderbuikgevoel).
- 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 and CSS. 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 or 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 Safeguarding Committee that will be voluntary and meet once per month with the DSL.
- A Student Council (which will meet regularly and also be consulted by the Principal)
- An appointment system and means of contact with the Director and key staff members
- Operating an 'open door' policy in school whenever possible
- An Annual Student Welfare Questionnaire (on a variety of matters relating to the school and/or social issues)
- Open Class discussion (on a variety of matters relating to the school and/or 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.



Definitions

Safeguarding

Safeguarding is the creation of a culture, processes and procedures to protect children from maltreatment and safeguard the community against harm. Eerde promotes the welfare of children and includes but is not limited to:

- 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;
- providing continuity of care for all students;
- a suite of policies and procedures that support the safety of the community;
- providing preventative safeguarding education to all students;
- the vigorous risk assessment of any activity that could present harm;
- a culture of anti-discrimination that ensures equity for all;

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.

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).

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

The Child

Although the policy refers to 'children and students', we believe that protection of all young people is paramount. Eerde defines the child as any student currently attending Eerde International School regardless of their age. To this extent the concepts of Safeguarding and Child Protection and all this entails, applies to all students of Eerde. This is particularly true as many of Eerde's students are away from their home environments and may be emotionally vulnerable.

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.

Staff Safeguarding Code of Conduct



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

Staff Code Of Conduct

In order to safeguard children enrolled in our school, the following expectations, sections 1-7, are included in the Staff Handbook and as per Article 10.1 of the Employment contract, forms an integral part of the signed employment contract. Thus this is a part of all Staffs' contractual obligations during contractual hours and non-contractual hours spent on-campus, or-off campus on official school business.

For the purposes of this code of conduct the term 'Staff' refers to anyone directly employed, part or full time or who is volunteering at Eerde International Boarding School in any capacity.

In our school community, we will be mindful of cultural differences, whilst abiding by Dutch law and following International best practices. Therefore, we will adhere to the following:

1) Underpinning Principles

- a) The welfare of the child is paramount.
- b) Staff should understand their responsibilities to safeguard students.
- c) Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- d) Staff should work, and be seen to work, in an open and transparent way.
- e) Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded.
- f) Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern.
- g) Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.
- h) Staff should not consume or be under the influence of alcohol or any substance including prescribed medication, which may affect their ability to care for children.
- i) Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings.
- j) Staff should continually monitor and review practice to ensure this guidance is followed.
- k) Staff should be aware of and understand Eerde's safeguarding and child protection policy, arrangements for managing allegations against staff, staff behaviour policy. Whistle blowing procedures and Dutch governmental procedures.
- l) In our school community, we treat each other with respect and tolerance. We will refrain from comments or behaviors that demean, hurt, or discriminate. For example:
 - i) Comments that are vulgar, lewd, lascivious, or convey sexual innuendo or that threaten school community members are unacceptable.
 - ii) The use of profanity by staff in front of students (cursing/swearing) is not acceptable.



- iii) All staff concerns related to fellow staff members should be professionally addressed regardless of their role in the school.

2) Physical Boundaries

In our school community, we respect one another's physical boundaries. We are aware of cultural differences surrounding touch and disciplinary actions, see Lower Primary School guidelines for more information specific to our youngest community members and Boarding Guidelines that relate to staff whilst on duty in our Boarding residential facility.

- a) Physical aggression toward any school community member at any time and in any way, is unacceptable.
- b) Physical contact, like hugging, should be child-initiated and one should gently disengage from such contact as appropriate.
- c) Kissing a student is never appropriate.
- d) Except in instances of injury, extreme emotional or physical distress, students should never be picked up or allowed to sit on one's lap; in such cases, use professional discretion and bring the pertinent member of staff (e.g. Coordinator, Academic Director, CSS) to the student where possible.
- e) Students should not be pushed, prodded, physically moved or restrained unless there is clear evidence that their personal safety or the safety of others is compromised.
- f) Hand-holding is only appropriate for Lower and Upper Primary School students if it is student initiated and, or a young student needs to be guided to a new location. However, all staff should be aware that frequent hand-holding with a particular student can be construed as inappropriate.
- g) Staff are not to make or attempt to initiate contact of a sexual nature with an enrolled student, regardless of whether that student is of legal age or not.
- h) Due to the position of power staff hold, staff are not to make or attempt to initiate contact of a sexual nature with any previously enrolled student who attended the school whilst that staff member was employed or volunteered at the school, this is regardless of whether that student is of legal age or not.

3) Professional and Respectful Conduct

- a) Staff should adhere to all other Terms and Conditions of employment set out in their contract.
- b) Leaving campus during school time or after school with a student enrolled at the school is not acceptable unless it is a pre-arranged field trip, local excursion or class related activity and is supported by the requisite number of chaperones and has the consent of parents.
- c) One-on-one meetings with students (including tutoring) should be held in a public area on campus, in a room where the interaction can be observed, or in a room with the door left open. Doors made of full glass are considered open. Another staff member or supervisor should be notified about recurring meetings. Exceptions are made in confidential nursing or counselling situations.
- d) If a student is enrolled at the school then all tutoring should occur on campus and not at the staff's home or the home of the student.



- e) Staff are not to be alone with a student, or students, in a closed room (see 3c) or vehicle during class trips, excursions and sporting events even if the student is sick. Have another staff member join you with the student(s) where necessary. In certain situations exceptions may be made but only with the permission of the DSL and Director and after a risk assessment has been completed.
- f) Any Staff must not be engaged with current Eerde students via social networking on a personal level. The only exception to this is to use WhatsApp or similarly approved format on a school phone during a school trip. This must first be agreed with the DSL.
- g) With the exception of family and friend relationships students should not be invited to your home. You should not visit the house of students.
- h) Frequent, secretive or individualized gift giving is not appropriate, and Staff should not give gifts to students or their families. Any staff wishing to do so should obtain permission from the DSL and Director.
- i) Cameras, mobile phones, iPads or similar items should never be taken into student bathroom areas or changing rooms.
- j) Staff should not change or go to the toilet in sight of a student.
- k) Staff should not shower with students.
- l) Report any indications to the Director, Academic Director and DSL, verbal, written or physical that suggest a student may be infatuated with a member of staff. Always maintain professional boundaries to avoid this.
- m) Staff should not discuss their personal or sexual relationships with or in the presence of students.
- n) Under no circumstances should staff use their personal phones or other electronic devices to take photos or videos of students. Where staff have school provided phones they must not utilise cloud sharing devices that enable them to access the photos on their personal phones.

4) Lower Primary Guidelines

- a) Staff should inform another colleague when they are going to assist a child with intimate care.
- b) Staff should communicate with parents the level of developmentally appropriate care they can expect from the staff. Where a child is not developmentally able to be autonomous during toileting routines to the extent that they need extra support over that of other children, staff should work collaboratively with parents to ensure their developmental progress is understood and supported by all.
- c) Always explain to the student what is happening before a care procedure begins.
- d) Consult with colleagues where any variation from agreed procedure/care plan is necessary.
- e) Record the justification for any variations to the agreed procedure/care plan and share this information with the student and their parents/carers.
- f) Avoid any visually intrusive behaviour.
- g) Where there are changing rooms or toilets announce the intention of entering.
- h) Always consider the supervision needs of the students and only remain in the room where the need requires this

5) Boarding Guidelines



Whilst on duty in the Boarding House, staff have a different role than elsewhere in the school. Their role is to parent and nurture the students in an appropriate and professional manner that aids in their physical, social and emotional development. The following guidelines are to ensure this behaviour is both safe and appropriate to the Boarding setting.

- a) Staff will knock before entering any students private bedroom
- b) Staff will follow the guidance around physical contact in most cases but will use their discretion if they feel more physical contact is necessary. If in doubt staff should ask permission before they touch a child.
- c) Staff will not enter the showers or toilets without knocking first, if a child is showering or using the toilet they can only enter if they perceive them to be at significant risk of harm.
- d) Staff will not search students private rooms without their permission. The only exception to this would be in the case that they have evidence to suggest not doing so could cause harm to a child or adult. In this situation they must be accompanied by another member of the Boarding staff and if possible have the permission of the Pastoral and Boarding Manager.
- e) Staff will wear bed time clothing that covers both chest and genital area.
- f) Staff will not shout or be aggressive towards students.

6) Being Positive Role Models

- a) Staff should never possess, or use illegal drugs and/or abuse prescription medicine during contractual hours.
- b) Alcohol or tobacco products should not be consumed during contractual hours, excluding official school social functions with permission of the Director.
- c) Employees should never buy or distribute alcohol, drugs, cigarettes, audio-visual, or reading material that is inappropriate and give it to students or be responsible for their exposure to it in any way.
- d) Smoking is not permitted on the secure school campus or Eerde grounds. Smoking should be done at a discrete distance from the campus, preferably out of the line of sight of students who are on campus.
- e) Staff should behave in any way that causes anyone to feel discriminated against.

7) Sexual and General Harassment of Staff

Be aware that child abusers often break down Code of Conduct boundaries by using sexual language with students and other staff to normalize their behavior. In addition, they may build your trust through compliments or romantic suggestions in order to distract you from their inappropriate behavior with children and ensure that you are less likely to notice or report boundary crossing, especially if you have already become complicit to it.

Someone who sexually harasses others can be of any gender. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- a) A staff decision (or threat of one) affecting that individual is made because the individual submitted to or rejected the unwelcome conduct.
- b) The unwelcome conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or abusive work environment.



- c) Repeated comments or actions that disrespect another member of staff through aggressive or demeaning physical actions or verbal comments.
- d) Repeated unwelcome advances or unwelcome personal behavior (verbally or through electronic or written communication) makes the member of staff feel uncomfortable or unsafe.
- e) Unwelcome actions such as the following are inappropriate:
 - i) Sexual pranks, or repeated sexual teasing, jokes, or innuendo, in person or via electronic communication
 - ii) Verbal abuse of a sexual nature
 - iii) Touching or grabbing of a sexual nature
 - iv) Repeatedly standing too close to or brushing up against a person
 - v) Repeatedly asking a person to socialize during off-duty hours when the person has said no or has indicated he or she is not interested
 - vi) Giving gifts or leaving objects that are sexually suggestive
 - vii) Repeatedly making sexually suggestive gestures
 - viii) Making or posting sexually demeaning or offensive pictures, cartoons or other materials in the workplace
 - ix) Off-duty, unwelcome conduct of a sexual nature that affects the work environment
 - x) Initiating unwelcome emailing, texting or telephone calling
 - xi) Unwelcome home visits
 - xii) Threats or manipulative behavior
 - xiii) Constantly following them around or seeking them out without invitation

All staff are required to sign and date the declaration in Appendix 8 to confirm they have read and will abide by not only the Safeguarding and Child Protection Policy, but in particular the Staff Code of Conduct.

Disclosures and Reporting

Listen, Believe, Support and Report

Eerde's guidance surrounding handling disclosures follows the 4 structure of 'Listen, Believe, Support, Report' as explained below.

Listen - Actively listen to the disclosure, do not interrupt them or finish their sentences. It's ok to ask clarifying questions but you do not want to ask so many that the child feels interrogated. Be sure not to ask any leading questions, keep them open. As soon as you feel it is appropriate write notes of your discussion to ensure you remember everything when reporting it later.

Believe - Always believe the child. The most common reason children do not disclose incidents of abuse is that they do not believe adults will believe them. Be mindful that your body language conveys that you believe them and take the disclosure seriously, children will be hyper alert to this. Research shows that it is incredibly rare for children to make false or malicious allegations and even on the rare occasion when this does happen it is often to mask another concern about their wellbeing.

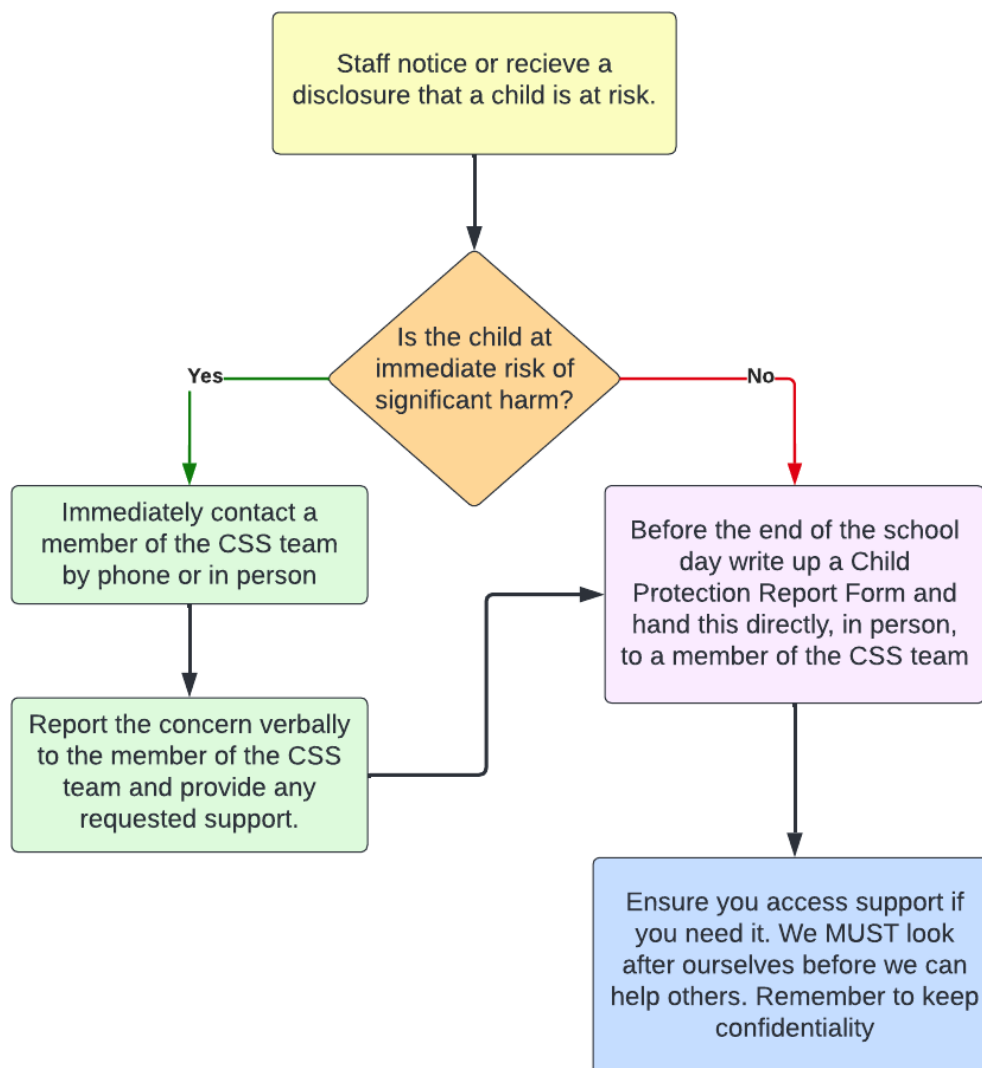


Support - Disclosing an incident of abuse can be extremely difficult and even a potentially traumatic experience. It's important to support the child, letting them know that they have done the right thing and that they will be supported throughout this process. Whilst some may find physical touch comforting you should only provide this if it is initiated by the student and you feel safe and comfortable doing so. Remember, for victims of abuse, physical touch could create an unsafe environment for them. Be careful not to promise things that you cannot guarantee, be especially clear about the limits of confidentiality.

Report - When you receive a disclosure you have an obligation to report this to the CSS team immediately. This should be done by completing a Child Protection Form (*Appendix 3*) by hand and then handing this in person to a member of the CSS. This should be done as soon as possible, giving the CSS team the time they need to create a support plan for the disclosure. If the child is at immediate risk of harm you must go and see the DSL immediately to allow us to prioritise the safety of the child. Child Protection is our priority and so know that School Management will support you with cover should you need to make a report urgently. If you delay the report of a concern not only can this place the child at more risk but also increase the likelihood that your report is less accurate due to the natural degradation of memory.

Below is a flow diagram that can be found in all offices in the school regarding dealing with a disclosure. A more detailed approach is included in Appendix 2 - Disclosures and Reporting Procedure.





In addition to this please see the following guidance;

- If there are reasons to suspect that a student has been abused or neglected by a member of staff or that a disclosure involves a member of staff you must report it to the Designated Safeguarding Lead **and** the School Director. The Designated Safeguarding Lead will follow guidelines written in the **Allegations Against Staff Policy**.
- Following a disclosure the Designated Safeguarding Lead will discuss the concern with the CSS and if appropriate 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 Breintje Beer.



- The Designated Safeguarding Lead will seek to inform the parents / carers of the student of any concerns as long as it is safe to do so and the child is not placed at more risk by informing the parents.
- If the student discloses sexual abuse or sexual abuse is suspected the student must not be questioned further than the initial CSS investigation and the parents must not be informed until Veilig Thuis and the Police Child Protection Team has been informed and advice given.
- The Designated Safeguarding Lead must keep a written record of all contact with other agencies.
- All physical paperwork relating to child protection must be stored in a locked, fireproof cabinet.
- All digital records relating to child protection must be stored on an encrypted platform that is only accessible by the CSS team and School Director.

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 Chronology Record Form

Confidentiality

It's important that you do not promise a child confidentiality when they disclose to you. Instead our guidance is that you explain that whilst you can keep some information confidential, if they tell you something that means you are concerned for theirs or other's safety you have a legal duty to report this. But that you will only share this with the CSS team and that the information will be shared only with them and no one else. The CSS team will then speak with the child and ensure they have a key role in what happens next and importantly who is told. Staff must not discuss the allegation with other students, family members or colleagues.

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 significant risk of harm.
- 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

Dutch Child Protection Procedures

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>

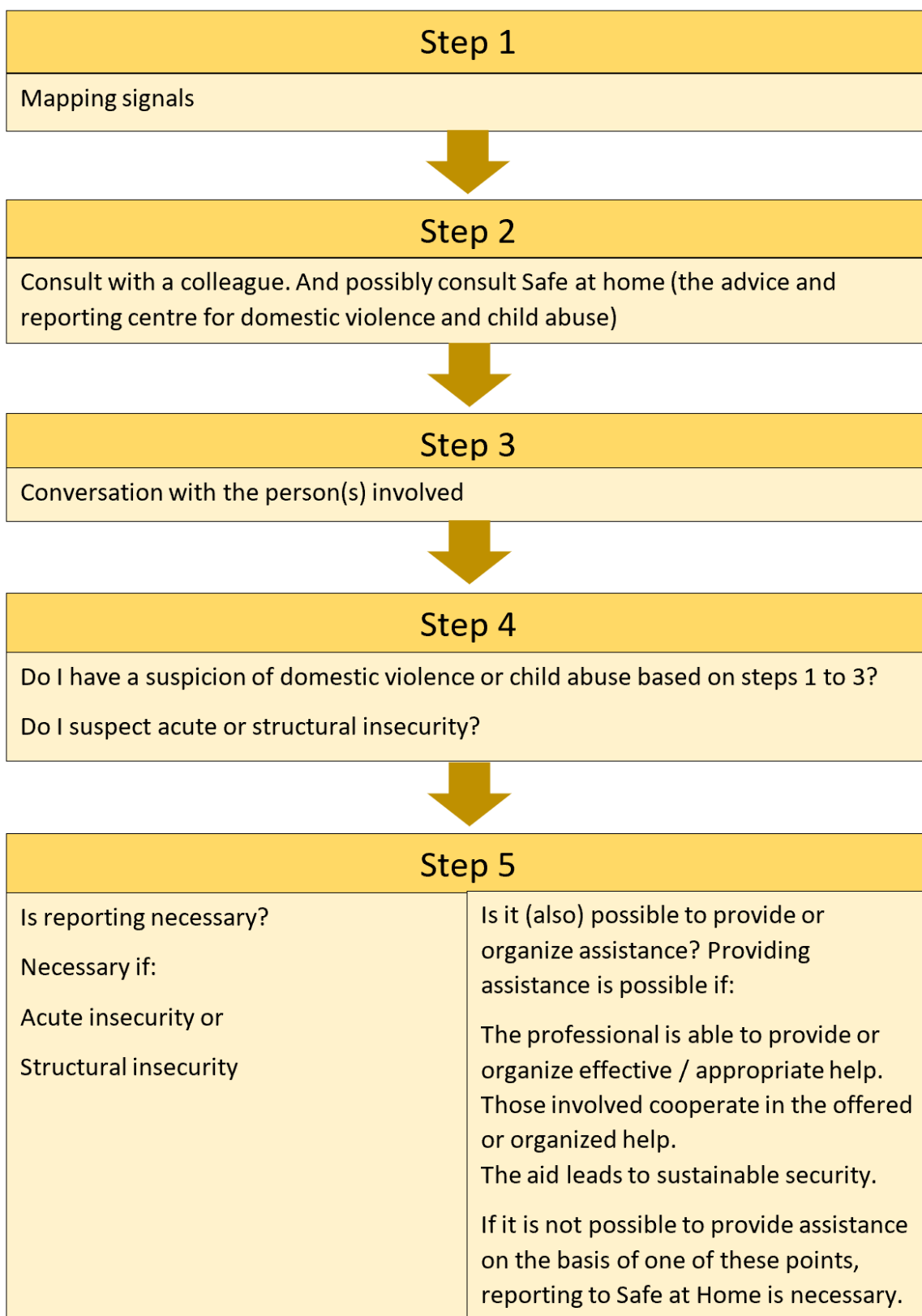
An assessment and reporting tool can be found here:

<https://www.afwegingskadermeldcode.nl/>

An English version can be found in Appendix 7, but please note, changes made in January 2019 are not reflected in this document:

A school translated version of the updated code can be found below.





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	Amy Ramsey (Academic Director)	aramsey@eerdeibs.nl
Deputy Designated Safeguarding Lead - School - DDSL	Gerdien Ort (IGCSE Coordinator)	gort@eerdeibs.nl
Deputy Designated Safeguarding Lead - Boarding - DDSL	Aniel Khoenkhoen (Boarding Parent)	akhoenkhoen@eerdeibs.nl
Deputy Designated Safeguarding Lead - Boarding - DDSL (as of Nov 2023)	Katie Voelker (Welfare Officer)	kvoelker@eerdeibs.nl
Deputy Designated Safeguarding Lead - Boarding - DDSL	Christel Brandwagt (Operations Director)	cbrandwagt@eerdeibs.nl
School Director	Niki Holterman	nholterman@eerdeibs.nl
HR Manager	Pamela Glancy	pglancy@eerdeibs.nl
Designated Safeguarding Governor	Wim Boomkamp	jwboomkamp@gmail.com
Vertrouwens Inspecteur - for concerns about abuse in schools	Vertrouwens Inspecteur https://www.onderwijsinspectie.nl/onderwerpen/vertrouwensinspecteurs	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	https://www.onderwijsinspectie.nl/onderwerpen/meldpunt-inspectie	088-669 60 60
Social Stability Expertise Unit (ESS) radicalisation, polarisation and extremism	https://www.socialestabiliteit.nl	(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 (Vertrouwenspersoon)	Jan De Haaj (Breintje Beer)	0644690211 contact@breintjebeer.nl



Monitoring and Support

The Committee for Support and Safeguarding meets every 2 weeks, to discuss all active cases on the child protection register. 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 in line with GDPR regulations.

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.

In order to be in compliance with GDPR a risk assessment will be carried out before any document is shared with another school.



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;
- First Aid (BHV training).

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 all staff will attend;

- Safer Handling and Restraint Training.

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 other recognised safeguarding training 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

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 ***Eerde Responding to Allegations Staff Policy***



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 Allegations Against Staff Policy (in progress)
- Eerde IBS Anti-Bullying Policy
- Eerde IBS Behaviour and Conduct Policy
- Eerde IBS Boarding Parent Handbook
- Eerde IBS Boarding Exeat and Attendance Policy (in progress)
- Eerde IBS E-Safety Policy
- Eerde IBS Health and Safety Policy
- Eerde IBS Head Injury Policy (in progress)
- Eerde IBS Learning Support Policy
- Eerde IBS Personal Development, Extra-Curricular and Enrichment Policy
- Eerde IBS Safer Handling and Restraint Policy (in progress)
- Eerde IBS Safer Recruitment Policy
- Eerde IBS School and Boarding Guide
- Eerde IBS Sickness and Medicines Policy
- Eerde IBS Staff Handbook
- Eerde IBS Role of the Tutor
- Eerde IBS Whistleblowing Protocol

