

“You are the light of the world, let your light shine.”

# Child Protection & Safeguarding Information for Volunteers

## Document Summary

<b>Title</b>	Child Protection & Safeguarding Information for Volunteers
<b>Statutory / Non-Statutory</b>	Non-Statutory, however as it sits under the Safeguarding umbrella, Safeguarding Governor to review changes before new version issued
<b>Lead Governor</b>	Safeguarding Governor
<b>Approval Body</b>	Head Teacher & Safeguarding Governor
<b>Review Frequency</b>	Annual

## Document Control

Version	Date	Author/Role	Approved By	Approval Date	Summary of Changes
V1.0	Nov 2025	SPrior/HT	HT & SG Gov	Dec 2025	First issue



## Child Protection & Safeguarding Information for Volunteers

Everyone who comes into contact with children and their families has a role to play in safeguarding children. As a school volunteer, it is possible that a child may disclose something that causes you concern. Equally, having spent time in school, you may have general concerns about a particular child's wellbeing. This document will provide you with the information you need should such a situation occur.

### Systems

Knowing what to look for is vital to the early identification of abuse and neglect. If volunteers are unsure, they should always speak to the **Designated Safeguarding Lead (DSL)**. In our school, **Mrs Prior** is the DSL and **Mrs Marchant** is the deputy DSL - both wear **yellow lanyards**.

It is important to maintain confidentiality and not to discuss the matter with other members of staff, parents or visitors.

When working with children with a DBS checked member of staff:

- You must never be in the position of being alone with one of our pupils for intimate care needs, first aid or generally moving them around the school, on your own.
- You must never work 1:1 with a child, never be in a space with a door closed or in an area obscured with no clear lines of site.
- If first aid is required, the school staff member should notify another staff member they need assistance with first aid or for the other staff member to remain with the group whilst first aid is administered.

The DSL/DDSL will speak to you and provide you with a short form to complete, describing the incident/disclosure.

If a child makes a disclosure, it is vital that you **do not ask any leading questions**.

If you need to ask questions, use the TED model-Tell me, Explain to me, Describe what happened who was there etc.

You should listen to what the child has to say and record what they say on the form, in their words. ADSL/DDSL will then add it to the electronic recording system (CPOMS). Once you



have passed on your concerns to the DSL, they will decide whether it meets the threshold for a Social Care referral or if it is more appropriate to monitor at this stage. Where referrals are made to Social Care, the school will not disclose the name of the member of staff or volunteer who raised the initial concern.

### **Types of abuse and neglect**

- All school staff and volunteers should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may need help or protection.
- Staff members and volunteers working with children are advised to maintain an attitude of 'it is happening here, we just don't know about it, yet. If we are disclosed to, are we prepared to handle this to prevent further harm from occurring.
- When concerned about the welfare of a child, staff members/volunteers should always act in the interests of the child.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.



**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Prevent**

If during your time volunteering with the children you have concerns that a pupil may be at risk of radicalisation for extremism, or INCEL propaganda, or drawn into terrorism, this should also be reported to the Designated Safeguarding Lead.

### **Female Genital Mutilation**

If you suspect that a child may be at risk of female genital mutilation, or that this has already occurred, please report your concerns to the Designated Safeguarding Lead. Children may refer to "becoming a woman." Having a special party" "Going to see an aunty" or drinking blue coca-cola."

### **Online/filtering issues**

Should anything get through our filtering system on our technology devices, please reassure the child, tell the teacher who will complete a filtering breach form. From there the ICT team Bucks IT will support us in ensuring information of this type cannot be accessed again. School staff will speak to the children about anything they may have seen which may have upset them or made them feel unsafe.



## **What volunteers should do if they have concerns about a staff member**

If volunteers have concerns about a staff member then this should be referred to the headteacher. Where there are concerns about the headteacher this should be referred to the chair of governors the contact information is available from the office. Alternatively, the contact information for the LADO can be found in the sign in area.

## **Further sources of Information**

This leaflet provides the key pointers we wish to share with our volunteers.

If you would like to read in more depth, please look on the Safeguarding section of our website where you will find our Safeguarding and Child Protection policies as well as a wealth of additional resources and links. This information sheet has been written following the guidance in the 2025, DFE document “Keeping Children Safe in Education.” The full document can be found on the DFE website, as well on as the school website.

A leaflet for visitors will have been issued when you sign in. Please ensure you have read and understood it. If you have any questions, please speak to the DSL or Deputy DSL.

Thank you for your support and enjoy your time with our wonderful children.